



California Online Public Schools (CalOPS)
A California Nonprofit Public Benefit Corporation
BOARD MEETING

GOVERNING BOARD for:
CalCA North Bay
CalCA Central
CalCA Central Coast
CalCA Monterey Bay
CalCA Ripon
CalCA Southern California

Notice is hereby given to the members of the
California Online Public Schools Board and the general public that the
California Online Public Schools Board will hold a meeting open to the public on:

Date and Time:

Tuesday, December 1, 2020 at 3:30 p.m. PT

Meeting to be held:

Via Teleconference due to State Precautions regarding Public Health and Safety
During COVID-19 Pandemic and in accordance with the Governor's Executive Order N-29-20

1 (800) 504-8071; access code 843-8063

This meeting is open to the public in person and via teleconference. For information about this meeting or for members of the public who require special accommodations to attend, contact the school offices: Bernie Jamero at (209) 253-1208 or Deborah Larson at (949) 461-1667 at least 24 hours prior to the meeting. The Board packet can be made available for public review by contacting the school offices prior to the Board meeting in compliance with California open meeting law.

BOARD AGENDA

- I. Call to Order – E. Pavlich
- II. Roll Call – E. Pavlich
- III. Public Comment

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

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

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

To view the Board Public Comment Policy, visit the school's "Our School Board" page at <https://www.connectionsacademy.com/california-online-school/about/school-board>.

- IV. Routine Business
 - a. Approval of Agenda – E. Pavlich
- V. Oral Reports
 - a. Executive Director's Report (MSRs attached) – R. Savage
 - i. COVID-19 Update
 - b. Principals' Reports (attached)
 - i. Elementary School – M. White
 - ii. Middle School – H. Tamayo
 - iii. High School – K. Mannix
 - c. CalCA Financial Report (attached) – L. Carter
 - i. Special Education Service Contracts Update
 - ii. Consolidated Financial Report (attached)
 - iii. CalCA North Bay Financial Report (attached)
 - iv. CalCA Central Financial Report (attached)
 - v. CalCA Central Coast Financial Report (attached)
 - vi. CalCA Monterey Bay Financial Report (attached)
 - vii. CalCA Ripon Financial Report (attached)
 - viii. CalCA Southern California Financial Report (attached)
 - d. Policy and Compliance Report (attached) – F. Sassin
 - i. Enrollment Update
- VI. Consent Agenda
 - a. Approval of Minutes from the October 27, 2020 Board Meeting (attached)
 - b. Approval of Staffing Report (attached)
 - c. Approval of Online & Blended Learning (OBL) Invoice(s) (attached)
 - d. Approval of Draft First Interim Financial Reports (attached)
 - e. Approval of Revision(s) to 2020-2021 School Year General School Handbook: Family Educational Rights and Privacy Act (FERPA) Updates (attached)
 - f. Approval of Enrollment Opening Date window from February 1 to March 15, to Occur in Perpetuity, and Authorization for the School Leader to Work with OBL Regarding Opening Enrollment
- VII. Action Items
 - a. Approval of Local Control Funding Formula (LCFF) Budget Overview for Parents (attached) – L. Carter/F. Sassin
 - b. Approval of CalCA Central Charter Renewal and Appointment of Board Chair as Board Designee to Negotiate, Finalize and Submit all Related Documents (attached) – F. Sassin/ R. Romero
 - c. Approval of Granting High School Diplomas to Students who meet the Requirements of AB 1350 (attached and additional document to be sent under separate cover) – R. Romero
- VIII. Information Items
 - a. State Account Relations (STAR) Update – E. Sigmund
 - i. PCx Path Forward (attached)

- ii. Election Results and Legislative Priorities for Upcoming Session
- b. Partner School Leadership Team (PSLT) Update – M. Brown
 - i. School Leader Review Process
- c. Sponsoring District(s) Update – R. Savage/ F. Sassin

IX. Adjournment and Confirmation of the Next Meeting on Tuesday, January 26, 2021 at 3:30 p.m. PT

Agenda publicly posted:

On: Friday, November 27, 2020

At: <https://www.connectionsacademy.com/california-online-school/about/school-board>

MONTHLY SCHOOL REPORT

School & Date Selection

School

California Connections Academy @ North Bay

Report Date

October 31, 2020

Currently Enrolled

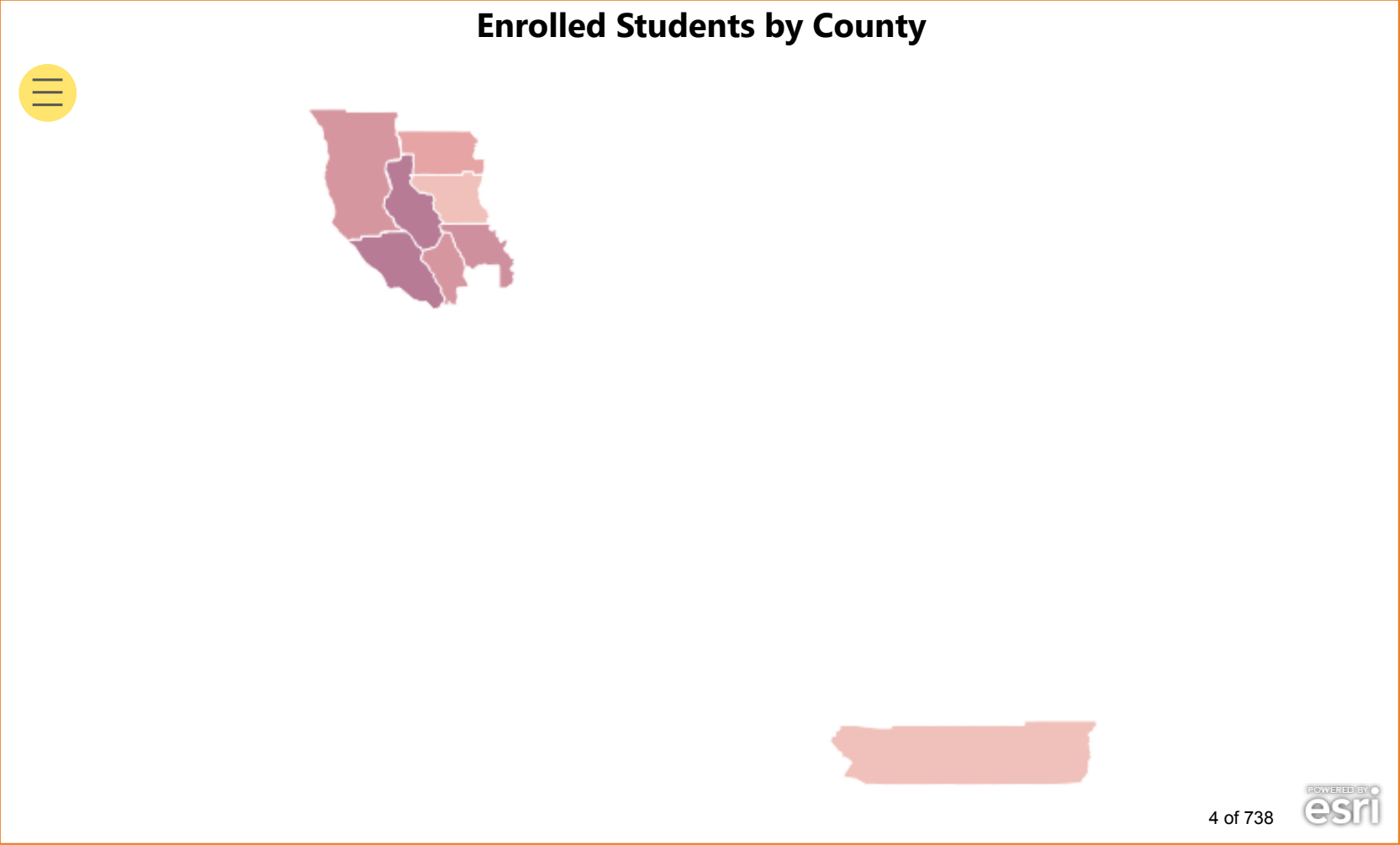
187

Total YTD Enrolled

207

Enrollment Services Complete (Stage 4)

217



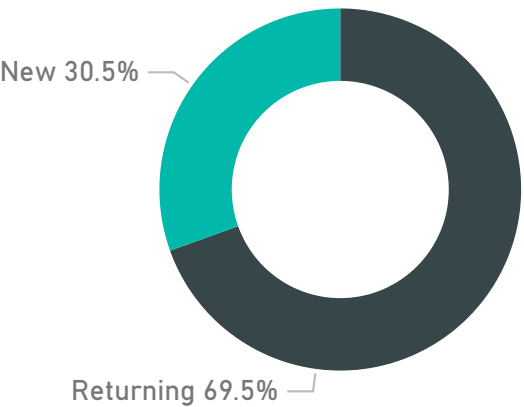
California Connections Academy at North Bay

October 31, 2020

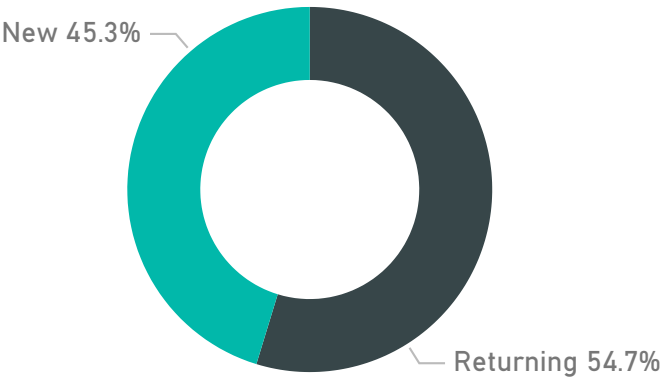
Current Enrollment Month-Over-Month Change
3%

Current Enrollment Year-Over-Year Change
-7%

New and Returning

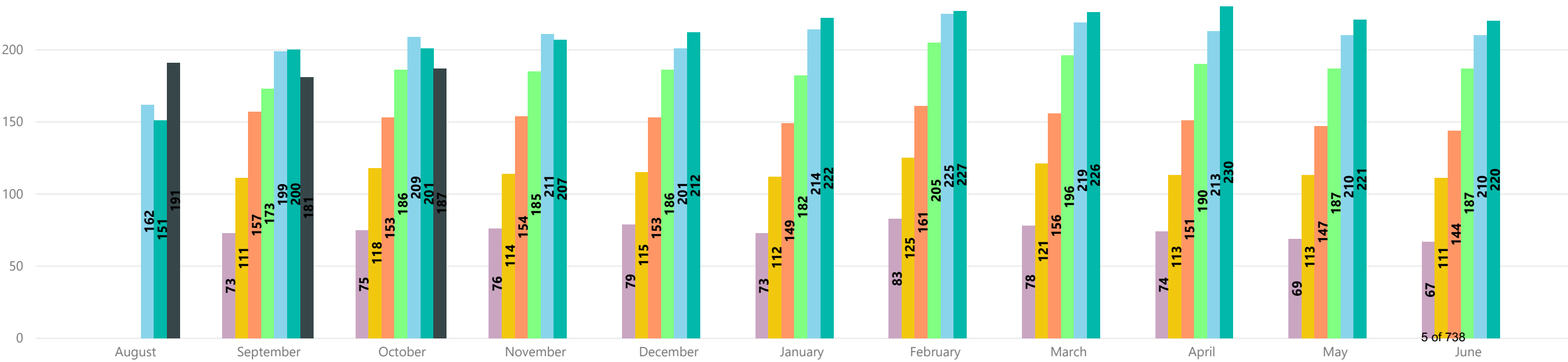


New and Returning Prior Year



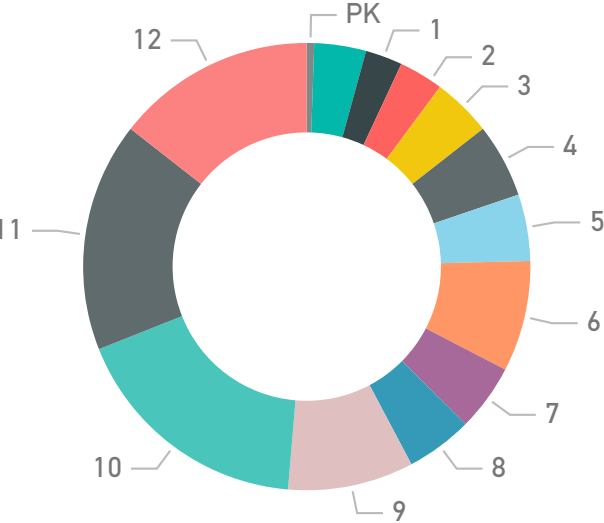
Monthly Student Current Enrollment Comparison

schoolYear 2014-2015 2015-2016 2016-2017 2017-2018 2018-2019 2019-2020 2020-2021

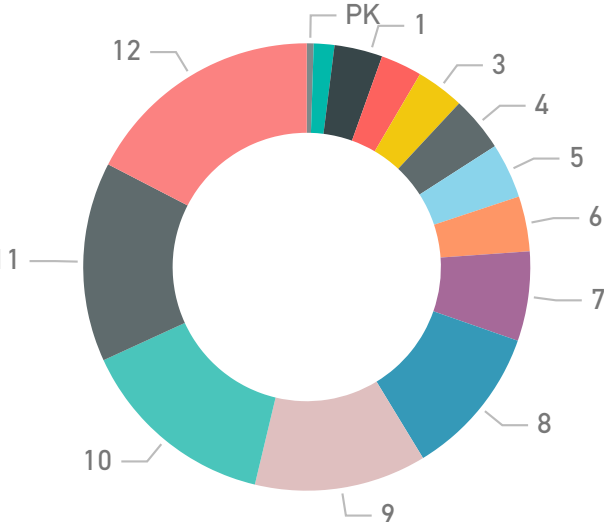


California Connections Academy at North Bay
October 31, 2020

Enrolled Students by Final Grade



Enrolled Students Prior Year by Final Grade

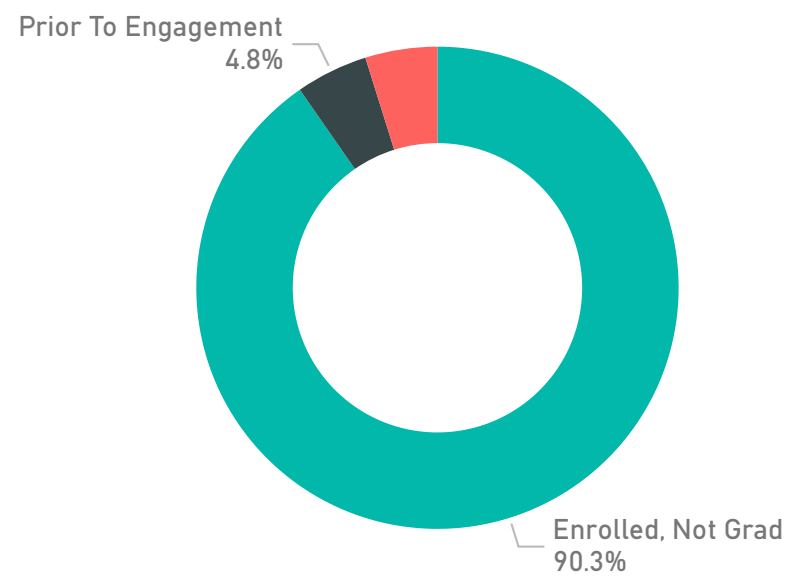


Grade Distribution

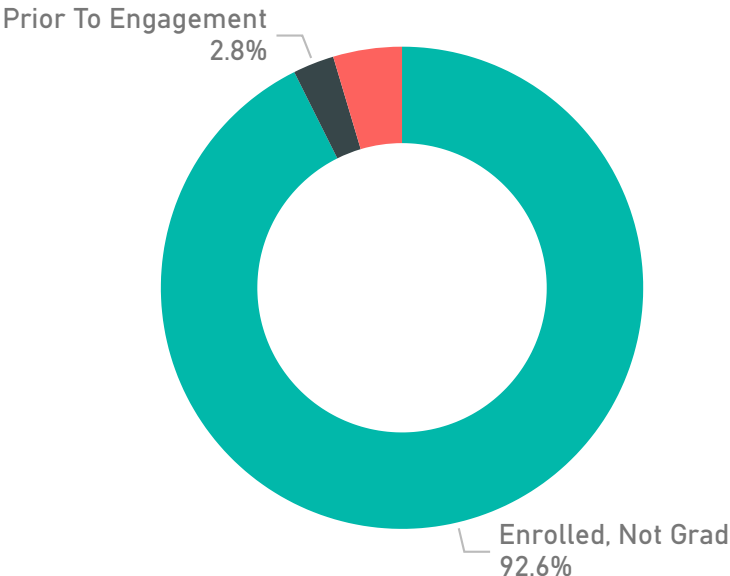
ReportPeriod	SameMonthPriorYear		PriorEOY		LastMonth		CurrentMonth	
GradeDistribution	Students	%CT Students	Students	%CT Students	Students	%CT Students	Students	%CT Students
PK-2	17	8%	19	9%	18	10%	19	10%
PK	1	0%	1	0%	1	1%	1	1%
KG	3	1%	5	2%	6	3%	7	4%
1	7	3%	7	3%	5	3%	5	3%
2	6	3%	6	3%	6	3%	6	3%
3-5	23	11%	24	11%	26	14%	27	14%
3	7	3%	8	4%	8	4%	8	4%
4	8	4%	5	2%	10	6%	10	5%
5	8	4%	11	5%	8	4%	9	5%
6-8	43	21%	50	23%	32	18%	33	18%
6	8	4%	10	5%	14	8%	15	8%
7	13	6%	15	7%	9	5%	9	5%
8	22	11%	25	11%	9	5%	9	5%
9-12	118	59%	127	58%	105	58%	108	58%
9	25	12%	36	16%	18	10%	17	9%
10	29	14%	32	15%	33	18%	33	18%
11	29	14%	28	13%	28	15%	31	17%
12	35	17%	31	14%	26	14%	27	14%
Total	201	100%	220	100%	181	100%	187	100%

California Connections Academy at North Bay
October 31, 2020

Total YTD Enrollment by Withdrawal Category



Total YTD Enrollment Prior Year by Withdrawal Category

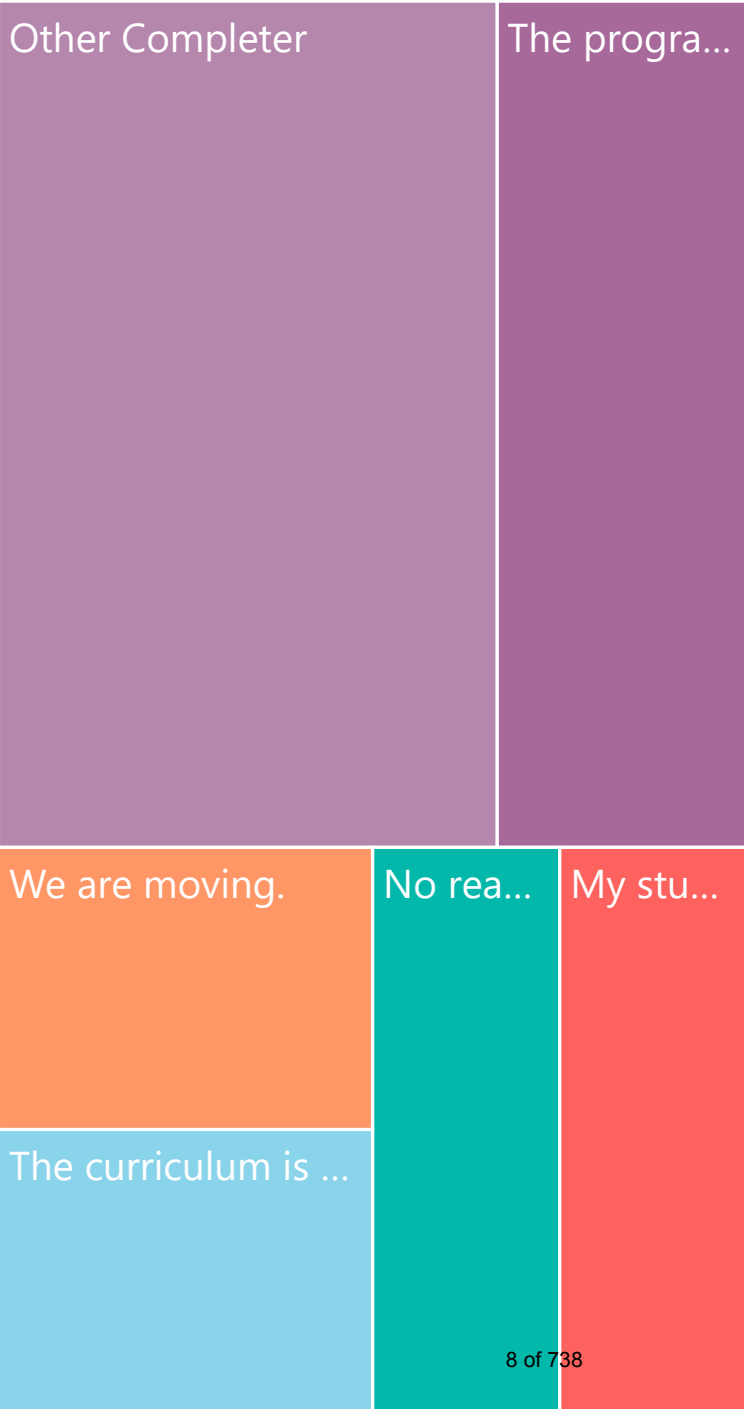


Total YTD Enrollment								
ReportPeriod	SameMonthPriorYear		PriorEOY		LastMonth		CurrentMonth	
Withdrawal Category	Student Count	%CT Student Count	Student Count	%CT Student Count	Student Count	%CT Student Count	Student Count	%CT Student Count
Enrolled, Not Grad	201	93%	220	71%	181	95%	187	90%
Graduated			4	1%				
Not Returning			1	0%				
Prior To Engagement	6	3%	14	5%	5	3%	10	5%
Withdrawal During School Year	10	5%	69	22%	5	3%	10	5%
Total	217	100%	308	100%	191	100%	207	100%

Enrollment Services Complete (Stage 4)
217

California Connections Academy at North Bay
October 31, 2020

Withdrawal Reason				
WD Reason	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
		10	4	4
Another Reason	1	1		
Different/Better Schooling Option (Not related to socialization)	1	16		
No Reason Given	4	25	1	1
Program not flexible enough	1	1		
Program takes too much of Learning Coach's time				2
Student wants more socialization	2	8		1
The curriculum is too hard	1	1		1
Transition to virtual school too difficult		1		
We are moving		6		1



California Connections Academy at North Bay

October 31, 2020

Household Data

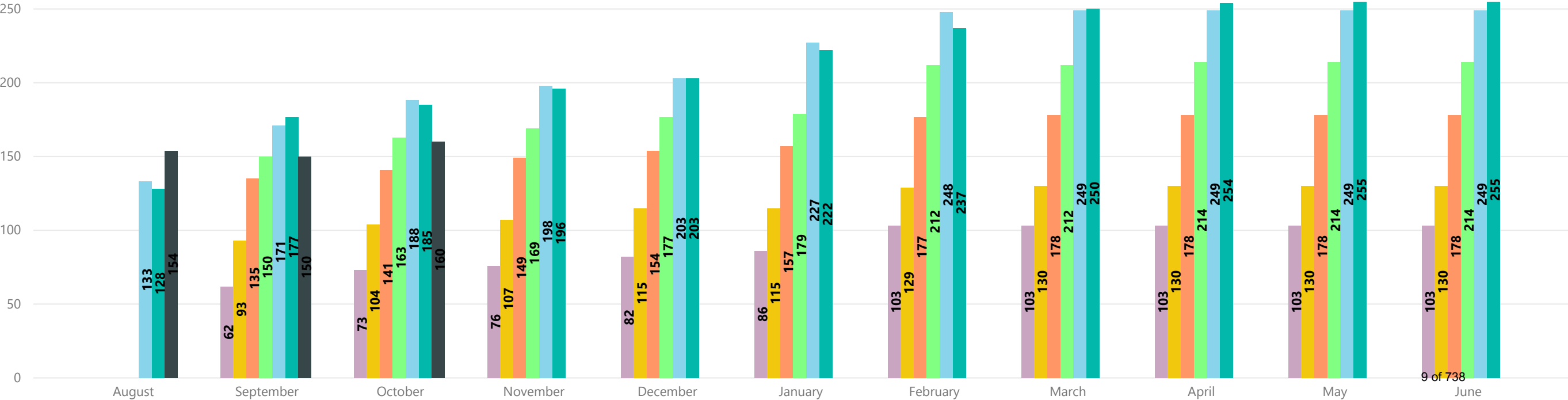
Household Data	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Active	170	178	142	146
Graduated		4		
Not Returning		1		
WD During School Year	9	61	3	6
WD Prior To Engagement	6	14	5	9

Students Per Active Household

	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
	1.18	1.24	1.27	1.28

Monthly Total Households

schoolYear 2014-2015 2015-2016 2016-2017 2017-2018 2018-2019 2019-2020 2020-2021



California Connections Academy at North Bay

October 31, 2020

Ethnicity

Ethnicity	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Hispanic or Latino	53	64	50	50
Not Hispanic or Latino	148	156	130	135

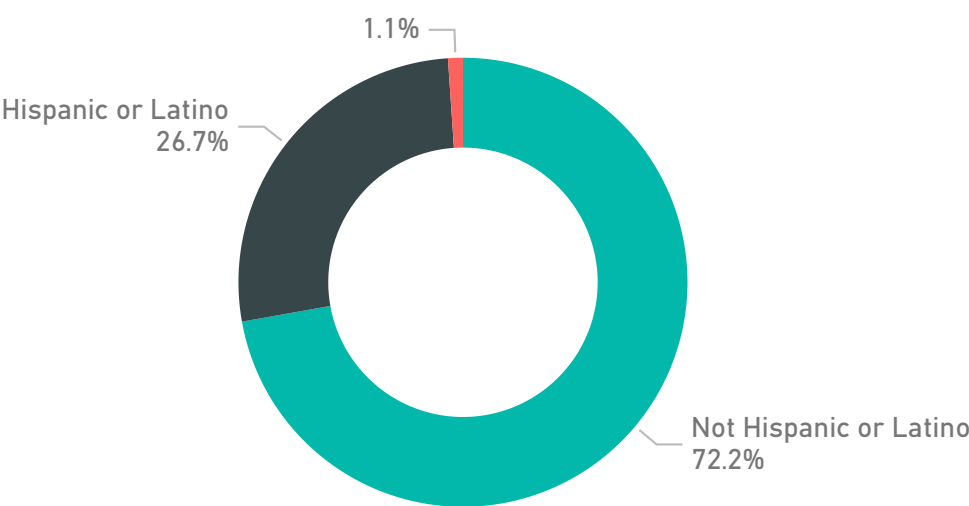
Race

Race	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
American Indian or Alaskan Native	18	14	11	10
Asian	14	22	16	13
Black/African American	22	22	18	18
Native Hawaiian or Other Pacific Islander	3	7	7	7
White	176	195	162	157

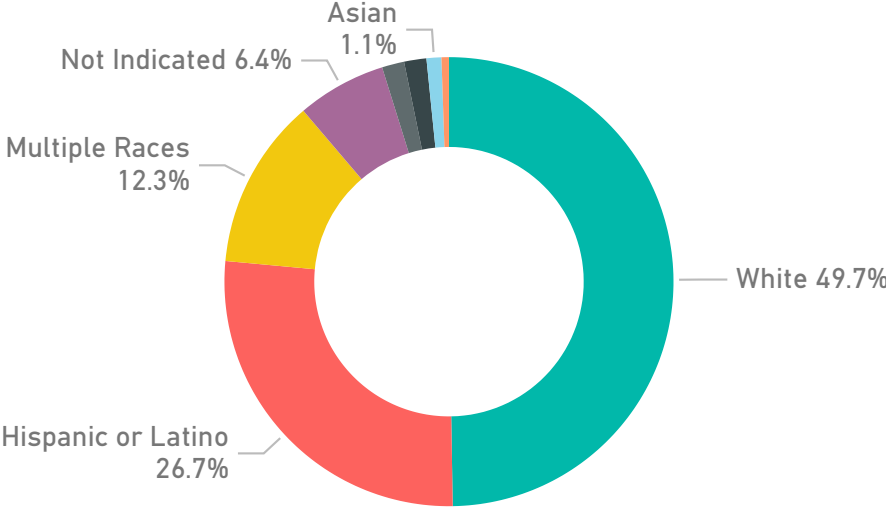
Distinct Race/Ethnicity

Distinct Race/Ethnicity	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
American Indian or Alaskan Native	4	3	3	3
Asian	6	6	2	2
Black/African American	6	4	3	3
Hispanic or Latino	53	64	50	50
Multiple Races	25	30	25	23
Native Hawaiian or Other Pacific Islander	1	1	1	1
Not Indicated			1	12
White	106	112	96	93

Enrolled Students by Ethnicity



Enrolled Students by Distinct Race/Ethnicity



California Connections Academy at North Bay
October 31, 2020

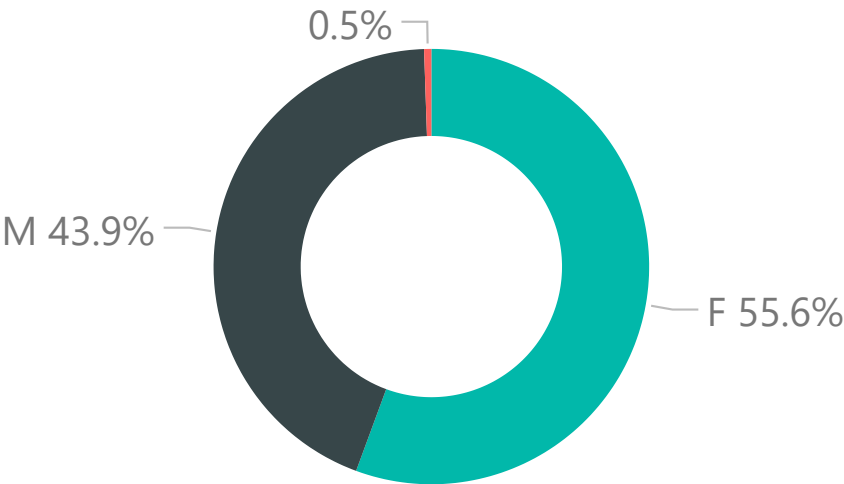
Gender

Gender	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
				1
F	112	125	98	104
M	89	95	83	82

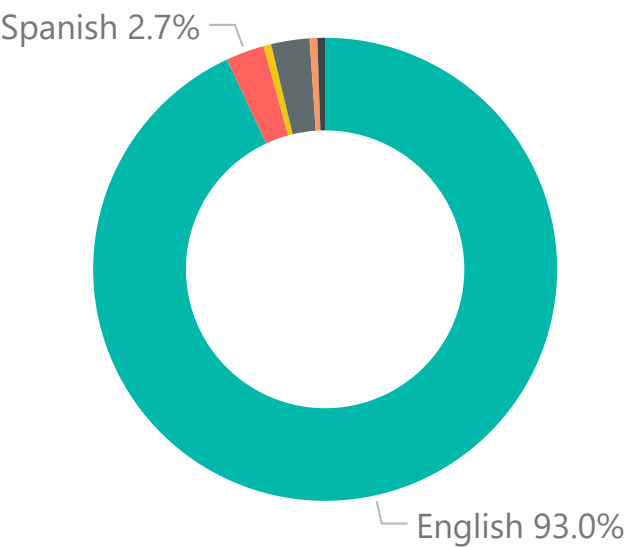
Primary Language

Home Language	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
English	189	207	131	174
Spanish	9	10	4	5
Russian				1
Arabic	1	1	1	5
Another Language	2	2	1	1
No Language Reported			44	1

Enrolled Students by Gender



Enrolled Students by Language

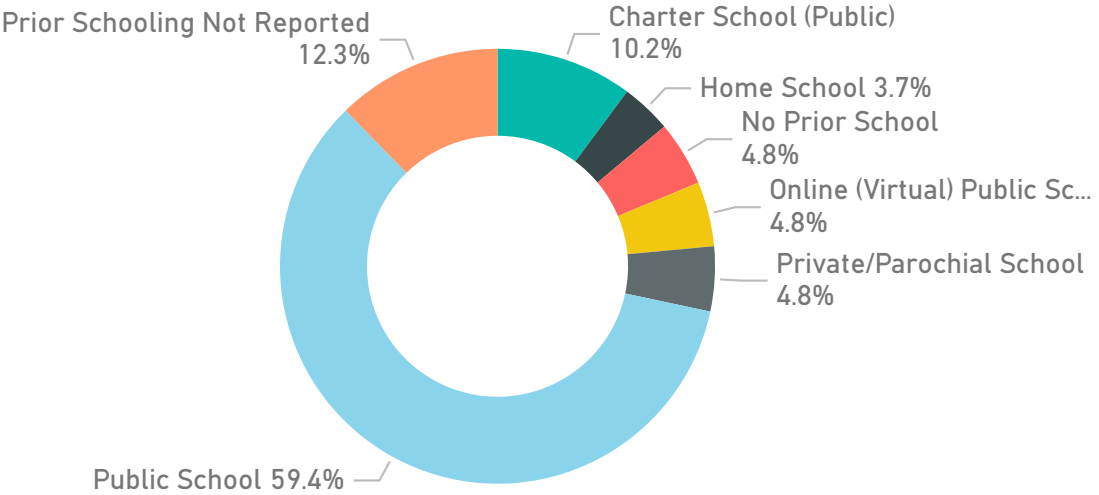


California Connections Academy at North Bay
October 31, 2020

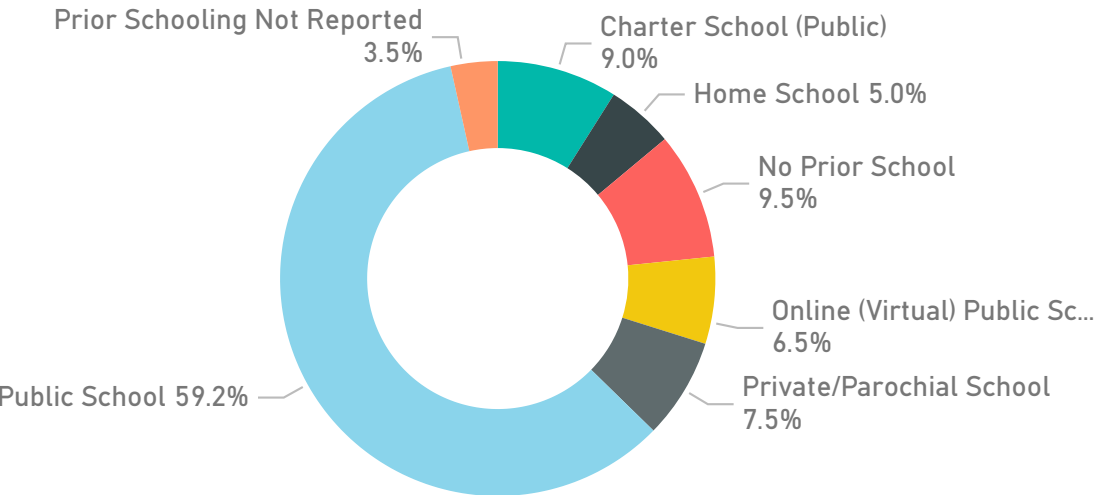
Prior Schooling

Prior Schooling▲	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Charter School (Public)	18	19	20	19
Home School	10	10	7	7
No Prior School	19	12	8	9
Online (Virtual) Public School	13	12	9	9
Private/Parochial School	15	14	9	9
Public School	119	148	116	111
Prior Schooling Not Reported	7	5	12	23

Prior Schooling
October 31, 2020

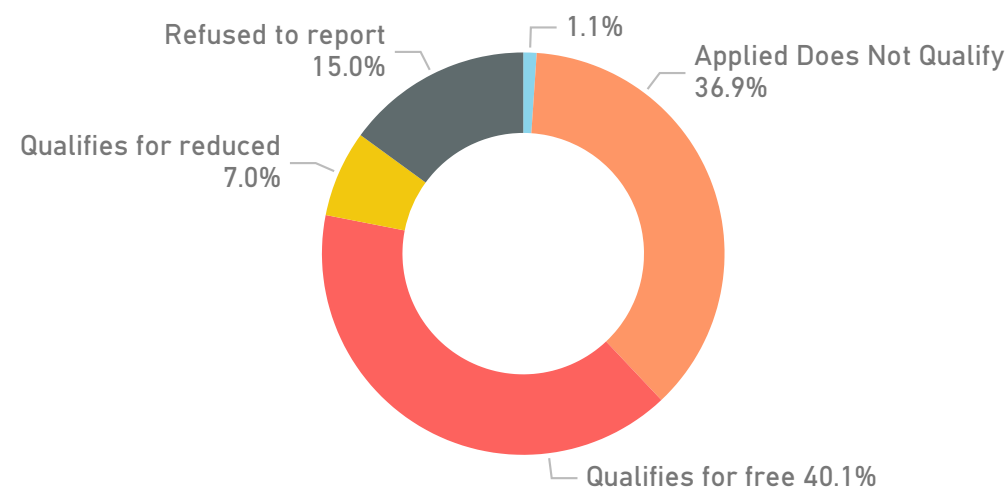


Prior Schooling
October 31, 2019

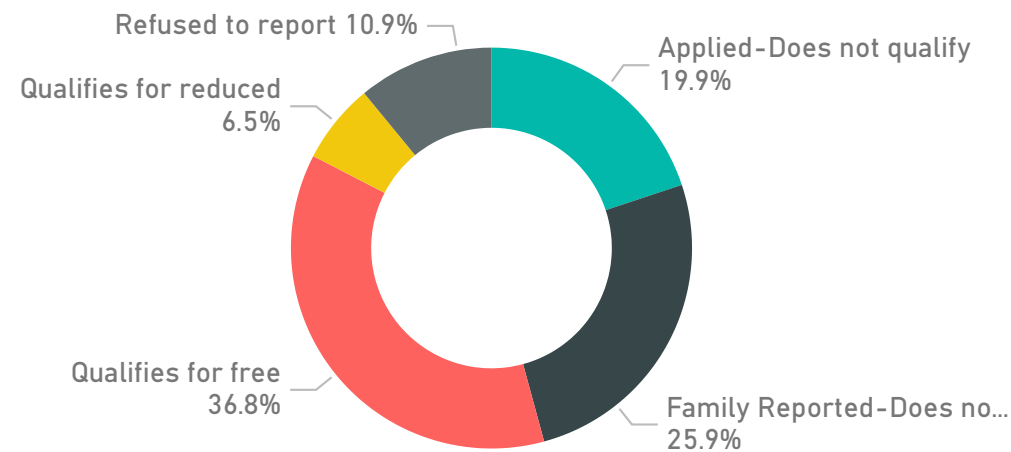


California Connections Academy at North Bay
October 31, 2020

FARM Eligibility
October 31, 2020

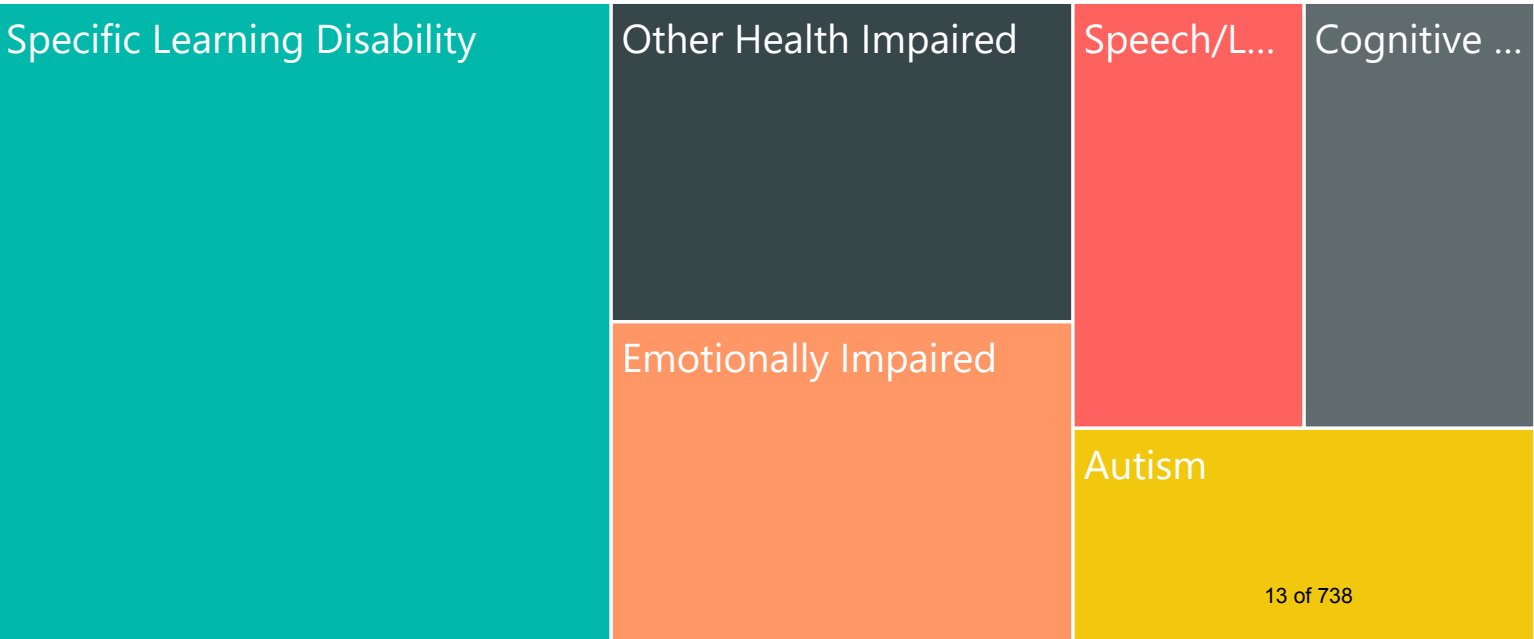


FARM Eligibility
October 31, 2019



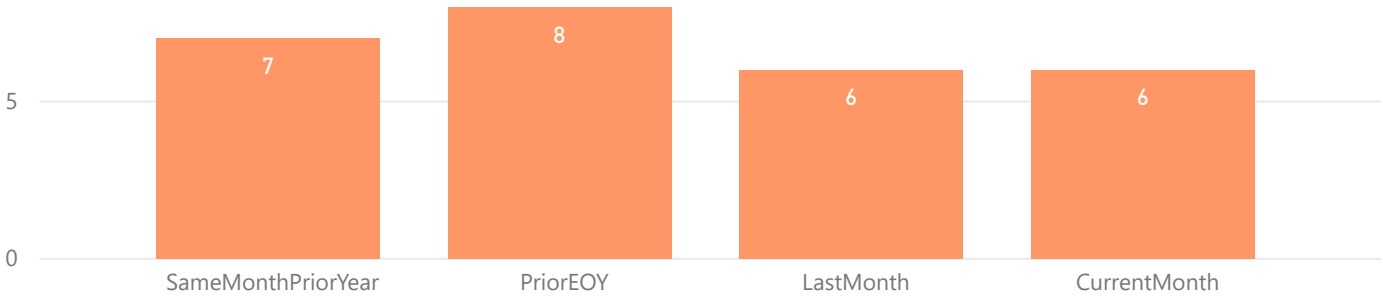
Disability

Disability	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Autism	1	2	2	2
Cognitive Disability	2	2	2	2
Emotionally Impaired	5	6	4	3
Other Health Impaired	5	4	3	3
Specific Learning Disability	17	14	9	8
Speech/Language Impaired	1	2	2	2

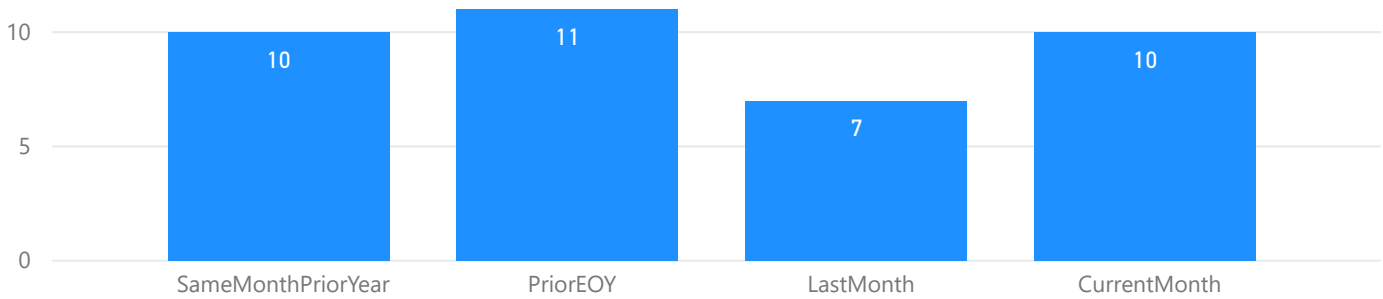


California Connections Academy at North Bay
October 31, 2020

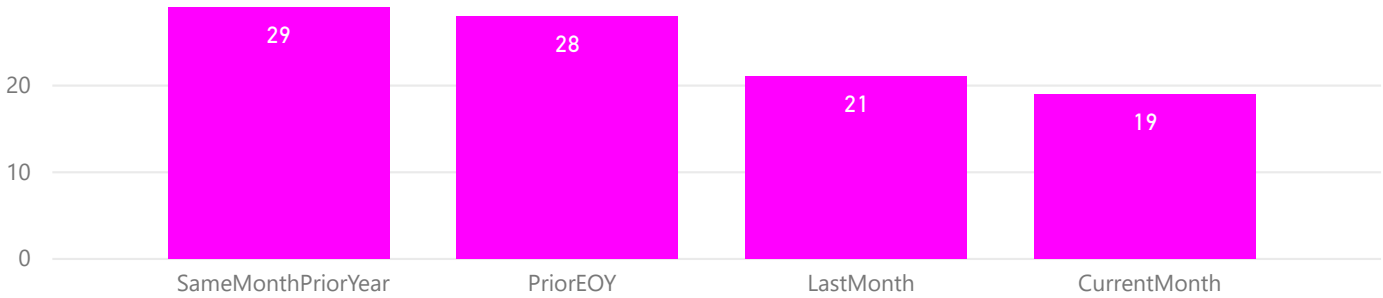
Gifted



Plan504



IEP



Currently Enrolled

187

Gifted

3%

Plan504

5%

IEP

10%

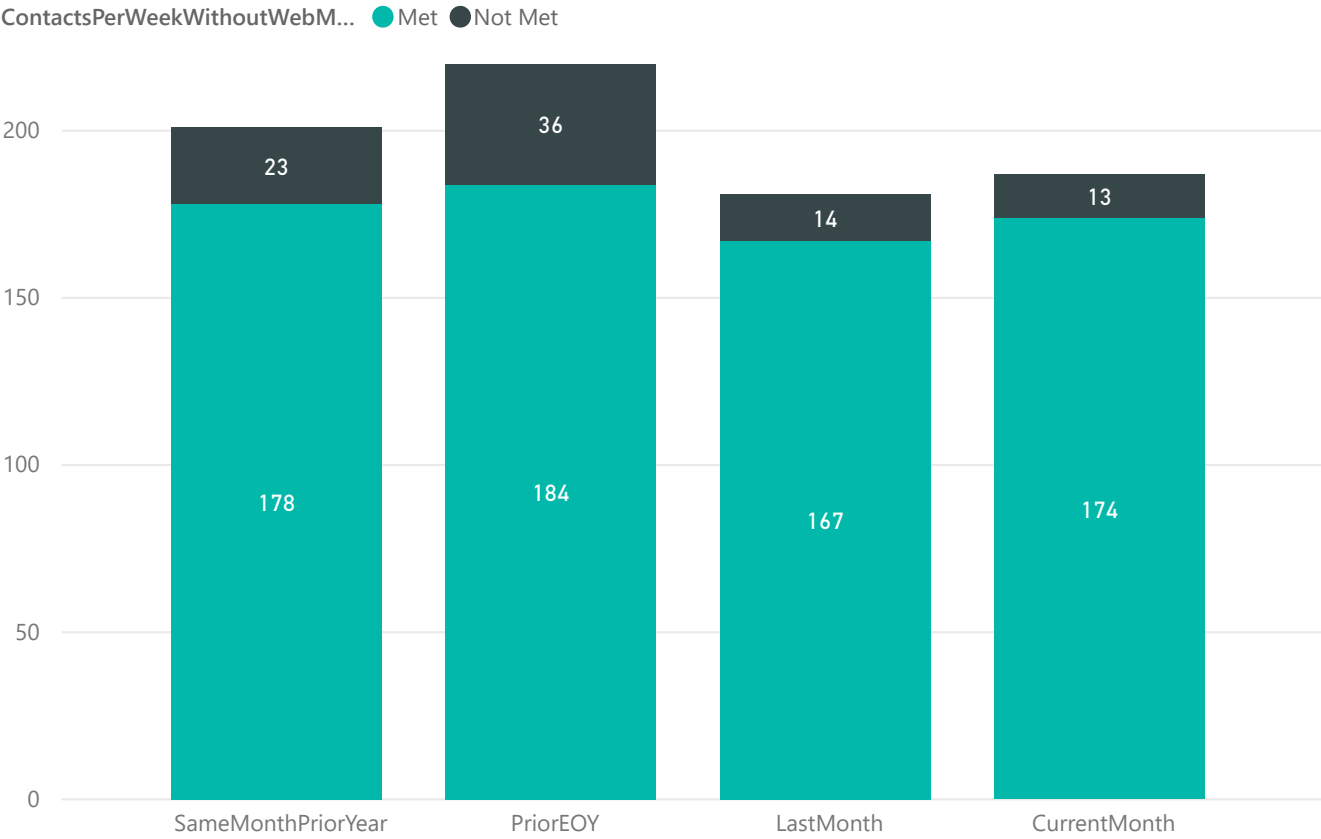
Not in Special Population

81%

California Connections Academy at North Bay

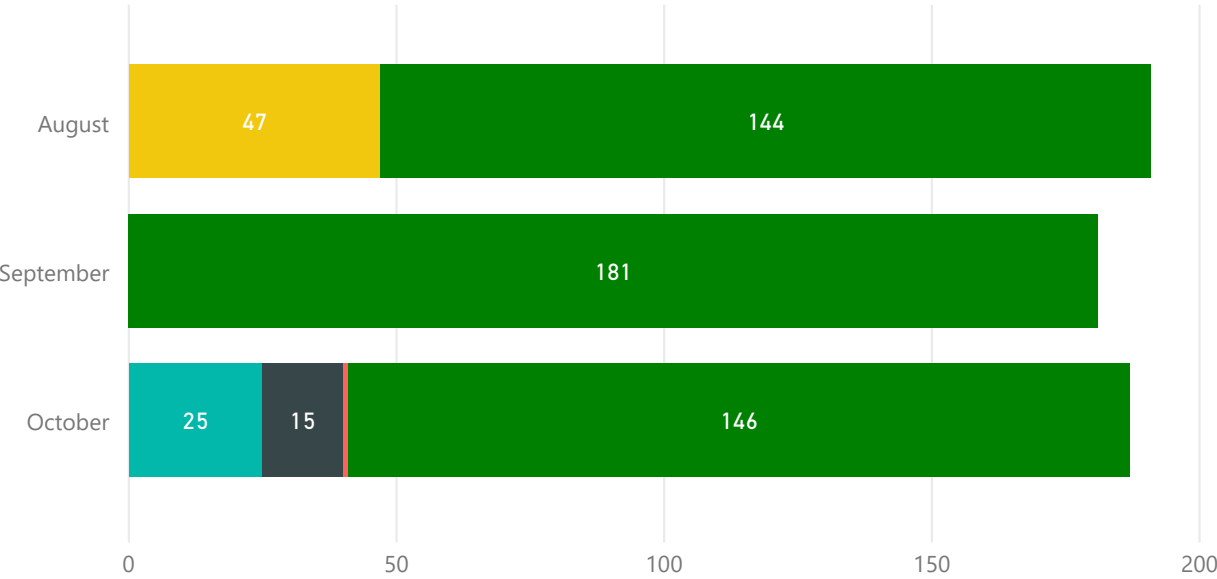
October 31, 2020

Contacts Per Week



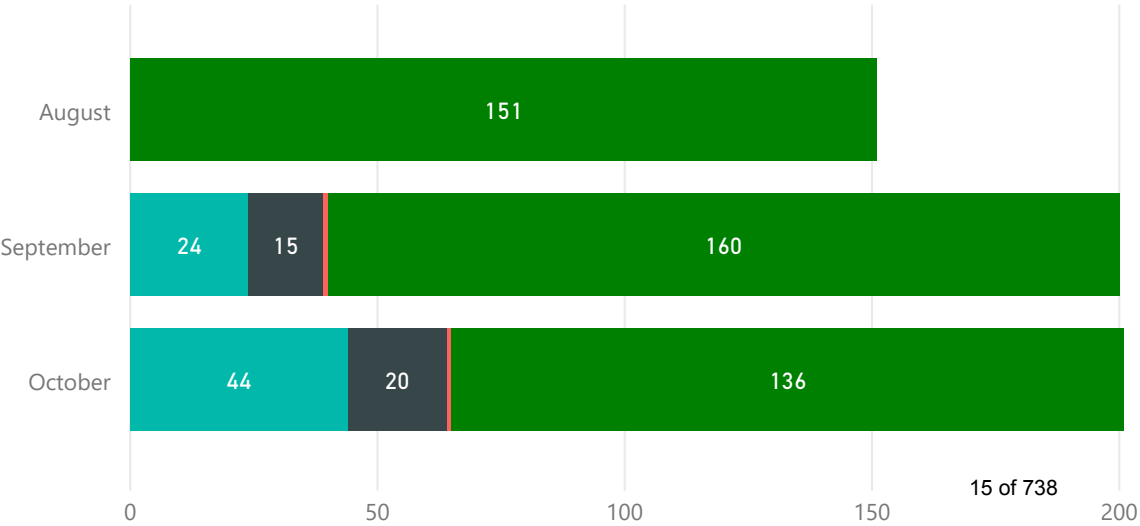
School Year: 2020-2021

AttendanceStatusAutomated Alarm Approaching Alarm Exempt On Track



School Year: 2019-2020

AttendanceStatusAutomated Alarm Approaching Alarm Exempt On Track



Currently Enrolled

187

California Connections Academy at North Bay

October 31, 2020

Average Participation

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	69%	95%	67%	87%
3-5	96%	100%	79%	93%
6-8	93%	96%	82%	95%
9-12	83%	92%	72%	78%
Total	86%	94%	74%	84%

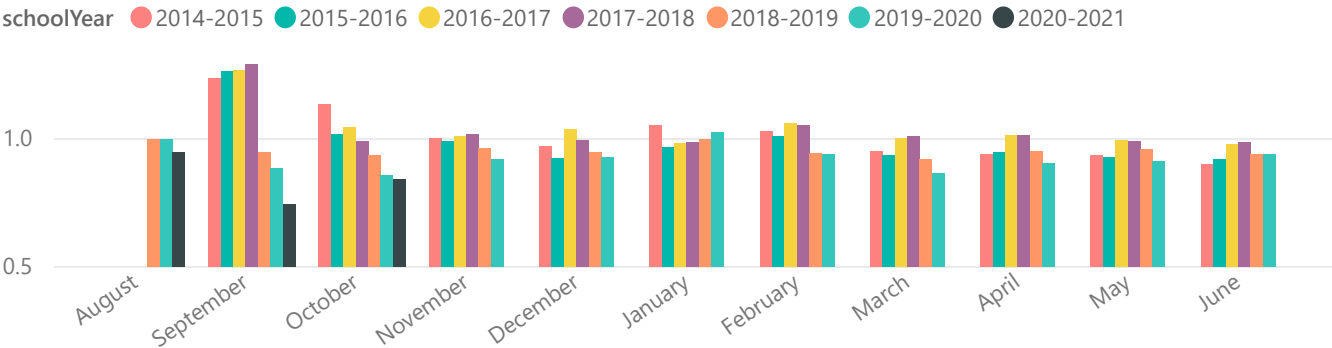
Average Performance

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	92%	87%	95%	94%
3-5	85%	84%	84%	87%
6-8	68%	73%	75%	74%
9-12	65%	71%	80%	66%
Total	70%	74%	81%	73%

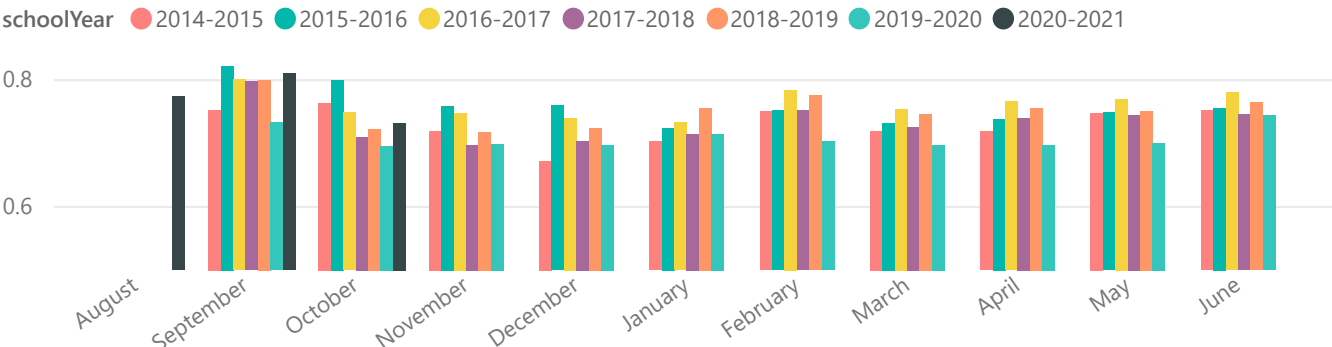
Average Attendance

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	86%	90%	100%	96%
3-5	93%	94%	100%	95%
6-8	92%	93%	100%	99%
9-12	85%	81%	87%	88%
Total	87%	86%	92%	92%

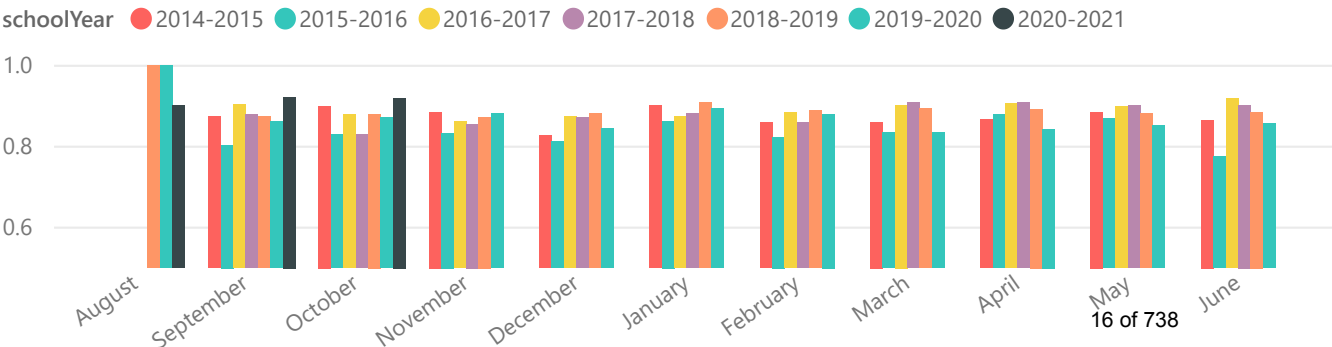
Average Total Participation



Average Total Performance



Average Total Attendance



Gender		
Gender	SameMonthPriorYear	CurrentMonth
		1
F	112	104
M	89	82
Primary Language		
Home Language	SameMonthPriorYear	CurrentMonth
English	189	174
Spanish	9	5
Russian		1
Arabic	1	5
Another Language	2	1
No Language Reported		1

California Connections Academy at North Bay October 31, 2020		
Disability		
Disability	SameMonthPriorYear	CurrentMonth
Autism	1	2
Cognitive Disability	2	2
Emotionally Impaired	5	3
Other Health Impaired	5	3
Specific Learning Disability	17	8
Speech/Language Impaired	1	2

Gifted		
Gifted	SameMonthPriorYear	CurrentMonth
Yes	7	6
Plan 504		
Plan504	SameMonthPriorYear	CurrentMonth
504	10	10
IEP		
IEP	SameMonthPriorYear	CurrentMonth
IEP	29	19
Gifted		Plan504
3%		5%
IEP		Not in Special Population
10%		81%

Ethnicity		
Ethnicity	SameMonthPriorYear	CurrentMonth
Hispanic or Latino	53	50
Not Hispanic or Latino	148	135
Race		
Race	SameMonthPriorYear	CurrentMonth
American Indian or Alaskan Native	18	10
Asian	14	13
Black/African American	22	18
Native Hawaiian or Other Pacific Islander	3	7
White	176	157

Distinct Race/Ethnicity		
Distinct Race/Ethnicity	SameMonthPriorYear	CurrentMonth
American Indian or Alaskan Native	4	3
Asian	6	2
Black/African American	6	3
Hispanic or Latino	53	50
Multiple Races	25	23
Native Hawaiian or Other Pacific Islander	1	1
Not Indicated		12
White	106	93

Household FARM Eligibility		
HouseholdFARMEligibility	SameMonthPriorYear	CurrentMonth
Applied Does Not Qualify		63
Applied-Does not qualify	31	
Family Reported-Does not qualify	45	
Qualifies for free	62	64
Qualifies for reduced	12	12
Refused to report	20	26

Prior Schooling		
Prior Schooling	SameMonthPriorYear	CurrentMonth
Charter School (Public)	18	19
Home School	10	7
No Prior School	19	9
Online (Virtual) Public School	13	9
Private/Parochial School	15	9
Public School	119	111
Prior Schooling Not Reported	7	23

California Connections Academy at North Bay

October 31, 2020

Contacts Per Week

ContactsPerWeekWithoutWebMail	SameMonthPriorYear	CurrentMonth
Met	178	174
Not Met	23	13

Attendance Status

AttendanceStatusAutomated	SameMonthPriorYear	CurrentMonth
Alarm	44	25
Approaching Alarm	20	15
Exempt	1	1
On Track	136	146

Average Participation

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	69%	87%
3-5	96%	93%
6-8	93%	95%
9-12	83%	78%
Total	86%	84%

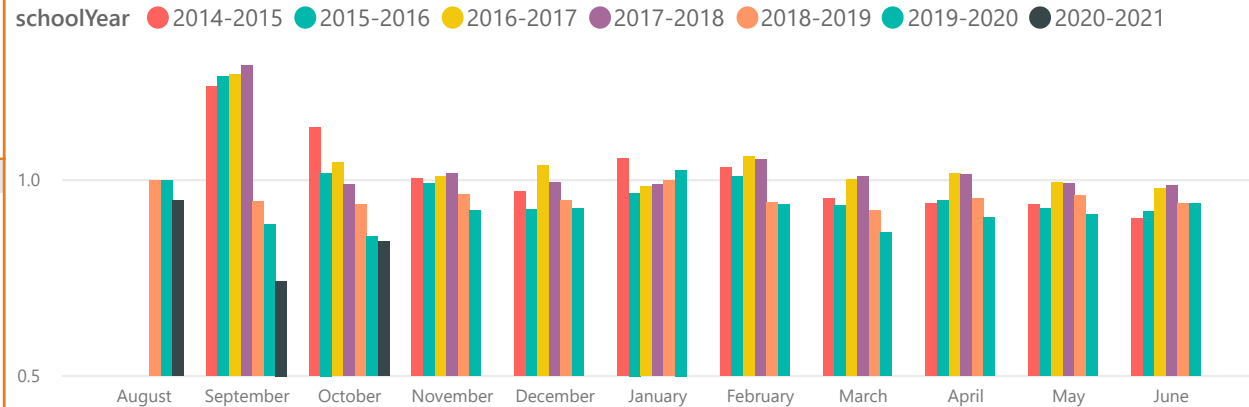
Average Performance

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	92%	94%
3-5	85%	87%
6-8	68%	74%
9-12	65%	66%
Total	70%	73%

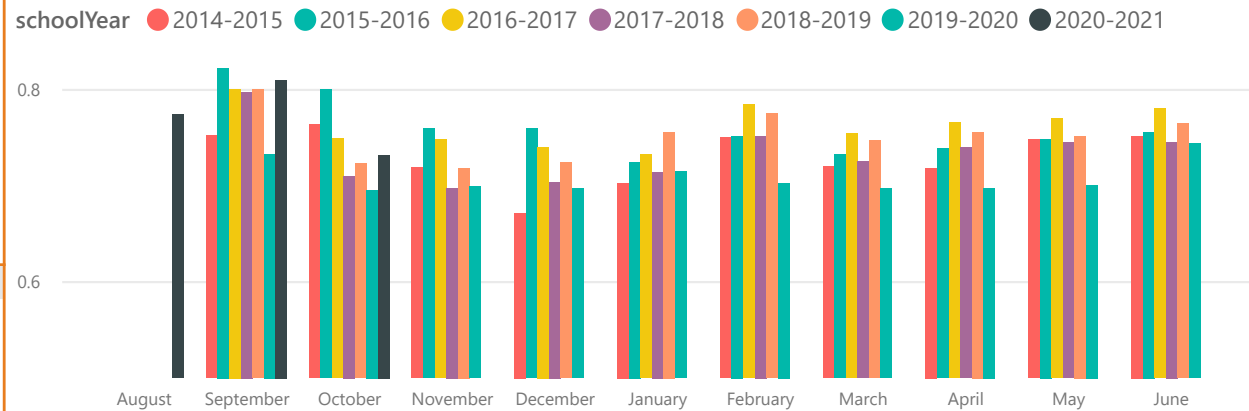
Average Attendance

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	86%	96%
3-5	93%	95%
6-8	92%	99%
9-12	85%	88%
Total	87%	92%

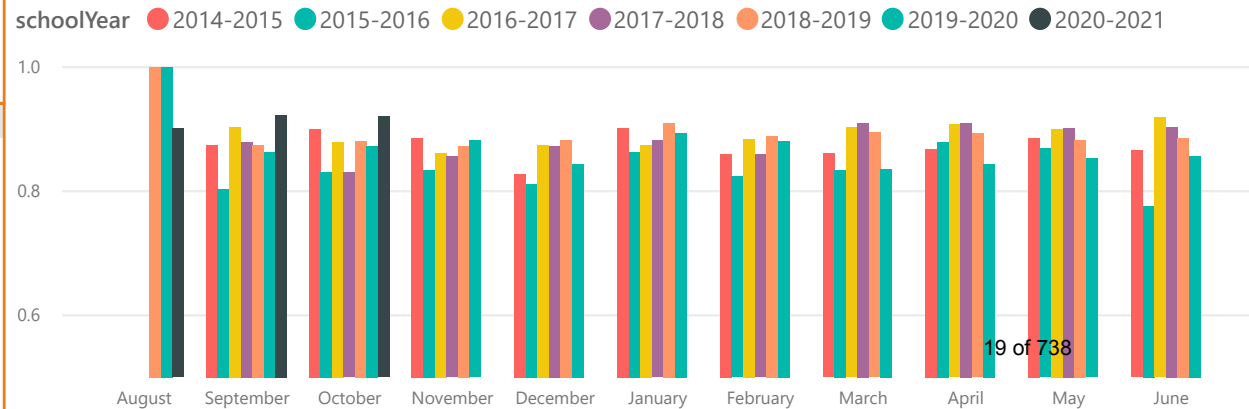
Average Total Participation



Average Total Performance



Average Total Attendance



MONTHLY SCHOOL REPORT

School & Date Selection

School

California Connections Academy @ Central

Report Date

October 31, 2020

Currently Enrolled

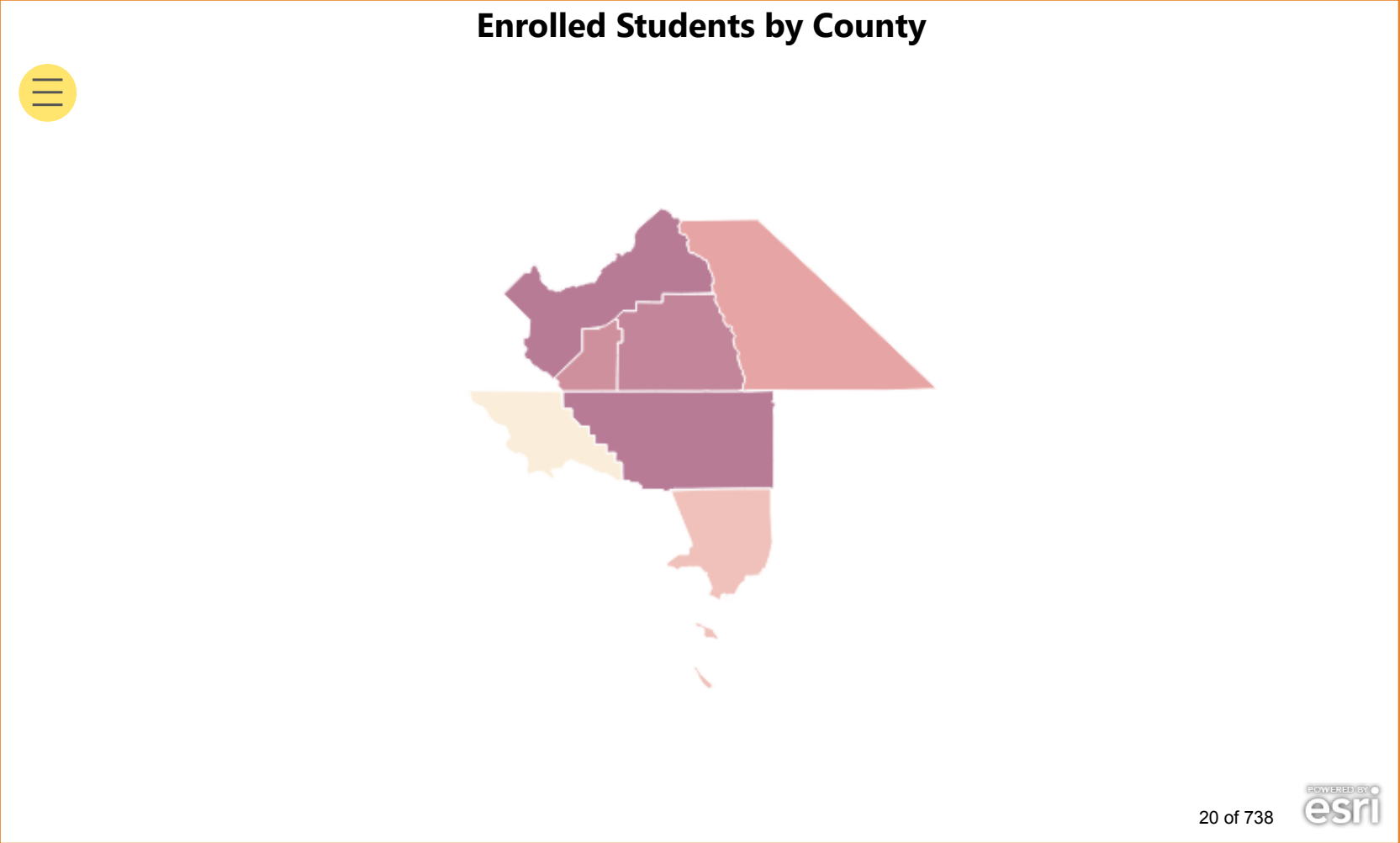
635

Total YTD Enrolled

673

Enrollment Services Complete (Stage 4)

711

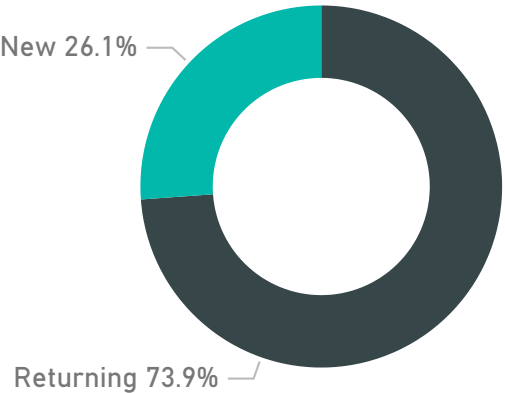


Central California Connections Academy
October 31, 2020

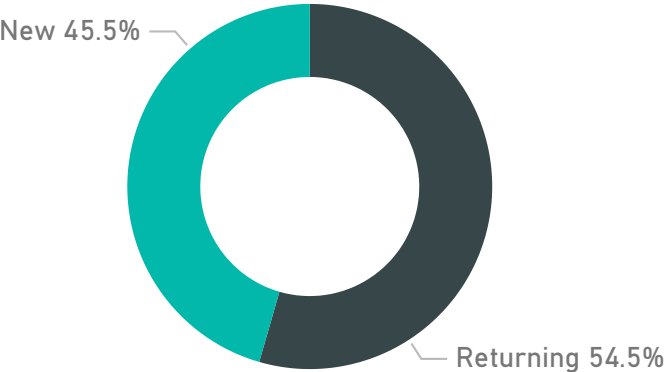
Current Enrollment Month-Over-Month Change
4%

Current Enrollment Year-Over-Year Change
7%

New and Returning

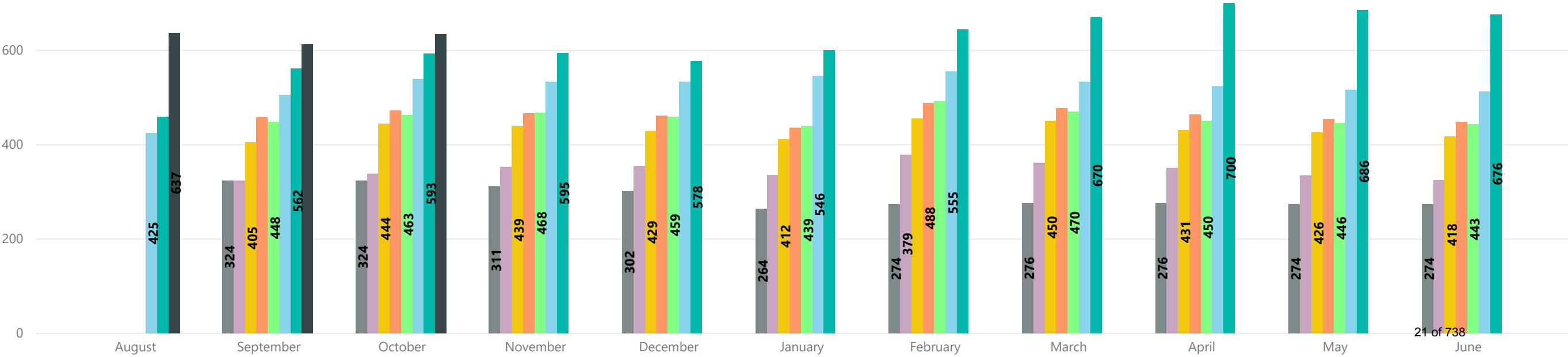


New and Returning Prior Year



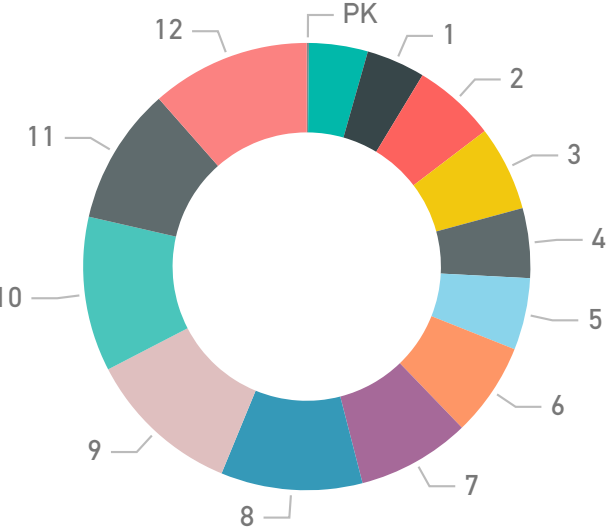
Monthly Student Current Enrollment Comparison

schoolYear 2013-2014 2014-2015 2015-2016 2016-2017 2017-2018 2018-2019 2019-2020 2020-2021

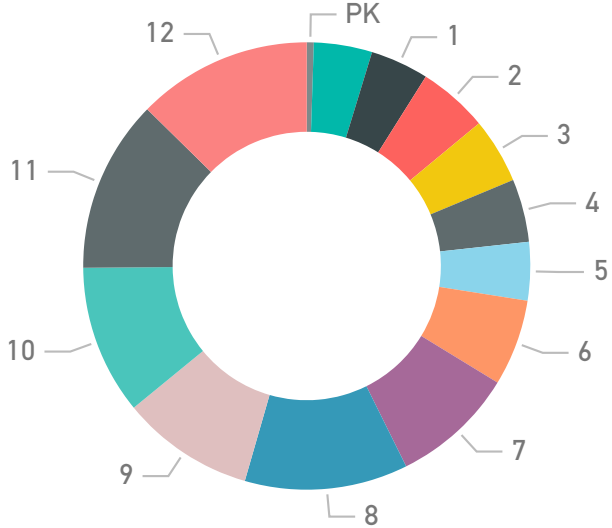


Central California Connections Academy
October 31, 2020

Enrolled Students by Final Grade



Enrolled Students Prior Year by Final Grade

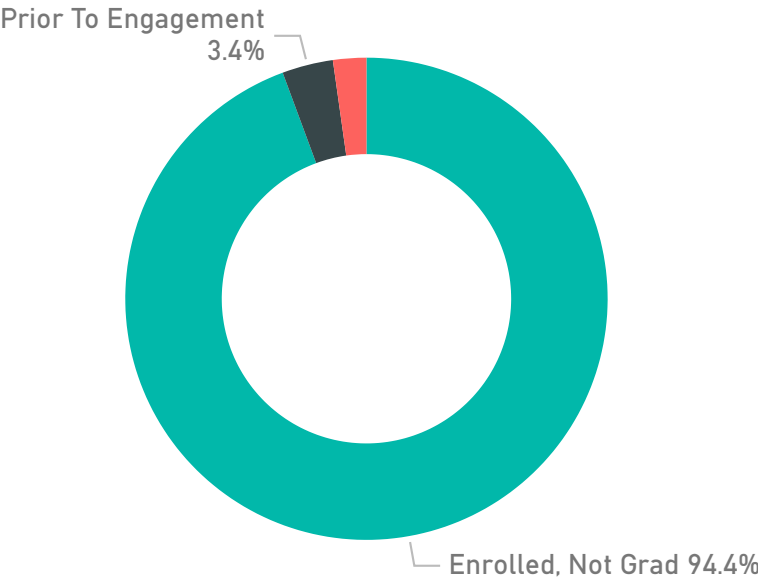


Grade Distribution

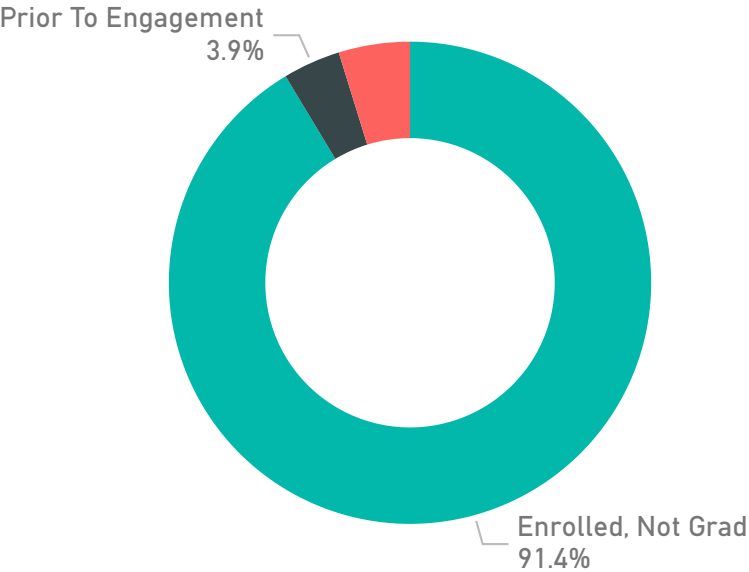
ReportPeriod	SameMonthPriorYear		PriorEOY		LastMonth		CurrentMonth	
GradeDistribution	Students	%CT Students	Students	%CT Students	Students	%CT Students	Students	%CT Students
PK-2	83	14%	96	14%	92	15%	93	15%
PK	3	1%	4	1%	1	0%	1	0%
KG	25	4%	29	4%	28	5%	27	4%
1	25	4%	28	4%	25	4%	27	4%
2	30	5%	35	5%	38	6%	38	6%
3-5	80	13%	93	14%	101	16%	104	16%
3	28	5%	31	5%	39	6%	39	6%
4	27	5%	26	4%	30	5%	32	5%
5	25	4%	36	5%	32	5%	33	5%
6-8	160	27%	191	28%	148	24%	160	25%
6	37	6%	44	7%	40	7%	43	7%
7	53	9%	64	9%	44	7%	52	8%
8	70	12%	83	12%	64	10%	65	10%
9-12	270	46%	296	44%	272	44%	278	44%
9	57	10%	80	12%	68	11%	71	11%
10	64	11%	73	11%	70	11%	71	11%
11	74	12%	82	12%	61	10%	63	10%
12	75	13%	61	9%	73	12%	73	11%
Total	593	100%	676	100%	613	100%	635	100%

Central California Connections Academy
October 31, 2020

Total YTD Enrollment by Withdrawal Category



Total YTD Enrollment Prior Year by Withdrawal Category



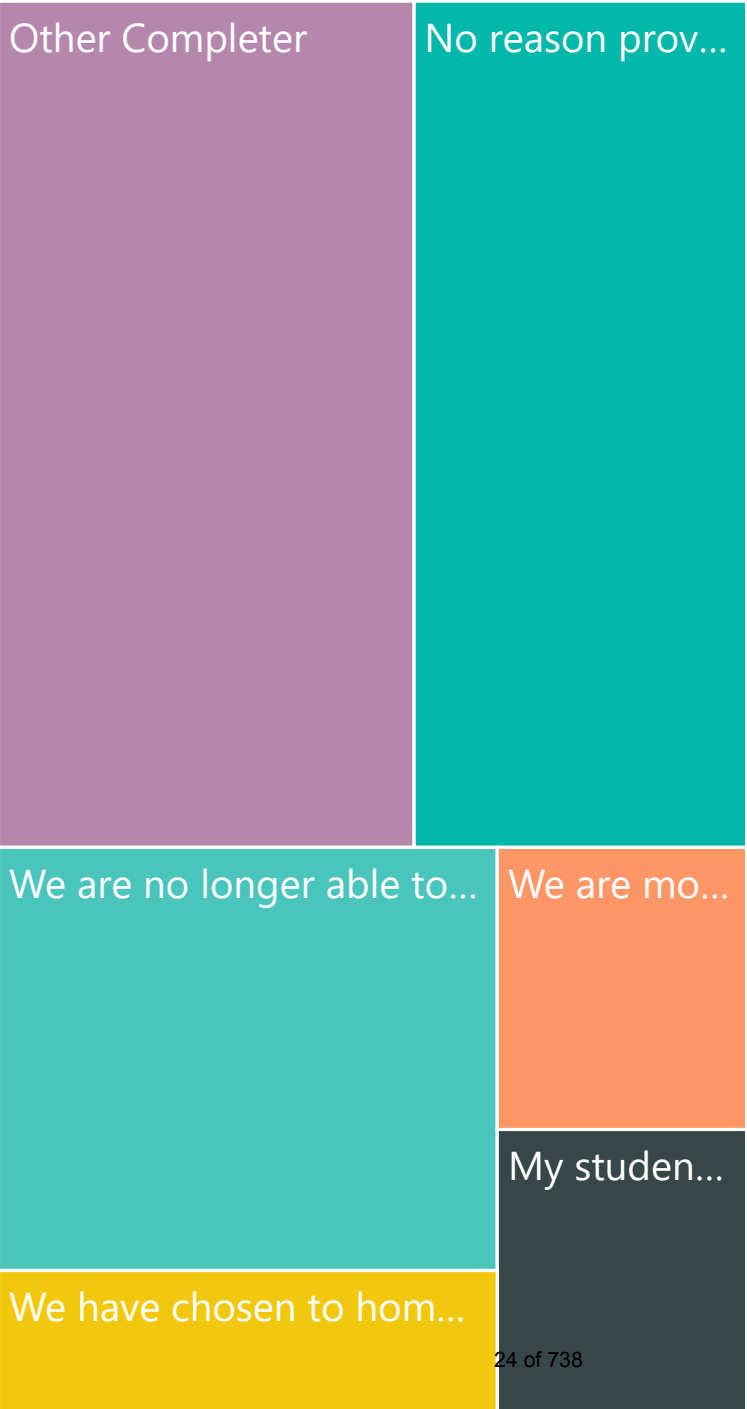
Total YTD Enrollment								
ReportPeriod	SameMonthPriorYear		PriorEOY		LastMonth		CurrentMonth	
Withdrawal Category	Student Count	%CT Student Count	Student Count	%CT Student Count	Student Count	%CT Student Count	Student Count	%CT Student Count
Enrolled, Not Grad	593	91%	676	73%	613	96%	635	94%
Graduated			4	0%				
Not Returning			1	0%				
Prior To Engagement	25	4%	59	6%	16	3%	23	3%
Withdrawal During School Year	31	5%	189	20%	7	1%	15	2%
Total	649	100%	929	100%	636	100%	673	100%

Enrollment Services Complete (Stage 4)
711

Central California Connections Academy
October 31, 2020

Withdrawal Reason

WD Reason	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
		34	5	5
Another Reason	1	1		
Different/Better Schooling Option (Not related to socialization)	8	29		1
Inactivity	1	5		
No longer able to provide a Learning Coach	1	2		3
No Reason Given	6	69	2	4
Program takes too much of Learning Coach's time		1		
Pursuing GED		1		
Student wants more socialization	2	11		
Technical Difficulties	1	2		
The curriculum is too hard		5		
Transition to virtual school too difficult	6	10		
We are moving	3	16		1
We have chosen to home school	2	3		1



Central California Connections Academy

October 31, 2020

Household Data

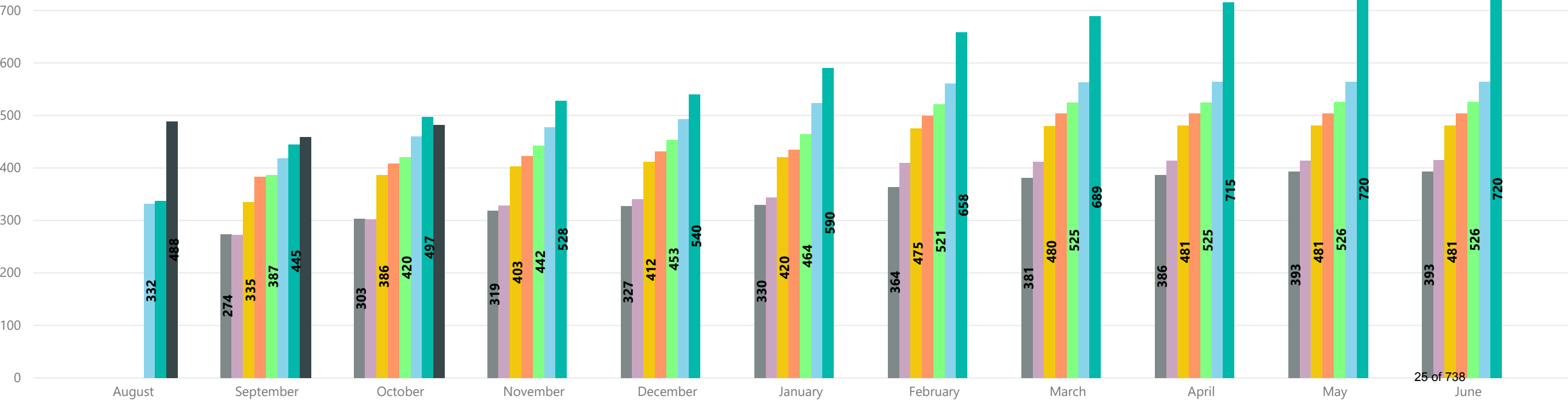
Household Data	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Active	454	529	445	458
Graduated		4		
Not Returning		1		
WD During School Year	25	152	4	9
WD Prior To Engagement	22	52	16	23

Students Per Active Household

	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
	1.31	1.28	1.38	1.39

Monthly Total Households

schoolYear 2013-2014 2014-2015 2015-2016 2016-2017 2017-2018 2018-2019 2019-2020 2020-2021



Central California Connections Academy
October 31, 2020

Ethnicity

Ethnicity ▲	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Hispanic or Latino	263	285	254	264
Not Hispanic or Latino	330	391	358	370

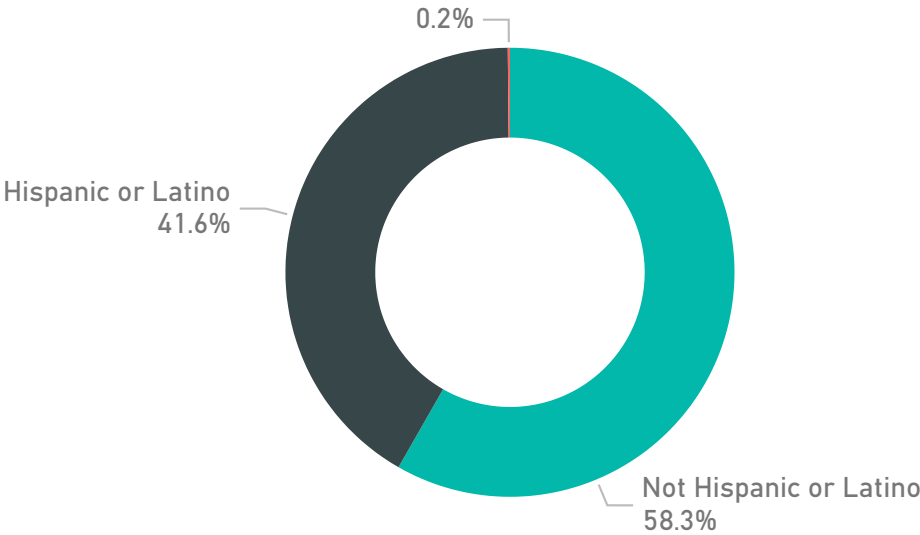
Race

Race ▲	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
American Indian or Alaskan Native	76	80	60	60
Asian	24	36	42	40
Black/African American	69	88	83	83
Native Hawaiian or Other Pacific Islander	8	10	10	9
White	483	544	493	489

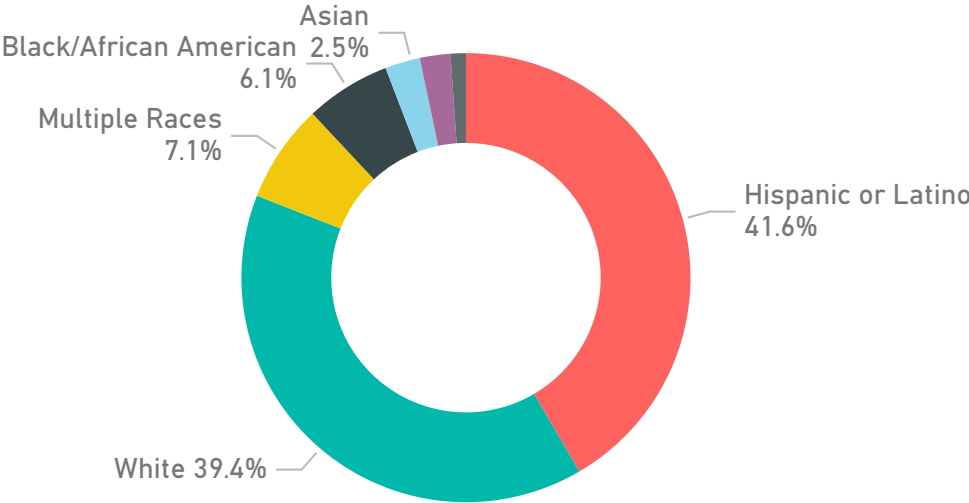
Distinct Race/Ethnicity

Distinct Race/Ethnicity ▲	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
American Indian or Alaskan Native	7	10	7	7
Asian	7	10	17	16
Black/African American	39	44	39	39
Hispanic or Latino	263	285	254	264
Multiple Races	38	48	45	45
Native Hawaiian or Other Pacific Islander	2	1	1	
Not Indicated				14
White	237	278	250	250

Enrolled Students by Ethnicity



Enrolled Students by Distinct Race/Ethnicity



Central California Connections Academy
October 31, 2020

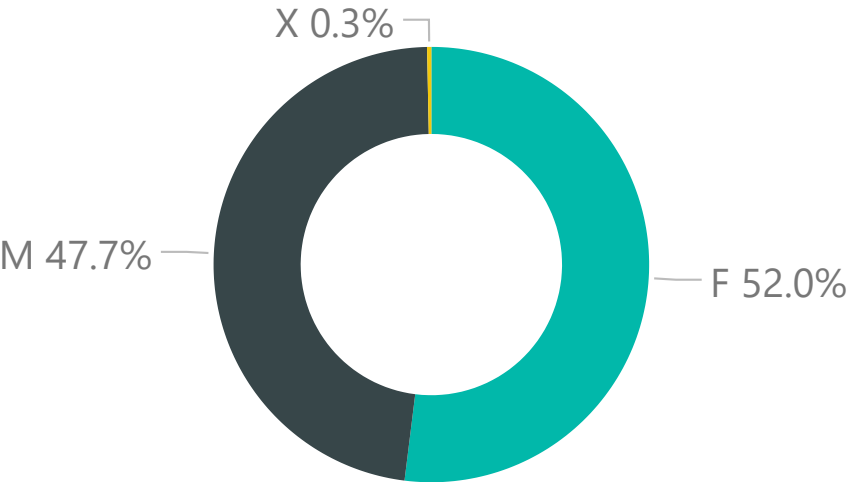
Gender

Gender	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
F	294	357	319	330
M	299	319	293	303
X			1	2

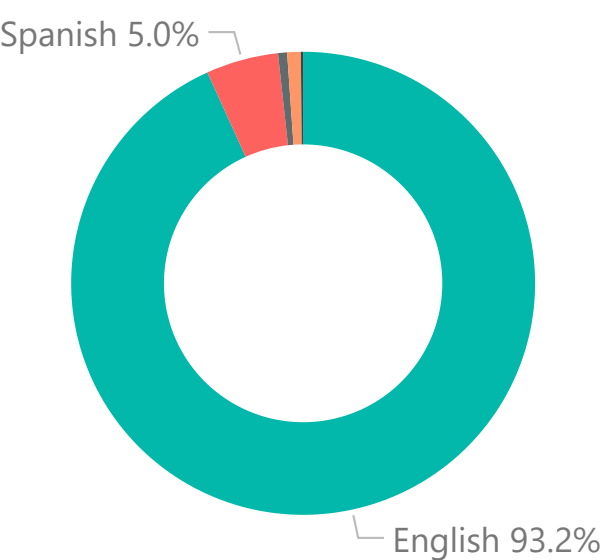
Primary Language

Home Language	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
English	547	631	438	592
Spanish	38	37	24	32
Arabic	4	4	3	4
Another Language	4	4	4	6
No Language Reported			144	1

Enrolled Students by Gender



Enrolled Students by Language

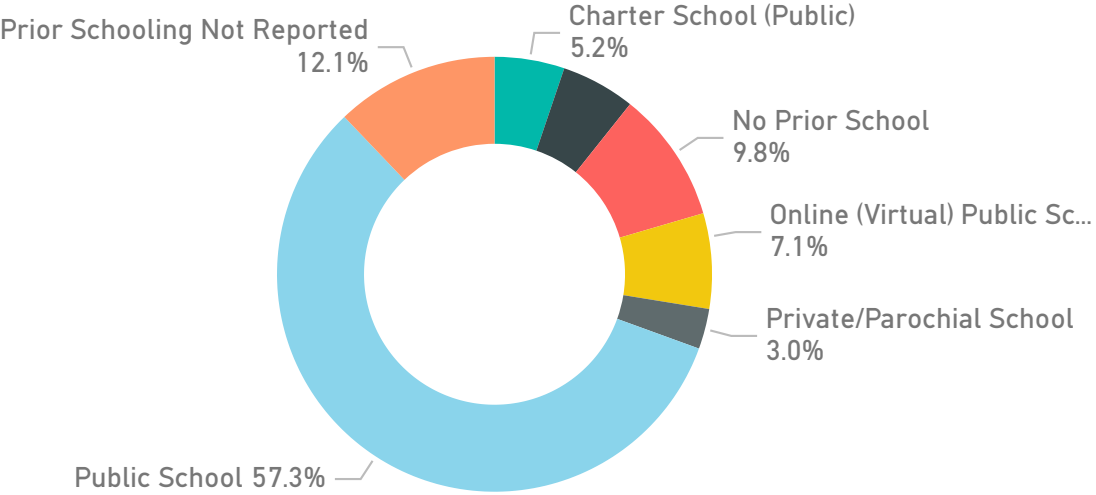


Central California Connections Academy
October 31, 2020

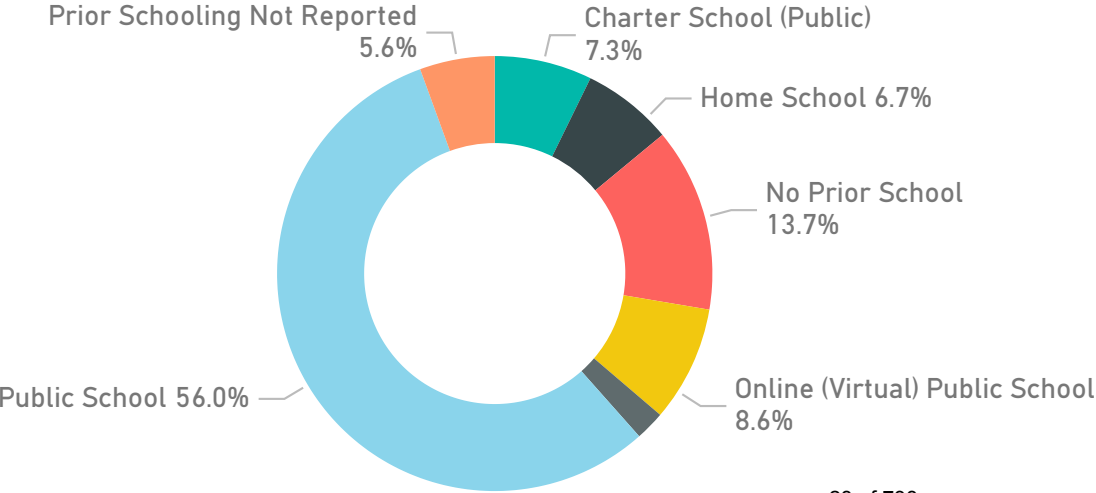
Prior Schooling

Prior Schooling▲	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Charter School (Public)	43	52	35	33
Home School	40	40	35	35
No Prior School	81	77	61	62
Online (Virtual) Public School	51	53	44	45
Private/Parochial School	13	18	19	19
Public School	332	408	368	364
Prior Schooling Not Reported	33	28	51	77

Prior Schooling
October 31, 2020

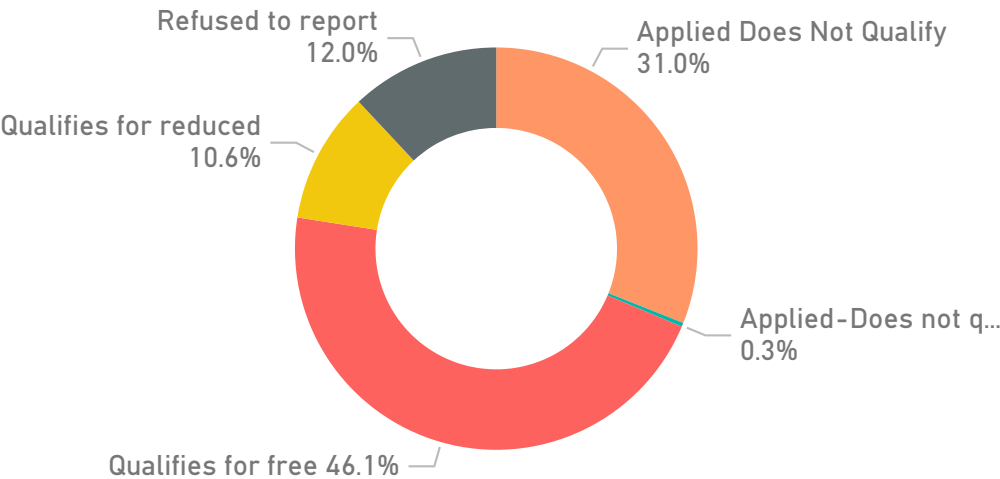


Prior Schooling
October 31, 2019

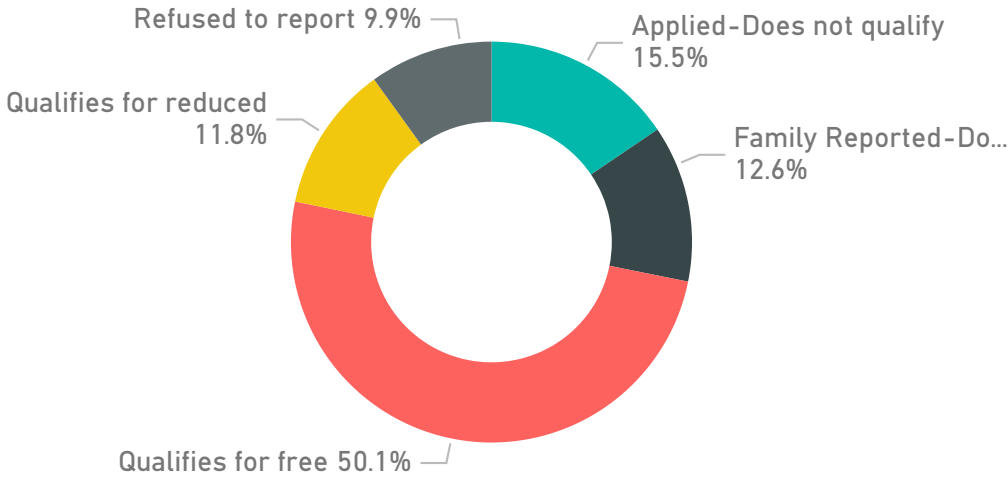


Central California Connections Academy
October 31, 2020

FARM Eligibility
October 31, 2020

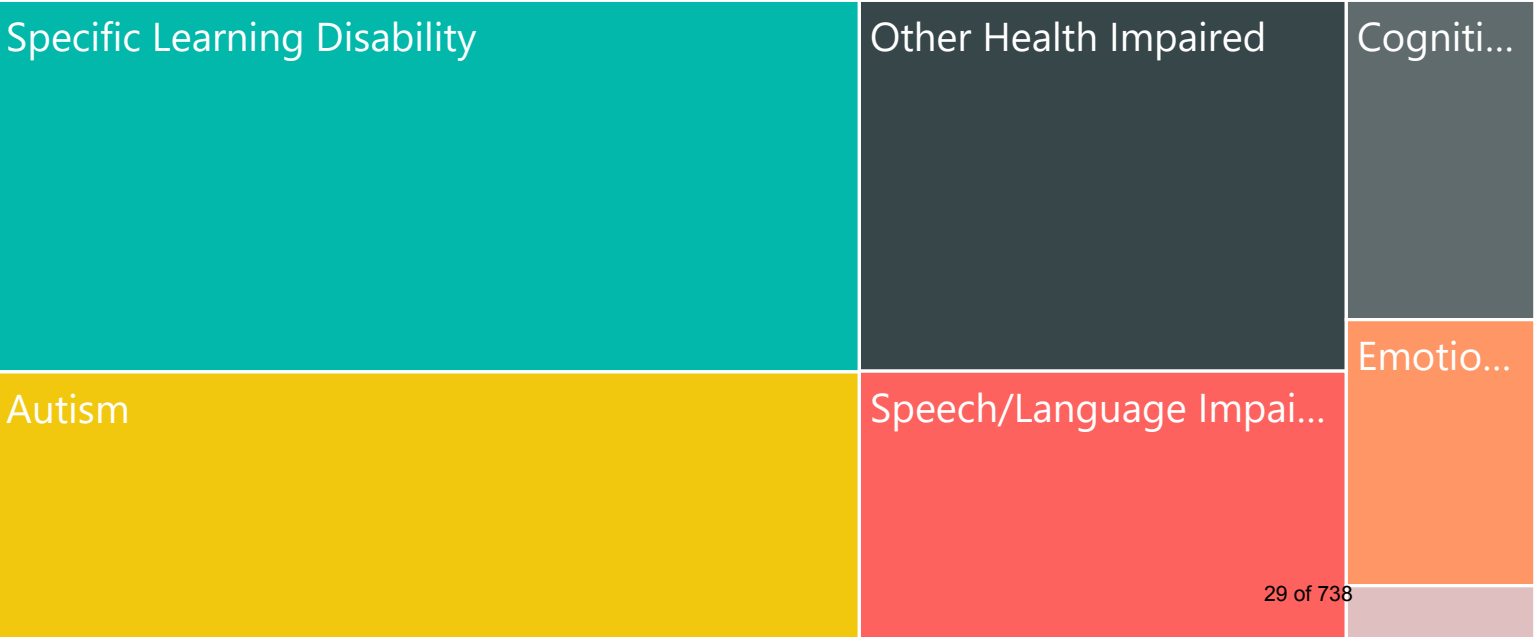


FARM Eligibility
October 31, 2019



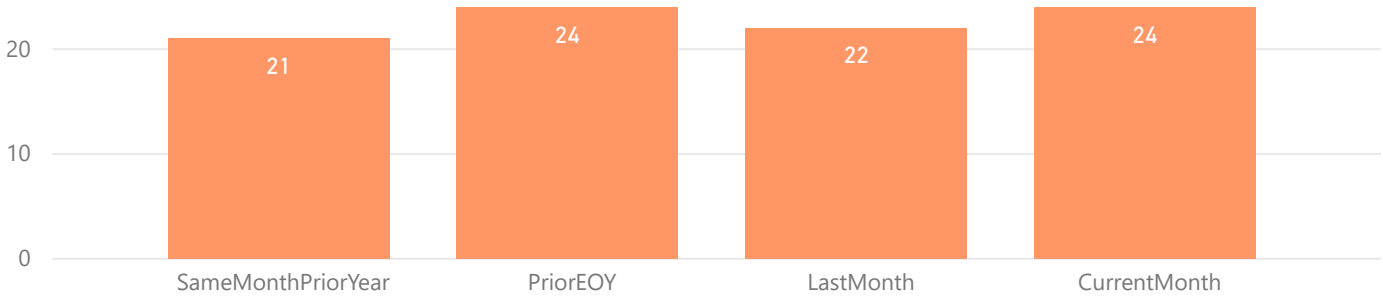
Disability

Disability	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Autism	17	24	23	23
Cognitive Disability	7	7	6	6
Emotionally Impaired	8	11	6	5
Other Health Impaired	17	19	18	18
Physical Disability	2	2	1	1
Specific Learning Disability	35	33	30	32
Speech/Language Impaired	9	10	13	13

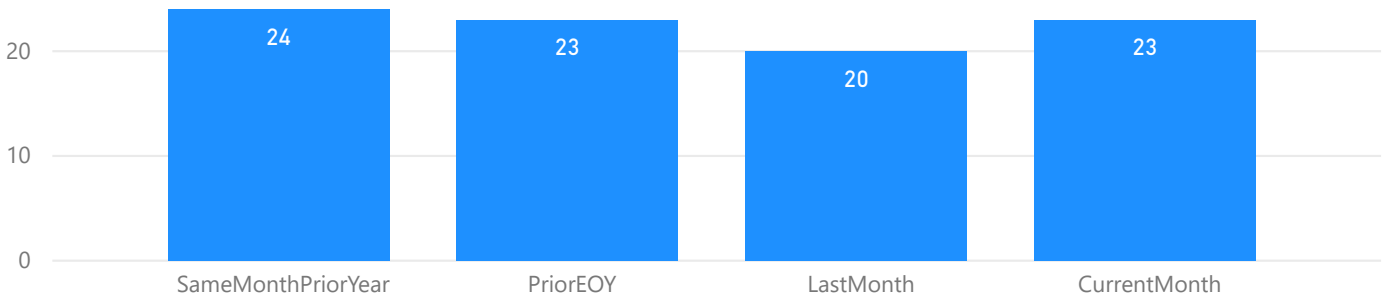


Central California Connections Academy
October 31, 2020

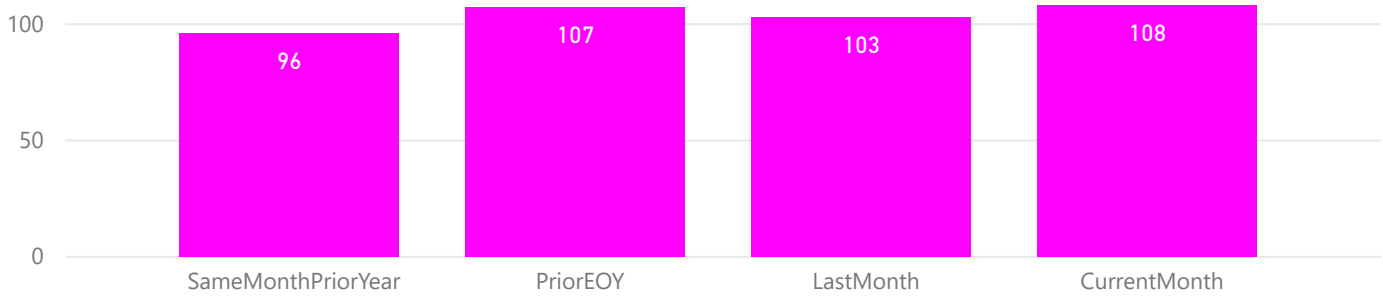
Gifted



Plan504



IEP



Currently Enrolled

635

Gifted

4%

Plan504

4%

IEP

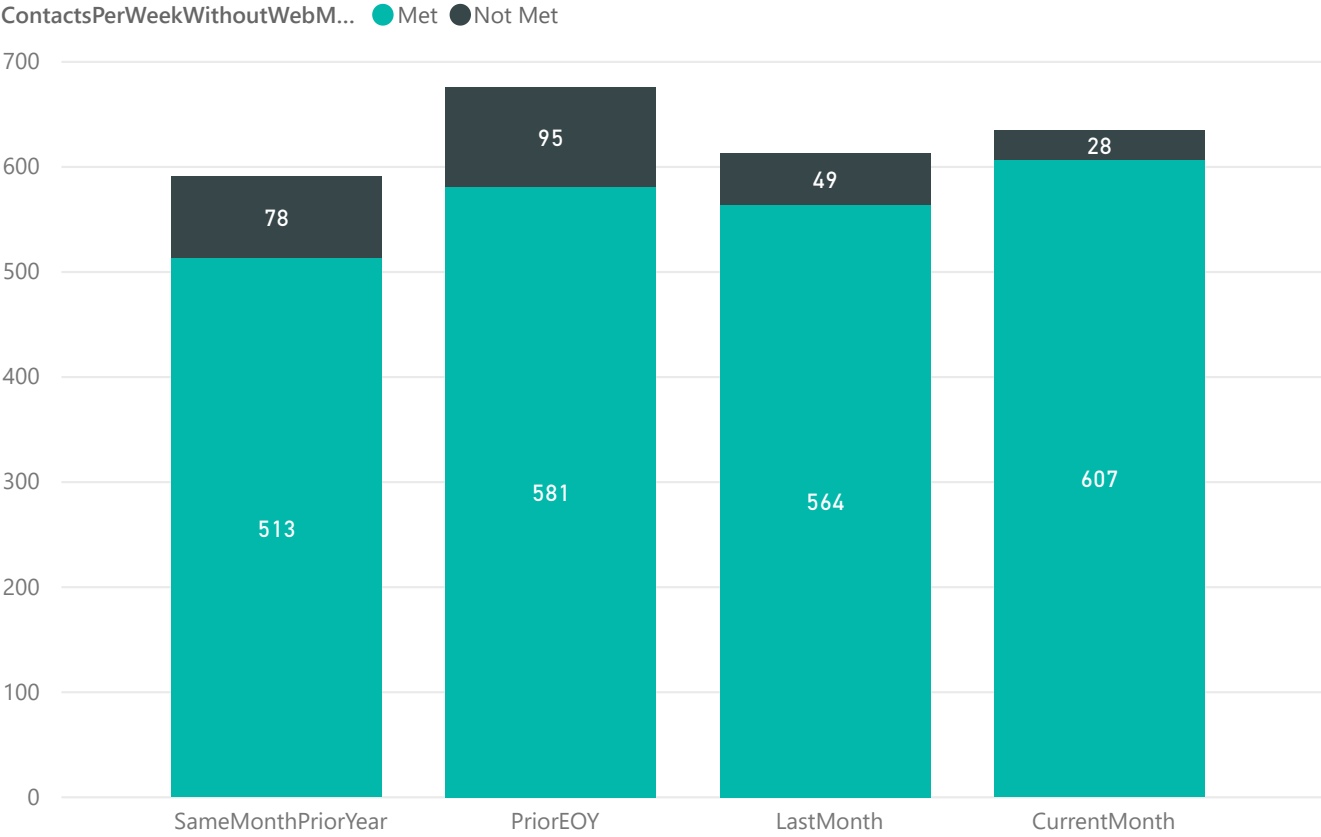
17%

Not in Special Population

76%

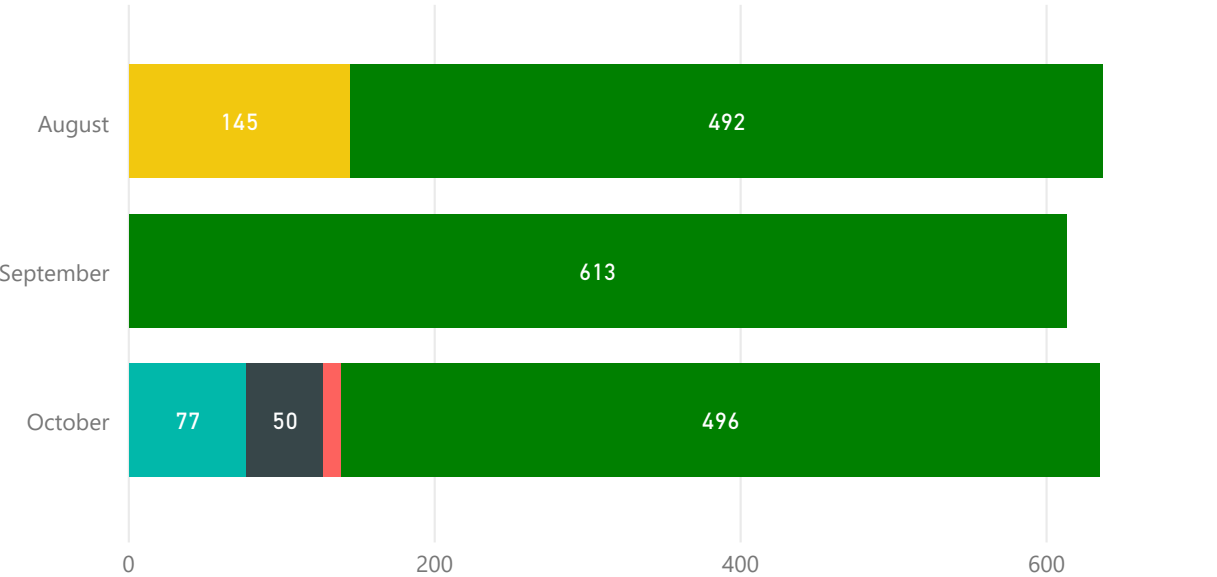
Central California Connections Academy
October 31, 2020

Contacts Per Week



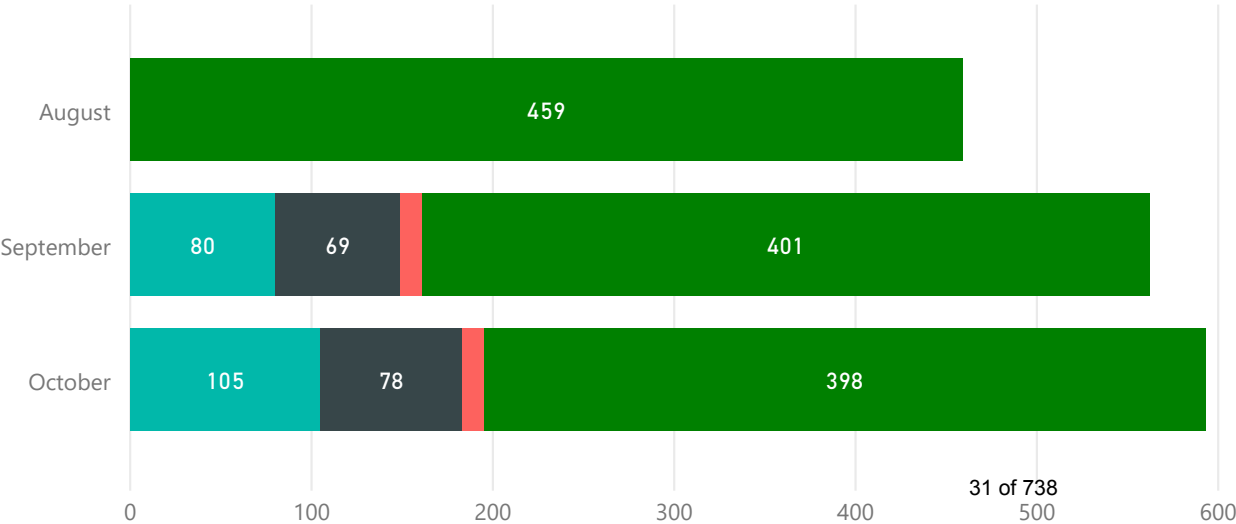
School Year: 2020-2021

AttendanceStatusAutomated Alarm Approaching Alarm Exempt On Track



School Year: 2019-2020

AttendanceStatusAutomated Alarm Approaching Alarm Exempt On Track



Currently Enrolled

635

Central California Connections Academy
October 31, 2020

Average Participation

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	95%	100%	81%	94%
3-5	97%	100%	84%	93%
6-8	95%	97%	88%	98%
9-12	85%	94%	72%	81%
Total	91%	97%	79%	89%

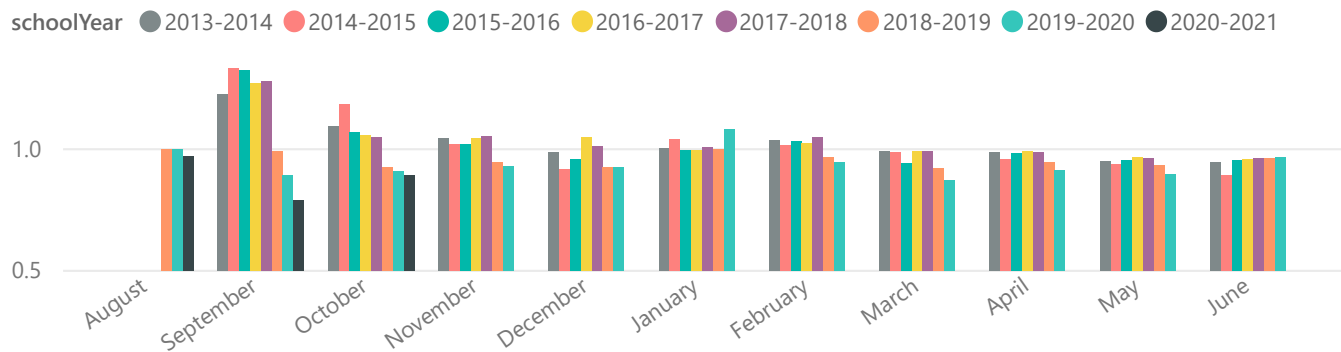
Average Performance

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	93%	93%	94%	93%
3-5	77%	78%	78%	76%
6-8	69%	69%	77%	76%
9-12	63%	69%	79%	65%
Total	70%	74%	81%	73%

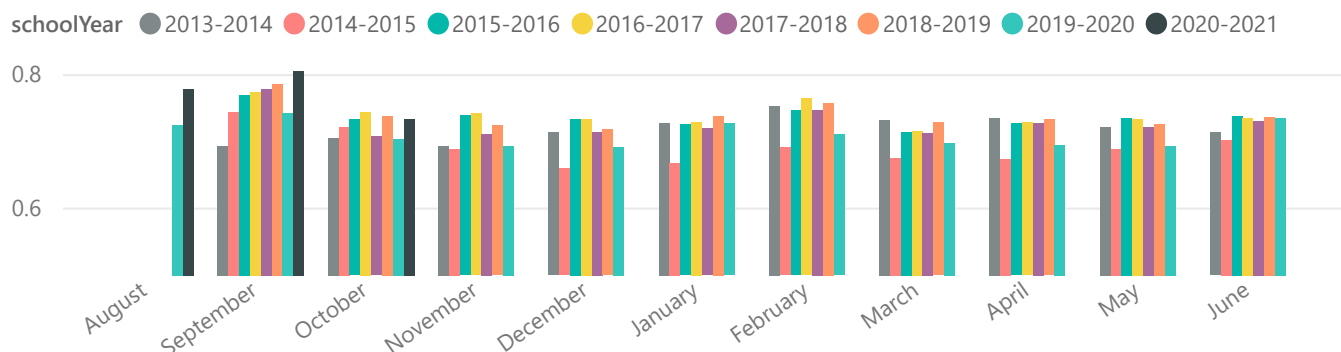
Average Attendance

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	94%	92%	99%	99%
3-5	94%	91%	96%	97%
6-8	90%	91%	96%	97%
9-12	85%	83%	86%	90%
Total	89%	88%	92%	94%

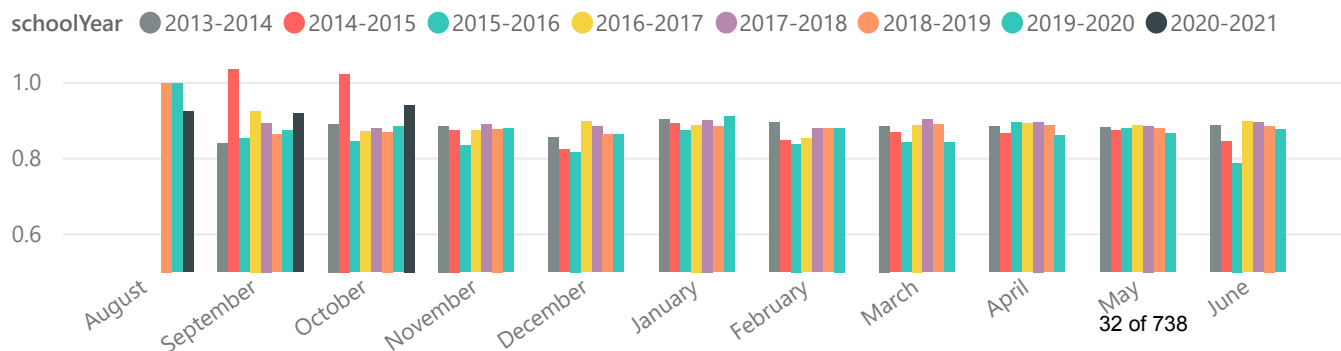
Average Total Participation



Average Total Performance



Average Total Attendance



Currently Enrolled	Total YTD Enrolled	Central California Connections Academy October 31, 2020	Current Enrollment Month-Over-Month Change	
635	673		4%	
Enrollment Services Complete (Stage 4)			Current Enrollment Year-Over-Year Change	
711			7%	

Monthly Student Current Enrollment Comparison

schoolYear

2013-2014

2014-2015

2015-2016

2016-2017

2017-2018

August

September

October

November

December

January

February

March

April

May

June

425

324

448

324

463

311

468

302

459

336

546

379

555

362

533

351

524

335

516

325

513

Total YTD Enrollment

ReportPeriod

Withdrawal Category

SameMonthPriorYear

Student Count

%CT Student Count

CurrentMonth

Student Count

%CT Student Count

Enrolled, Not Grad

593

91%

635

94%

Prior To Engagement

25

4%

23

3%

Withdrawal During School Year

31

5%

15

2%

Total

649

100%

673

100%

New & Returning					Household Data			Students Per Active Household	
ReportPeriod	SameMonthPriorYear		CurrentMonth		Household Data	SameMonthPriorYear	CurrentMonth	SameMonthPriorYear	CurrentMonth
New or Returning	Students	%CT Students	Students	%CT Students	Active	454	458	1.31	1.39
New	270	45.53%	166	26.14%	WD During School Year	25	9		
Returning	323	54.47%	469	73.86%	WD Prior To Engagement	22	23		

Grade Distribution					Withdrawal Reason				
ReportPeriod	SameMonthPriorYear		CurrentMonth		Withdrawal Reason ▲				
GradeDistribution	Students	%CT Students	Students	%CT Students	SameMont				
PK-2	83	14%	93	15%	Inactivity/Lack of Attendance				
PK	3	1%	1	0%	My student wants to return to a traditional school setting for other (non-socialization related) reasons.				
KG	25	4%	27	4%	My student wants to return to a traditional school setting for socialization reasons.				
1	25	4%	27	4%	No reason provided				
2	30	5%	38	6%	Other Completer				
3-5	80	13%	104	16%	Technical Difficulties				
3	28	5%	39	6%	The transition to virtual school was too difficult.				
4	27	5%	32	5%	There was not enough help/guidance setting us up in the school.				
5	25	4%	33	5%	We are moving.				
6-8	160	27%	160	25%	We are no longer able to provide a Learning Coach to assist our student.				
6	37	6%	43	7%	We have chosen to home school.				
7	53	9%	52	8%					
8	70	12%	65	10%					
9-12	270	46%	278	44%					
9	57	10%	71	11%					
10	64	11%	71	11%					
11	74	12%	63	10%					
Total	593	100%	635	100%					

Gender		
Gender	SameMonthPriorYear	CurrentMonth
F	294	330
M	299	303
X		2

Primary Language		
Home Language	SameMonthPriorYear	CurrentMonth
English	547	592
Spanish	38	32
Arabic	4	4
Another Language	4	6
No Language Reported		1

Central California Connections Academy

October 31, 2020

Disability		
Disability	SameMonthPriorYear	CurrentMonth
Autism	17	23
Cognitive Disability	7	6
Emotionally Impaired	8	5
Other Health Impaired	17	18
Physical Disability	2	1
Specific Learning Disability	35	32
Speech/Language Impaired	9	13

Gifted		
Gifted	SameMonthPriorYear	CurrentMonth
Yes	21	24

Plan 504		
Plan504	SameMonthPriorYear	CurrentMonth
504	24	23

IEP		
IEP	SameMonthPriorYear	CurrentMonth
IEP	96	108

Gifted		Plan504	
4%		4%	
IEP		Not in Special Population	
17%		76%	

Ethnicity		
Ethnicity	SameMonthPriorYear	CurrentMonth
Hispanic or Latino	263	264
Not Hispanic or Latino	330	370

Race		
Race	SameMonthPriorYear	CurrentMonth
American Indian or Alaskan Native	76	60
Asian	24	40
Black/African American	69	83
Native Hawaiian or Other Pacific Islander	8	9
White	483	489

Household FARM Eligibility		
HouseholdFARMEligibility	SameMonthPriorYear	CurrentMonth
Applied Does Not Qualify		168
Applied-Does not qualify	74	2
Family Reported-Does not qualify	66	
Qualifies for free	248	247
Qualifies for reduced	55	53
Refused to report	55	67

Distinct Race/Ethnicity		
Distinct Race/Ethnicity	SameMonthPriorYear	CurrentMonth
American Indian or Alaskan Native	7	7
Asian	7	16
Black/African American	39	39
Hispanic or Latino	263	264
Multiple Races	38	45
Native Hawaiiaian or Other Pacific Islander	2	
Not Indicated		14
White	237	250

Prior Schooling		
Prior Schooling	SameMonthPriorYear	CurrentMonth
Charter School (Public)	43	33
Home School	40	35
No Prior School	81	62
Online (Virtual) Public School	51	45
Private/Parochial School	13	19
Public School	332	364
Prior Schooling Not Reported	33	77

34 of 738

Central California Connections Academy
October 31, 2020

Contacts Per Week

ContactsPerWeekWithoutWebMail	SameMonthPriorYear	CurrentMonth
Met	513	607
Not Met	78	28

Attendance Status

AttendanceStatusAutomated	SameMonthPriorYear	CurrentMonth
Alarm	105	77
Approaching Alarm	78	50
Exempt	12	12
On Track	398	496

Average Participation

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	95%	94%
3-5	97%	93%
6-8	95%	98%
9-12	85%	81%
Total	91%	89%

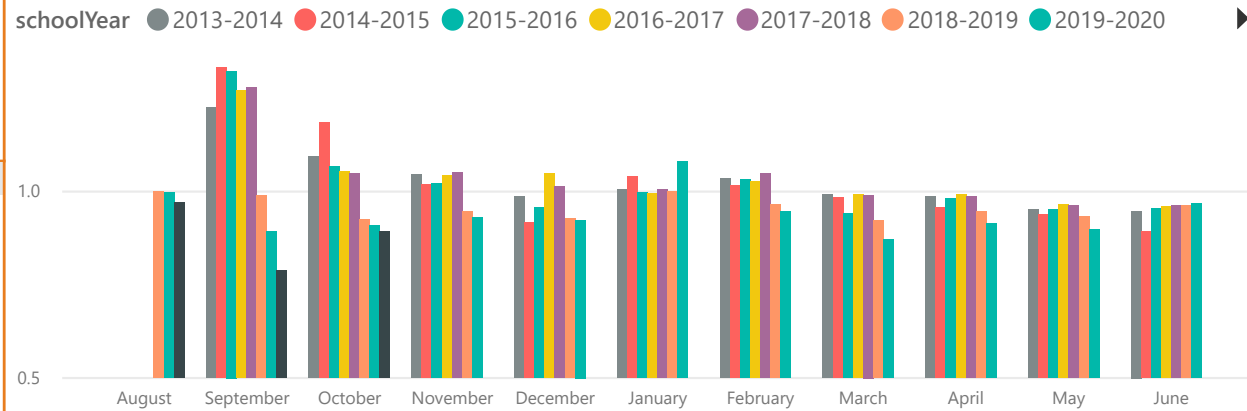
Average Performance

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	93%	93%
3-5	77%	76%
6-8	69%	76%
9-12	63%	65%
Total	70%	73%

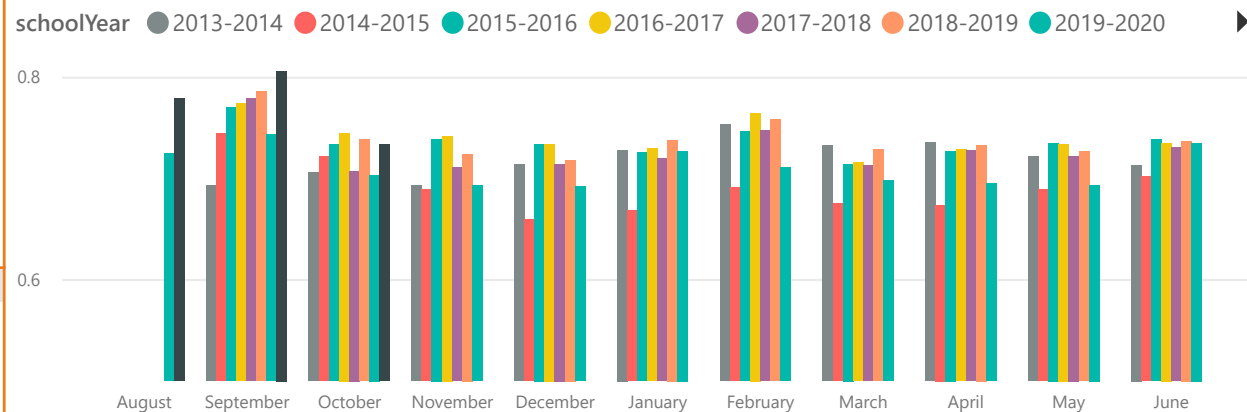
Average Attendance

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	94%	99%
3-5	94%	97%
6-8	90%	97%
9-12	85%	90%
Total	89%	94%

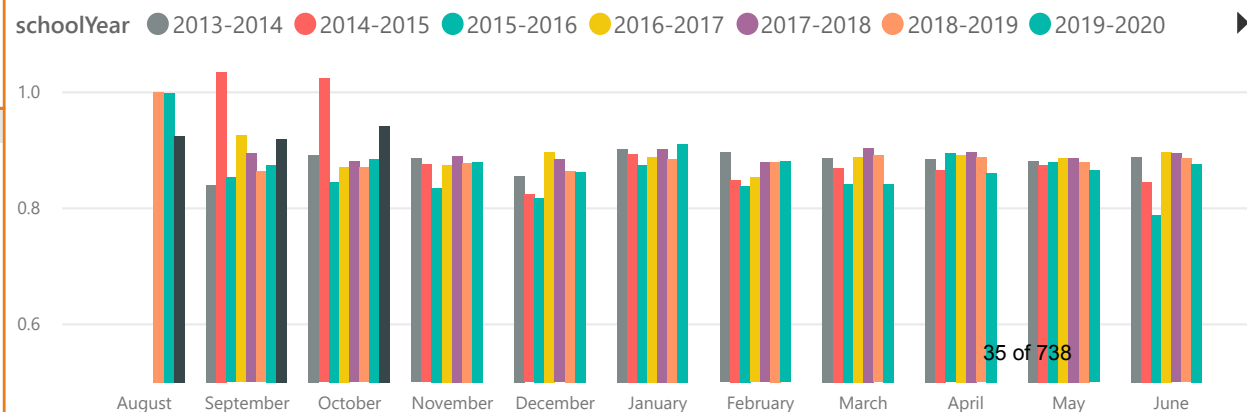
Average Total Participation



Average Total Performance



Average Total Attendance



MONTHLY SCHOOL REPORT

School & Date Selection

School

California Connections Academy @ Central Co... ▾

Report Date

October 31, 2020 ▾

Currently Enrolled

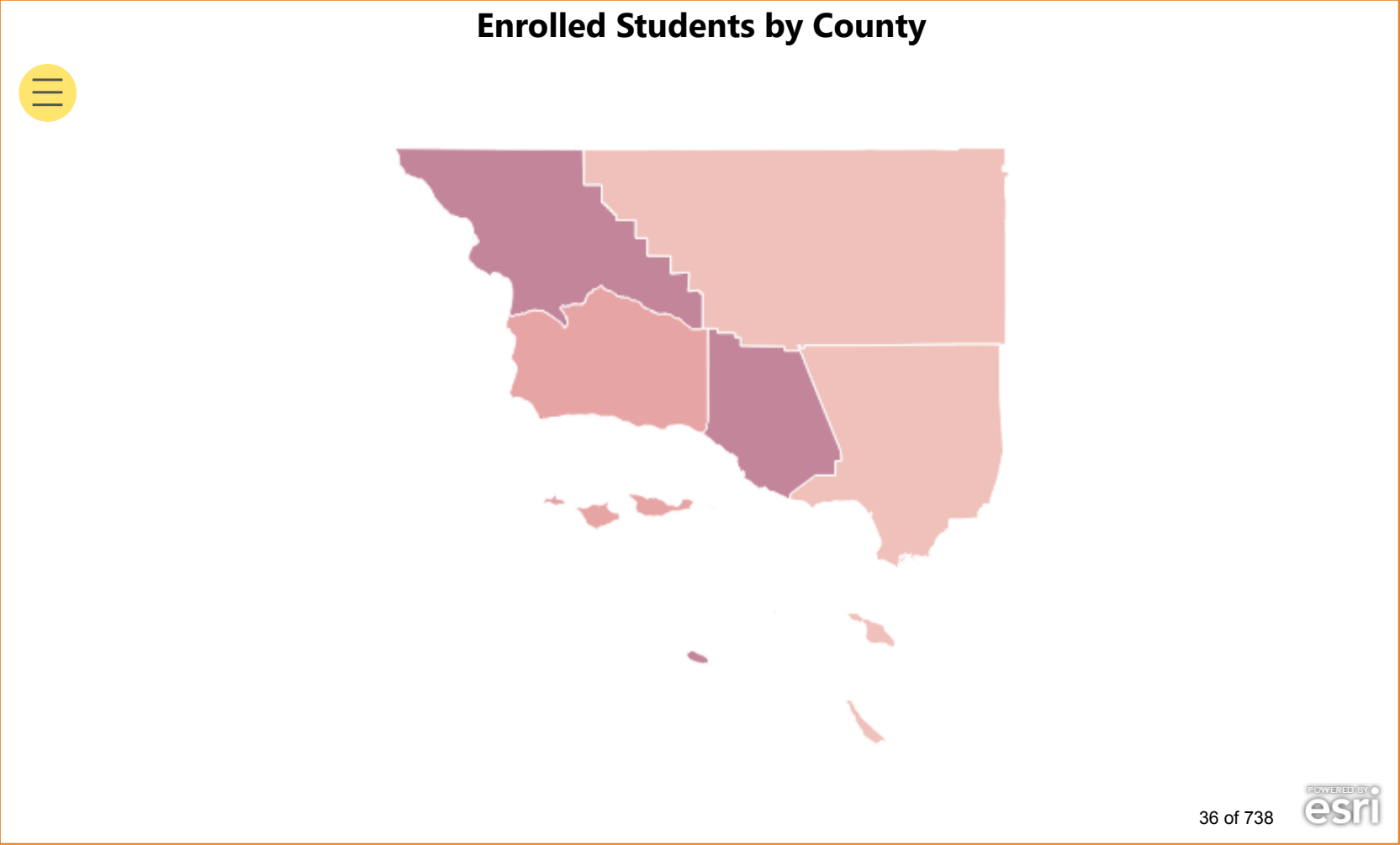
80

Total YTD Enrolled

99

Enrollment Services Complete (Stage 4)

105

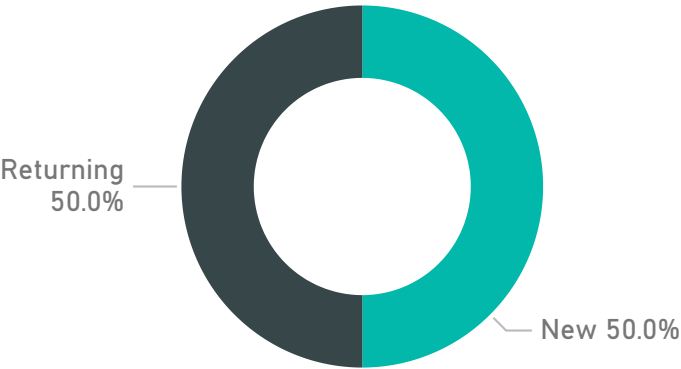


California Connections Academy at Central Coast
October 31, 2020

Current Enrollment Month-Over-Month Change
7%

Current Enrollment Year-Over-Year Change
100%

New and Returning

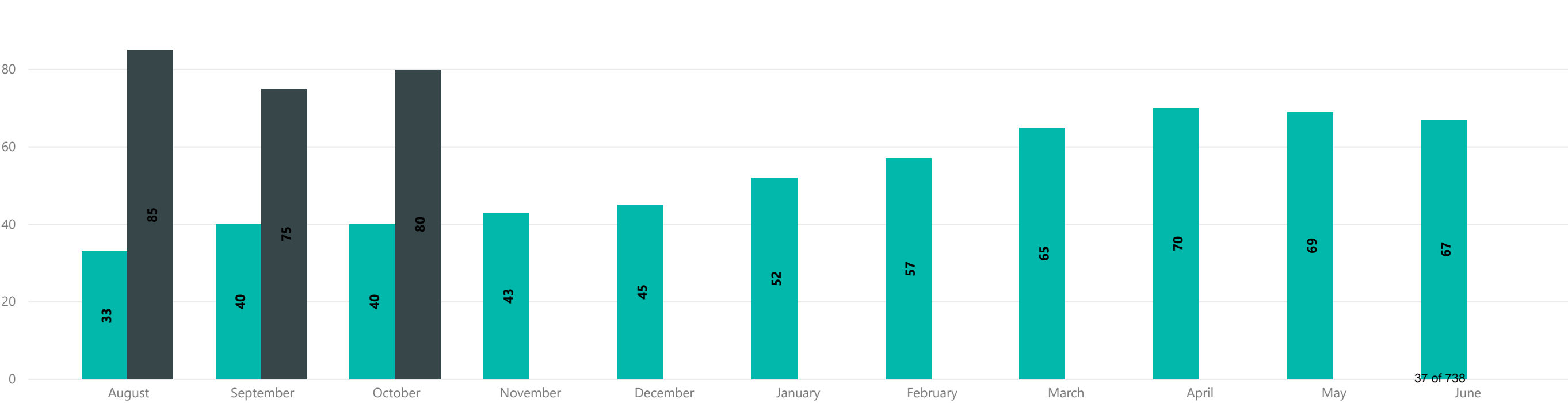


New and Returning Prior Year



Monthly Student Current Enrollment Comparison

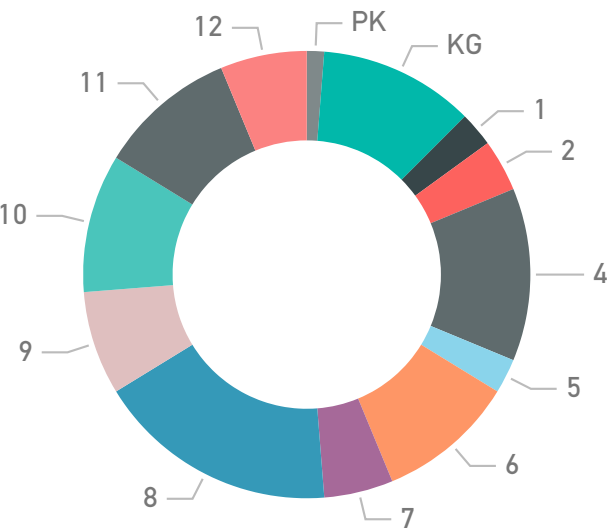
schoolYear 2019-2020 2020-2021



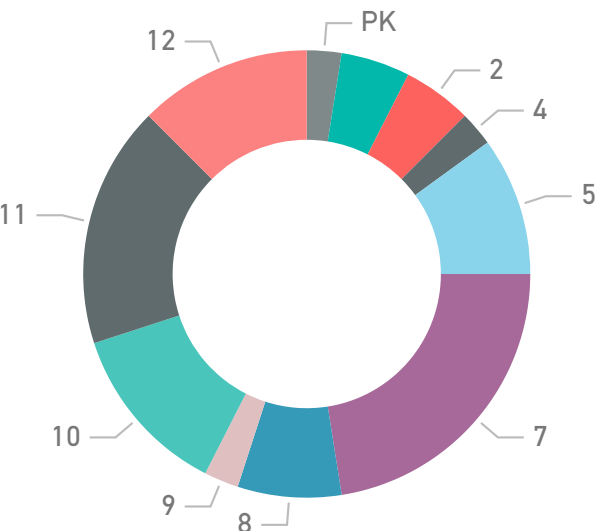
California Connections Academy at Central Coast

October 31, 2020

Enrolled Students by Final Grade



Enrolled Students Prior Year by Final Grade



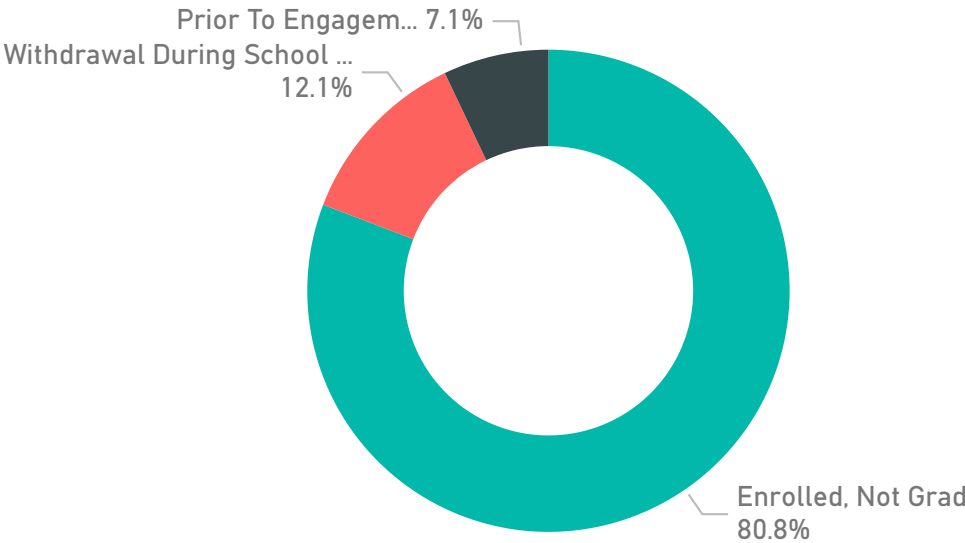
Grade Distribution

ReportPeriod	SameMonthPriorYear		PriorEOY		LastMonth		CurrentMonth	
GradeDistribution	Students	%CT Students	Students	%CT Students	Students	%CT Students	Students	%CT Students
PK-2	5	13%	5	7%	16	21%	15	19%
PK	1	3%	1	1%	2	3%	1	1%
KG	2	5%	1	1%	8	11%	9	11%
1			1	1%	2	3%	2	3%
2	2	5%	2	3%	4	5%	3	4%
3-5	5	13%	16	24%	10	13%	12	15%
3			3	4%				
4	1	3%	2	3%	8	11%	10	13%
5	4	10%	11	16%	2	3%	2	3%
6-8	12	30%	20	30%	23	31%	26	33%
6			2	3%	8	11%	8	10%
7	9	23%	12	18%	4	5%	4	5%
8	3	8%	6	9%	11	15%	14	18%
9-12	18	45%	26	39%	26	35%	27	34%
9	1	3%	4	6%	5	7%	6	8%
10	5	13%	11	16%	8	11%	8	10%
11	7	18%	7	10%	8	11%	8	10%
12	5	13%	4	6%	5	7%	5	6%
Total	40	100%	67	100%	75	100%	80	100%

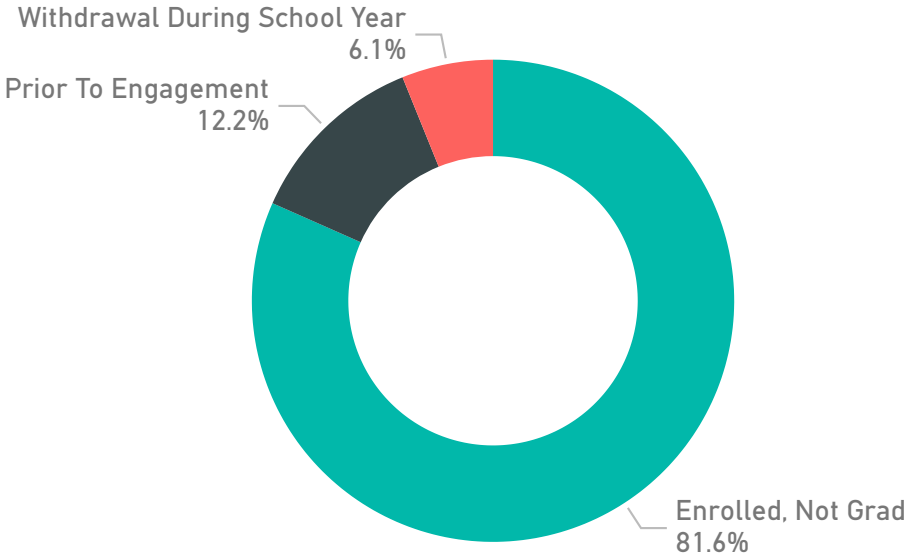
California Connections Academy at Central Coast

October 31, 2020

Total YTD Enrollment by Withdrawal Category



Total YTD Enrollment Prior Year by Withdrawal Category



Total YTD Enrollment								
ReportPeriod	SameMonthPriorYear		PriorEOY		LastMonth		CurrentMonth	
Withdrawal Category	Student Count	%CT Student Count	Student Count	%CT Student Count	Student Count	%CT Student Count	Student Count	%CT Student Count
Enrolled, Not Grad	40	82%	67	67%	75	86%	80	81%
Not Returning			1	1%				
Prior To Engagement	6	12%	11	11%	6	7%	7	7%
Withdrawal During School Year	3	6%	21	21%	6	7%	12	12%
Total	49	100%	100	100%	87	100%	99	100%

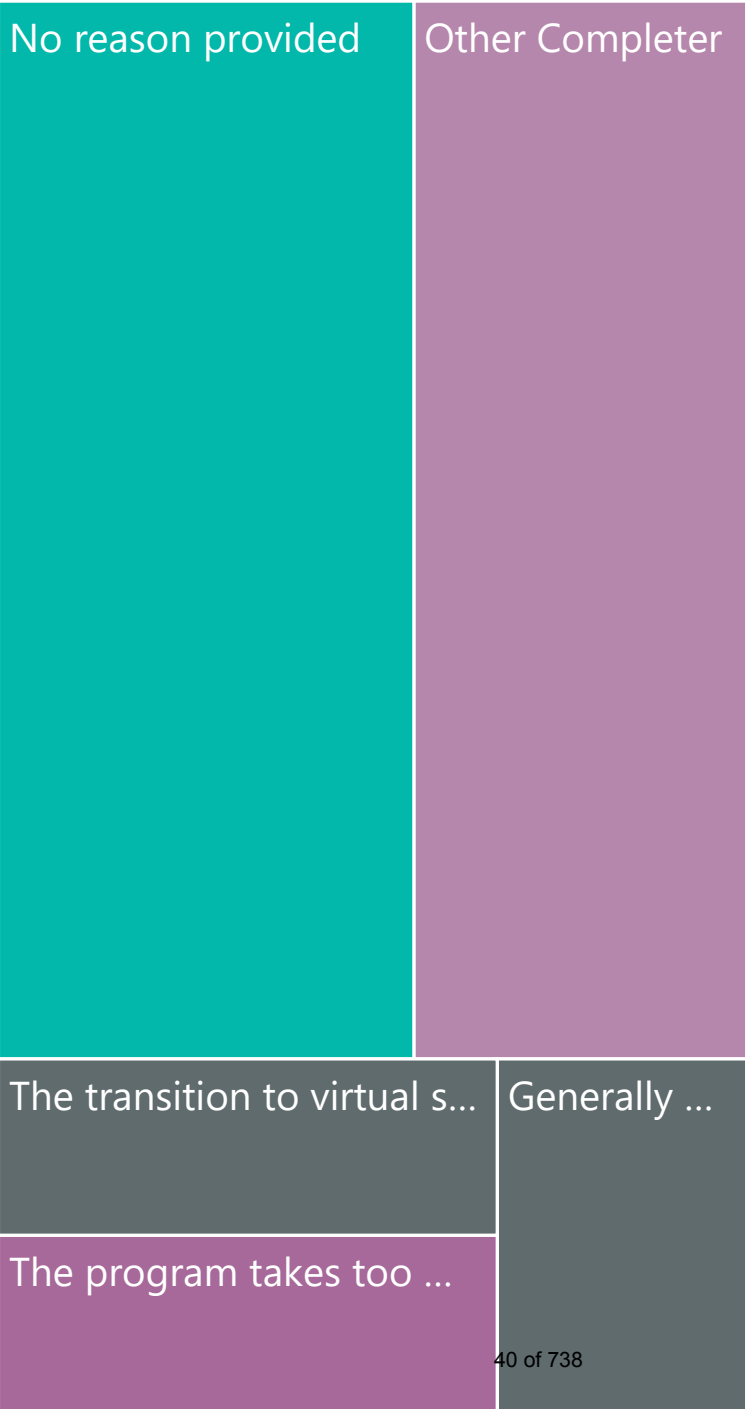
Enrollment Services Complete (Stage 4)

105

California Connections Academy at Central Coast

October 31, 2020

Withdrawal Reason				
WD Reason	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
		3	4	4
Another Reason		2		
Different/Better Schooling Option (Not related to socialization)	2	4		
Generally dissatisfied with curriculum/course options				1
No longer able to provide a Learning Coach		1		
No Reason Given	1	7	2	5
Program takes too much of Learning Coach's time				1
The curriculum is too hard		1		
Transition to virtual school too difficult				1
We are moving		3		



California Connections Academy at Central Coast

October 31, 2020

Household Data

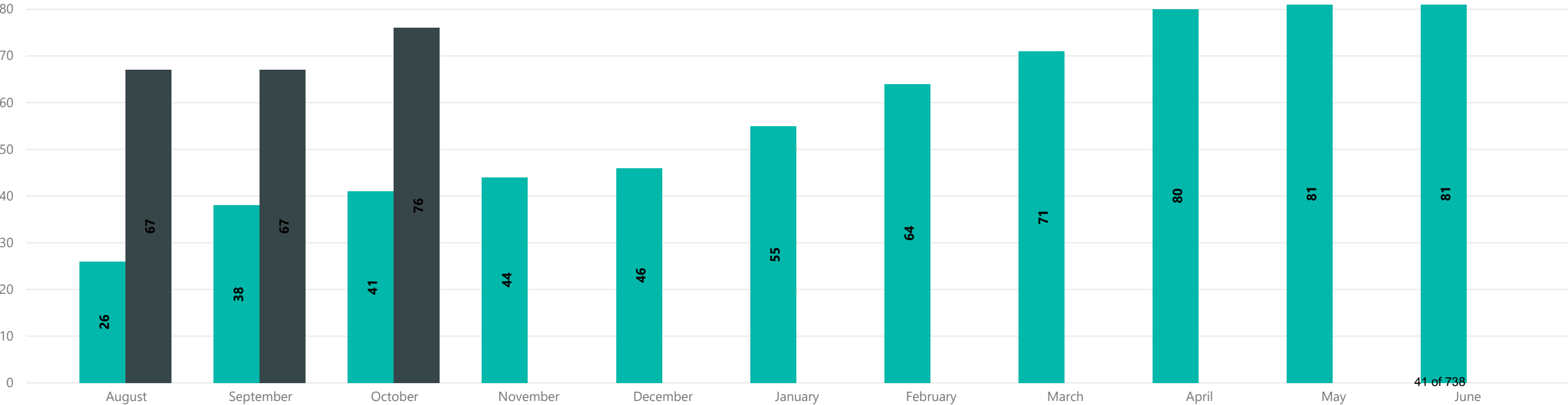
Household Data	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Active	33	55	62	65
Not Returning		1		
WD During School Year	2	18	4	8
WD Prior To Engagement	6	9	3	4

Students Per Active Household

	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
	1.21	1.22	1.21	1.23

Monthly Total Households

schoolYear 2019-2020 2020-2021



California Connections Academy at Central Coast

October 31, 2020

Ethnicity

Ethnicity	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Hispanic or Latino	13	27	28	28
Not Hispanic or Latino	27	40	46	51

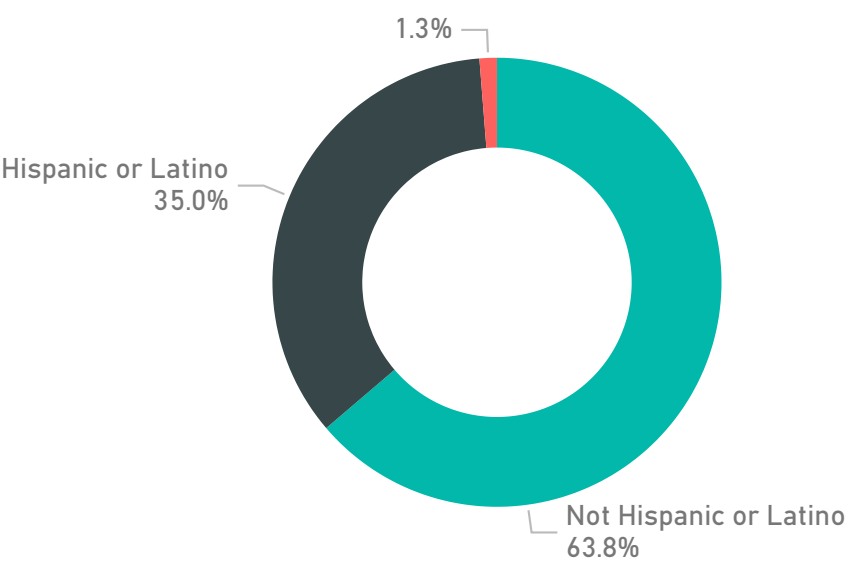
Race

Race	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
American Indian or Alaskan Native	2	5	5	5
Asian	1	1	2	1
Black/African American	4	10	7	7
Native Hawaiian or Other Pacific Islander		1		
White	37	62	69	64

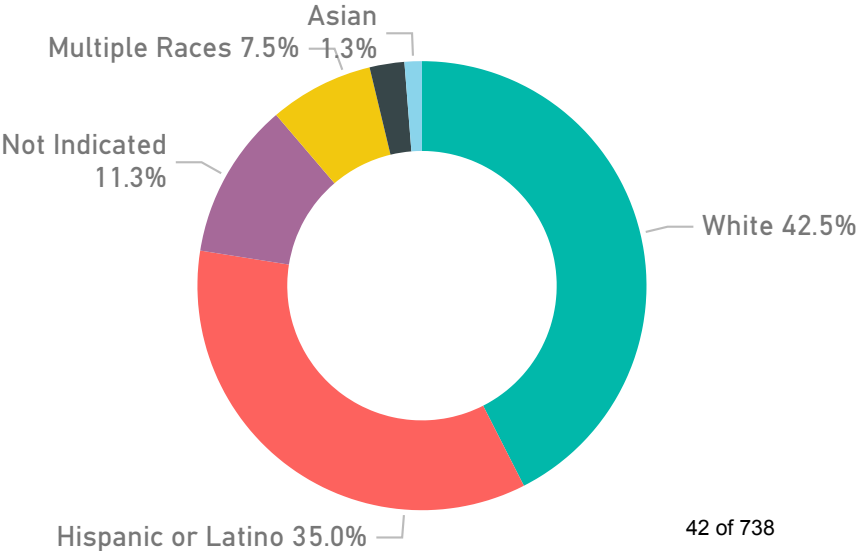
Distinct Race/Ethnicity

Distinct Race/Ethnicity	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
American Indian or Alaskan Native	1			
Asian	1		1	1
Black/African American	1	3	2	2
Hispanic or Latino	13	27	28	28
Multiple Races	4	6	6	6
Not Indicated			2	9
White	21	30	36	34

Enrolled Students by Ethnicity



Enrolled Students by Distinct Race/Ethnicity



California Connections Academy at Central Coast
October 31, 2020

Gender

Gender	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
F	27	39	48	50
M	13	28	27	30

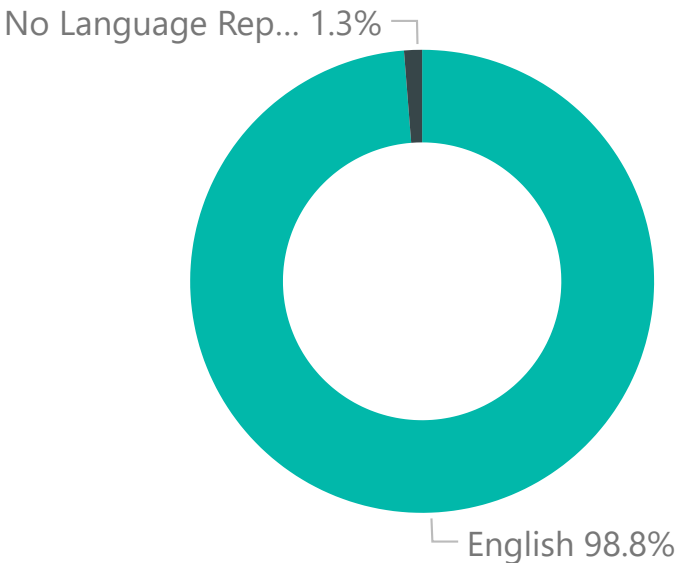
Primary Language

Home Language	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
English	39	66	40	79
Spanish	1	1		
No Language Reported			35	1

Enrolled Students by Gender



Enrolled Students by Language

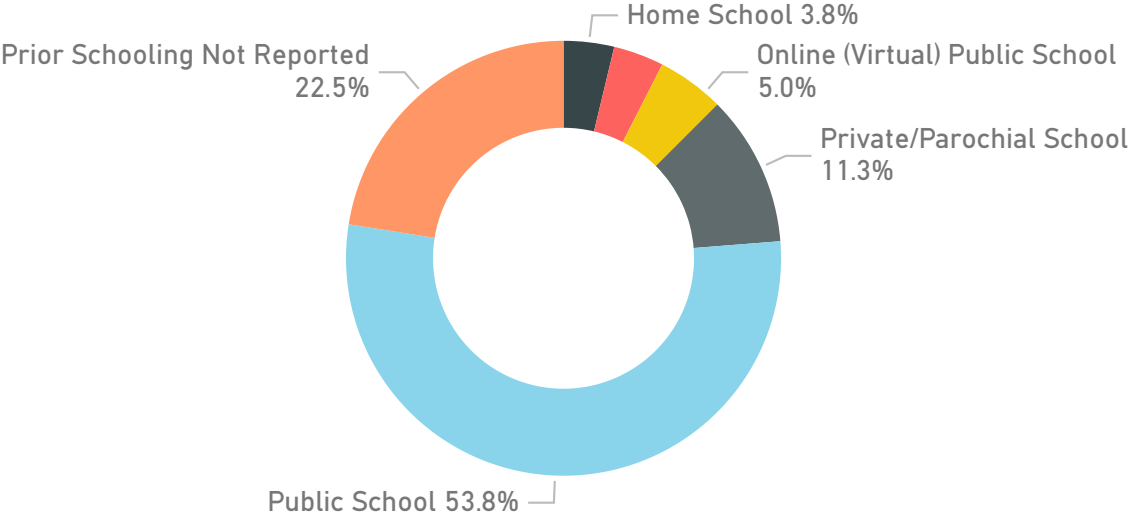


California Connections Academy at Central Coast
October 31, 2020

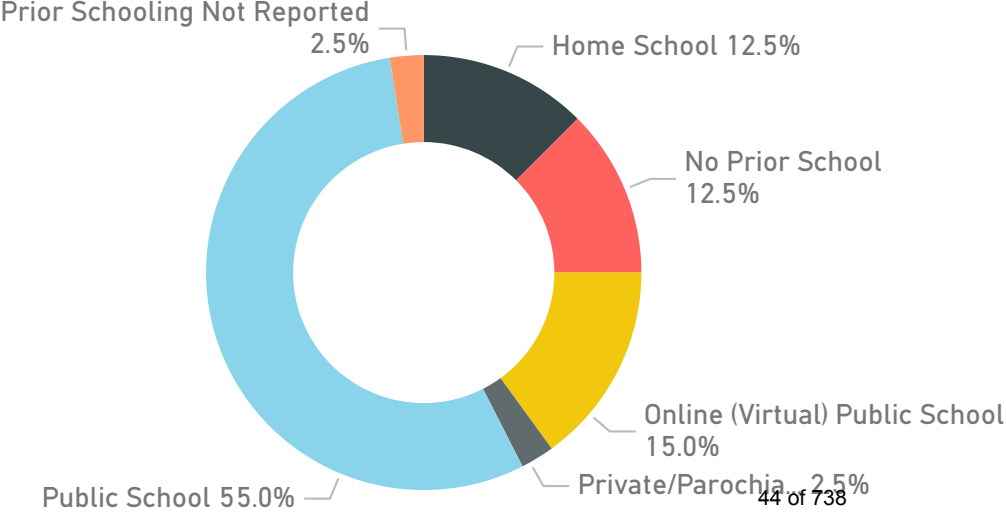
Prior Schooling

Prior Schooling▲	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Charter School (Public)		1	1	
Home School	5	4	3	3
No Prior School	5	4	3	3
Online (Virtual) Public School	6	5	4	4
Private/Parochial School	1	4	11	9
Public School	22	48	43	43
Prior Schooling Not Reported	1	1	10	18

Prior Schooling
October 31, 2020

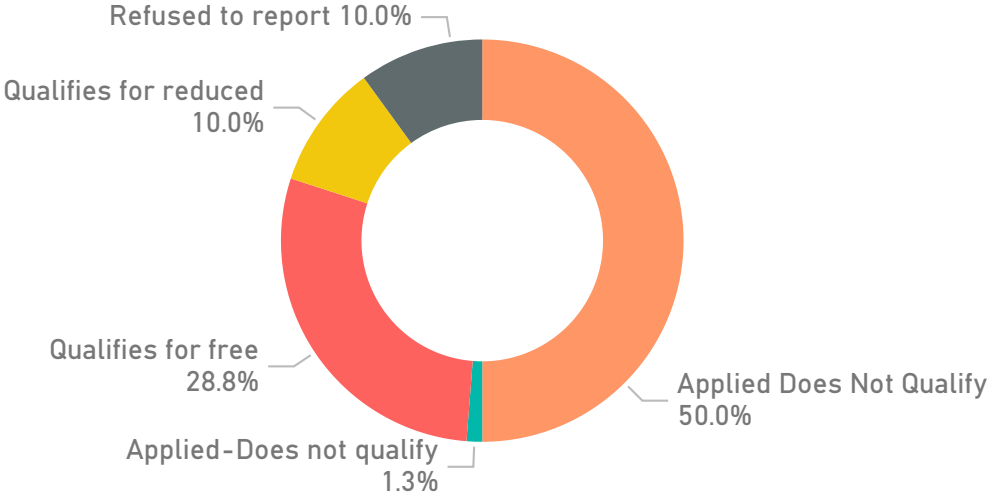


Prior Schooling
October 31, 2019

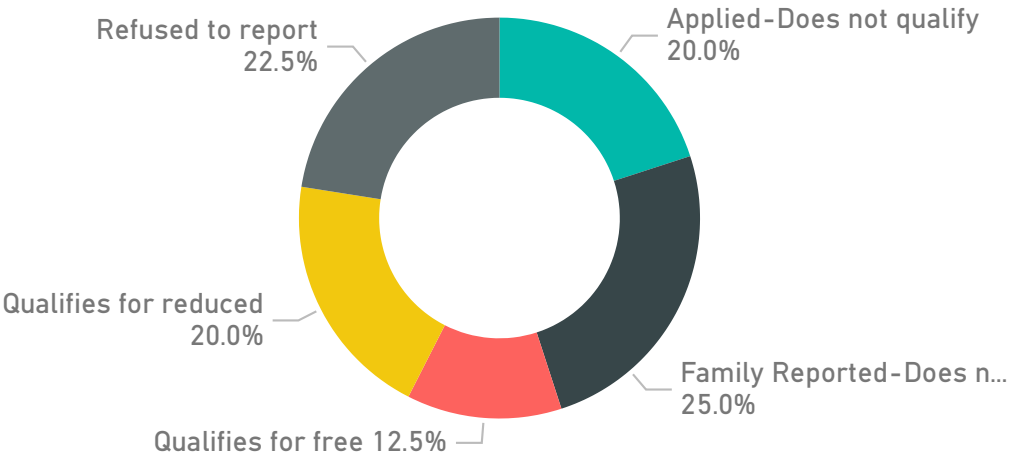


California Connections Academy at Central Coast
October 31, 2020

FARM Eligibility
October 31, 2020



FARM Eligibility
October 31, 2019



Disability

Disability	PriorEOY	LastMonth	CurrentMonth
Autism		1	1
Emotionally Impaired	2	1	1
Other Health Impaired	1	1	2
Speech/Language Impaired		2	1

Other Health Impaired

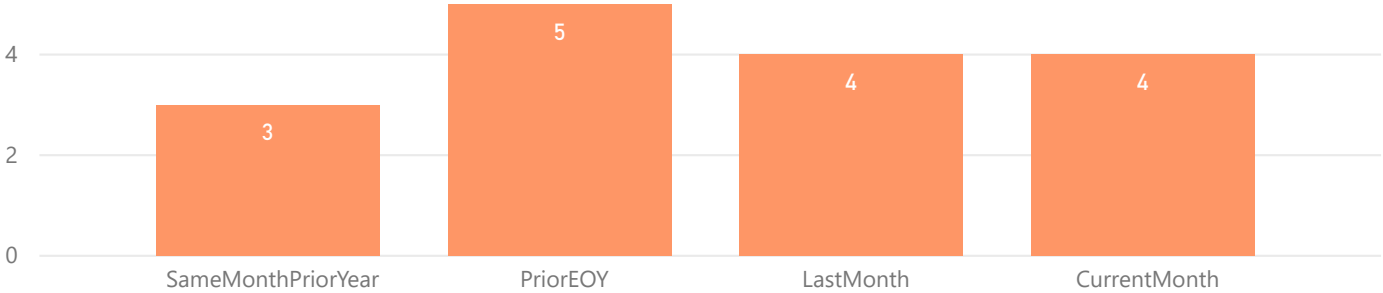
Speech/Language Impaired

Autism

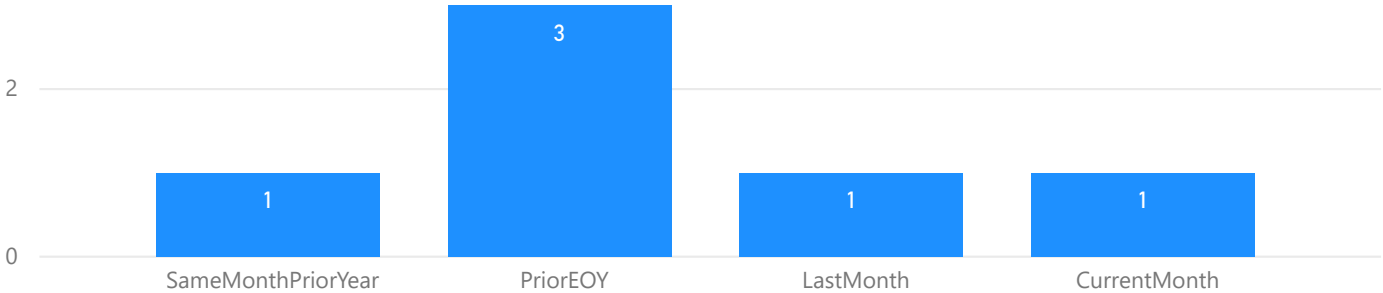
Emotionally Impaired

California Connections Academy at Central Coast
October 31, 2020

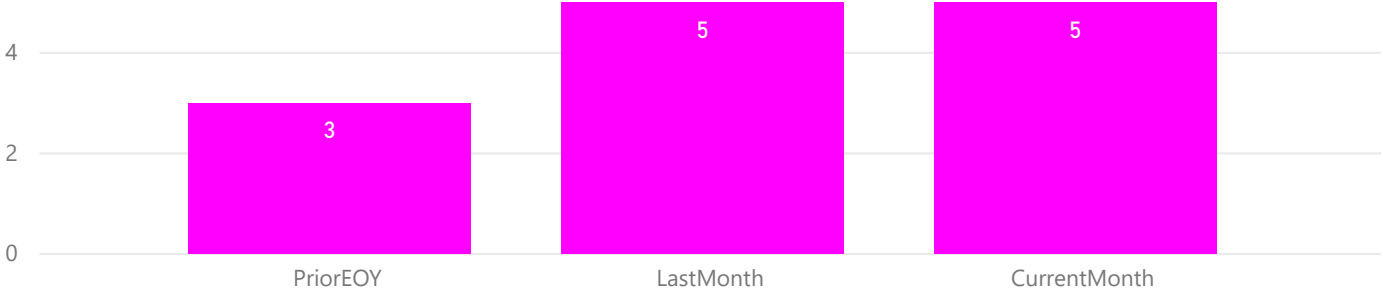
Gifted



Plan504



IEP



Currently Enrolled

80

Gifted

5%

Plan504

1%

IEP

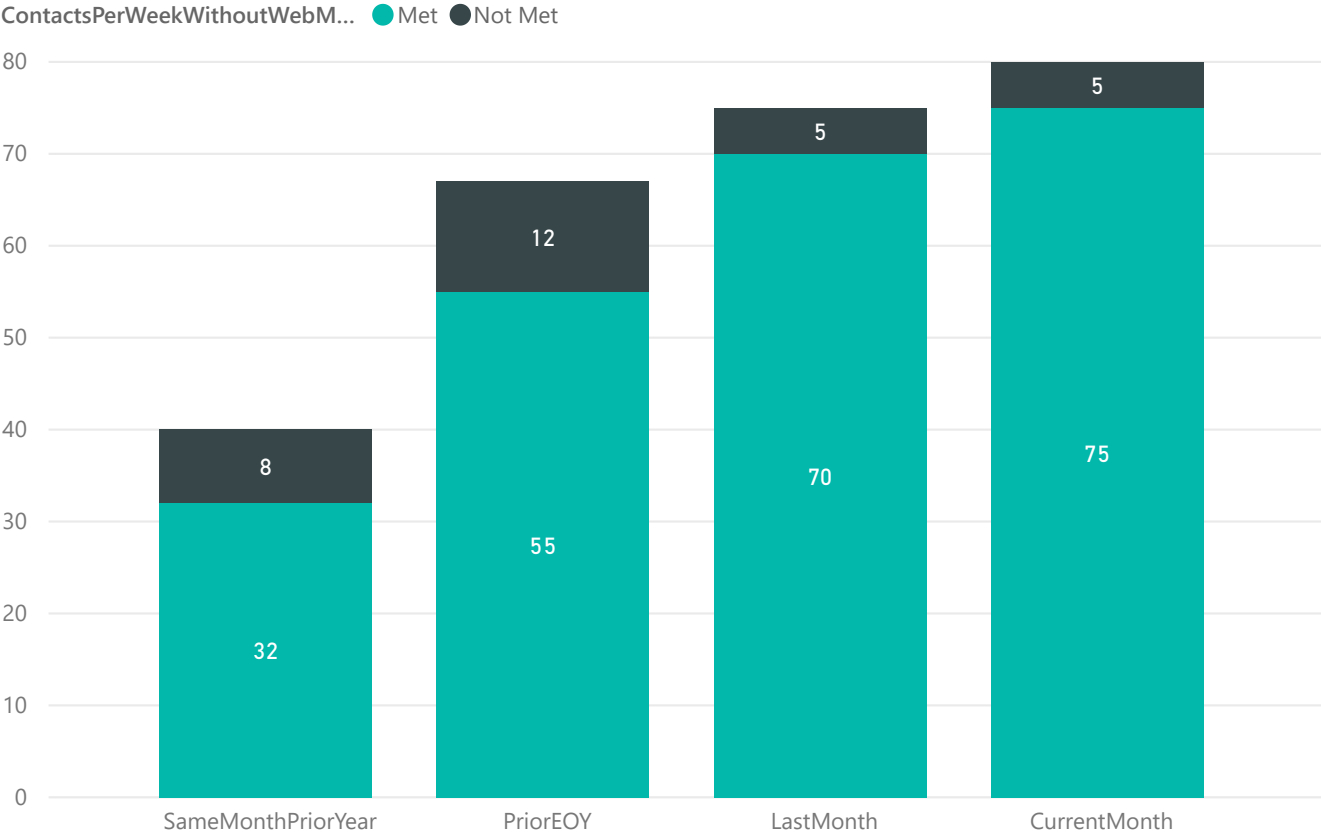
6%

Not in Special Population

88%

California Connections Academy at Central Coast
October 31, 2020

Contacts Per Week



Currently Enrolled

80

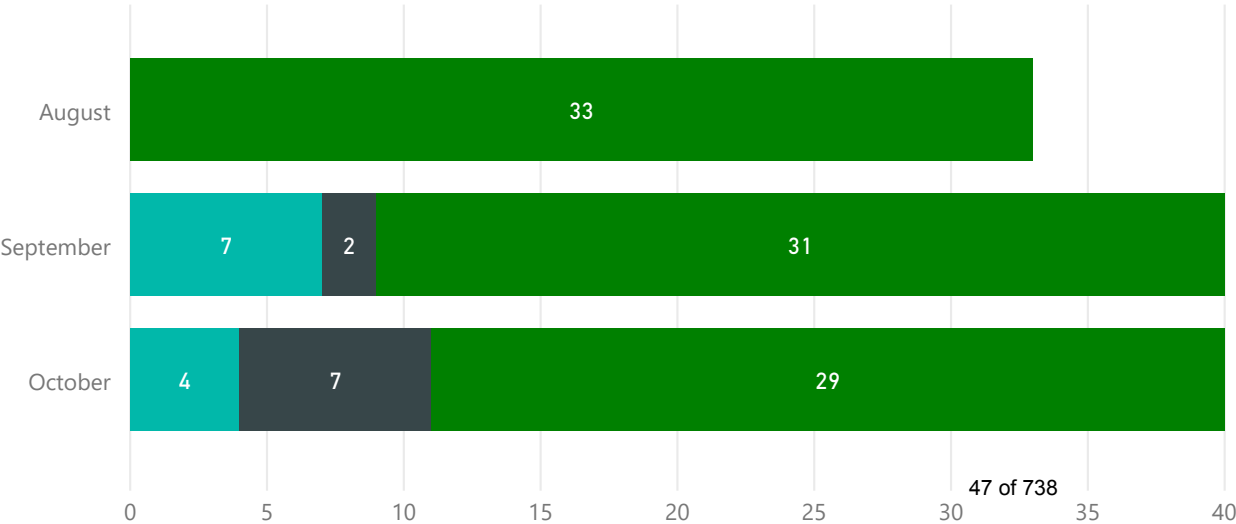
School Year: 2020-2021

AttendanceStatusAutomated Alarm Approaching Alarm Exempt On Track



School Year: 2019-2020

AttendanceStatusAutomated Alarm Approaching Alarm On Track



California Connections Academy at Central Coast

October 31, 2020

Average Participation

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	92%	100%	74%	78%
3-5	113%	100%	91%	93%
6-8	102%	100%	86%	93%
9-12	91%	100%	76%	87%
Total	97%	100%	81%	88%

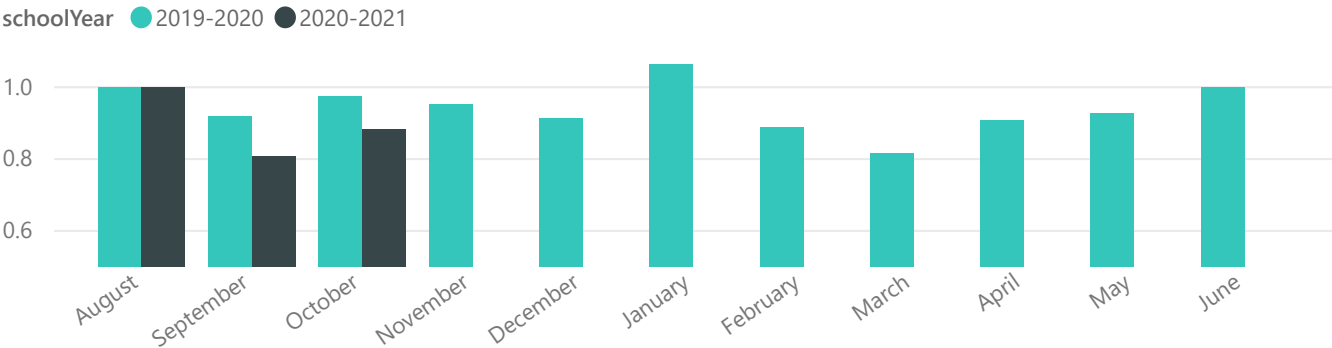
Average Performance

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	100%	99%	97%	98%
3-5	80%	84%	75%	74%
6-8	71%	70%	80%	75%
9-12	68%	67%	87%	75%
Total	74%	74%	85%	79%

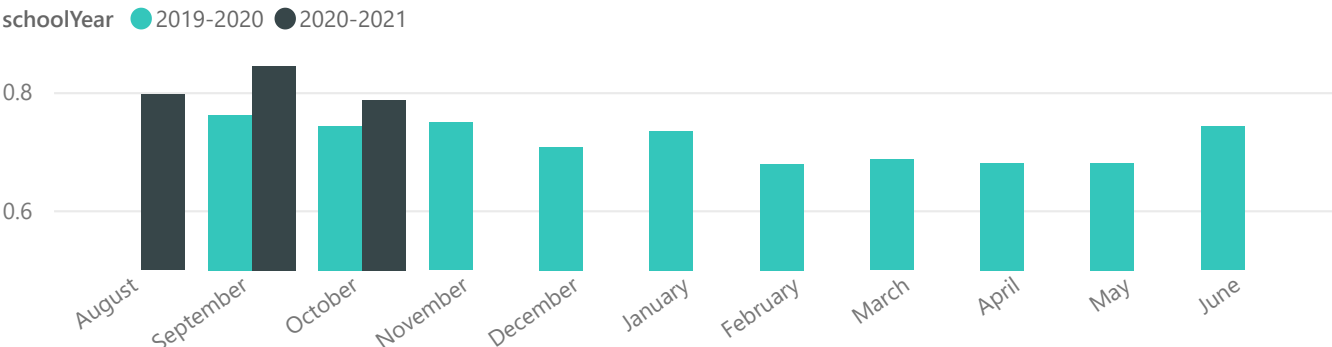
Average Attendance

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	99%	98%	83%	97%
3-5	96%	93%	98%	94%
6-8	96%	91%	98%	96%
9-12	81%	77%	92%	97%
Total	90%	87%	93%	96%

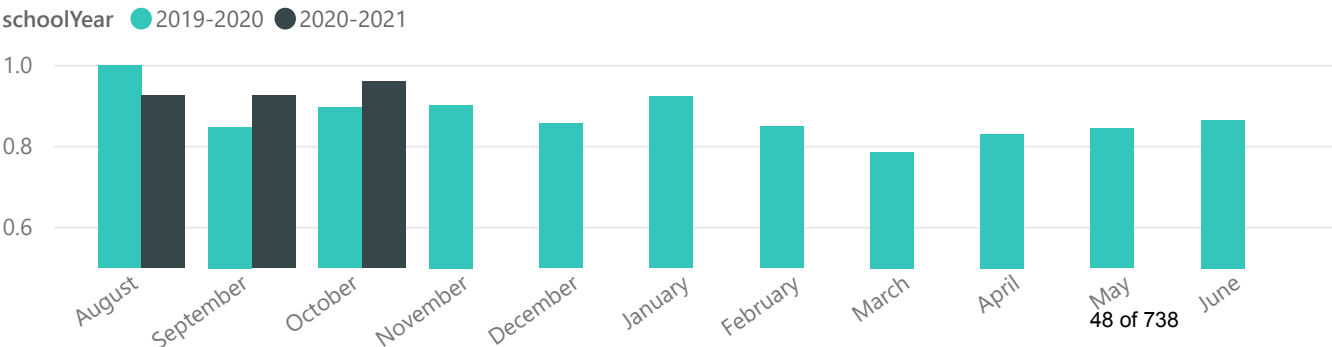
Average Total Participation



Average Total Performance



Average Total Attendance



Currently Enrolled	Total YTD Enrolled	California Connections Academy at Central Coast October 31, 2020	Current Enrollment Month-Over-Month Change
80	99		7%
Enrollment Services Complete (Stage 4)			Current Enrollment Year-Over-Year Change
105			100%

Monthly Student Current Enrollment Comparison

schoolYear

2019-2020

2020-2021

August

September

October

November

December

January

February

March

April

May

June

33

40

40

43

45

52

57

65

70

69

67

85

75

80

Total YTD Enrollment

ReportPeriod

Withdrawal Category

Enrolled, Not Grad

Prior To Engagement

Withdrawal During School Year

Total

SameMonthPriorYear

Student Count

%CT Student Count

40

82%

6

12%

3

6%

49

100%

CurrentMonth

Student Count

%CT Student Count

80

81%

7

7%

12

12%

99

100%

New & Returning	Household Data			Students Per Active Household	
ReportPeriod	SameMonthPriorYear		CurrentMonth	SameMonthPriorYear	CurrentMonth
New or Returning	Students	%CT Students	Students %CT Students		
New	40	100.00%	40 50.00%	1.21	1.23
Returning			40 50.00%		

Household Data	SameMonthPriorYear	CurrentMonth
Active	33	65
WD During School Year	2	8
WD Prior To Engagement	6	4

Grade Distribution	Withdrawal Reason			
ReportPeriod	SameMonthPriorYear		CurrentMonth	
GradeDistribution	Students	%CT Students	Students %CT Students	SameMont
PK-2	5	13%	15 19%	
PK	1	3%	1 1%	
KG	2	5%	9 11%	
1			2 3%	
2	2	5%	3 4%	
3-5	5	13%	12 15%	
4	1	3%	10 13%	
5	4	10%	2 3%	
6-8	12	30%	26 33%	
6			8 10%	
7	9	23%	4 5%	
8	3	8%	14 18%	
9-12	18	45%	27 34%	
9	1	3%	6 8%	
10	5	13%	8 10%	
11	7	18%	8 10%	
12	5	13%	5 6%	
Total	40	100%	80 100%	

Withdrawal Reason	SameMont
Generally dissatisfied with curriculum/course options	
My student wants to return to a traditional school setting for other (non-socialization related) reasons.	
No reason provided	
Other Completer	
The program takes too much of the Learning Coach's time.	
The transition to virtual school was too difficult.	

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Gender		
Gender	SameMonthPriorYear	CurrentMonth
F	27	50
M	13	30

Primary Language		
Home Language	SameMonthPriorYear	CurrentMonth
English	39	79
Spanish	1	
No Language Reported		1

Disability	
Disability	CurrentMonth
Autism	1
Emotionally Impaired	1
Other Health Impaired	2
Speech/Language Impaired	1

Gifted		
Gifted	SameMonthPriorYear	CurrentMonth
Yes	3	4

Plan 504		
Plan504	SameMonthPriorYear	CurrentMonth
504	1	1

IEP	
IEP	CurrentMonth
IEP	5

Gifted	Plan504
5%	1%
IEP	Not in Special Population
6%	88%

Ethnicity		
Ethnicity	SameMonthPriorYear	CurrentMonth
Hispanic or Latino	13	28
Not Hispanic or Latino	27	51

Race		
Race	SameMonthPriorYear	CurrentMonth
American Indian or Alaskan Native	2	5
Asian	1	1
Black/African American	4	7
White	37	64

Distinct Race/Ethnicity		
Distinct Race/Ethnicity	SameMonthPriorYear	CurrentMonth
Asian	1	1
Black/African American	1	2
Hispanic or Latino	13	28
Multiple Races	4	6
Not Indicated		9
White	21	34

Household FARM Eligibility		
HouseholdFARMEligibility	SameMonthPriorYear	CurrentMonth
Applied Does Not Qualify		38
Applied-Does not qualify	8	1
Family Reported-Does not qualify	10	
Qualifies for free	5	21
Qualifies for reduced	8	7
Refused to report	9	8

Prior Schooling		
Prior Schooling	SameMonthPriorYear	CurrentMonth
Home School	5	3
No Prior School	5	3
Online (Virtual) Public School	6	4
Private/Parochial School	1	9
Public School	22	43
Prior Schooling Not Reported	1	18

California Connections Academy at Central Coast
October 31, 2020

Contacts Per Week

ContactsPerWeekWithoutWebMail	SameMonthPriorYear	CurrentMonth
Met	32	75
Not Met	8	5

Attendance Status

AttendanceStatusAutomated	SameMonthPriorYear	CurrentMonth
Alarm	4	8
Approaching Alarm	7	3
Exempt		1
On Track	29	68

Average Participation

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	92%	78%
3-5	113%	93%
6-8	102%	93%
9-12	91%	87%
Total	97%	88%

Average Performance

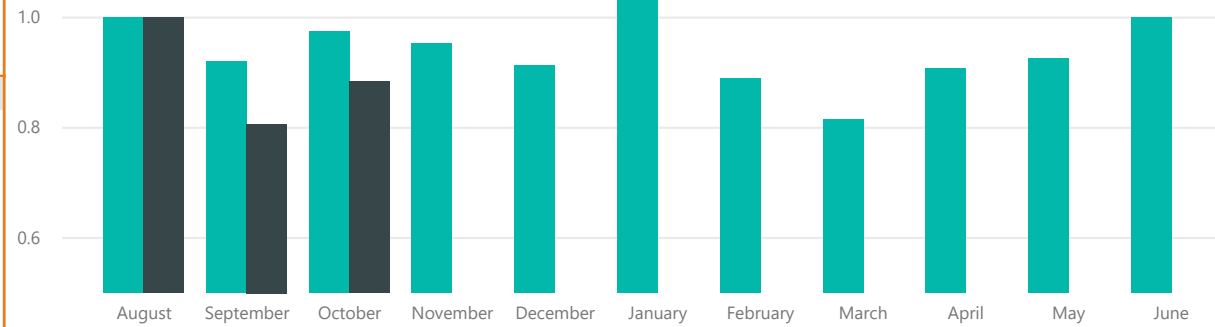
GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	100%	98%
3-5	80%	74%
6-8	71%	75%
9-12	68%	75%
Total	74%	79%

Average Attendance

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	99%	97%
3-5	96%	94%
6-8	96%	96%
9-12	81%	97%
Total	90%	96%

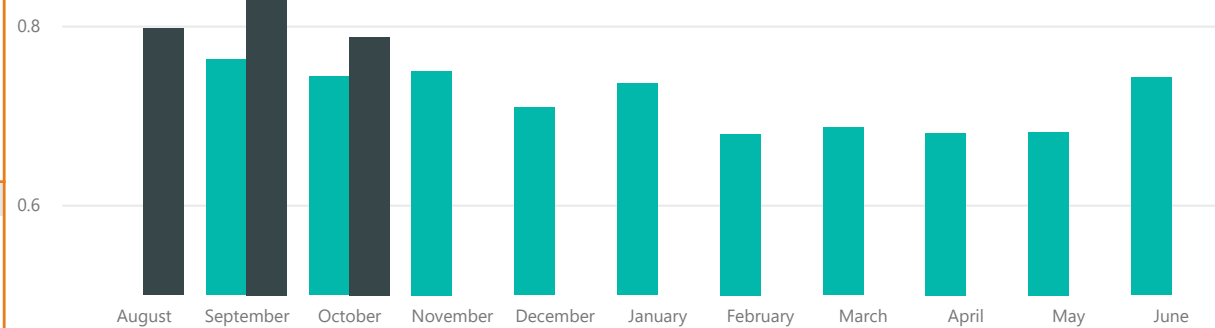
Average Total Participation

schoolYear ● 2019-2020 ● 2020-2021



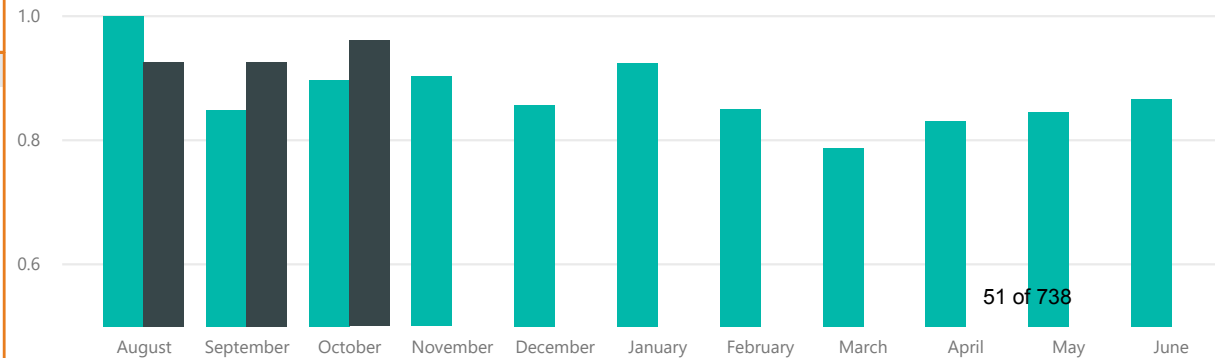
Average Total Performance

schoolYear ● 2019-2020 ● 2020-2021



Average Total Attendance

schoolYear ● 2019-2020 ● 2020-2021



MONTHLY SCHOOL REPORT

School & Date Selection

School

California Connections Academy @ Monterey ... ▾

Report Date

October 31, 2020 ▾

Currently Enrolled

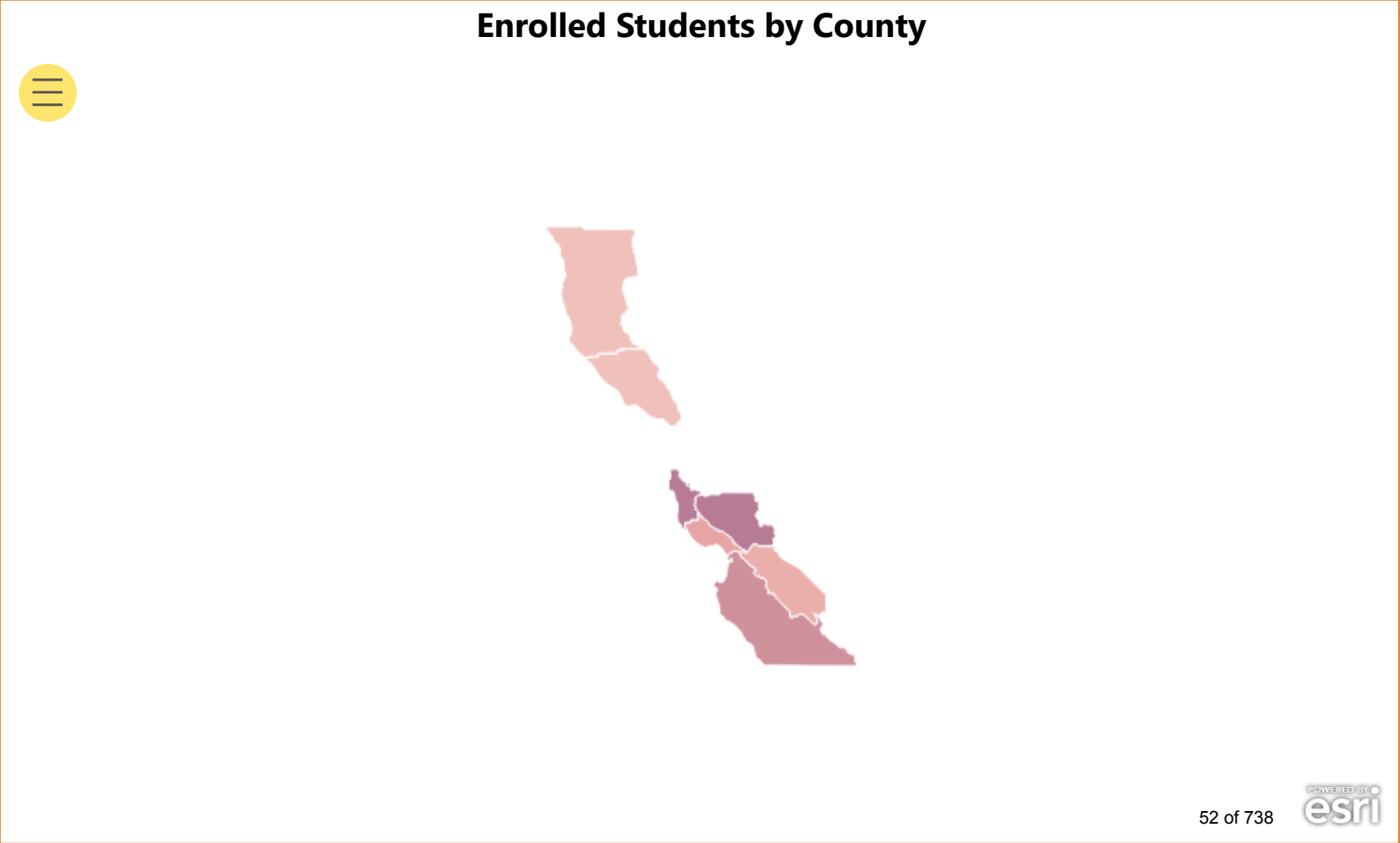
415

Total YTD Enrolled

434

Enrollment Services Complete (Stage 4)

479

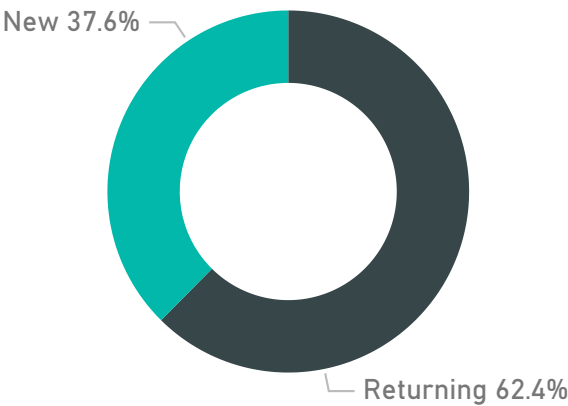


California Connections Academy Monterey Bay
October 31, 2020

Current Enrollment Month-Over-Month Change
3%

Current Enrollment Year-Over-Year Change
45%

New and Returning

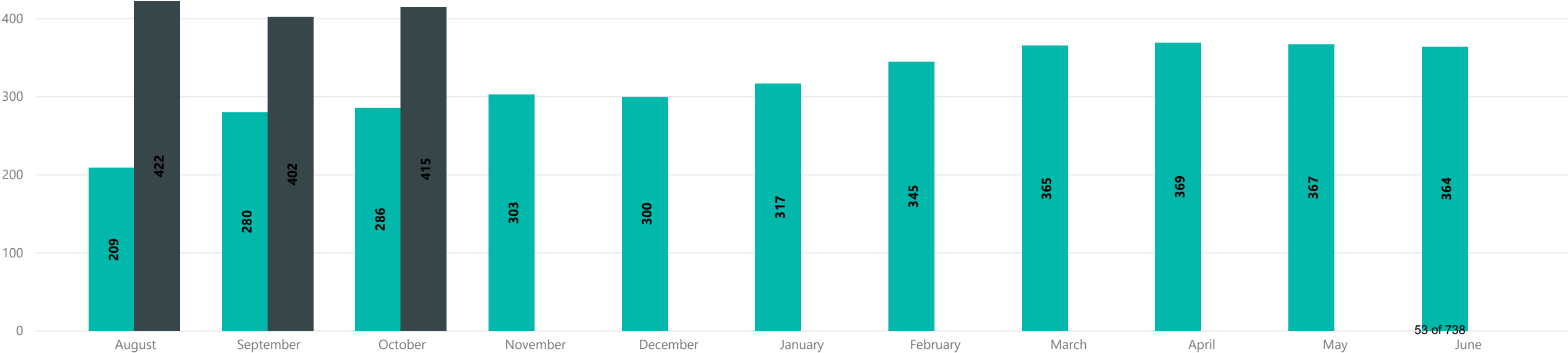


New and Returning Prior Year



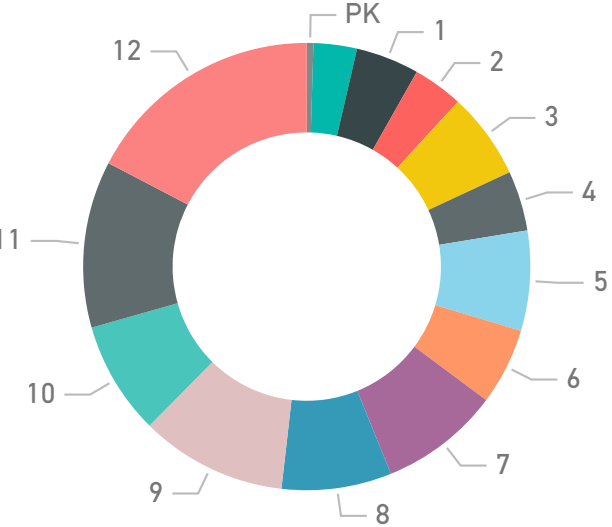
Monthly Student Current Enrollment Comparison

schoolYear 2019-2020 2020-2021

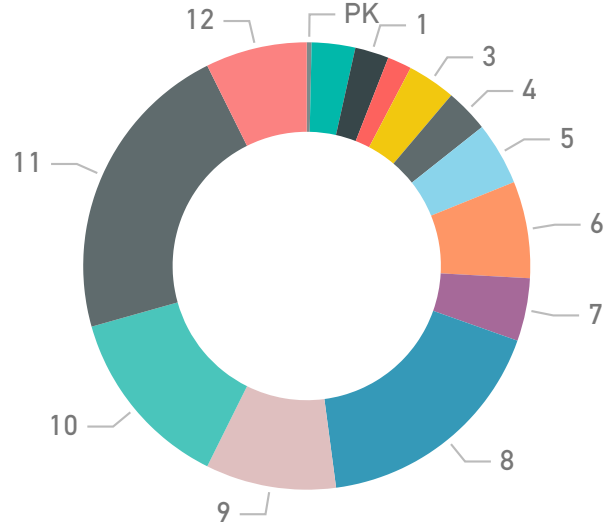


California Connections Academy Monterey Bay
October 31, 2020

Enrolled Students by Final Grade



Enrolled Students Prior Year by Final Grade

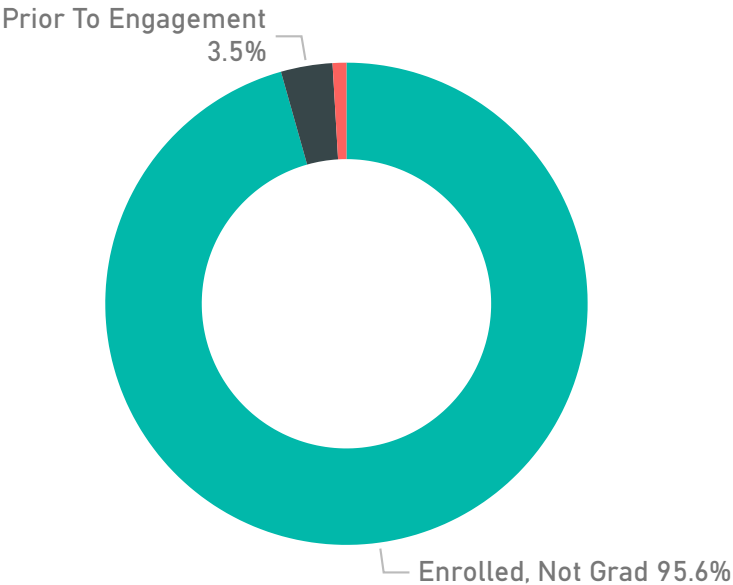


Grade Distribution

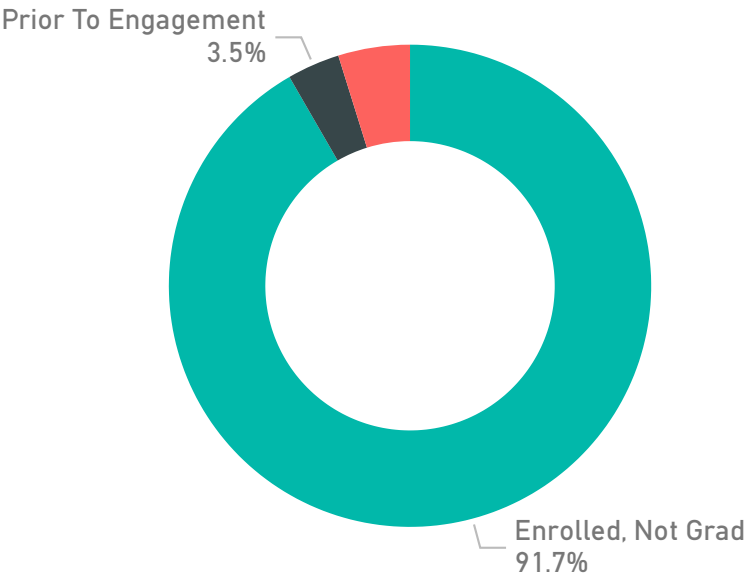
ReportPeriod	SameMonthPriorYear		PriorEOY		LastMonth		CurrentMonth	
GradeDistribution	Students	%CT Students	Students	%CT Students	Students	%CT Students	Students	%CT Students
PK-2	22	8%	33	9%	45	11%	49	12%
PK	1	0%	4	1%	3	1%	2	0%
KG	9	3%	10	3%	11	3%	13	3%
1	7	2%	10	3%	17	4%	19	5%
2	5	2%	9	2%	14	3%	15	4%
3-5	32	11%	43	12%	72	18%	74	18%
3	10	3%	17	5%	26	6%	26	6%
4	9	3%	11	3%	18	4%	18	4%
5	13	5%	15	4%	28	7%	30	7%
6-8	83	29%	109	30%	90	22%	92	22%
6	20	7%	28	8%	24	6%	23	6%
7	13	5%	25	7%	34	8%	36	9%
8	50	17%	56	15%	32	8%	33	8%
9-12	149	52%	179	49%	195	49%	200	48%
9	27	9%	35	10%	43	11%	44	11%
10	38	13%	57	16%	33	8%	34	8%
11	63	22%	70	19%	49	12%	50	12%
12	21	7%	17	5%	70	17%	72	17%
Total	286	100%	364	100%	402	100%	415	100%

California Connections Academy Monterey Bay
October 31, 2020

Total YTD Enrollment by Withdrawal Category



Total YTD Enrollment Prior Year by Withdrawal Category



Total YTD Enrollment								
ReportPeriod	SameMonthPriorYear		PriorEOY		LastMonth		CurrentMonth	
Withdrawal Category	Student Count	%CT Student Count	Student Count	%CT Student Count	Student Count	%CT Student Count	Student Count	%CT Student Count
Enrolled, Not Grad	286	92%	364	78%	402	97%	415	96%
Prior To Engagement	11	4%	29	6%	11	3%	15	3%
Withdrawal During School Year	15	5%	73	16%			4	1%
Total	312	100%	466	100%	413	100%	434	100%

Enrollment Services Complete (Stage 4)
479

California Connections Academy Monterey Bay
October 31, 2020

Withdrawal Reason			
WD Reason	SameMonthPriorYear	PriorEOY	CurrentMonth
		18	
Deceased		1	
Different/Better Schooling Option (Not related to socialization)	4	13	1
Inactivity		2	
No longer able to provide a Learning Coach		1	
No Reason Given	5	22	
Program takes too much of student's time	1	1	
Student wants more socialization		3	
Technical Difficulties	1	1	
The curriculum is too hard	2	5	2
Transition to virtual school too difficult	1	4	
We are moving	1	1	1
We have chosen to home school		1	

The curriculum is too hard.

We are moving.

My student wants to return to a traditi...

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California Connections Academy Monterey Bay

October 31, 2020

Household Data

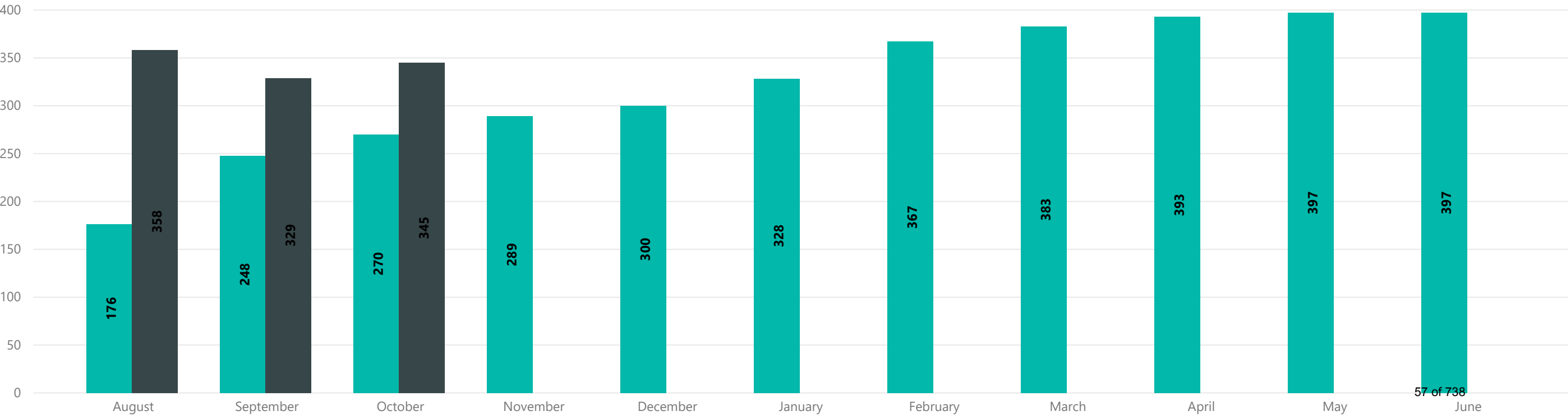
Household Data	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Active	250	311	322	331
WD During School Year	13	65		3
WD Prior To Engagement	10	28	8	11

Students Per Active Household

	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
	1.14	1.17	1.25	1.25

Monthly Total Households

schoolYear ● 2019-2020 ● 2020-2021



California Connections Academy Monterey Bay
October 31, 2020

Ethnicity

Ethnicity	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Hispanic or Latino	103	131	131	136
Not Hispanic or Latino	183	233	270	276

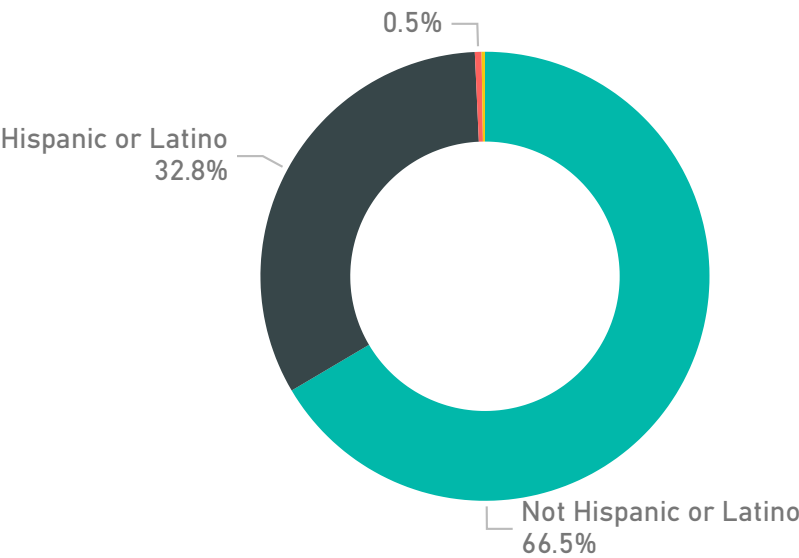
Race

Race	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
American Indian or Alaskan Native	35	37	28	28
Asian	64	74	110	105
Black/African American	23	28	27	27
Native Hawaiian or Other Pacific Islander	20	22	22	21
White	192	255	279	275

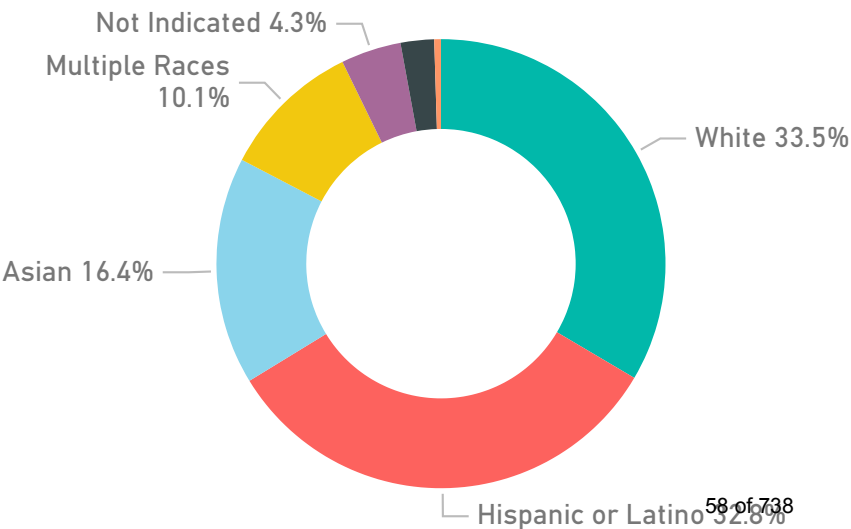
Distinct Race/Ethnicity

Distinct Race/Ethnicity	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
American Indian or Alaskan Native	3	1		
Asian	37	41	72	68
Black/African American	12	16	10	10
Hispanic or Latino	103	131	131	136
Multiple Races	29	35	43	42
Native Hawaiian or Other Pacific Islander	2	2	3	2
Not Indicated			2	18
White	100	138	141	139

Enrolled Students by Ethnicity



Enrolled Students by Distinct Race/Ethnicity



California Connections Academy Monterey Bay
October 31, 2020

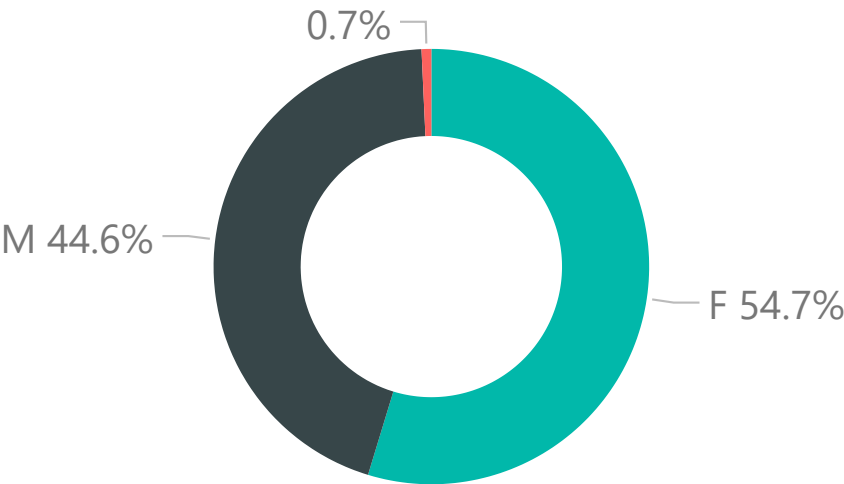
Gender

Gender	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
				3
F	168	214	219	227
M	118	150	183	185

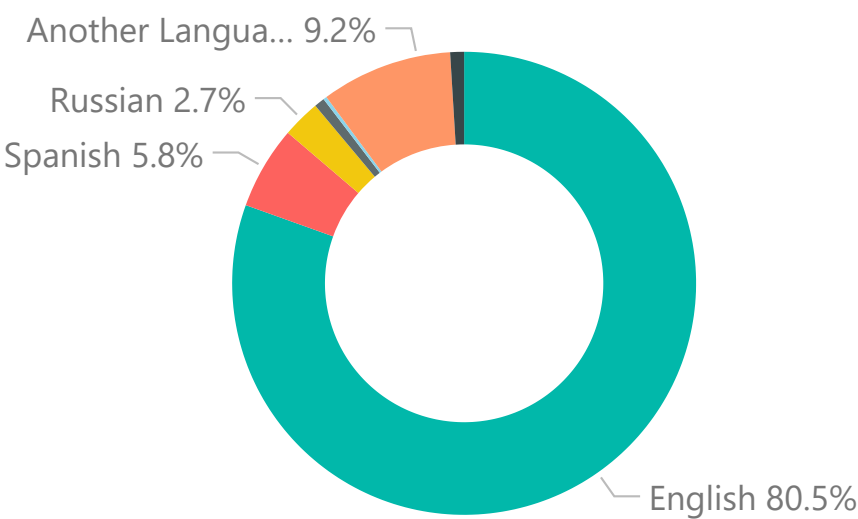
Primary Language

Home Language	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
English	247	298	208	334
Spanish	16	26	18	24
Russian	2	7	7	11
Arabic	1	2	2	3
Urdu				1
Another Language	20	31	27	38
No Language Reported			140	4

Enrolled Students by Gender



Enrolled Students by Language

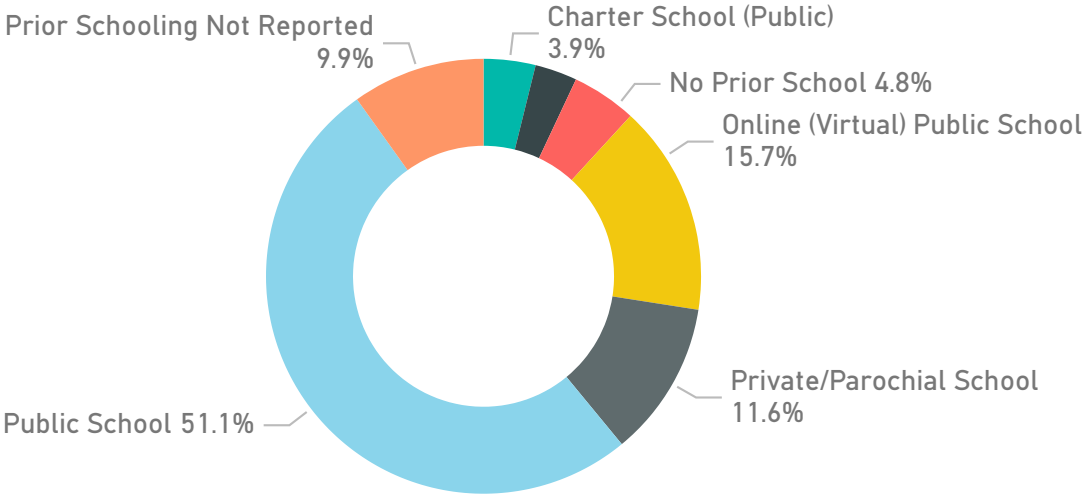


California Connections Academy Monterey Bay
October 31, 2020

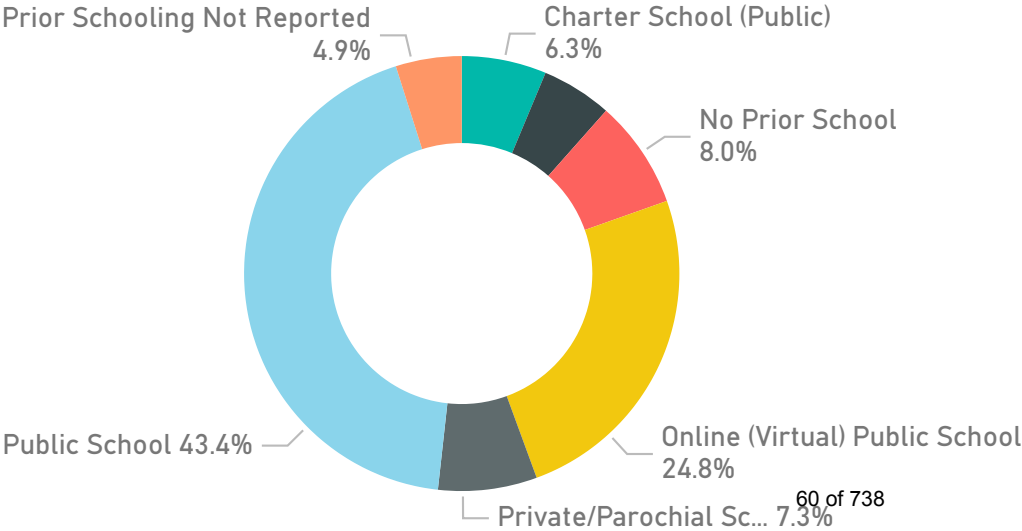
Prior Schooling

Prior Schooling	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Charter School (Public)	18	20	17	16
Home School	15	20	13	13
No Prior School	23	30	20	20
Online (Virtual) Public School	71	67	65	65
Private/Parochial School	21	25	51	48
Public School	124	189	214	212
Prior Schooling Not Reported	14	13	22	41

Prior Schooling
October 31, 2020

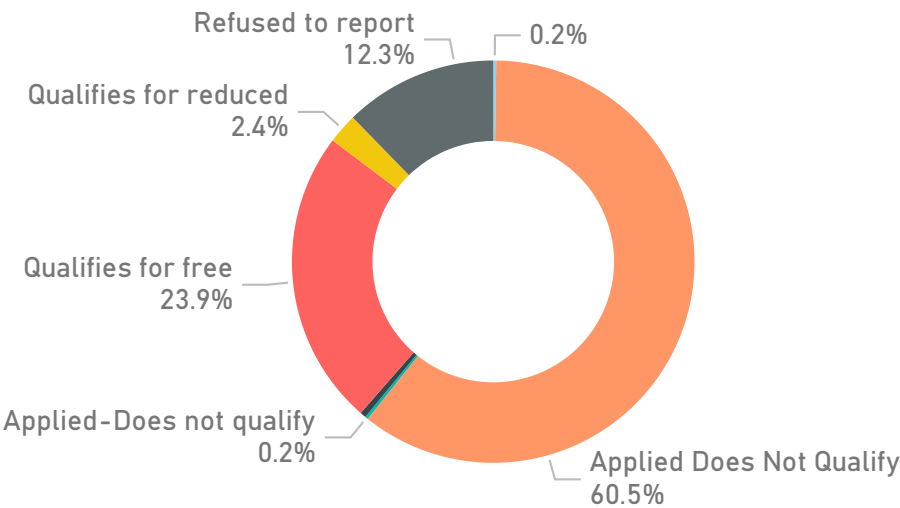


Prior Schooling
October 31, 2019

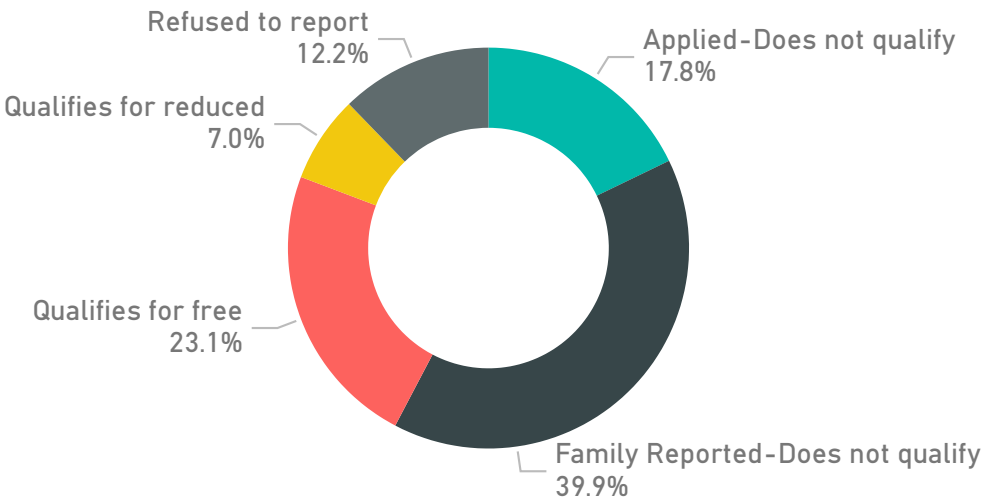


California Connections Academy Monterey Bay
October 31, 2020

FARM Eligibility
October 31, 2020



FARM Eligibility
October 31, 2019



Disability

Disability	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Autism	6	5	5	5
Emotionally Impaired		4	2	2
Hearing Impaired	1	1	1	1
Multiple Disabilities	1			
Other Health Impaired	6	8	9	9
Specific Learning Disability	8	10	9	10
Speech/Language Impaired		2	1	1

Specific Learning Disability

Other Health Impaired

Emotiona...

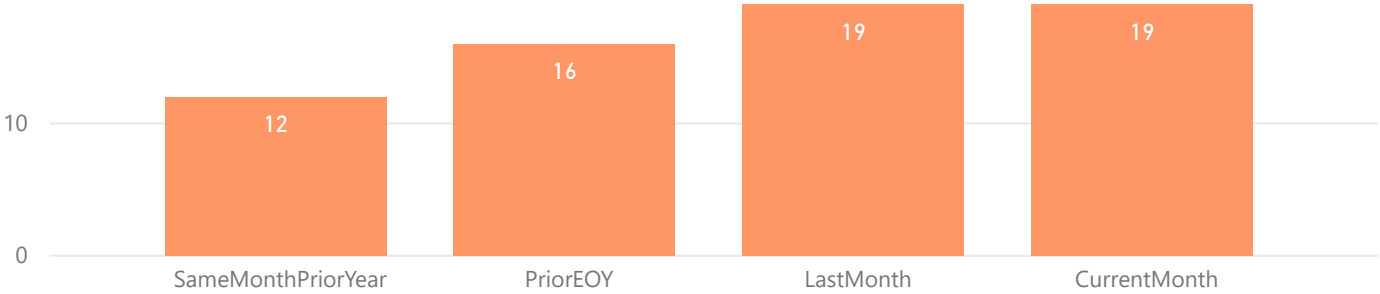
Autism

Sp...

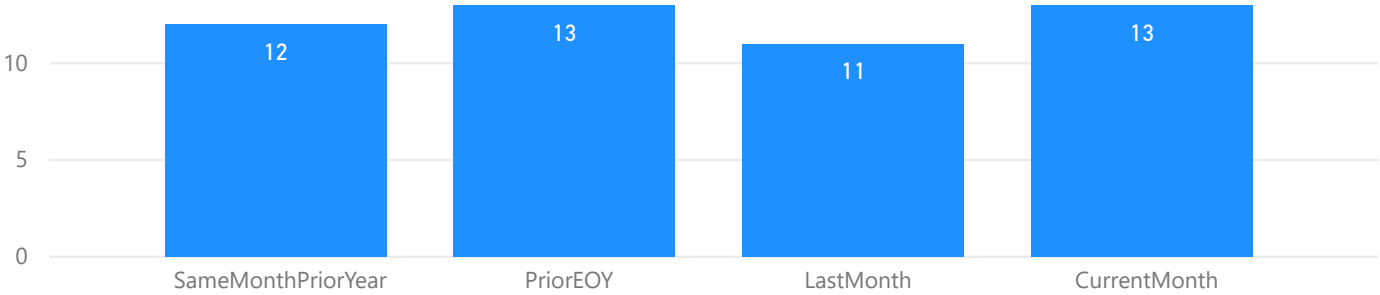
He...

California Connections Academy Monterey Bay
October 31, 2020

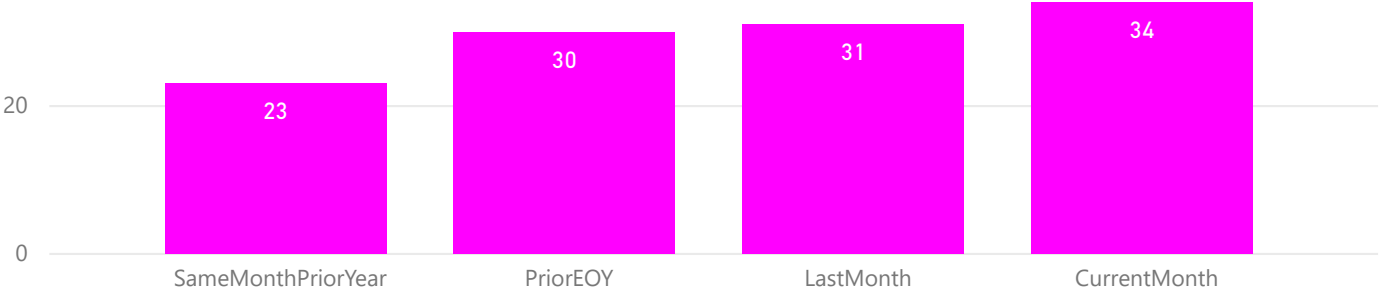
Gifted



Plan504



IEP



Currently Enrolled

415

Gifted

5%

Plan504

3%

IEP

8%

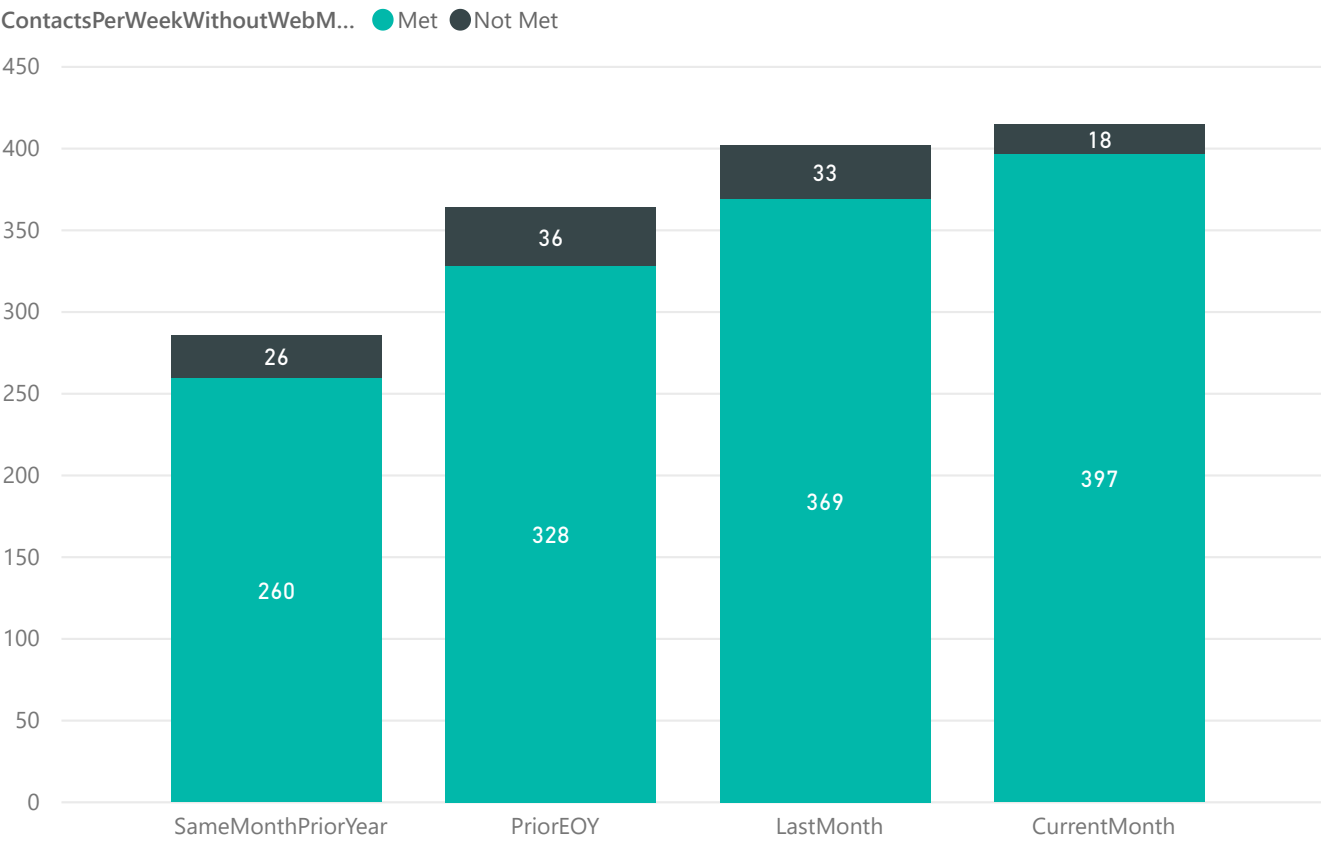
Not in Special Population

84%

California Connections Academy Monterey Bay

October 31, 2020

Contacts Per Week

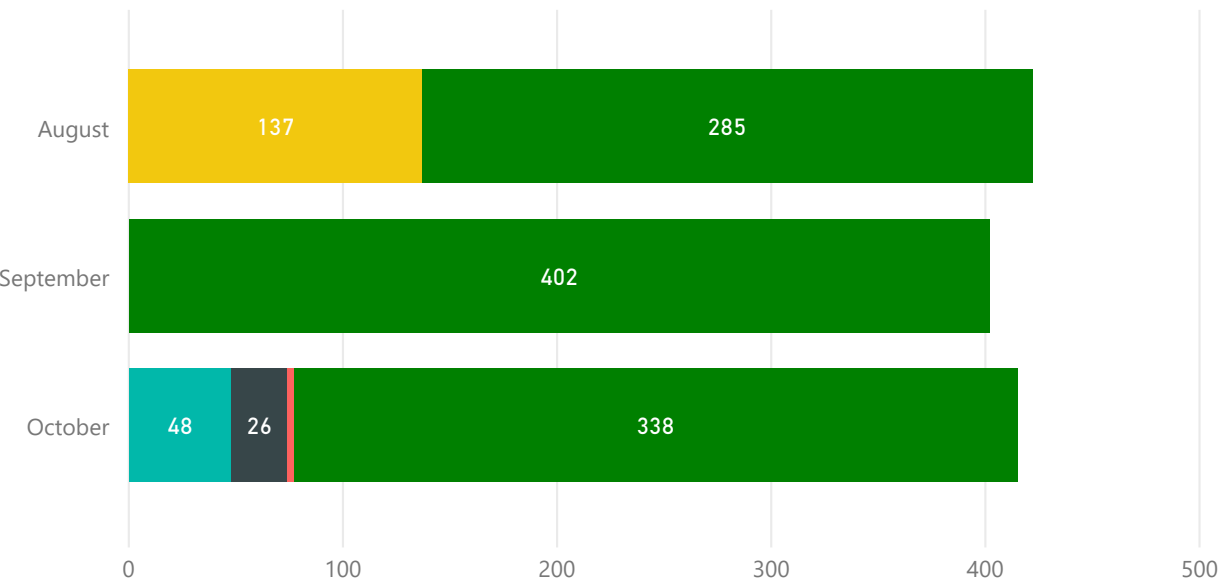


Currently Enrolled

415

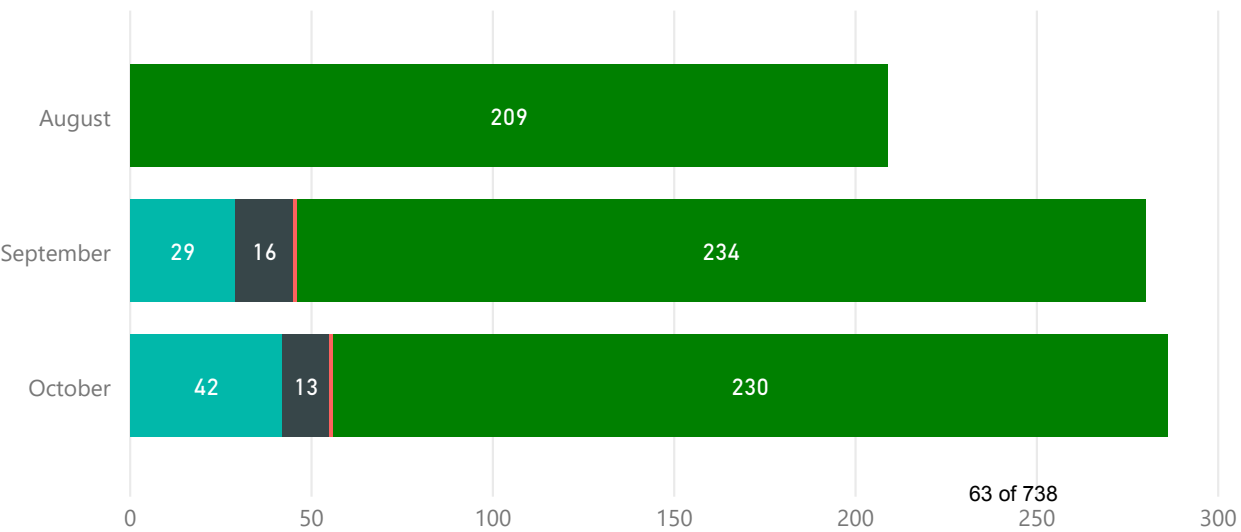
School Year: 2020-2021

AttendanceStatusAutomated Alarm Approaching Alarm Exempt On Track



School Year: 2019-2020

AttendanceStatusAutomated Alarm Approaching Alarm Exempt On Track



California Connections Academy Monterey Bay

October 31, 2020

Average Participation

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	95%	94%	80%	97%
3-5	100%	98%	87%	96%
6-8	97%	97%	85%	96%
9-12	85%	95%	74%	84%
Total	91%	96%	80%	90%

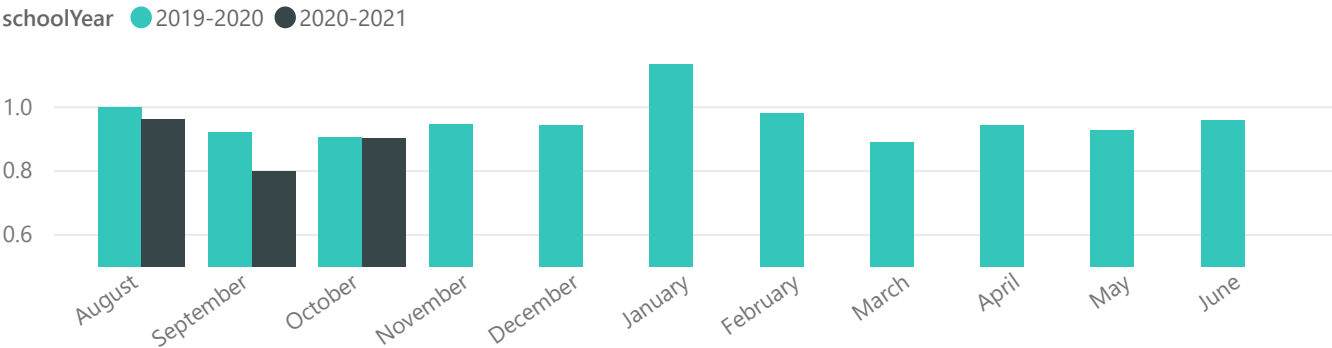
Average Performance

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	95%	93%	96%	96%
3-5	85%	85%	84%	87%
6-8	76%	75%	84%	83%
9-12	65%	73%	86%	74%
Total	72%	77%	86%	81%

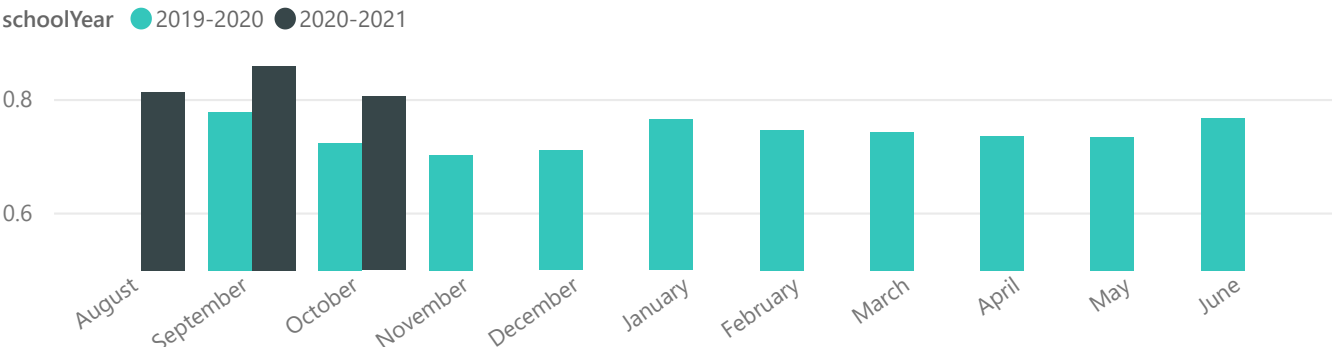
Average Attendance

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	92%	92%	97%	99%
3-5	95%	89%	92%	95%
6-8	92%	88%	94%	96%
9-12	82%	81%	83%	90%
Total	87%	85%	89%	93%

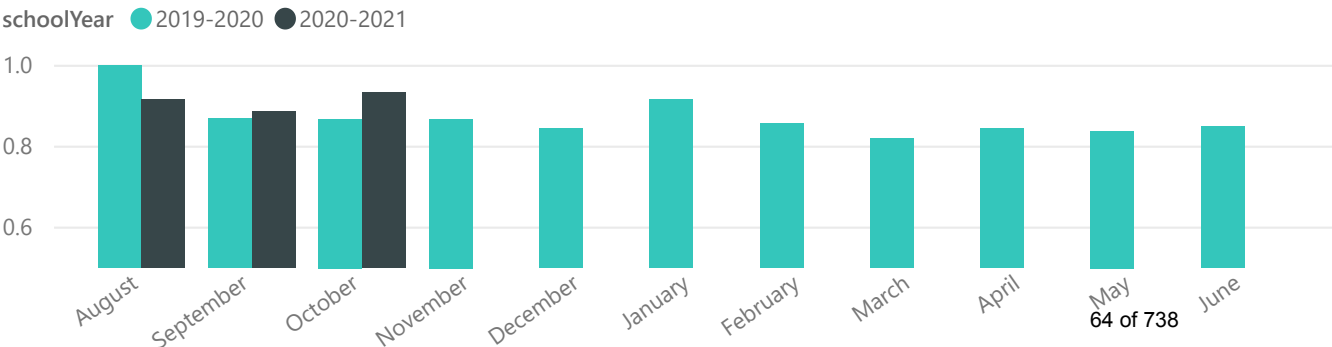
Average Total Participation



Average Total Performance



Average Total Attendance



Currently Enrolled	Total YTD Enrolled	California Connections Academy Monterey Bay October 31, 2020	Current Enrollment Month-Over-Month Change
415	434		3%
Enrollment Services Complete (Stage 4)			Current Enrollment Year-Over-Year Change
479			45%

Monthly Student Current Enrollment Comparison

schoolYear

2019-2020

2020-2021

Month	2019-2020	2020-2021
August	209	422
September	280	402
October	286	415
November	303	
December	300	
January	317	
February	345	
March	365	
April	369	
May	367	
June	364	

Total YTD Enrollment

ReportPeriod	SameMonthPriorYear		CurrentMonth	
Withdrawal Category	Student Count	%CT Student Count	Student Count	%CT Student Count
Enrolled, Not Grad	286	92%	415	96%
Prior To Engagement	11	4%	15	3%
Withdrawal During School Year	15	5%	4	1%
Total	312	100%	434	100%

New & Returning					Household Data			Students Per Active Household	
ReportPeriod	SameMonthPriorYear		CurrentMonth		Household Data	SameMonthPriorYear	CurrentMonth	SameMonthPriorYear	CurrentMonth
New or Returning	Students	%CT Students	Students	%CT Students	Active	250	331	1.14	1.25
New	286	100.00%	156	37.59%	WD During School Year	13	3		
Returning			259	62.41%	WD Prior To Engagement	10	11		

Grade Distribution

ReportPeriod	SameMonthPriorYear		CurrentMonth	
GradeDistribution	Students	%CT Students	Students	%CT Students
PK-2	22	8%	49	12%
PK	1	0%	2	0%
KG	9	3%	13	3%
1	7	2%	19	5%
2	5	2%	15	4%
3-5	32	11%	74	18%
3	10	3%	26	6%
4	9	3%	18	4%
5	13	5%	30	7%
6-8	83	29%	92	22%
6	20	7%	23	6%
7	13	5%	36	9%
8	50	17%	33	8%
9-12	149	52%	200	48%
9	27	9%	44	11%
10	38	13%	34	8%
11	63	22%	50	12%
Total	286	100%	415	100%

Withdrawal Reason

Withdrawal Reason

My student wants to return to a traditional school setting for other (non-socialization related) reasons.

No reason provided

Technical Difficulties

The curriculum is too hard.

The program takes too much of the student's time.

The transition to virtual school was too difficult.

We are moving.

65 of 738

Gender		
Gender	SameMonthPriorYear	CurrentMonth
		3
F	168	227
M	118	185
Primary Language		
Home Language	SameMonthPriorYear	CurrentMonth
English	247	334
Spanish	16	24
Russian	2	11
Arabic	1	3
Urdu		1
Another Language	20	38
No Language Reported		4

California Connections Academy Monterey Bay October 31, 2020		
Disability		
Disability	SameMonthPriorYear	CurrentMonth
Autism	6	5
Emotionally Impaired		2
Hearing Impaired	1	1
Multiple Disabilities	1	
Other Health Impaired	6	9
Specific Learning Disability	8	10
Speech/Language Impaired		1

Gifted		
Gifted	SameMonthPriorYear	CurrentMonth
Yes	12	19
Plan 504		
Plan504	SameMonthPriorYear	CurrentMonth
504	12	13
IEP		
IEP	SameMonthPriorYear	CurrentMonth
IEP	23	34
Gifted		Plan504
5%		3%
IEP		Not in Special Population
8%		84%

Ethnicity		
Ethnicity	SameMonthPriorYear	CurrentMonth
Hispanic or Latino	103	136
Not Hispanic or Latino	183	276
Race		
Race	SameMonthPriorYear	CurrentMonth
American Indian or Alaskan Native	35	28
Asian	64	105
Black/African American	23	27
Native Hawaiian or Other Pacific Islander	20	21
White	192	275

Household FARM Eligibility		
HouseholdFARMEligibility	SameMonthPriorYear	CurrentMonth
Applied Does Not Qualify		242
Applied-Does not qualify	45	1
Family Reported-Does not qualify	104	2
Qualifies for free	61	87
Qualifies for reduced	19	8
Refused to report	35	46

Distinct Race/Ethnicity		
Distinct Race/Ethnicity	SameMonthPriorYear	CurrentMonth
American Indian or Alaskan Native	3	
Asian	37	68
Black/African American	12	10
Hispanic or Latino	103	136
Multiple Races	29	42
Native Hawaiian or Other Pacific Islander	2	2
Not Indicated		18
White	100	139
Prior Schooling		
Prior Schooling	SameMonthPriorYear	CurrentMonth
Charter School (Public)	18	16
Home School	15	13
No Prior School	23	20
Online (Virtual) Public School	71	65
Private/Parochial School	21	48
Public School	124	212
Prior Schooling Not Reported	14	41

California Connections Academy Monterey Bay
October 31, 2020

Contacts Per Week

ContactsPerWeekWithoutWebMail	SameMonthPriorYear	CurrentMonth
Met	260	397
Not Met	26	18

Attendance Status

AttendanceStatusAutomated	SameMonthPriorYear	CurrentMonth
Alarm	42	48
Approaching Alarm	13	26
Exempt	1	3
On Track	230	338

Average Participation

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	95%	97%
3-5	100%	96%
6-8	97%	96%
9-12	85%	84%
Total	91%	90%

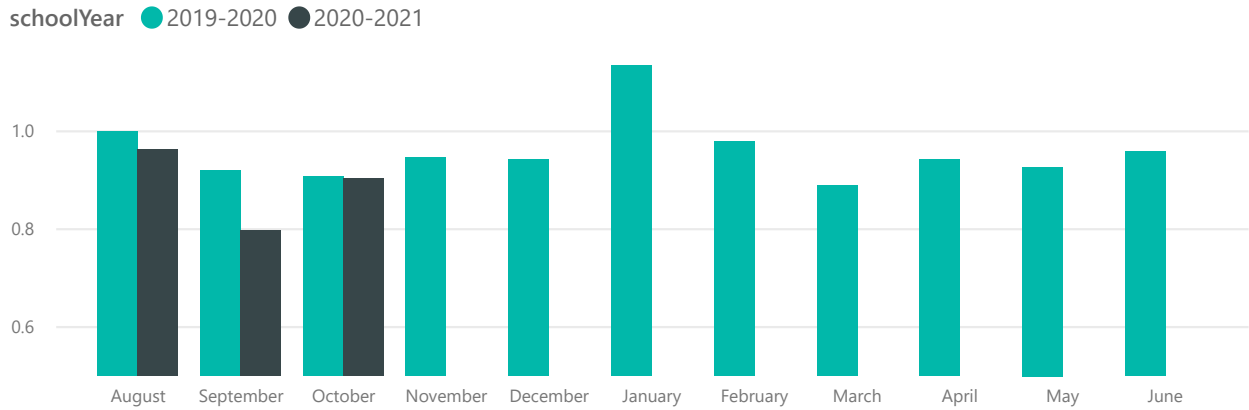
Average Performance

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	95%	96%
3-5	85%	87%
6-8	76%	83%
9-12	65%	74%
Total	72%	81%

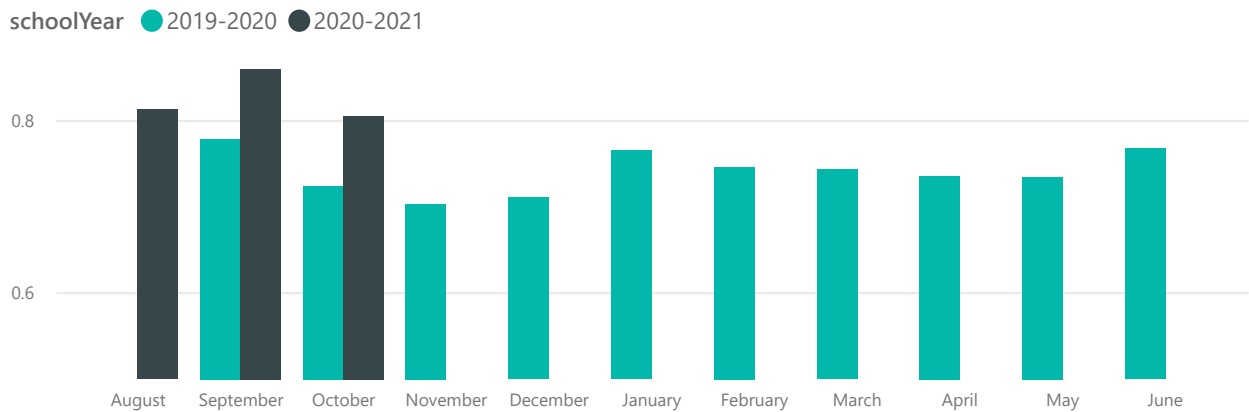
Average Attendance

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	92%	99%
3-5	95%	95%
6-8	92%	96%
9-12	82%	90%
Total	87%	93%

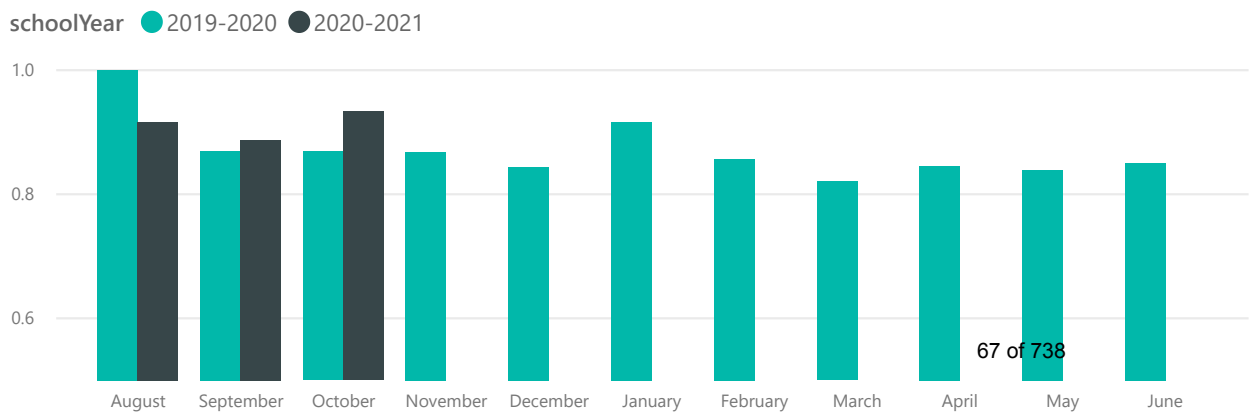
Average Total Participation



Average Total Performance



Average Total Attendance



MONTHLY SCHOOL REPORT

School & Date Selection

School

California Connections Academy @ Ripon

Report Date

October 31, 2020

Currently Enrolled

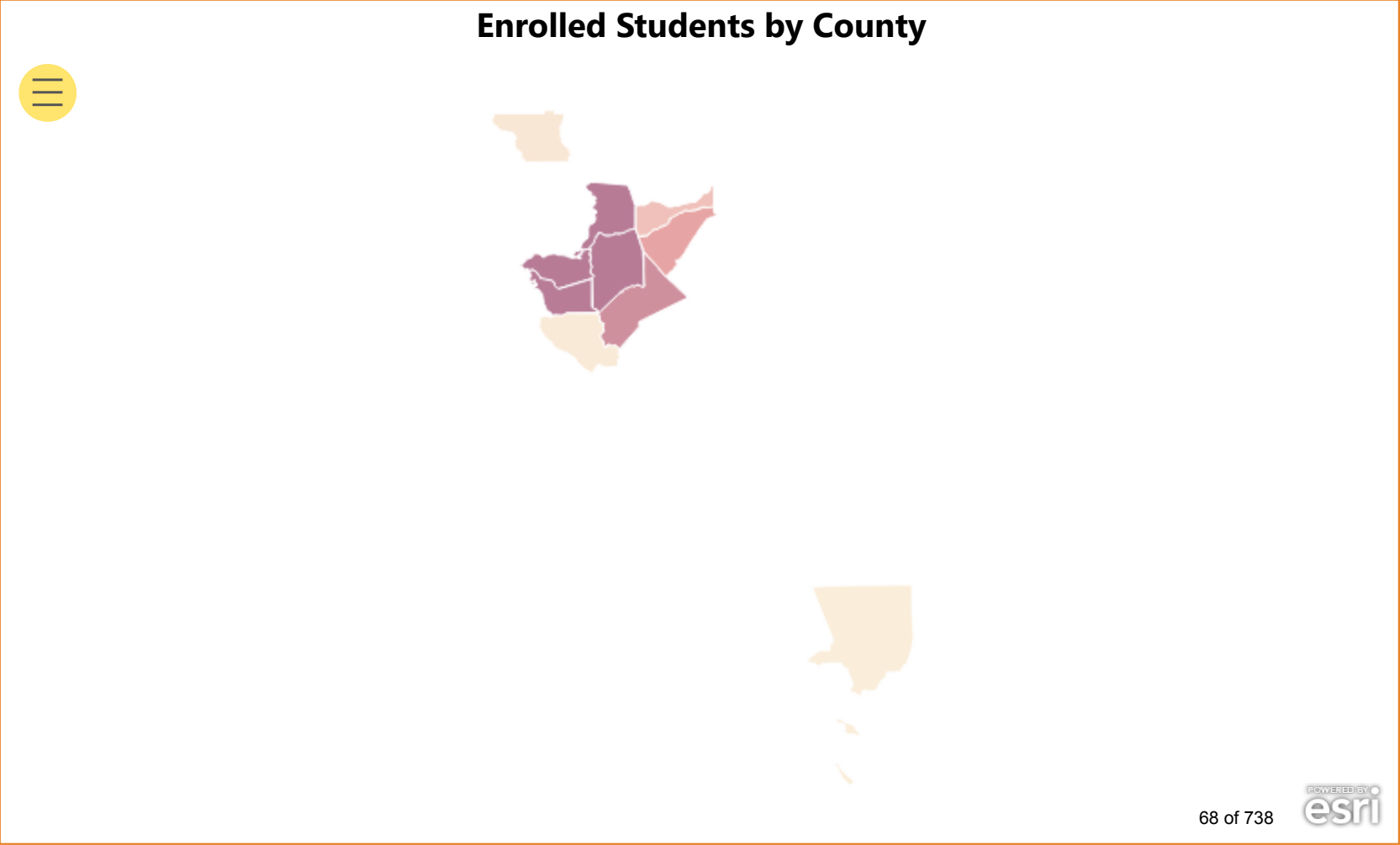
1462

Total YTD Enrolled

1559

Enrollment Services Complete (Stage 4)

1657

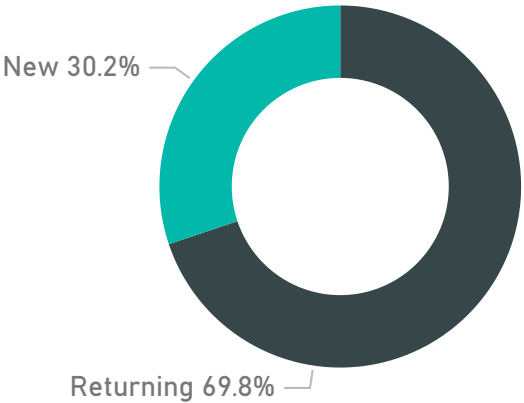


California Connections Academy at Ripon
October 31, 2020

Current Enrollment Month-Over-Month Change
5%

Current Enrollment Year-Over-Year Change
8%

New and Returning

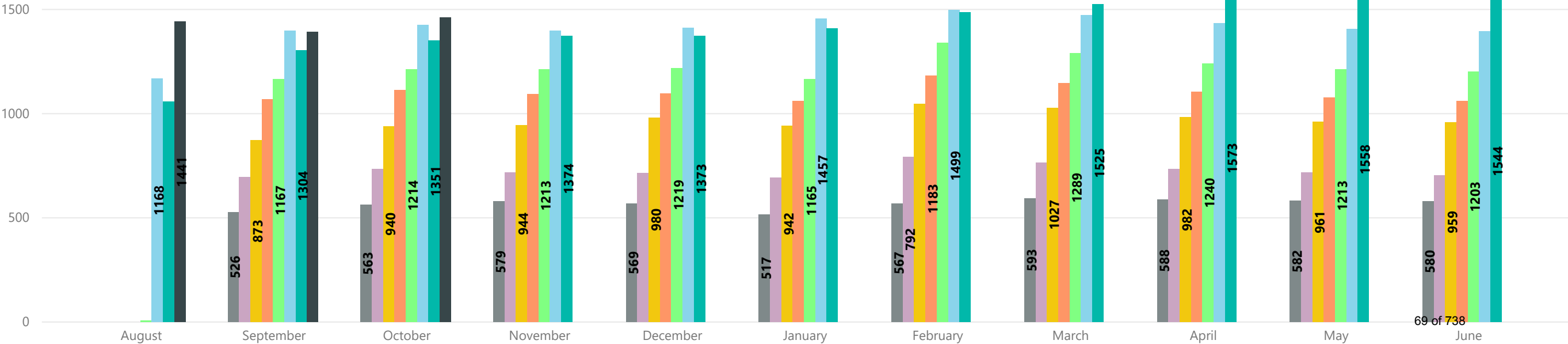


New and Returning Prior Year



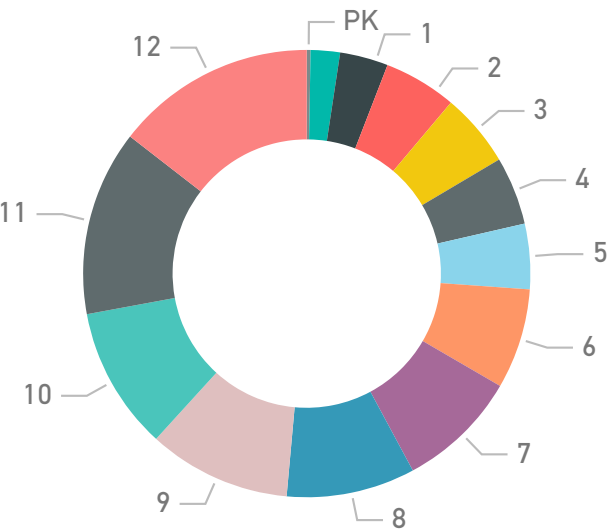
Monthly Student Current Enrollment Comparison

schoolYear 2013-2014 2014-2015 2015-2016 2016-2017 2017-2018 2018-2019 2019-2020 2020-2021

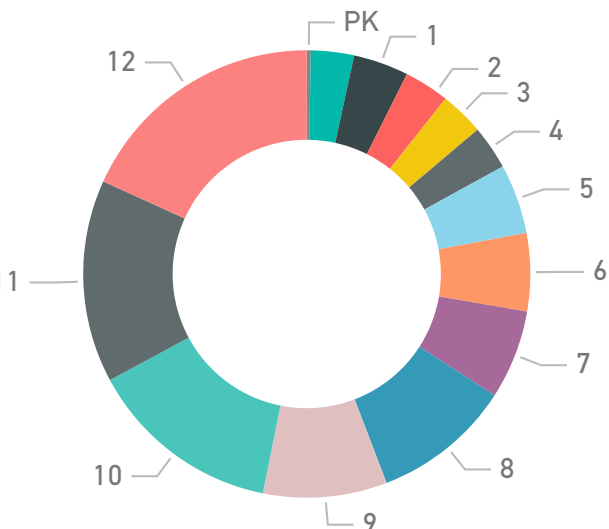


California Connections Academy at Ripon
October 31, 2020

Enrolled Students by Final Grade



Enrolled Students Prior Year by Final Grade

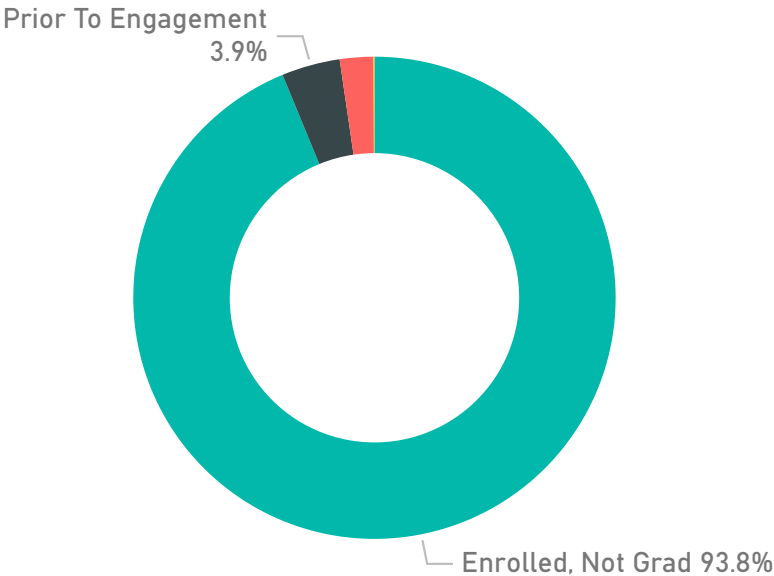


Grade Distribution

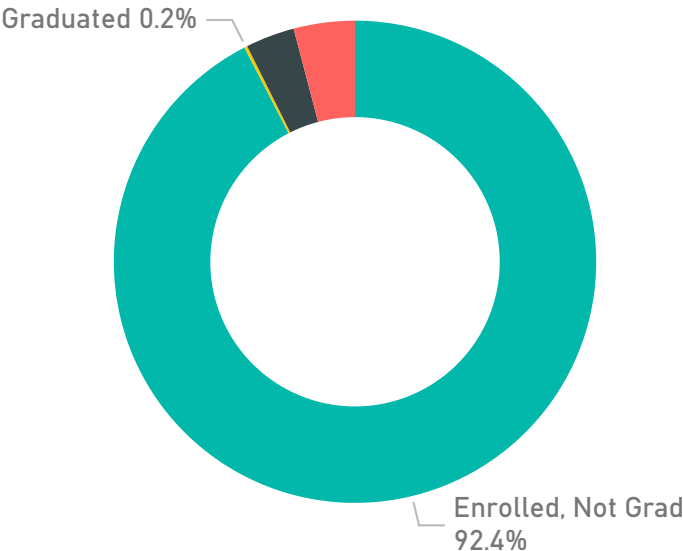
ReportPeriod	SameMonthPriorYear		PriorEOY		LastMonth		CurrentMonth	
GradeDistribution	Students	%CT Students	Students	%CT Students	Students	%CT Students	Students	%CT Students
PK-2	144	11%	168	11%	156	11%	163	11%
PK	4	0%	4	0%	3	0%	4	0%
KG	42	3%	45	3%	31	2%	31	2%
1	54	4%	65	4%	48	3%	51	3%
2	44	3%	54	3%	74	5%	77	5%
3-5	154	11%	200	13%	205	15%	219	15%
3	43	3%	52	3%	73	5%	78	5%
4	43	3%	61	4%	68	5%	72	5%
5	68	5%	87	6%	64	5%	69	5%
6-8	299	22%	381	25%	343	25%	370	25%
6	76	6%	93	6%	98	7%	106	7%
7	87	6%	118	8%	115	8%	128	9%
8	136	10%	170	11%	130	9%	136	9%
9-12	754	56%	795	51%	688	49%	710	49%
9	121	9%	156	10%	143	10%	151	10%
10	189	14%	239	15%	142	10%	151	10%
11	198	15%	207	13%	195	14%	196	13%
12	246	18%	193	13%	208	15%	212	15%
Total	1351	100%	1544	100%	1392	100%	1462	100%

California Connections Academy at Ripon
October 31, 2020

Total YTD Enrollment by Withdrawal Category



Total YTD Enrollment Prior Year by Withdrawal Category

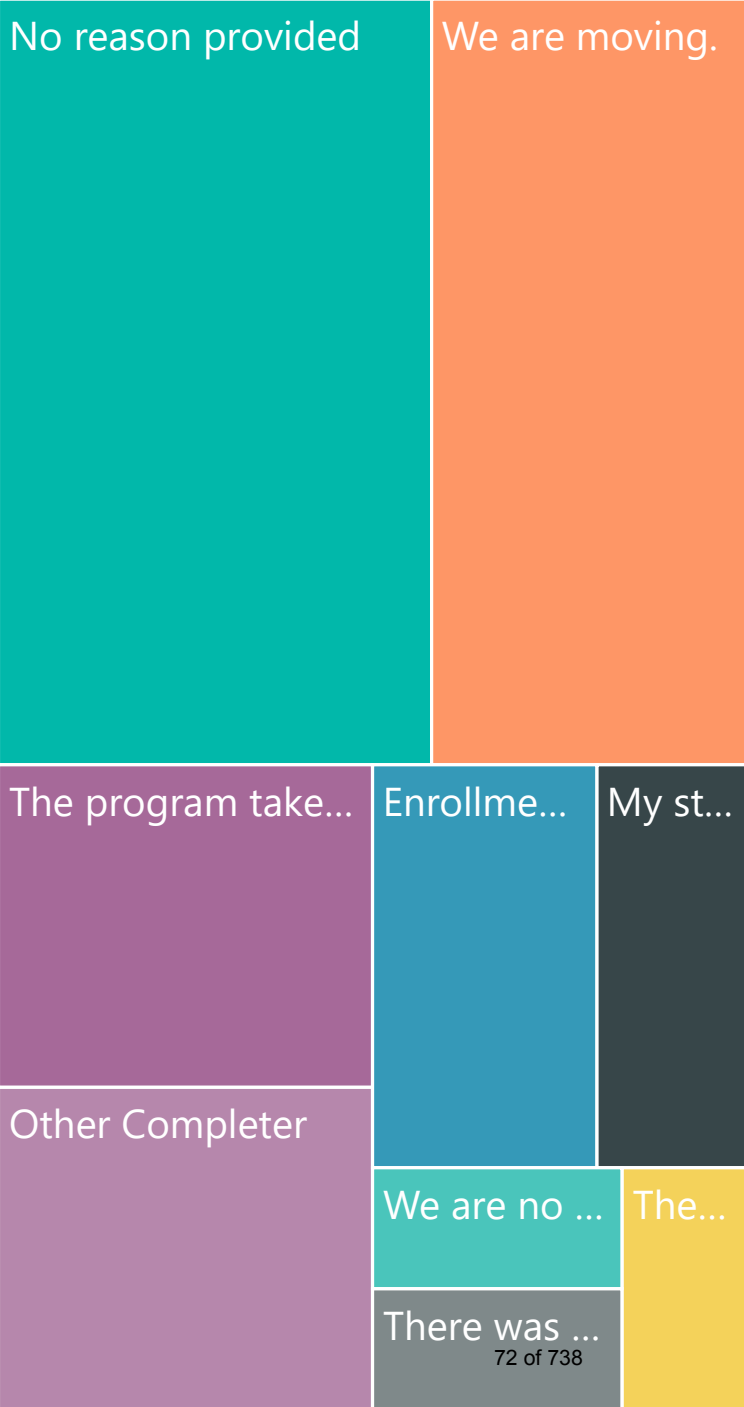


Total YTD Enrollment								
ReportPeriod	SameMonthPriorYear		PriorEOY		LastMonth		CurrentMonth	
Withdrawal Category	Student Count	%CT Student Count	Student Count	%CT Student Count	Student Count	%CT Student Count	Student Count	%CT Student Count
Enrolled, Not Grad	1352	92%	1544	76%	1392	96%	1462	94%
Graduated	3	0%	40	2%	1	0%	1	0%
Prior To Engagement	48	3%	83	4%	45	3%	61	4%
Withdrawal During School Year	60	4%	353	17%	14	1%	35	2%
Total	1463	100%	2020	100%	1452	100%	1559	100%

Enrollment Services Complete (Stage 4)
1657

California Connections Academy at Ripon
October 31, 2020

Withdrawal Reason				
WD Reason	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
	3	73	4	4
Another Reason		4	2	4
Different/Better Schooling Option (Not related to socialization)	6	49		2
Generally dissatisfied with curriculum/course options		1		
Inactivity	1	6		
No longer able to provide a Learning Coach	6	10		1
No Reason Given	21	118	5	11
Program not flexible enough	1	2		
Program takes too much of Learning Coach's time		3	1	4
Program takes too much of student's time	1	4	1	1
Pursuing GED	1	10		
Student wants more socialization	8	19		
Technical Difficulties		1		
The curriculum is too hard	2	8		
Transition to virtual school too difficult	4	13		
We are moving	5	29	1	8
We have chosen to home school	1	3		



California Connections Academy at Ripon

October 31, 2020

Household Data

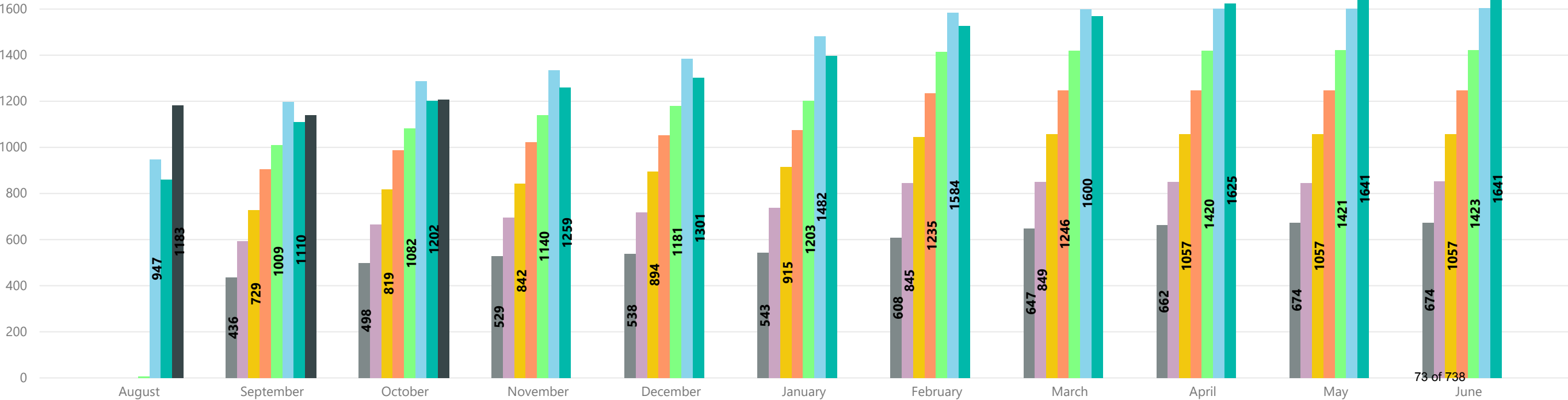
Household Data	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Active	1112	1262	1098	1137
Graduated	3	39	1	1
WD During School Year	51	305	10	25
WD Prior To Engagement	46	78	37	51

Students Per Active Household

	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
	1.22	1.22	1.27	1.29

Monthly Total Households

schoolYear 2013-2014 2014-2015 2015-2016 2016-2017 2017-2018 2018-2019 2019-2020 2020-2021



California Connections Academy at Ripon

October 31, 2020

Ethnicity

Ethnicity	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Hispanic or Latino	422	482	397	411
Not Hispanic or Latino	929	1062	993	1043

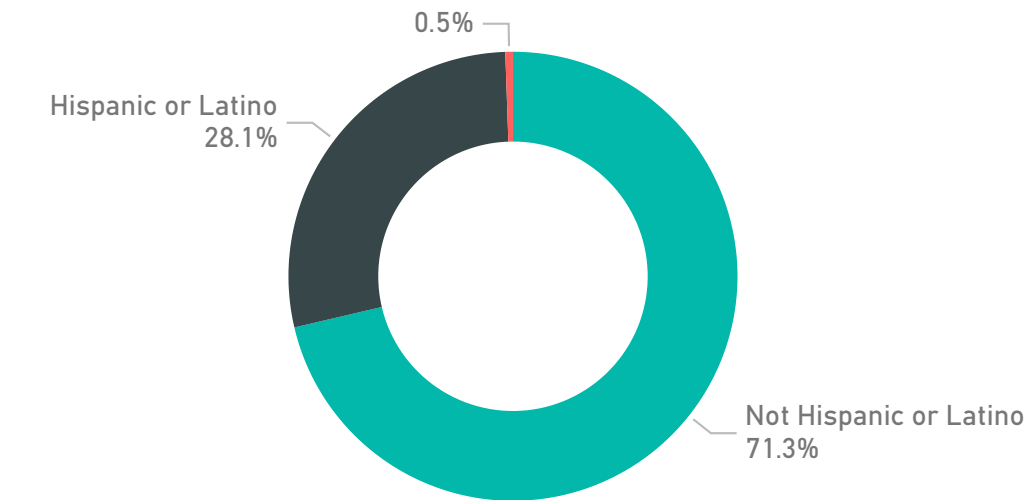
Race

Race	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
American Indian or Alaskan Native	141	163	122	119
Asian	204	234	230	227
Black/African American	282	343	298	295
Native Hawaiian or Other Pacific Islander	55	69	62	61
White	927	1029	932	921

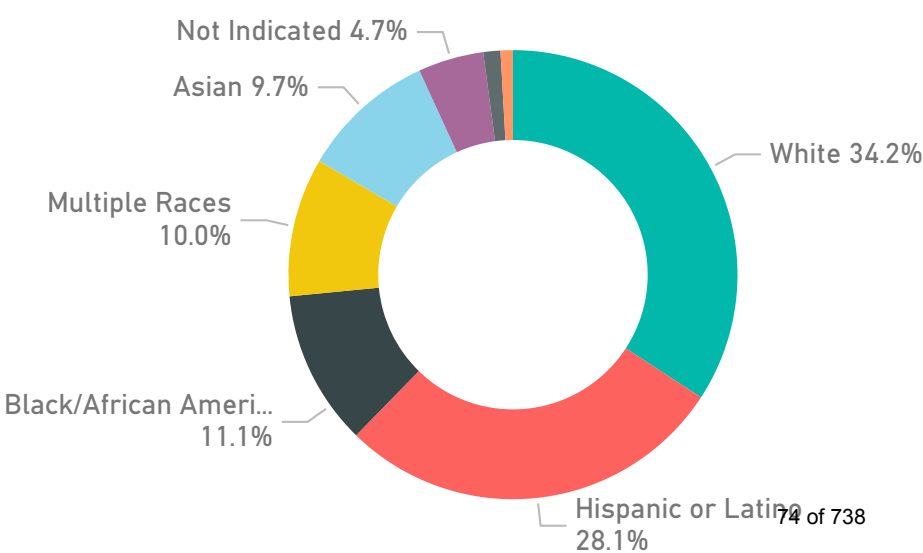
Distinct Race/Ethnicity

Distinct Race/Ethnicity	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
American Indian or Alaskan Native	18	21	19	18
Asian	116	140	145	142
Black/African American	151	183	163	163
Hispanic or Latino	422	482	397	411
Multiple Races	142	167	148	146
Native Hawaiian or Other Pacific Islander	8	16	14	13
Not Indicated			1	69
White	494	535	505	500

Enrolled Students by Ethnicity



Enrolled Students by Distinct Race/Ethnicity



California Connections Academy at Ripon
October 31, 2020

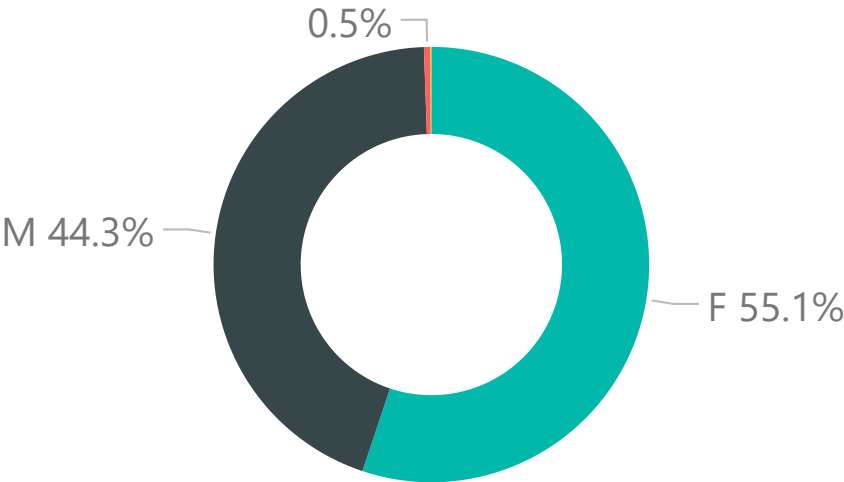
Gender

Gender	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
				7
F	742	863	776	806
M	609	681	615	648
X			1	1

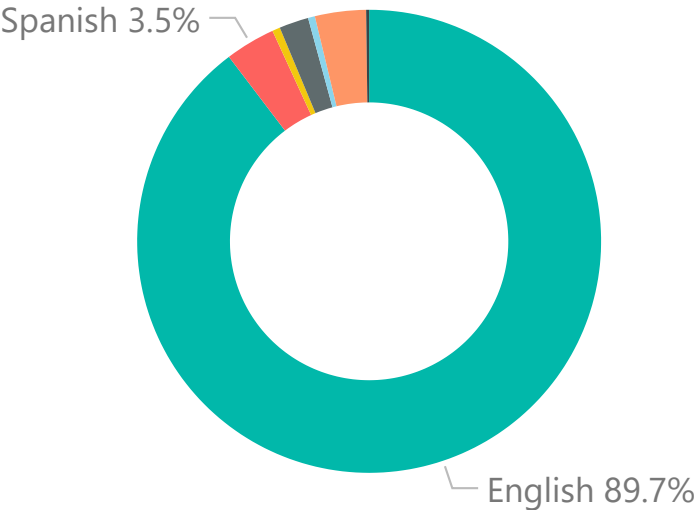
Primary Language

Home Language	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
English	1182	1356	911	1311
Spanish	68	81	43	51
Russian	10	12	8	8
Arabic	36	36	21	30
Urdu	7	8	7	7
Another Language	48	50	38	52
No Language Reported		1	364	3

Enrolled Students by Gender



Enrolled Students by Language



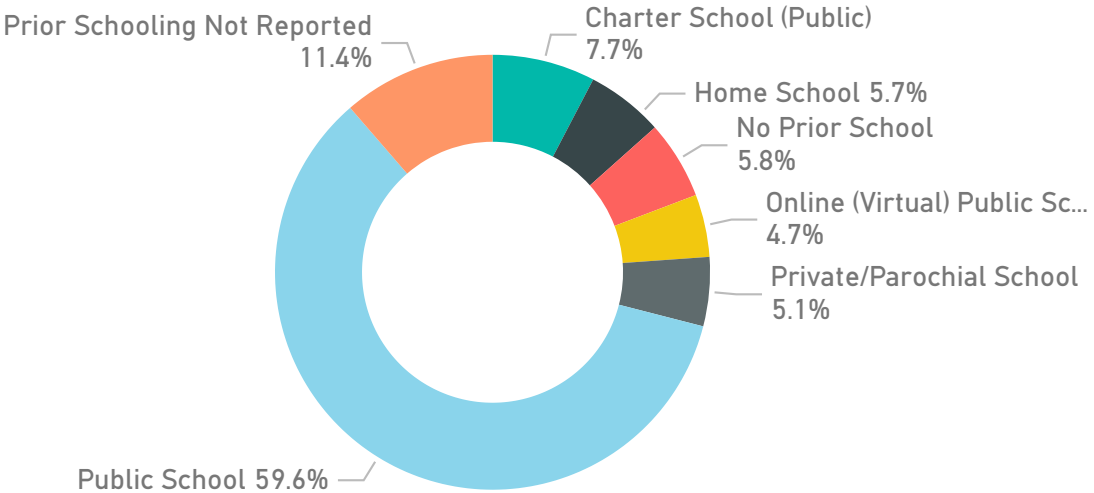
California Connections Academy at Ripon

October 31, 2020

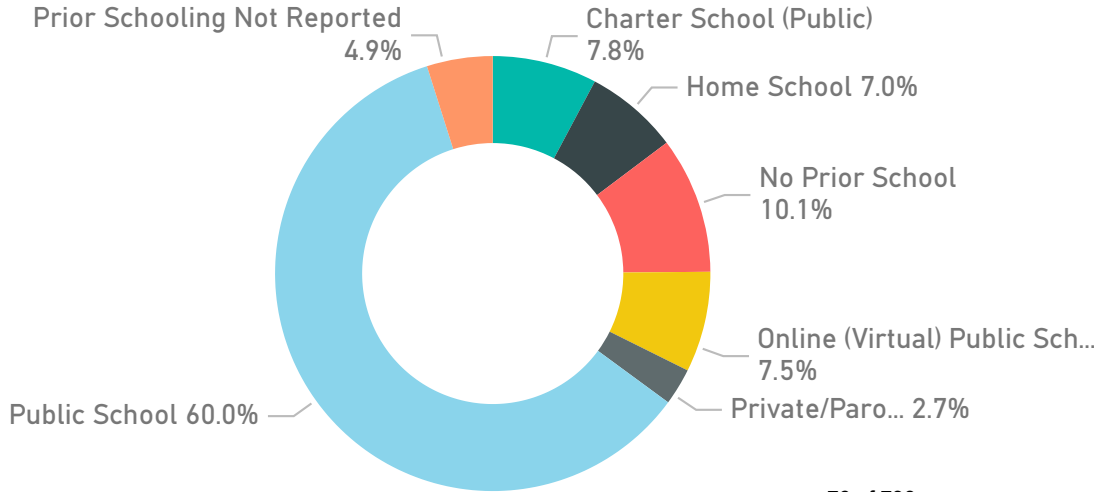
Prior Schooling

Prior Schooling▲	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Charter School (Public)	105	131	114	112
Home School	94	105	84	84
No Prior School	137	125	84	85
Online (Virtual) Public School	101	98	72	68
Private/Parochial School	37	57	77	75
Public School	811	971	881	872
Prior Schooling Not Reported	66	57	80	166

Prior Schooling
October 31, 2020

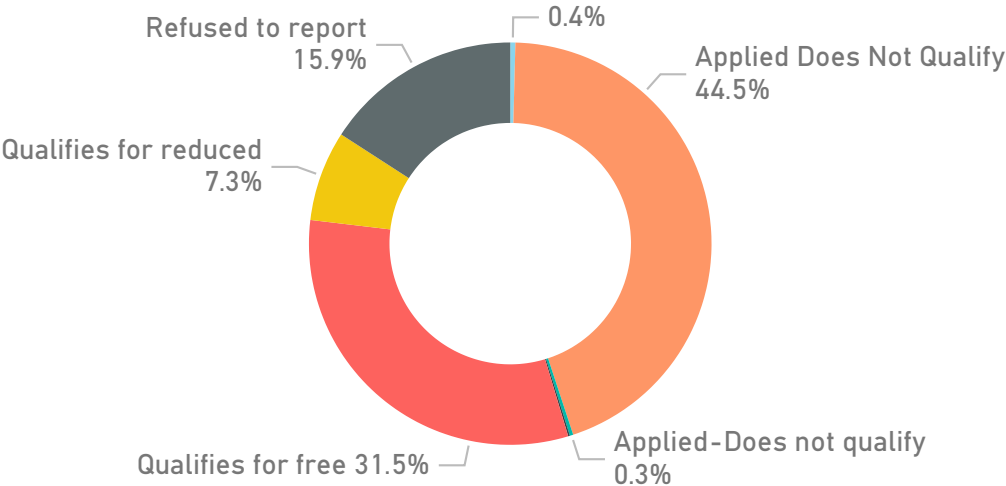


Prior Schooling
October 31, 2019

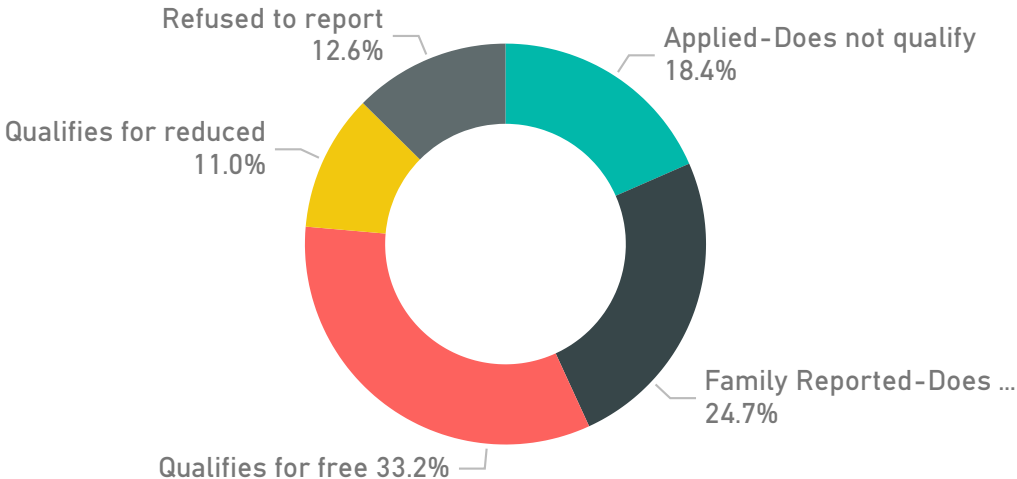


California Connections Academy at Ripon
October 31, 2020

FARM Eligibility
October 31, 2020



FARM Eligibility
October 31, 2019



Disability

Disability	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Autism	31	40	35	36
Cognitive Disability	4	7	5	5
Emotionally Impaired	19	25	22	21
Hearing Impaired	2	2	3	3
Other	2	2	2	2
Other Health Impaired	38	44	38	38
Specific Learning Disability	59	73	60	61
Speech/Language Impaired	23	25	25	23
Traumatic Brain Injury	1	1		
Visually Impaired	1	1	1	1

Specific Learning Disability

Autism

Emotionally...

Other Health Impaired

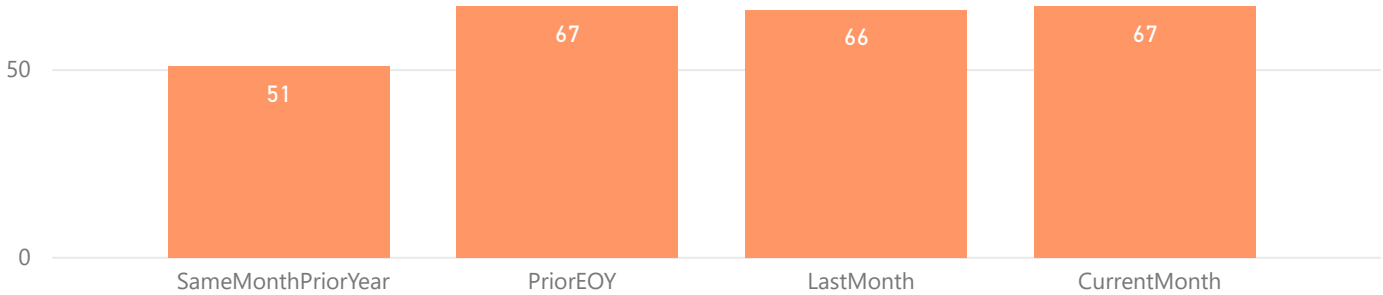
Speech/Language Impai...

Cogniti... ..

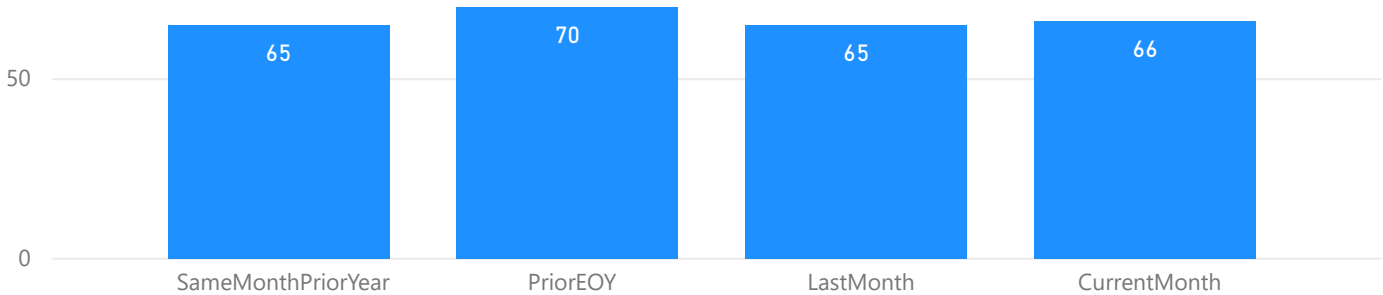
Hearin... ..

California Connections Academy at Ripon
October 31, 2020

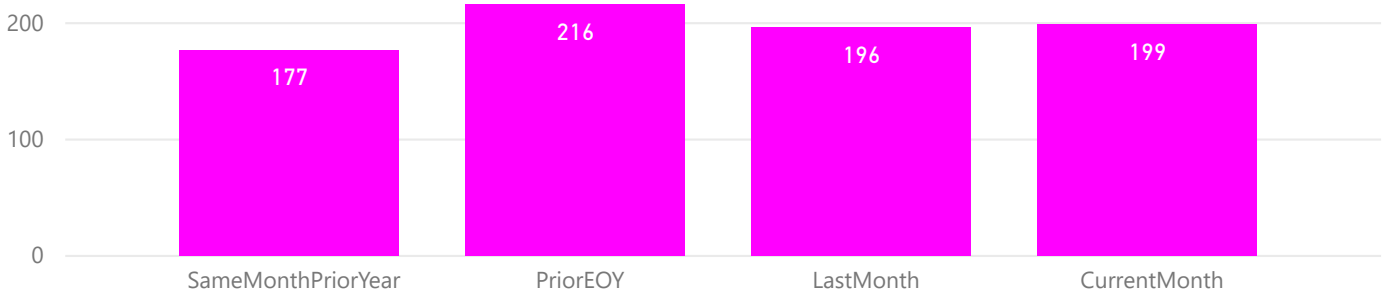
Gifted



Plan504



IEP



Currently Enrolled

1462

Gifted

5%

Plan504

5%

IEP

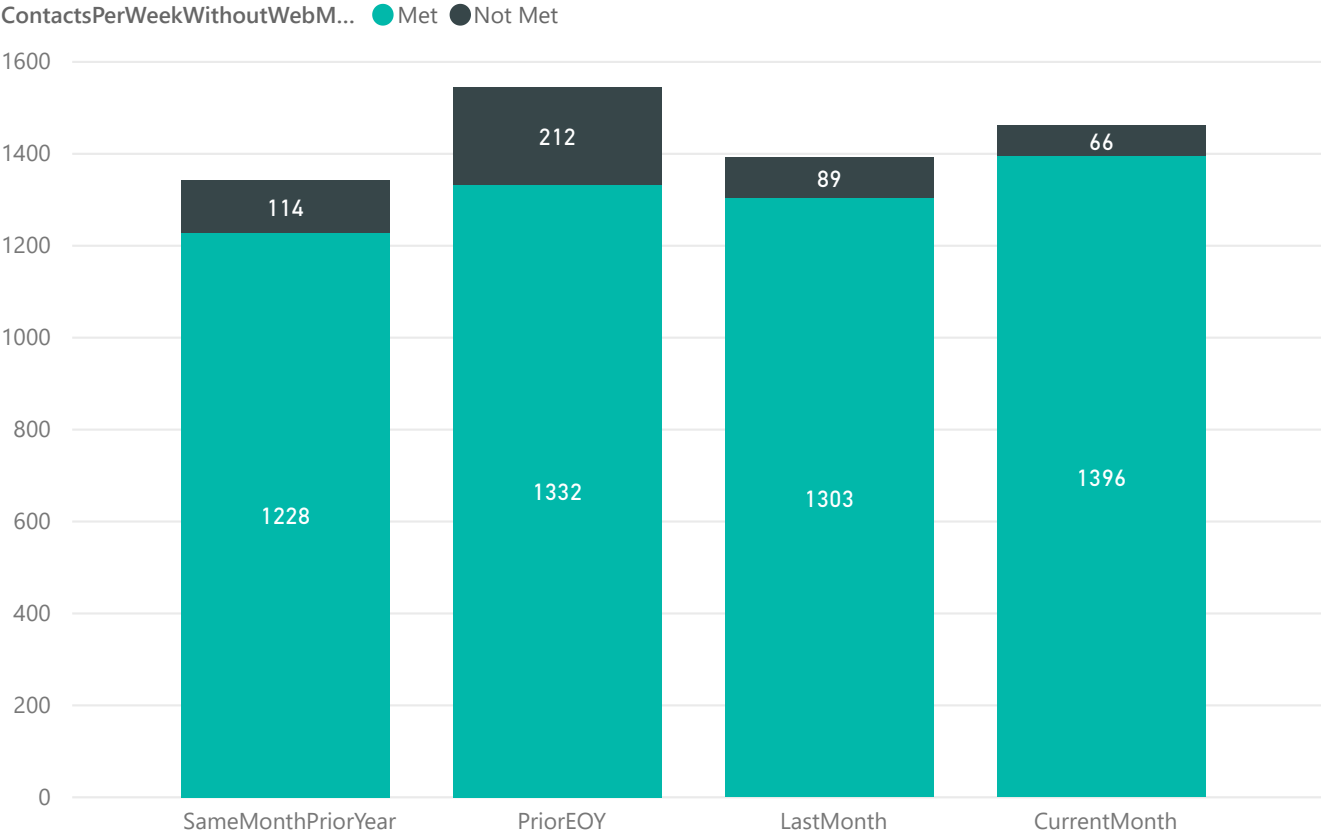
14%

Not in Special Population

78%

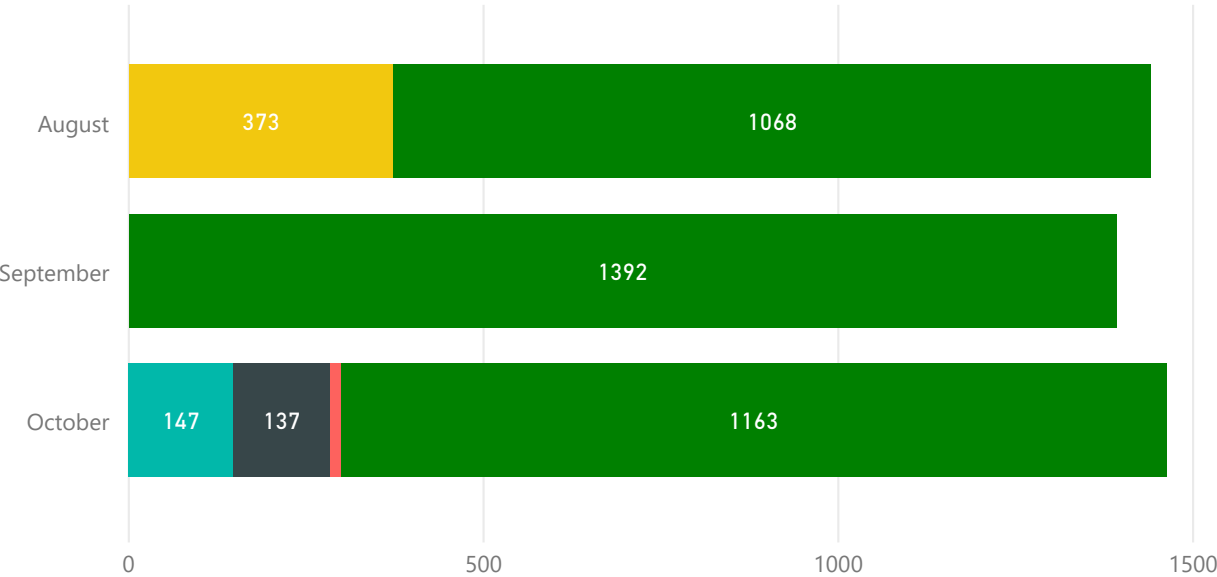
California Connections Academy at Ripon
October 31, 2020

Contacts Per Week



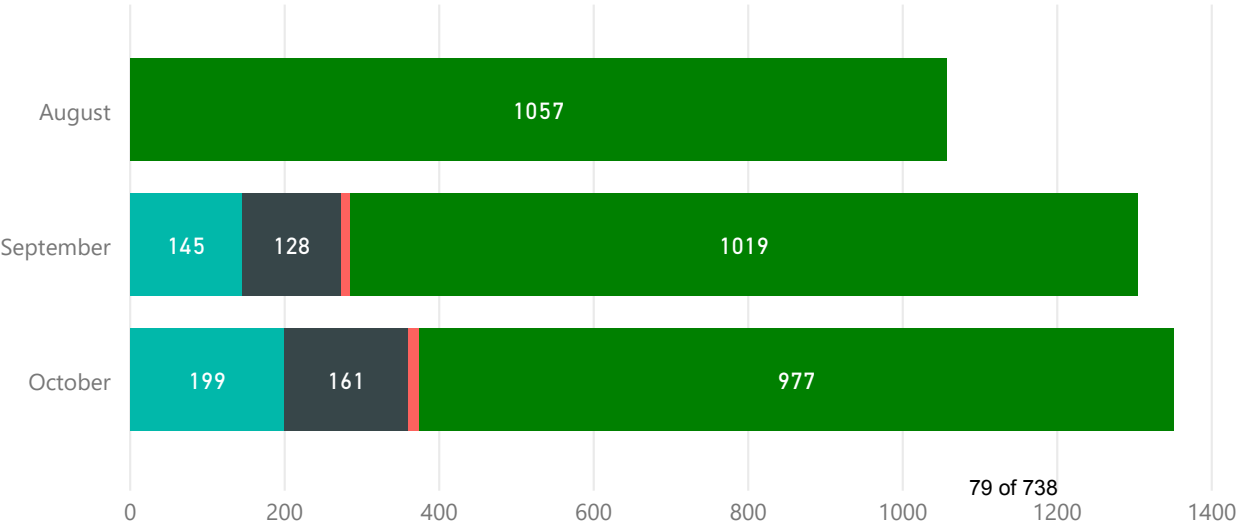
School Year: 2020-2021

AttendanceStatusAutomated Alarm Approaching Alarm Exempt On Track



School Year: 2019-2020

AttendanceStatusAutomated Alarm Approaching Alarm Exempt On Track



Currently Enrolled

1462

California Connections Academy at Ripon

October 31, 2020

Average Participation

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	95%	99%	80%	96%
3-5	94%	99%	82%	92%
6-8	100%	93%	87%	98%
9-12	87%	94%	73%	84%
Total	91%	95%	79%	90%

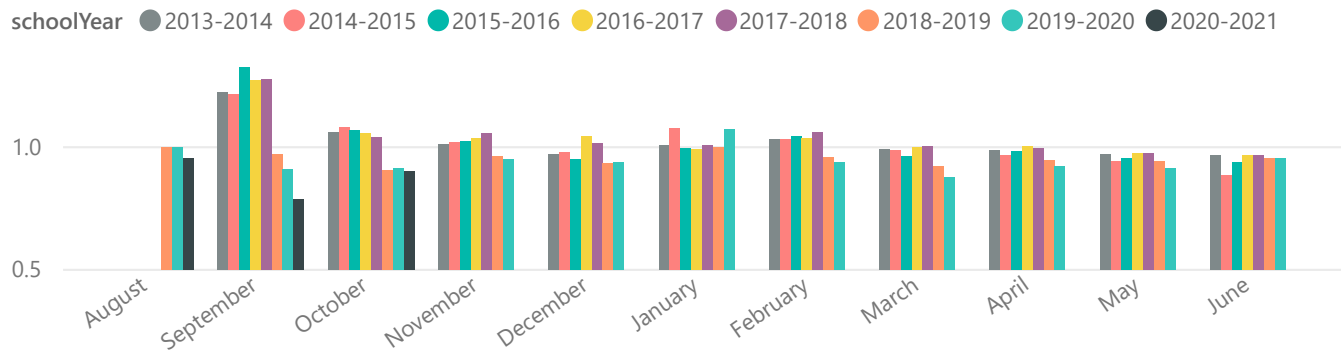
Average Performance

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	94%	89%	92%	93%
3-5	78%	77%	79%	82%
6-8	74%	73%	79%	78%
9-12	66%	71%	83%	69%
Total	72%	74%	83%	76%

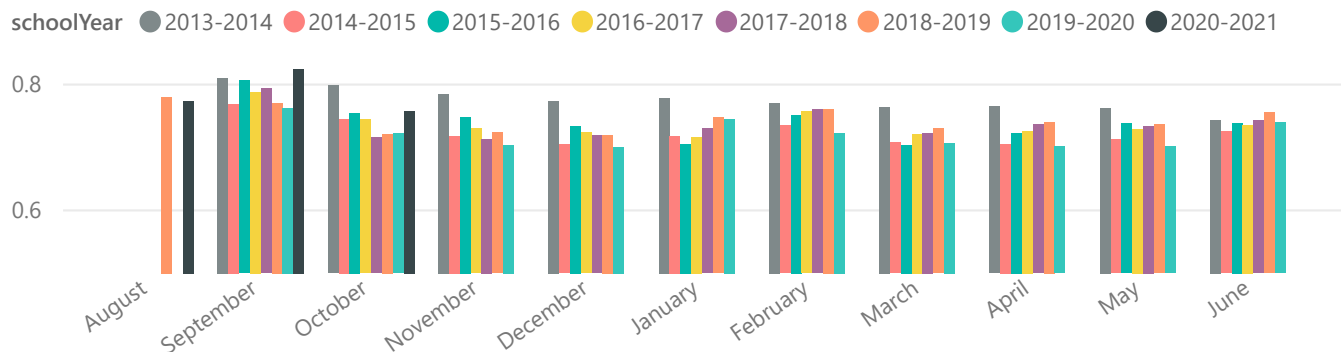
Average Attendance

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	95%	92%	97%	97%
3-5	94%	91%	95%	93%
6-8	95%	90%	94%	96%
9-12	86%	84%	86%	92%
Total	89%	87%	91%	94%

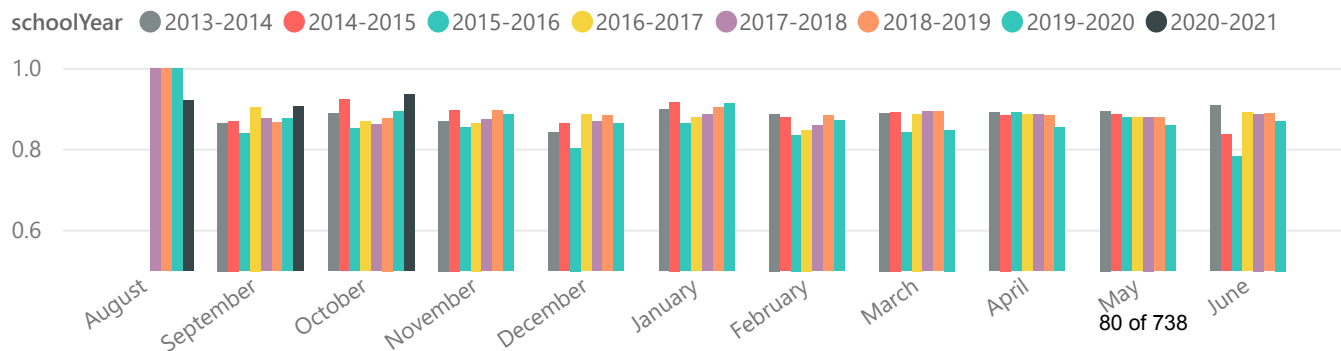
Average Total Participation



Average Total Performance



Average Total Attendance



Currently Enrolled	Total YTD Enrolled	California Connections Academy at Ripon	Current Enrollment Month-Over-Month Change
1462	1559	October 31, 2020	5%
Enrollment Services Complete (Stage 4)			Current Enrollment Year-Over-Year Change
1657			8%

Monthly Student Current Enrollment Comparison	Total YTD Enrollment
<div>schoolYear</div> <div>● 2013-2014 ● 2014-2015 ● 2015-2016 ● 2016-2017 ● 2017-2018</div> <div></div>	<div>ReportPeriod</div> <div>Withdrawal Category</div> <div>Enrolled, Not Grad</div> <div>Graduated</div> <div>Prior To Engagement</div> <div>Withdrawal During School Year</div> <div>Total</div> <div>SameMonthPriorYear</div> <div>Student Count</div> <div>%CT Student Count</div> <div>CurrentMonth</div> <div>Student Count</div> <div>%CT Student Count</div> <div>1352</div> <div>92%</div> <div>1462</div> <div>94%</div> <div>3</div> <div>0%</div> <div>1</div> <div>0%</div> <div>48</div> <div>3%</div> <div>61</div> <div>4%</div> <div>60</div> <div>4%</div> <div>35</div> <div>2%</div> <div>1463</div> <div>100%</div> <div>1559</div> <div>100%</div>

New & Returning	Household Data	Students Per Active Household
<div>ReportPeriod</div> <div>New or Returning</div> <div>New</div> <div>Returning</div> <div>SameMonthPriorYear</div> <div>Students</div> <div>%CT Students</div> <div>CurrentMonth</div> <div>Students</div> <div>%CT Students</div> <div>646</div> <div>47.82%</div> <div>441</div> <div>30.16%</div> <div>705</div> <div>52.18%</div> <div>1021</div> <div>69.84%</div>	<div>Household Data</div> <div>Active</div> <div>Graduated</div> <div>WD During School Year</div> <div>WD Prior To Engagement</div> <div>SameMonthPriorYear</div> <div>1112</div> <div>3</div> <div>51</div> <div>46</div> <div>CurrentMonth</div> <div>1137</div> <div>1</div> <div>25</div> <div>51</div>	<div>SameMonthPriorYear</div> <div>1.22</div> <div>CurrentMonth</div> <div>1.29</div>

Grade Distribution	Withdrawal Reason
<div>ReportPeriod</div> <div>GradeDistribution</div> <div>PK-2</div> <div>PK</div> <div>KG</div> <div>1</div> <div>2</div> <div>3-5</div> <div>3</div> <div>4</div> <div>5</div> <div>6-8</div> <div>6</div> <div>7</div> <div>8</div> <div>9-12</div> <div>9</div> <div>10</div> <div>11</div> <div>Total</div> <div>144</div> <div>4</div> <div>42</div> <div>54</div> <div>44</div> <div>154</div> <div>43</div> <div>43</div> <div>68</div> <div>299</div> <div>76</div> <div>87</div> <div>136</div> <div>754</div> <div>121</div> <div>189</div> <div>198</div> <div>1351</div> <div>11%</div> <div>0%</div> <div>3%</div> <div>4%</div> <div>3%</div> <div>11%</div> <div>3%</div> <div>3%</div> <div>5%</div> <div>22%</div> <div>6%</div> <div>6%</div> <div>10%</div> <div>56%</div> <div>9%</div> <div>14%</div> <div>15%</div> <div>100%</div> <div>163</div> <div>4</div> <div>31</div> <div>51</div> <div>77</div> <div>219</div> <div>78</div> <div>72</div> <div>69</div> <div>370</div> <div>106</div> <div>128</div> <div>136</div> <div>710</div> <div>151</div> <div>151</div> <div>196</div> <div>1462</div> <div>11%</div> <div>0%</div> <div>2%</div> <div>3%</div> <div>5%</div> <div>15%</div> <div>5%</div> <div>7%</div> <div>9%</div> <div>9%</div> <div>49%</div> <div>10%</div> <div>10%</div> <div>13%</div> <div>100%</div>	<div>Withdrawal Reason</div> <div>Enrollment was intended to be short term and is no longer needed for my student.</div> <div>Inactivity/Lack of Attendance</div> <div>My student is pursuing GED</div> <div>My student wants to return to a traditional school setting for other (non-socialization related) reasons.</div> <div>My student wants to return to a traditional school setting for socialization reasons.</div> <div>No reason provided</div> <div>Other Completer</div> <div>The curriculum is too hard.</div> <div>The program takes too much of the Learning Coach's time.</div> <div>The program takes too much of the student's time.</div> <div>The program/schedule is not flexible enough.</div> <div>The transition to virtual school was too difficult.</div> <div>There was not enough help/guidance setting us up in the school.</div> <div>Violation of state regulations</div> <div>We are moving.</div> <div>81 of 738</div> <div>SameMonthPriorYear</div> <div>1.22</div> <div>1.29</div>

Gender		
Gender	SameMonthPriorYear	CurrentMonth
		7
F	742	806
M	609	648
X		1

Primary Language		
Home Language	SameMonthPriorYear	CurrentMonth
English	1182	1311
Spanish	68	51
Russian	10	8
Arabic	36	30
Urdu	7	7
Another Language	48	52
No Language Reported		3

Ethnicity		
Ethnicity	SameMonthPriorYear	CurrentMonth
Hispanic or Latino	422	411
Not Hispanic or Latino	929	1043

Race		
Race	SameMonthPriorYear	CurrentMonth
American Indian or Alaskan Native	141	119
Asian	204	227
Black/African American	282	295
Native Hawaiian or Other Pacific Islander	55	61
White	927	921

Household FARM Eligibility		
HouseholdFARMEligibility	SameMonthPriorYear	CurrentMonth
Applied Does Not Qualify		586
Applied-Does not qualify	210	3
Family Reported-Does not qualify	296	2
Qualifies for free	378	378
Qualifies for reduced	134	91
Refused to report	153	207

California Connections Academy at Ripon October 31, 2020		
Disability		
Disability	SameMonthPriorYear	CurrentMonth
Autism	31	36
Cognitive Disability	4	5
Emotionally Impaired	19	21
Hearing Impaired	2	3
Other	2	2
Other Health Impaired	38	38
Specific Learning Disability	59	61
Speech/Language Impaired	23	23
Traumatic Brain Injury	1	
Visually Impaired	1	1

Gifted		
Gifted	SameMonthPriorYear	CurrentMonth
Yes	51	67

Plan 504		
Plan504	SameMonthPriorYear	CurrentMonth
504	65	66

IEP		
IEP	SameMonthPriorYear	CurrentMonth
IEP	177	199

Gifted	Plan504
5%	5%
IEP	Not in Special Population
14%	78%

Distinct Race/Ethnicity		
Distinct Race/Ethnicity	SameMonthPriorYear	CurrentMonth
American Indian or Alaskan Native	18	18
Asian	116	142
Black/African American	151	163
Hispanic or Latino	422	411
Multiple Races	142	146
Native Hawaiian or Other Pacific Islander	8	13
Not Indicated		69
White	494	500

Prior Schooling		
Prior Schooling	SameMonthPriorYear	CurrentMonth
Charter School (Public)	105	112
Home School	94	84
No Prior School	137	85
Online (Virtual) Public School	101	68
Private/Parochial School	37	75
Public School	811	872
Prior Schooling Not Reported	66	166

California Connections Academy at Ripon
October 31, 2020

Contacts Per Week

ContactsPerWeekWithoutWebMail	SameMonthPriorYear	CurrentMonth
Met	1228	1396
Not Met	114	66

Attendance Status

AttendanceStatusAutomated	SameMonthPriorYear	CurrentMonth
Alarm	199	147
Approaching Alarm	161	137
Exempt	14	15
On Track	977	1163

Average Participation

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	95%	96%
3-5	94%	92%
6-8	100%	98%
9-12	87%	84%
Total	91%	90%

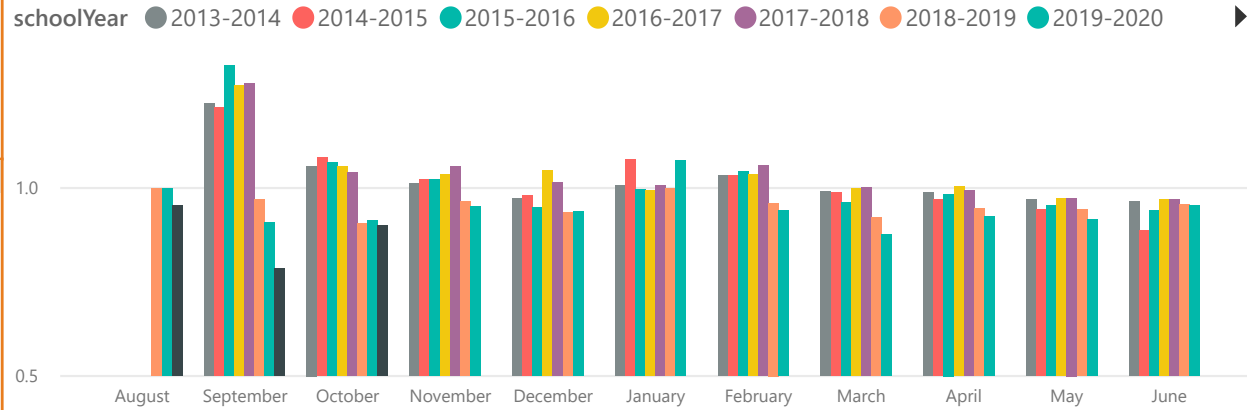
Average Performance

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	94%	93%
3-5	78%	82%
6-8	74%	78%
9-12	66%	69%
Total	72%	76%

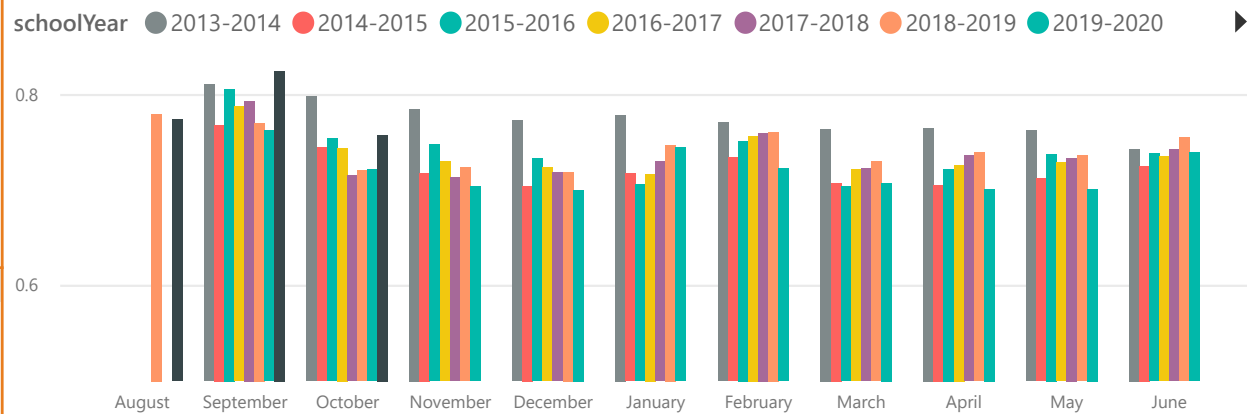
Average Attendance

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	95%	97%
3-5	94%	93%
6-8	95%	96%
9-12	86%	92%
Total	89%	94%

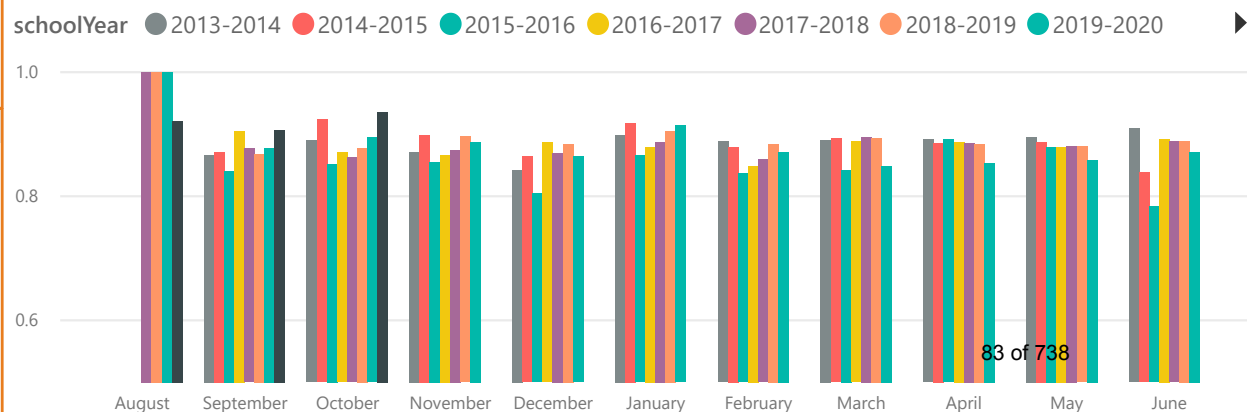
Average Total Participation



Average Total Performance



Average Total Attendance



MONTHLY SCHOOL REPORT

School & Date Selection

School

California Connections Academy @ Capistrano ▾

Report Date

October 31, 2020 ▾

Currently Enrolled

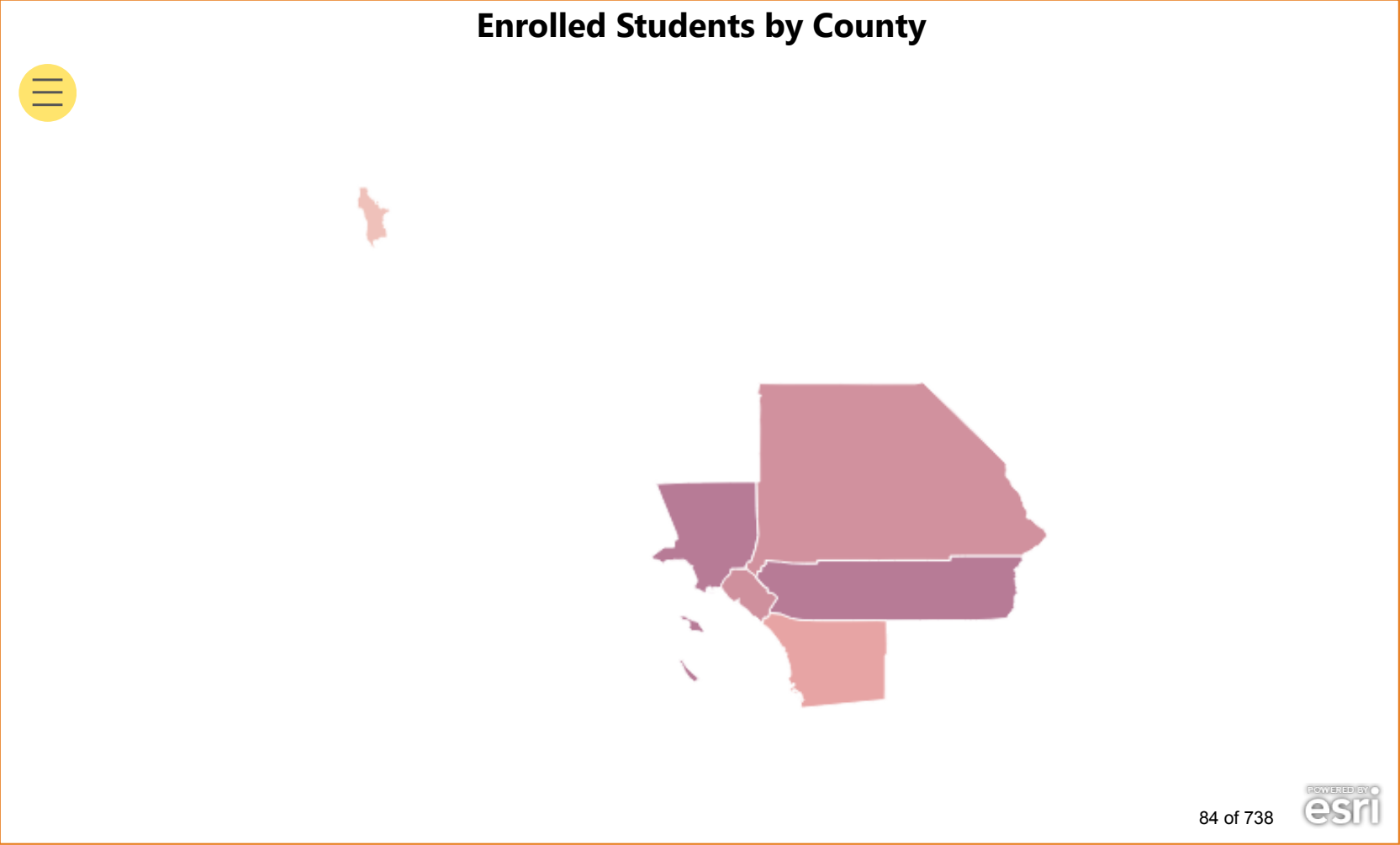
4385

Total YTD Enrolled

4602

Enrollment Services Complete (Stage 4)

4774

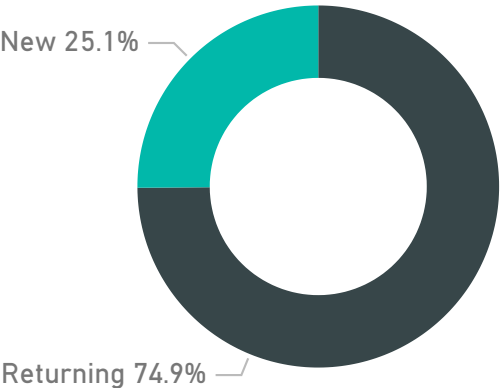


Capistrano Connections Academy
October 31, 2020

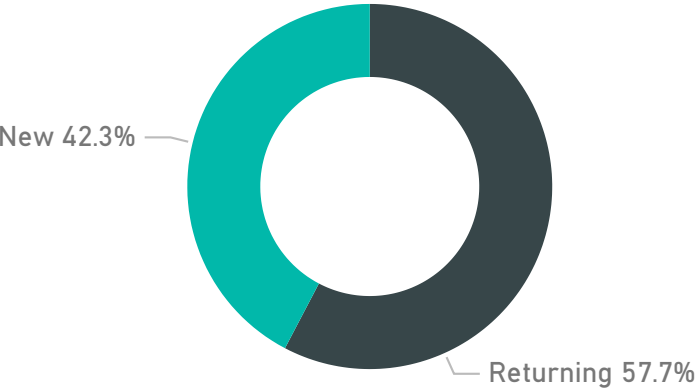
Current Enrollment Month-Over-Month Change
2%

Current Enrollment Year-Over-Year Change
3%

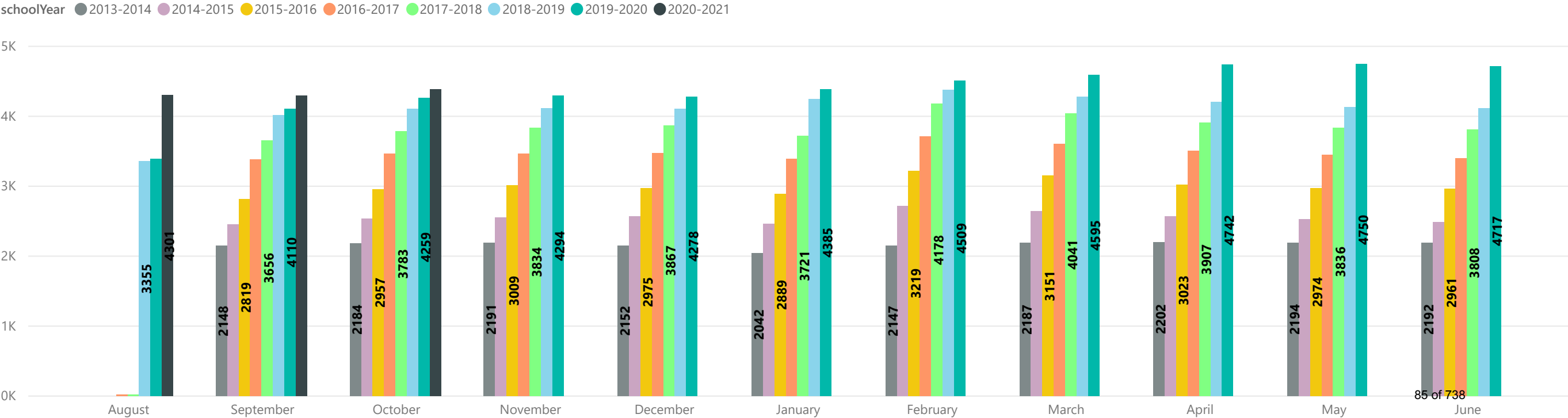
New and Returning



New and Returning Prior Year

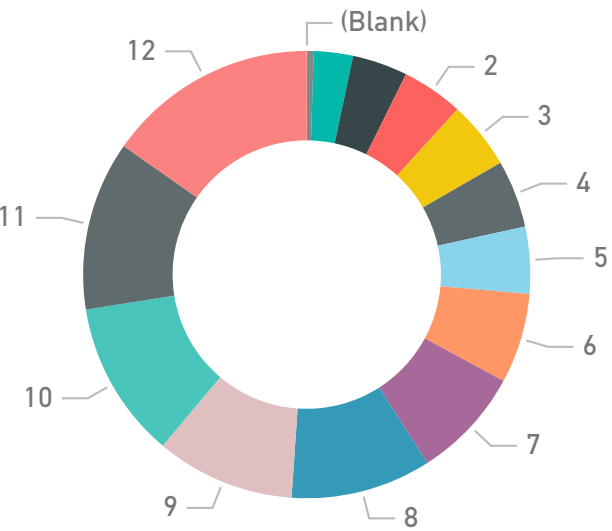


Monthly Student Current Enrollment Comparison

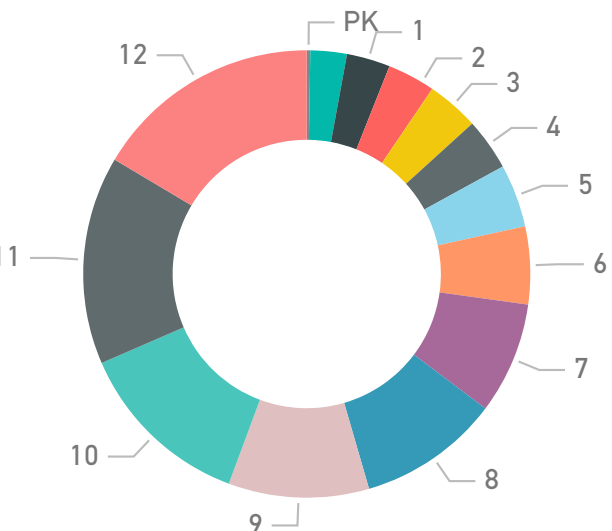


Capistrano Connections Academy
October 31, 2020

Enrolled Students by Final Grade



Enrolled Students Prior Year by Final Grade

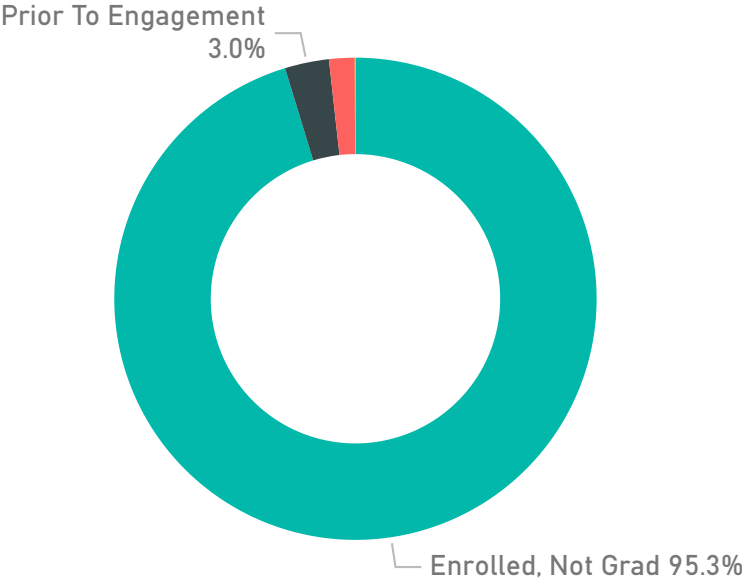


Grade Distribution

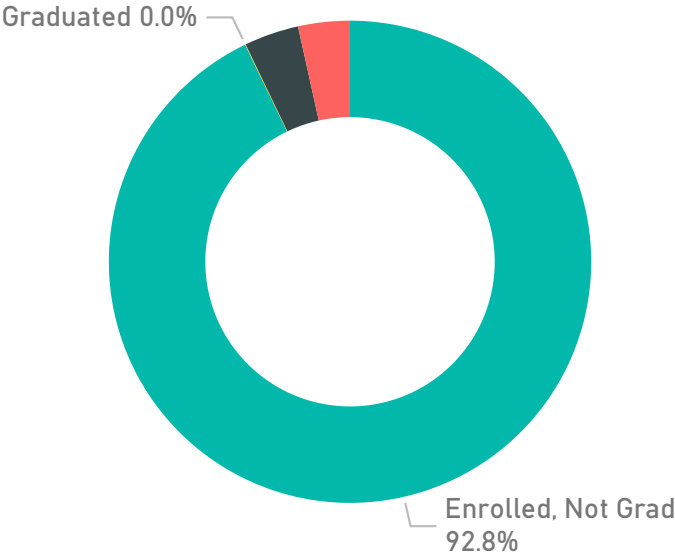
ReportPeriod	SameMonthPriorYear		PriorEOY		LastMonth		CurrentMonth	
GradeDistribution	Students	%CT Students	Students	%CT Students	Students	%CT Students	Students	%CT Students
PK-2	404	9%	519	11%	497	12%	515	12%
PK	11	0%	19	0%	21	0%	21	0%
KG	112	3%	157	3%	116	3%	124	3%
1	134	3%	161	3%	173	4%	175	4%
2	147	3%	182	4%	187	4%	195	4%
3-5	515	12%	592	13%	631	15%	641	15%
3	161	4%	182	4%	214	5%	215	5%
4	160	4%	187	4%	211	5%	214	5%
5	194	5%	223	5%	206	5%	212	5%
6-8	1019	24%	1189	25%	1040	24%	1083	25%
6	239	6%	306	6%	276	6%	285	7%
7	344	8%	392	8%	339	8%	353	8%
8	436	10%	491	10%	425	10%	445	10%
9-12	2321	54%	2417	51%	2123	49%	2145	49%
9	433	10%	535	11%	435	10%	441	10%
10	546	13%	616	13%	490	11%	498	11%
11	641	15%	668	14%	535	12%	537	12%
12	701	16%	598	13%	663	15%	669	15%
Total	4259	100%	4717	100%	4291	100%	4384	100%

Capistrano Connections Academy
October 31, 2020

Total YTD Enrollment by Withdrawal Category



Total YTD Enrollment Prior Year by Withdrawal Category

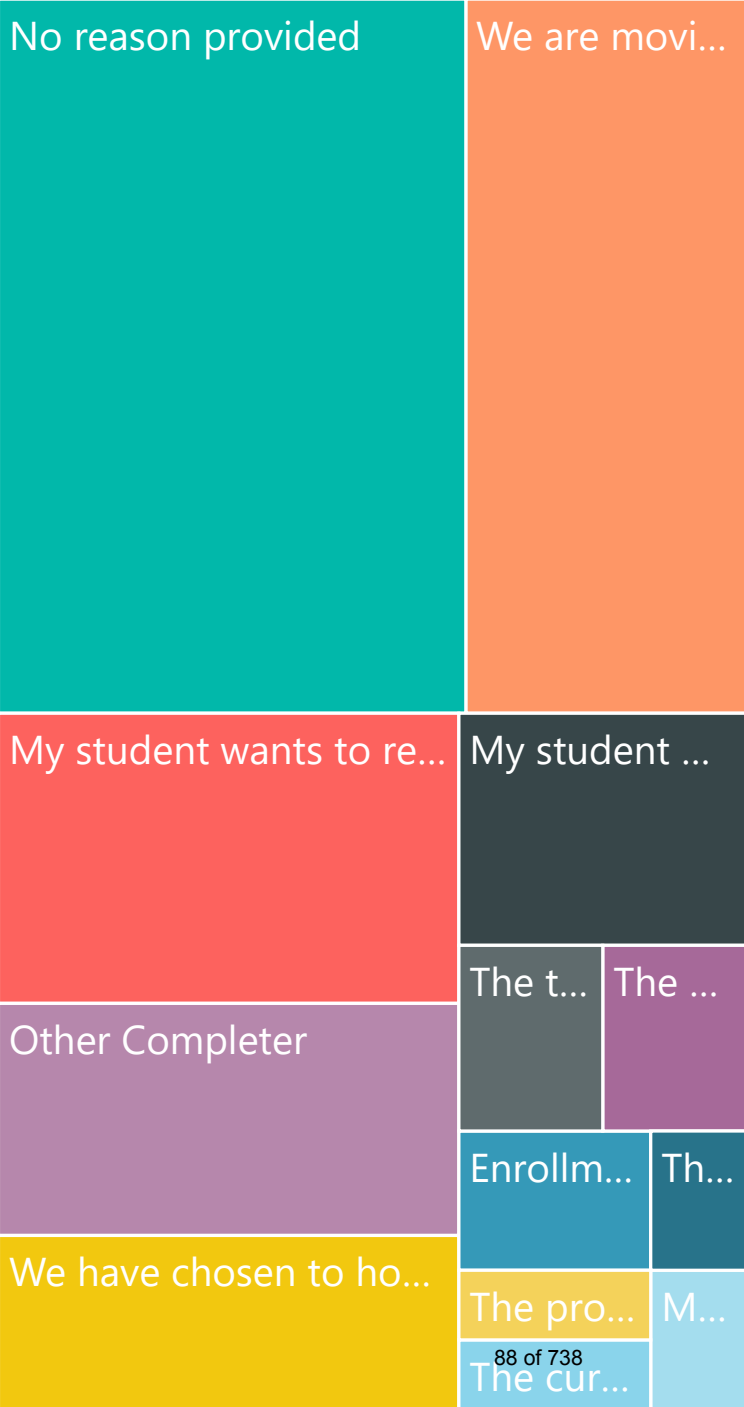


Total YTD Enrollment								
ReportPeriod	SameMonthPriorYear		PriorEOY		LastMonth		CurrentMonth	
Withdrawal Category	Student Count	%CT Student Count	Student Count	%CT Student Count	Student Count	%CT Student Count	Student Count	%CT Student Count
Enrolled, Not Grad	4261	93%	4717	78%	4292	97%	4385	95%
Graduated	2	0%	76	1%	2	0%	2	0%
Not Returning			3	0%				
Prior To Engagement	168	4%	299	5%	93	2%	136	3%
Withdrawal During School Year	159	3%	928	15%	23	1%	79	2%
Total	4590	100%	6023	100%	4410	100%	4602	100%

Enrollment Services Complete (Stage 4)
4774

Capistrano Connections Academy
October 31, 2020

Withdrawal Reason				
WD Reason	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
		145	8	9
Another Reason	2	10		2
Different/Better Schooling Option (Not related to socialization)	12	140		5
Generally dissatisfied with curriculum/course options	1	1		
Inactivity	1	28		
Missed Deadline		1		
No longer able to provide a Learning Coach	5	20		
No Reason Given	59	300	11	25
Program not flexible enough		9		
Program takes too much of Learning Coach's time	3	12		2
Program takes too much of student's time	3	12	1	1
Pursuing GED	3	17		1
Student wants more socialization	26	70		10
Technical Difficulties	4	6		
The curriculum is too hard	6	22		1
Transition to virtual school too difficult	7	26		2
Unhappy with the school	4	8		
We are moving	20	93	2	15
We have chosen to home school	3	8	1	6



Capistrano Connections Academy

October 31, 2020

Household Data

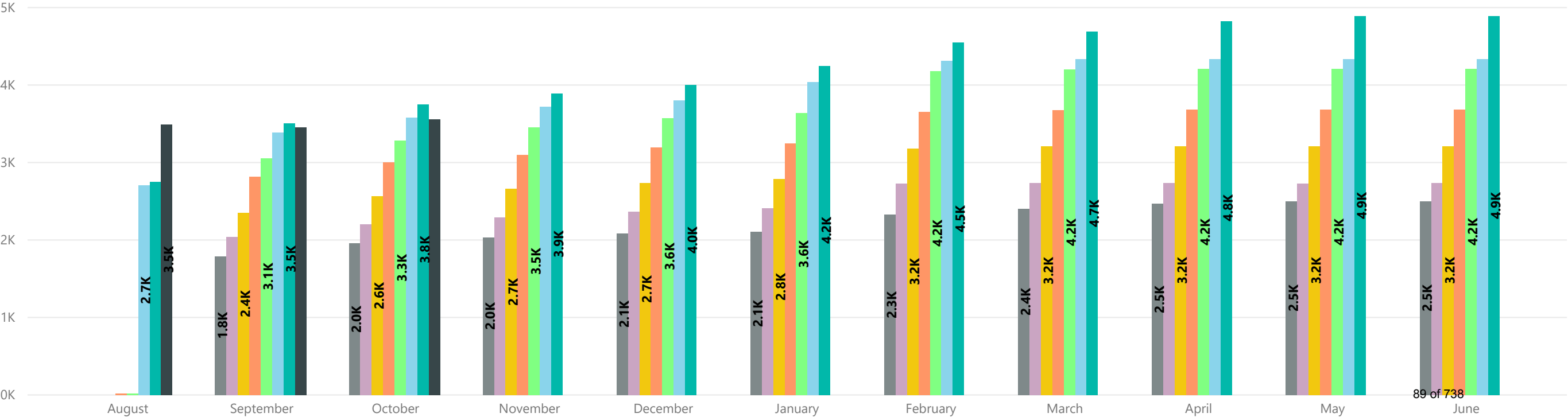
Household Data	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Active	3483	3851	3373	3401
Graduated	2	77	2	2
Not Returning		3		
WD During School Year	138	798	16	60
WD Prior To Engagement	156	275	74	115

Students Per Active Household

	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
	1.22	1.22	1.27	1.29

Monthly Total Households

schoolYear 2013-2014 2014-2015 2015-2016 2016-2017 2017-2018 2018-2019 2019-2020 2020-2021



Capistrano Connections Academy
October 31, 2020

Ethnicity

Ethnicity ▲	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Hispanic or Latino	1604	1770	1617	1652
Not Hispanic or Latino	2654	2946	2661	2714

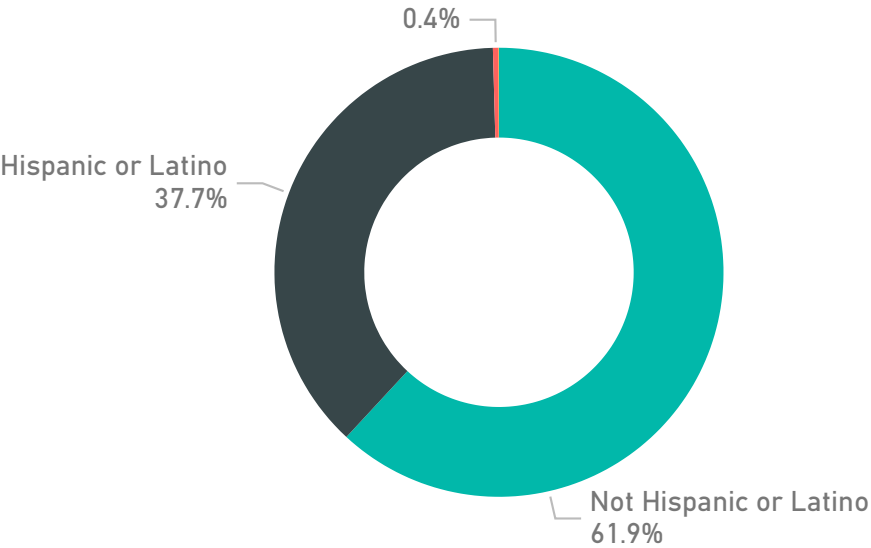
Race

Race ▲	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
American Indian or Alaskan Native	319	342	288	283
Asian	492	544	540	535
Black/African American	813	936	832	830
Native Hawaiian or Other Pacific Islander	113	138	141	139
White	2997	3314	2995	2960

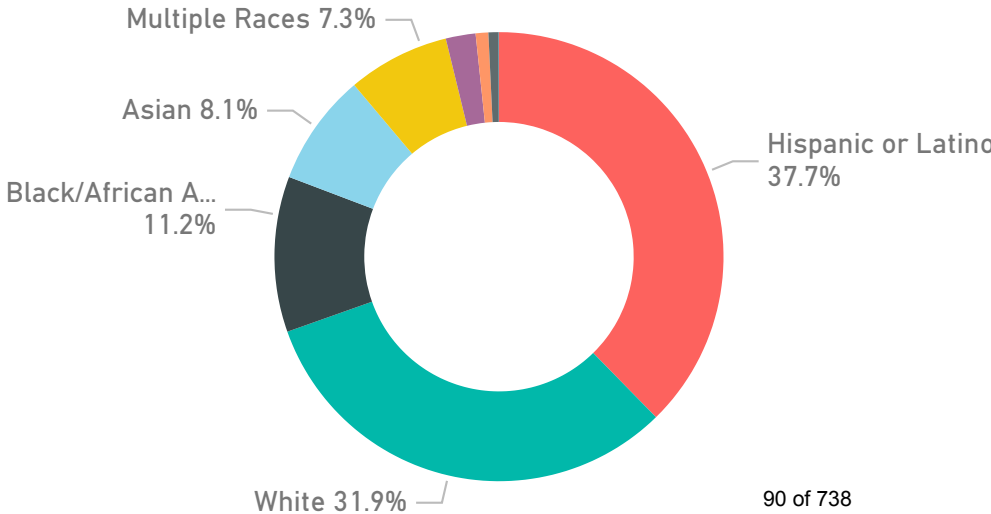
Distinct Race/Ethnicity

Distinct Race/Ethnicity ▲	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
American Indian or Alaskan Native	26	33	32	32
Asian	314	345	356	354
Black/African American	506	560	485	491
Hispanic or Latino	1604	1770	1617	1652
Multiple Races	316	357	333	322
Native Hawaiian or Other Pacific Islander	37	41	40	40
Not Indicated	1	1	11	94
Parent refused to report race	1	1	1	1
White	1454	1609	1417	1399

Enrolled Students by Ethnicity



Enrolled Students by Distinct Race/Ethnicity



Capistrano Connections Academy
October 31, 2020

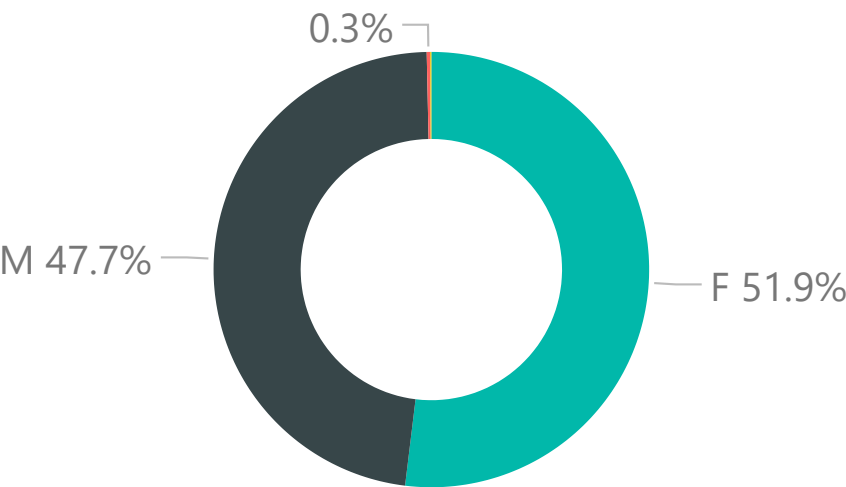
Gender

Gender	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
	1	1	3	11
F	2295	2544	2235	2277
M	1963	2172	2050	2093
X			4	4

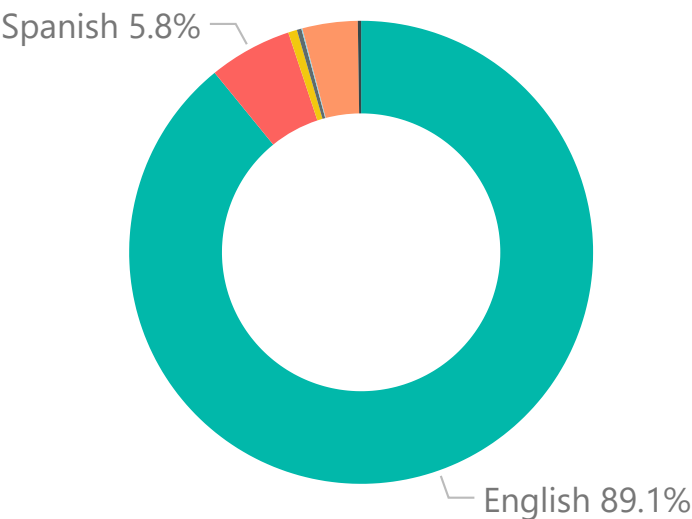
Primary Language

Home Language	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
English	3795	4211	2956	3908
Spanish	284	302	188	254
Russian	19	20	11	27
Arabic	15	19	10	14
Urdu	1	7	3	3
Another Language	145	158	116	169
No Language Reported			1008	10

Enrolled Students by Gender



Enrolled Students by Language

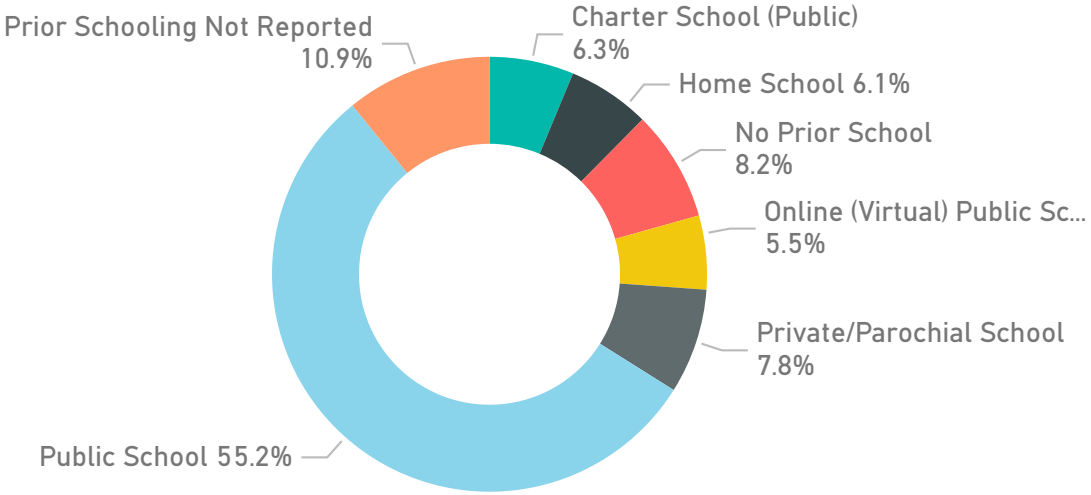


Capistrano Connections Academy
October 31, 2020

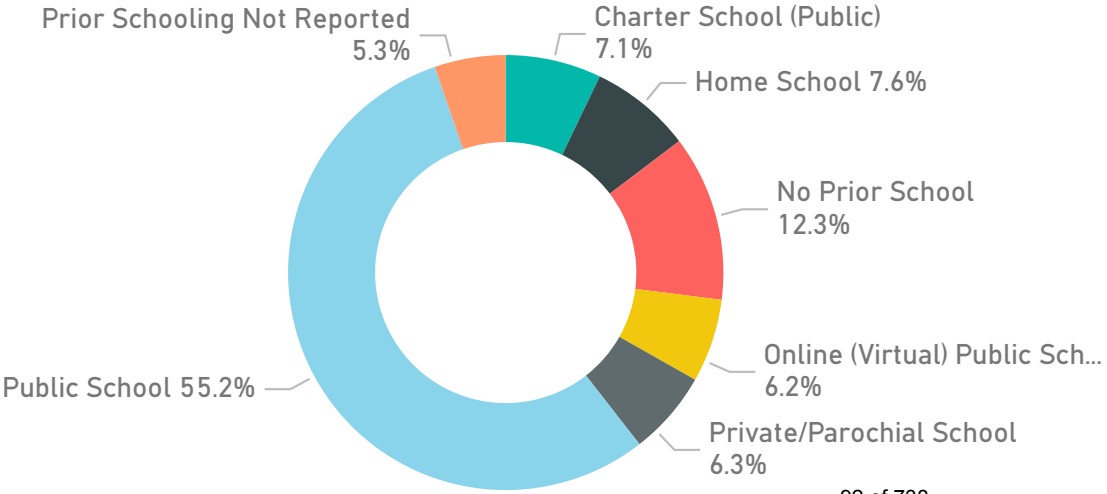
Prior Schooling

Prior Schooling▲	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Charter School (Public)	303	333	276	275
Home School	322	325	271	269
No Prior School	525	484	359	361
Online (Virtual) Public School	264	269	242	241
Private/Parochial School	267	330	350	342
Public School	2353	2760	2436	2421
Prior Schooling Not Reported	225	216	358	476

Prior Schooling
October 31, 2020

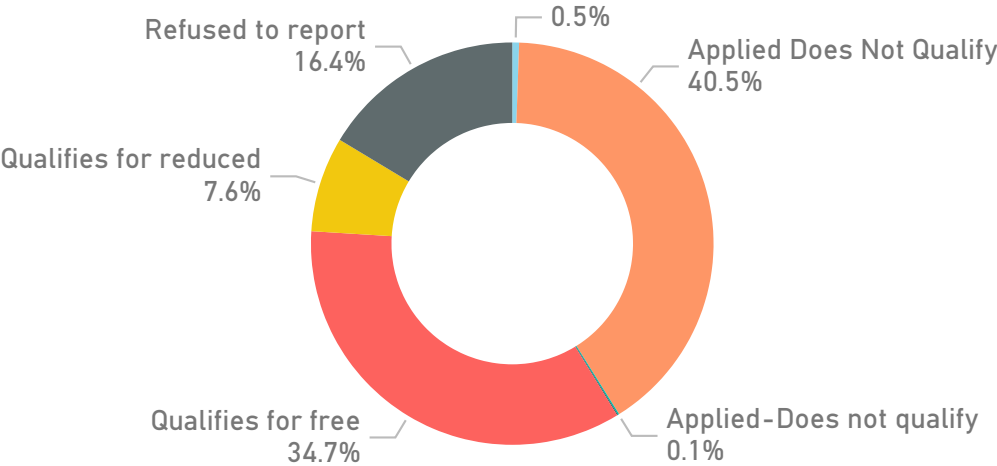


Prior Schooling
October 31, 2019

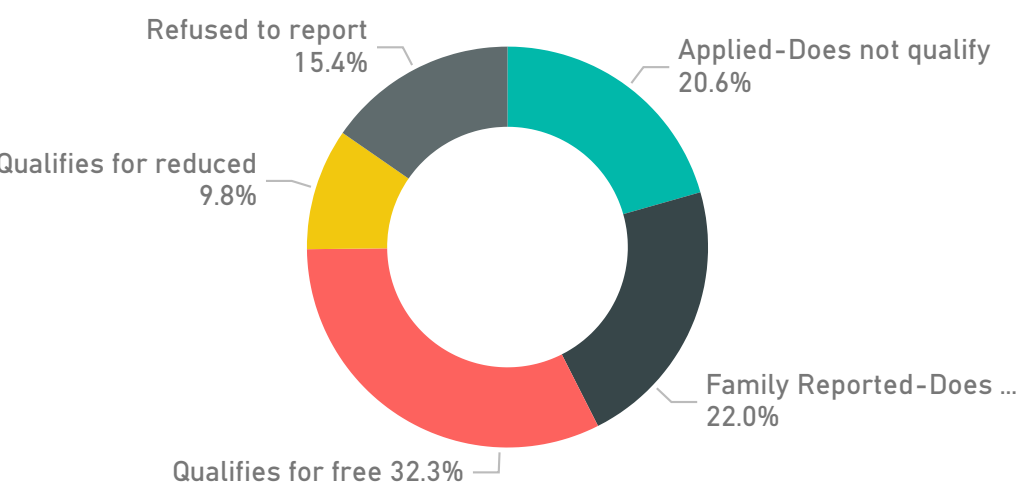


Capistrano Connections Academy
October 31, 2020

FARM Eligibility
October 31, 2020

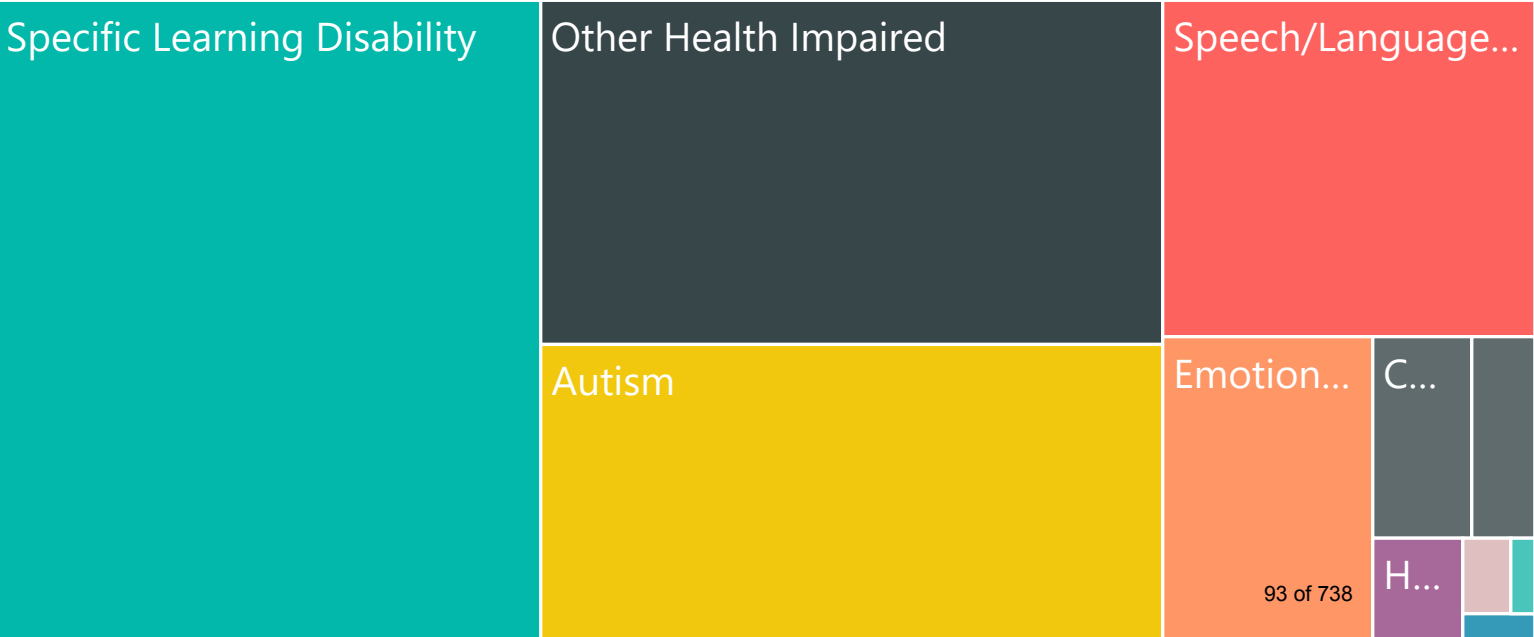


FARM Eligibility
October 31, 2019



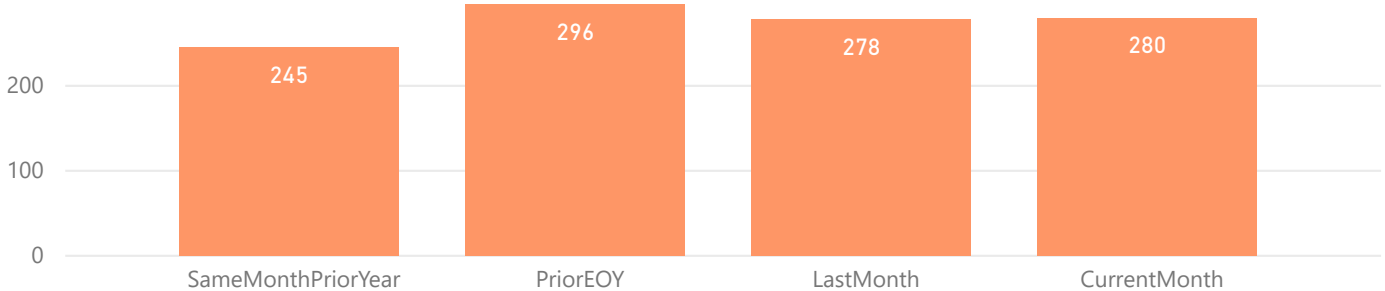
Disability

Disability	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Autism	92	110	98	101
Cognitive Disability	11	11	12	11
Emotionally Impaired	52	50	36	35
Hearing Impaired	3	3	5	5
Other		2	1	1
Other Health Impaired	110	142	112	118
Physical Disability	7	6	2	2
Specific Learning Disability	167	212	185	192
Speech/Language Impaired	54	61	67	69
Traumatic Brain Injury	3	3	1	1
Visually Impaired	4	6	7	7

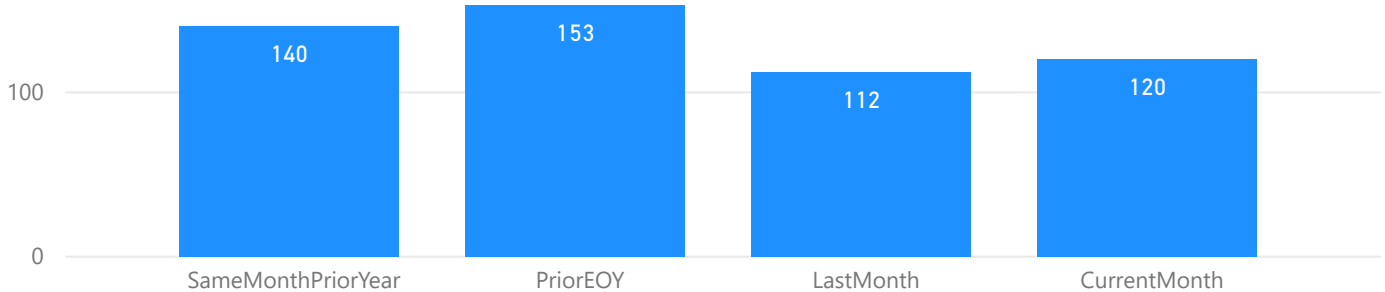


Capistrano Connections Academy
October 31, 2020

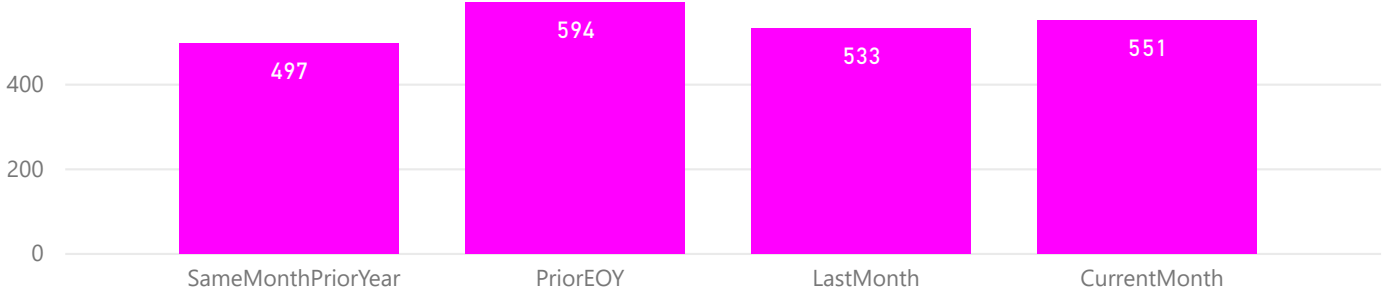
Gifted



Plan504



IEP



Currently Enrolled

4385

Gifted

6%

Plan504

3%

IEP

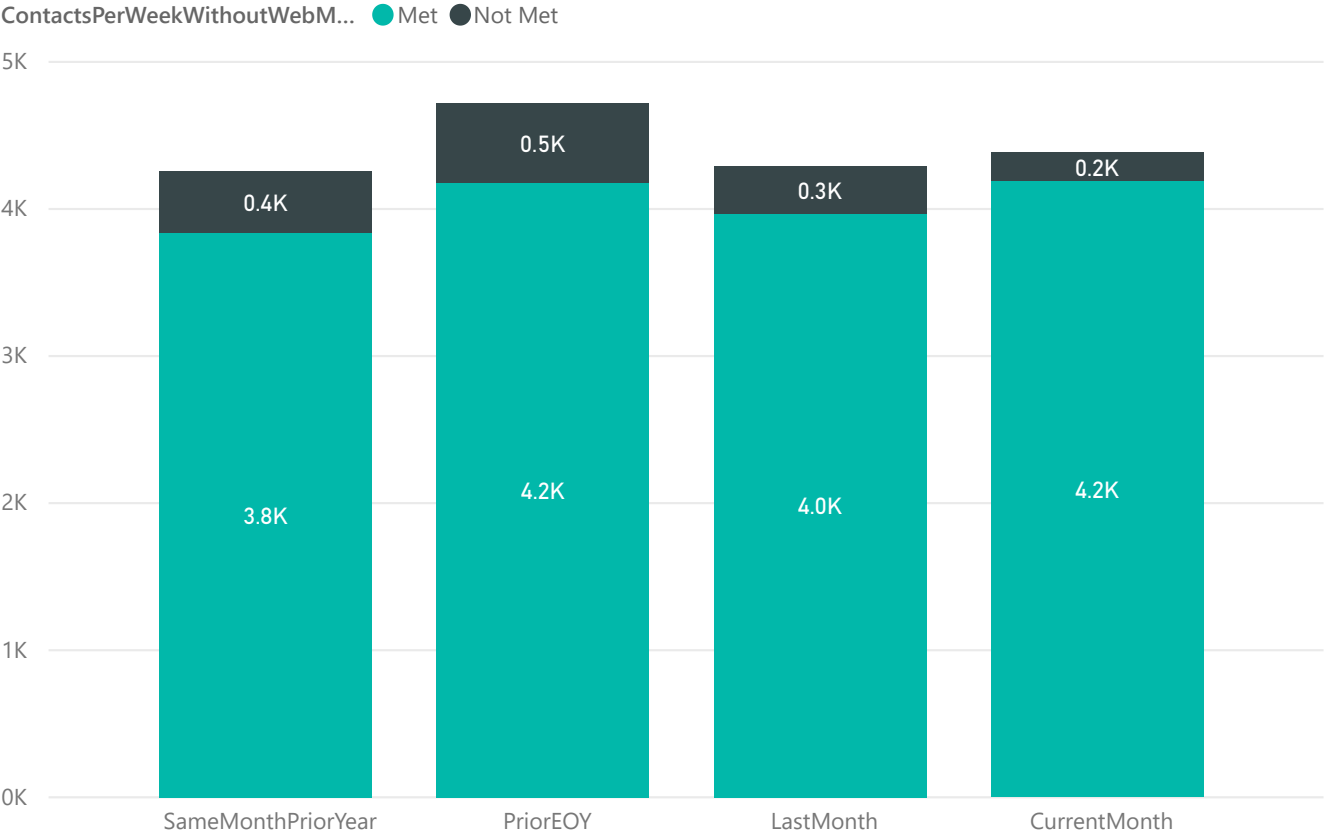
13%

Not in Special Population

79%

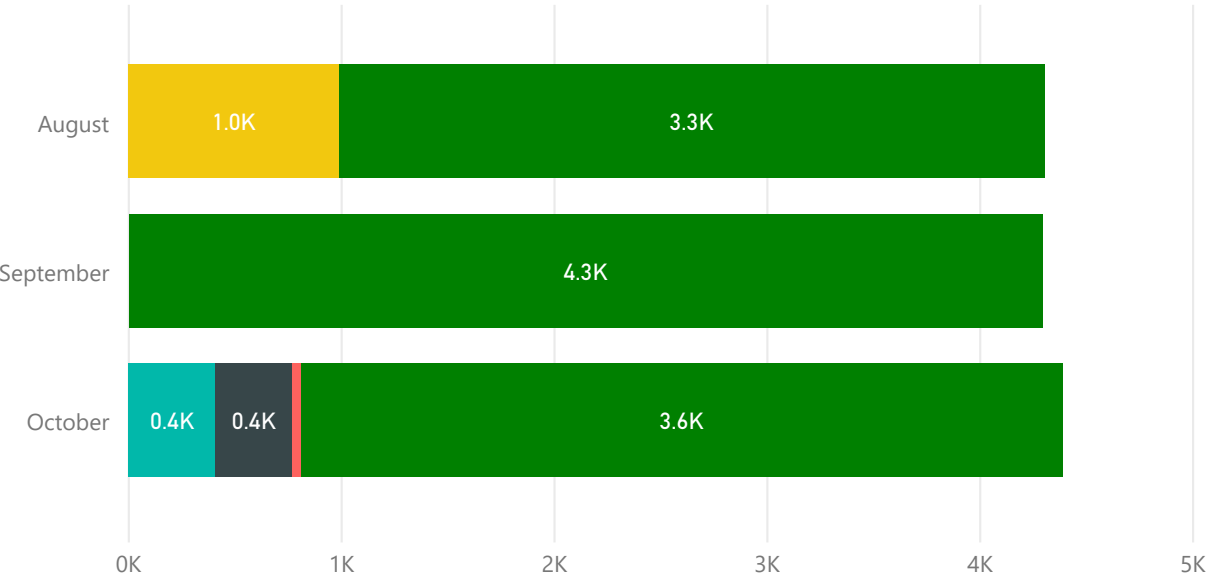
Capistrano Connections Academy
October 31, 2020

Contacts Per Week



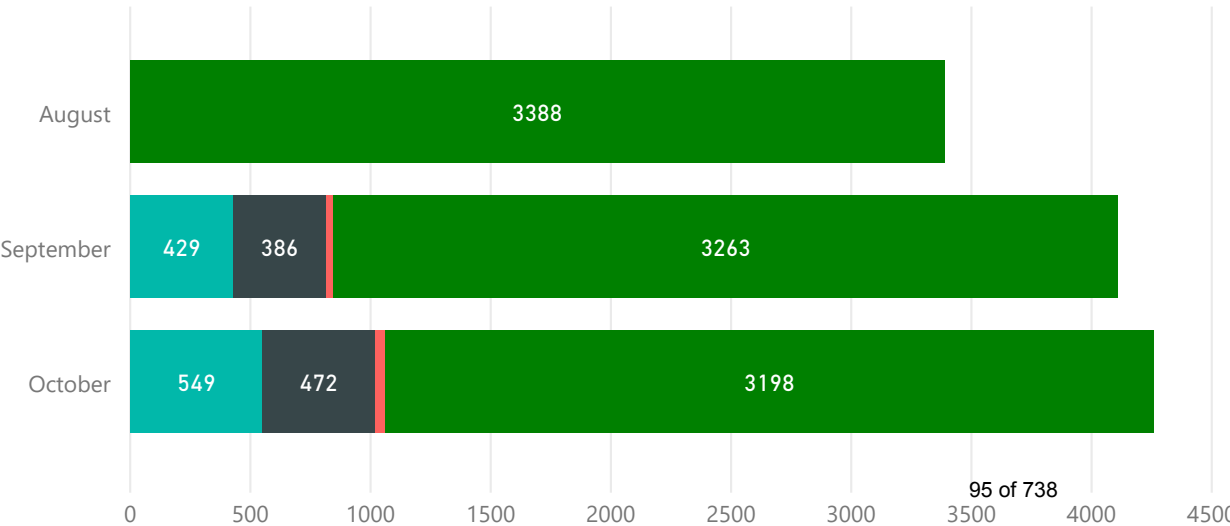
School Year: 2020-2021

AttendanceStatusAutomated Alarm Approaching Alarm Exempt On Track



School Year: 2019-2020

AttendanceStatusAutomated Alarm Approaching Alarm Exempt On Track



Currently Enrolled

4385

Capistrano Connections Academy

October 31, 2020

Average Participation

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	98%	100%	79%	95%
3-5	99%	99%	84%	96%
6-8	99%	95%	86%	99%
9-12	89%	95%	74%	86%
Total	93%	96%	79%	91%

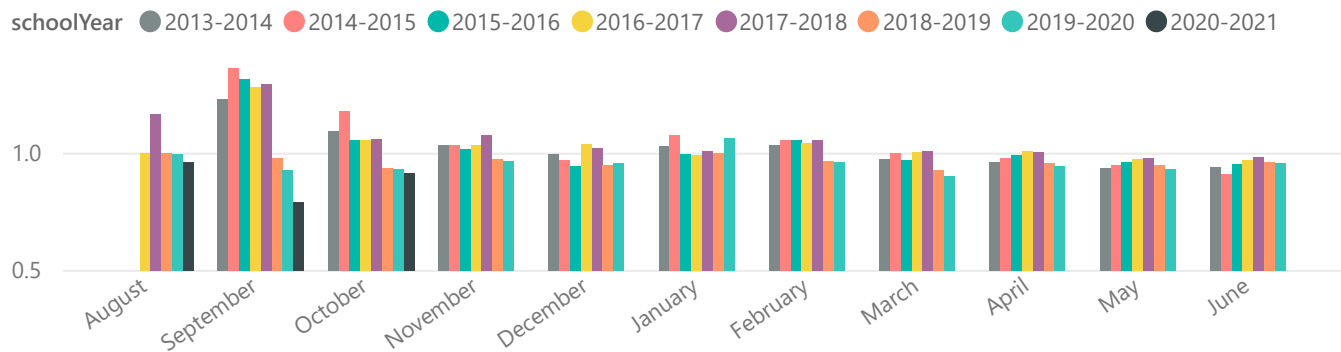
Average Performance

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	93%	88%	92%	93%
3-5	80%	80%	79%	82%
6-8	75%	76%	81%	80%
9-12	69%	75%	84%	72%
Total	74%	77%	83%	78%

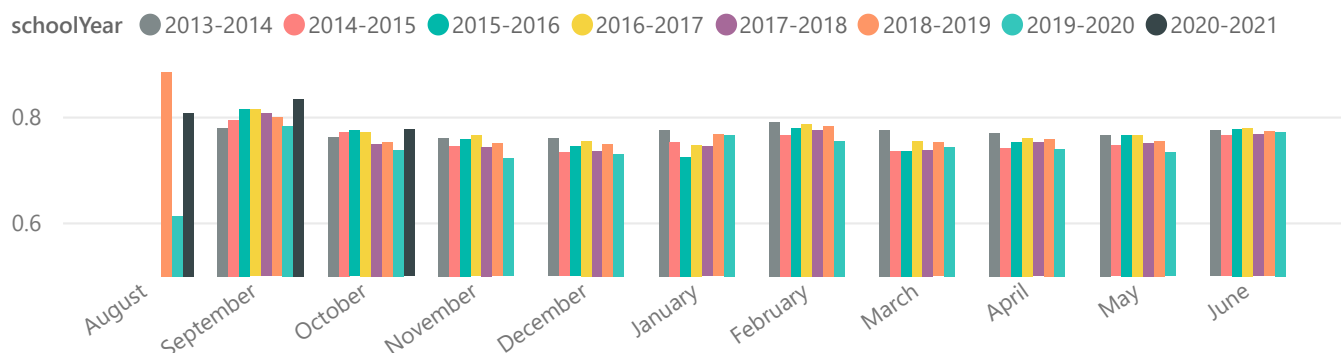
Average Attendance

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	94%	92%	96%	97%
3-5	94%	92%	97%	99%
6-8	93%	92%	93%	97%
9-12	87%	86%	86%	93%
Total	90%	88%	91%	95%

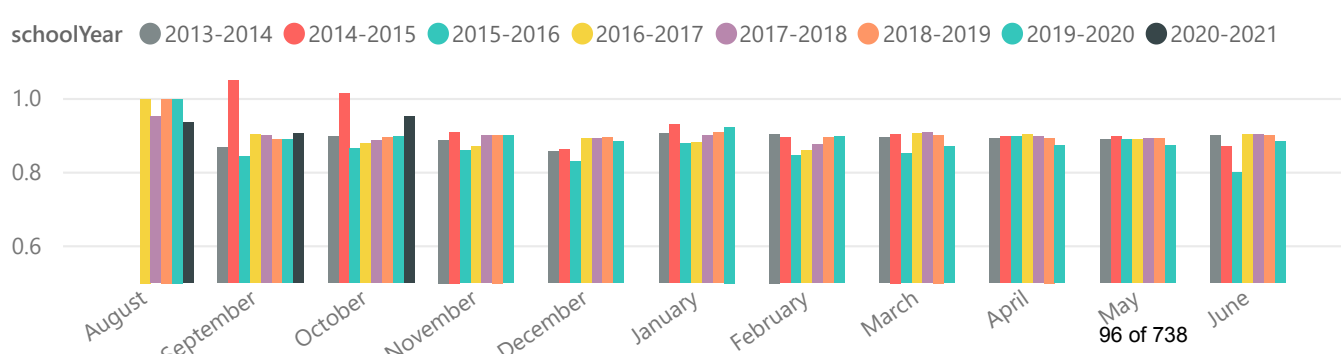
Average Total Participation



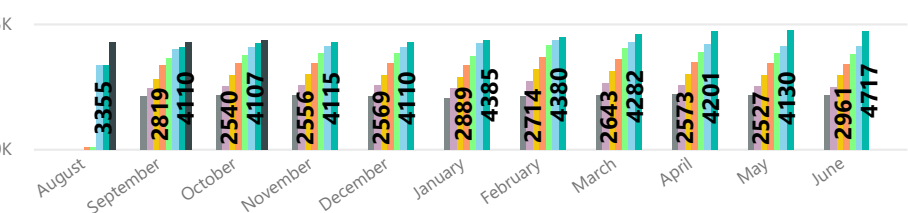
Average Total Performance



Average Total Attendance



Currently Enrolled	Total YTD Enrolled	Capistrano Connections Academy	Current Enrollment Month-Over-Month Change
4385	4602	October 31, 2020	2%
Enrollment Services Complete (Stage 4)			Current Enrollment Year-Over-Year Change
4774			3%

Monthly Student Current Enrollment Comparison	Total YTD Enrollment
schoolYear ● 2013-2014 ● 2014-2015 ● 2015-2016 ● 2016-2017 ● 2017-2018	ReportPeriod
	Withdrawal Category
	Student Count
	%CT Student Count
	CurrentMonth
	%CT Student Count
	Enrolled, Not Grad
	4261
	93%
	4385
	95%
	Graduated
	2
	0%
	2
	0%
	Prior To Engagement
	168
	4%
	136
	3%
	Withdrawal During School Year
	159
	3%
	79
	2%
	Total
	4590
	100%
	4602
	100%

New & Returning	Household Data	Students Per Active Household
ReportPeriod	Household Data	SameMonthPriorYear
SameMonthPriorYear	CurrentMonth	CurrentMonth
New or Returning	Students	%CT Students
Students	%CT Students	Students
%CT Students	Students	%CT Students
New	1802	42.31%
1101	25.11%	
Returning	2457	57.69%
3284	74.89%	

Grade Distribution
ReportPeriod
SameMonthPriorYear
CurrentMonth
GradeDistribution
Students
%CT Students
Students
%CT Students
PK-2
404
9%
515
12%
PK
11
0%
21
0%
KG
112
3%
124
3%
1
134
3%
175
4%
2
147
3%
195
4%
3-5
515
12%
641
15%
3
161
4%
215
5%
4
160
4%
214
5%
5
194
5%
212
5%
6-8
1019
24%
1083
25%
6
239
6%
285
7%
7
344
8%
353
8%
8
436
10%
445
10%
9-12
2321
54%
2145
49%
9
433
10%
441
10%
10
546
13%
498
11%
11
641
15%
537
12%
Total
4259
100%
4384
100%

Withdrawal Reason
Withdrawal Reason
Enrollment was intended to be short term and is no longer needed for my student.
Generally dissatisfied with curriculum/course options
Inactivity/Lack of Attendance
My student is pursuing GED
My student wants to return to a traditional school setting for other (non-socialization related) reasons.
My student wants to return to a traditional school setting for socialization reasons.
No reason provided
Other Completer
Technical Difficulties
The curriculum is too easy.
The curriculum is too hard.
The program takes too much of the Learning Coach's time.
The program takes too much of the student's time.
The transition to virtual school was too difficult.
There was not enough help/guidance setting us up in the school.
97 of 738
<
>

Gender		
Gender	SameMonthPriorYear	CurrentMonth
	1	11
F	2295	2277
M	1963	2093
X		4

Primary Language		
Home Language	SameMonthPriorYear	CurrentMonth
English	3795	3908
Spanish	284	254
Russian	19	27
Arabic	15	14
Urdu	1	3
Another Language	145	169
No Language Reported		10

Ethnicity		
Ethnicity	SameMonthPriorYear	CurrentMonth
Hispanic or Latino	1604	1652
Not Hispanic or Latino	2654	2714

Race		
Race	SameMonthPriorYear	CurrentMonth
American Indian or Alaskan Native	319	283
Asian	492	535
Black/African American	813	830
Native Hawaiian or Other Pacific Islander	113	139
White	2997	2960

Household FARM Eligibility		
HouseholdFARMEligibility	SameMonthPriorYear	CurrentMonth
Applied Does Not Qualify		1574
Applied-Does not qualify	774	4
Family Reported-Does not qualify	837	3
Qualifies for free	1176	1279
Qualifies for reduced	364	305
Refused to report	605	657

Capistrano Connections Academy October 31, 2020		
Disability		
Disability	SameMonthPriorYear	CurrentMonth
Autism	92	101
Cognitive Disability	11	11
Emotionally Impaired	52	35
Hearing Impaired	3	5
Other		1
Other Health Impaired	110	118
Physical Disability	7	2
Specific Learning Disability	167	192
Speech/Language Impaired	54	69
Traumatic Brain Injury	3	1
Visually Impaired	4	7

Gifted		
Gifted	SameMonthPriorYear	CurrentMonth
Yes	245	280

Plan 504		
Plan504	SameMonthPriorYear	CurrentMonth
504	140	120

IEP		
IEP	SameMonthPriorYear	CurrentMonth
IEP	497	551

Gifted	Plan504
6%	3%
IEP	Not in Special Population
13%	79%

Distinct Race/Ethnicity		
Distinct Race/Ethnicity	SameMonthPriorYear	CurrentMonth
American Indian or Alaskan Native	26	32
Asian	314	354
Black/African American	506	491
Hispanic or Latino	1604	1652
Multiple Races	316	322
Native Hawaiian or Other Pacific Islander	37	40
Not Indicated	1	94
Parent refused to report race	1	1
White	1454	1399

Prior Schooling		
Prior Schooling	SameMonthPriorYear	CurrentMonth
Charter School (Public)	303	275
Home School	322	269
No Prior School	525	361
Online (Virtual) Public School	264	241
Private/Parochial School	267	342
Public School	2353	2421
Prior Schooling Not Reported	225	476

Capistrano Connections Academy
October 31, 2020

Contacts Per Week

ContactsPerWeekWithoutWebMail	SameMonthPriorYear	CurrentMonth
Met	3837	4193
Not Met	419	191

Attendance Status

AttendanceStatusAutomated	SameMonthPriorYear	CurrentMonth
Alarm	549	409
Approaching Alarm	472	358
Exempt	40	42
On Track	3198	3576

Average Participation

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	98%	95%
3-5	99%	96%
6-8	99%	99%
9-12	89%	86%
Total	93%	91%

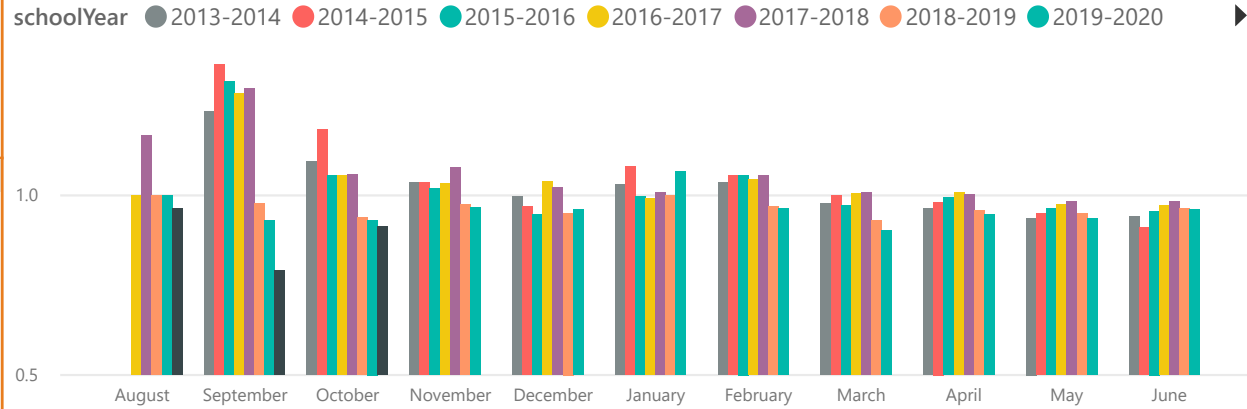
Average Performance

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	93%	93%
3-5	80%	82%
6-8	75%	80%
9-12	69%	72%
Total	74%	78%

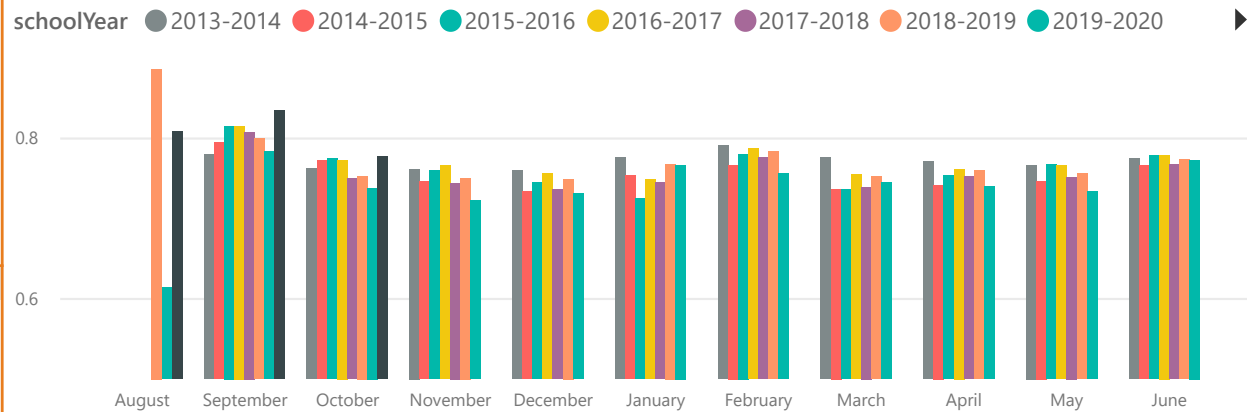
Average Attendance

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	94%	97%
3-5	94%	99%
6-8	93%	97%
9-12	87%	93%
Total	90%	95%

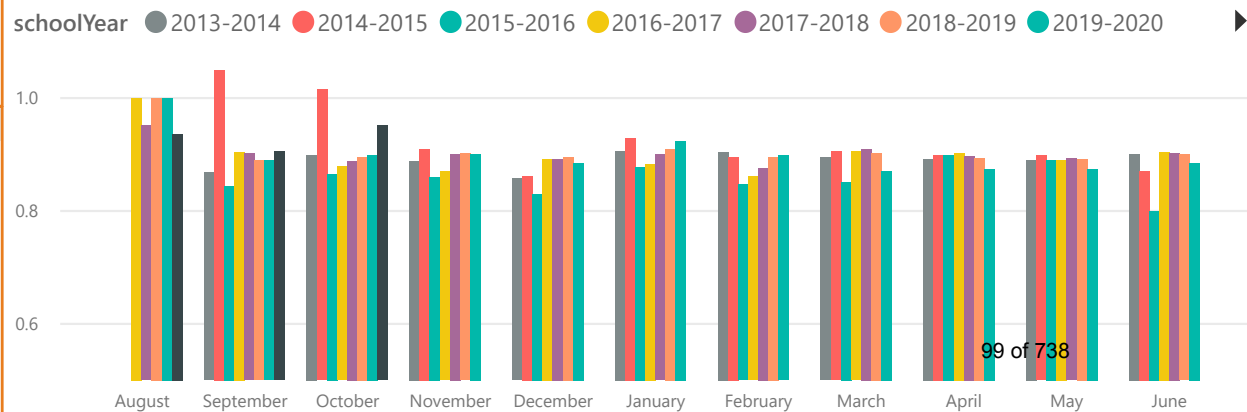
Average Total Participation



Average Total Performance



Average Total Attendance





Principals' Report California Connections Academy Schools 2020-21

**Month for Report: December
Enrollment Update**

DATA as of November 16, 2020							
	SoCal	Ripon	Central	North Bay	Central Coast	Monterey Bay	All CalCA
Enrolled in PCx	4337	1432	639	190	88	419	7105
Enrolled, Pending Migration from V2							
Waitlisted	387	110	64	22	14	41	638
Intent to Attend	182	72	0	6	2	1	263
Tell Us About Your Student	2895	1093	509	174	133	290	5094
Offer of Enrollment	900	360	174	49	60	115	1658

Field Trip Update

Total Attendance* for Recent Field Trips

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

Recent Virtual Field Trips

10/14: The World of Computers and Coding for K-5	89
10/22: Exploring Mars with the Perseverance Rover	136
10/29: The Great Roper Pumpkin Science Show	43
11/3: Zoo Clues at the St. Louis Zoo	149
11/5: The Corrupt Bargain: The Election of 1824	49
11/9: Rainforest Experience	15

Upcoming Virtual Field Trips

11/18: Seeds on the Go
12/3: BATS - Echolocation
12/7: Virtual Heart
12/18: American History Through Baseball Uniforms

Outreach Update

Learning Coach Mentor Team:

- Hosted the Learning Coach “Fall Frolic” virtual social on October 30th with between 30-40 LC’s attending. Three more socials will be planned seasonally this school year. December’s “Winter Wonderland” Learning Coach social will take place December 11th
- Began an outbound calling project to confirm newly enrolled families know they are enrolled
- Continue to moderate the ever growing Learning Coach Facebook page
- Gained a elementary teacher on the team as a replacement for one who resigned at the beginning of the year

Marketing Team

- Attended OBL’s annual marketing conference virtual this year during the week of November 16th
- Hosted two November webinars for prospective families; the final one of 2020 will take place December 10th
- Utilized staff submitted “thankful for” videos to raise awareness of our staff through social media efforts
- Launching the inaugural “brag about your student” survey in November for Learning Coaches to gain insights into successful students/families for public relations and social media purposes.

SITE REPORTS

Northern Region:

Kara Mannix, High School Principal

Site Administrator for Monterey Bay, North Bay, and Ripon

We have reached that point in the semester where time starts moving extremely quickly! With Thanksgiving break and winter break, the end of the semester will be here before we know it. While we had a bumpy start of the year with the PCx to V2 transition, we are so proud of how well our team has done to quickly pivot and do everything possible to support students to great success this semester. We're already looking forward to seeing how things turn out as the semester ends.

Central Region:

Marcus White, Elementary Principal

Site Administrator for Central and Central Coast

Happy holidays from Central! This is a really fun time of year. We are celebrating with our students in fun Livelessons. Students are enjoying the interaction that Livelessons offer. Important conversations are taking place with students regarding their progress in our program. When we get back from Winter break, we will have only five weeks until our first semester is completed. Happy holidays to all!

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

Our staff and families continue to amaze us this year! While living in such unpredictable times, our teachers have been steadfast in their support of our students and been a very consistent presence throughout. In the absence of in-person events, they have created amazing virtual experiences for our kids, in the form of field trips, honor roll celebrations, and incredibly engaging Live Lessons. Our families have expressed deep gratitude for the learning experience that we are able to provide, as well as a deep sense of family and community.

CALIFORNIA CONNECTIONS ACADEMY SCHOOLS

Governed by California Online Public Schools

FINANCIAL REPORT

Submitted for December, 2020

TO: Board of Directors

FROM: LaChelle Carter, Director of Finance

RE: Written Financial report for CalCA schools

DATE: November 23, 2020

BACKGROUND

Please note that there are two parts to the monthly Business Services Department report: the financial update provided by LaChelle Carter, Director of Finance, and the policy and compliance portion provided separately by Franci Sassin, Director of Business Services.

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

If additional information comes up between the time the written report is submitted and the board meeting date, it will be provided verbally. This report will include information for all CalCA schools, and board members are reminded that they now have fiduciary responsibility for all schools the corporation operates. These reports will include sections on the monthly financial statements, other financial matters, compliance, policy updates, authorizer updates and accountability matters, as well as other items that are part of the Business Services Department. The monthly reports on the school finances will typically focus on items that have changed or been significantly updated since the previous report.

FINANCIAL ITEMS:

Monthly Financial Reports:

Previously, financials were reported through September 2020. The financial reports for October are included in this board package and bring the board up-to-date on the fiscal status of California Online Public Schools and its charter schools.

Overall, the financials are tracking as planned for this year. The budget line items that appear to be slightly higher for all schools are for those with expenditures that get paid early in the school year with little to no additional cost throughout the school, ie, accreditation, dues, and some of our enrollment based fees.

North Bay is tracking slightly higher for graduation costs due to unexpected expenses received after the close of the 2019-20 school year.

ITEMS TO NOTE:

- Various financial items for California Connections Academy Southern California (AKA Capistrano), Ripon, North Bay and Central are currently being processed in preparation for our audit visit. Initial documentation has been submitted to the auditors and we are waiting for follow-up and desired samples to move forward with preparation and planning for the final portion of the audit visit in January.
- POBL is in the process of issuing some agreed upon credits from the 2019-20 school year for expenses related to SPED Related Services. This credit should be seen on the financial reports presented during the next Board Meeting in January 2021.
- In the 2020 Charter Schools Development Center fall Leadership Conference, there were several discussions regarding financial deferrals for state revenue starting in the Spring. These funding deferrals could potentially cause a 4-5 month delay in cash flow to all California Connections Academy Schools. We will be closely assessing the needs of the school to determine a reasonable cash retention plan to insure the payroll account has sufficient cash and that non POBL vendors are paid in a timely manner.
- California Connections Academy has requested that a partial application of budgeted Deficit Protection Credit funds (DPC) be applied to all schools, except Monterey Bay, in January. If approved, it will be shown in the financial report presented during the January Board meeting. Monterey Bay received a partial allowance of their DPC in October and this can be seen in the close file shared in this Board package.
- This month we were able to settle the 19-20 balance for the following California Connections Academy school balances due to POBL: Southern California (Capistrano), Ripon and Central. These payments will show on the financial reports submitted for the January Board meeting. We will be discussing the 2020-21 balances and their payment plan given the expected deferrals with POBL in the near future.

Immunization Reports:

All immunization reporting for Transitional Kindergarten/Kindergarten and 7th grade for all schools was completed and submitted through the online reporting system per the usual timelines, which this year was prior to the due dates since the state extended the normal reporting window.

Fall One Reporting Update:

CALPADS Fall 1 reports on student demographic information is due in December. Fall 1 counts all students enrolled on the first Wednesday of October each year. As reported in past board meetings, the biggest issue this year is the overall financial impact of these reports. Due to the enrollment limitations set by the state, despite reported Fall 1 numbers, funding will be based on Fall 2019 count numbers. However, we do anticipate that serving increased numbers of “unduplicated” pupils this fall will help us get additional funding in future years.

In addition, the changes made to the reporting process last year to include all Special Education data in the Fall 1 submission through CALPADS is still causing some data challenges. Learning from the difficulties last year, the State Reporting Team got a head start on data verification this year and is working closely with our new SELPA in order to manage all the varying needs. Two schools are ready to review and be certified and we are confident that the remaining four schools will be ready well before the December 18th deadline.

Fiscal Reporting:

The First Interim reports are due for all six schools by December 15. These are based on the financial status of the school through October 31. The draft of the reports are included in the board materials. The draft version shows how each line item of our budget corresponds to the state reporting form and format. All drafts have been updated with the updated Budget numbers from the October Board Approved Budget Revisions which are based on last year's funding amounts, per the budget trailer bill restrictions. Final versions of the interim reports which are used for submission will be included for ratification at the next board meeting. The revised budgets approved at the last board meeting will be included in the first interim financial report. The Budget Overview for Parents is also included in this month's board packet, and reports primarily on fiscal information from 2019-20 as well as on some budget information for 2020-21. These are to be submitted to each authorizer along with the interim reports, and must also be posted on the schools' websites.

Since the last board meeting, the Annual Reporting for Special Education SELPA Funding for 2019-20 expenditures (for the 4 schools transferred to El Dorado) were submitted to our former SELPA in Tulare, along with the Quarterly Cash Reporting: Title Federal Funding and the Quarterly reporting on CSI fund expenditures for Central plus the required federal component of the CSI grants for all 3 schools who received CSI funding. .

Special Education Service Contracts Update:

Two additional SPED Related Services Master Contracts were completed since the last board meeting, Collaborative Partners and Community Center for the Blind. There is one additional agreement pending

for Adventist Health to support speech and language therapy, occupational therapy and physical therapy. Adventist currently has one student, based on a specific parent request, and Adventist asked that we use their standard agreement as opposed to a Master Contract due to the limited caseload. This is a practice used by many districts for providers servicing a small number of students. We will limit the use of this modification to providers with only one student who have specifically requested that. Should the caseload grow to more than one student the provider will be required to sign a Master Contract in order to continue the relationship.

At this time, there are no other plans to add any additional providers, however, we will continue to monitor that based on student need.

Current List of Providers

Professional Tutors of America
Ball Tutoring
Global Teletherapy Communication
Center for Autism and Related Services-CARD
Effectual Educational Consulting Services
El Paseo
LiveSpeech
Stanford Youth
Suma Kids
Pediatric Therapy Services
Devereux Cleo Wallace Advance Behavioral Health
Oxford
Community Therapy Partners
Collaborative Partners
Community Center for the Blind

**California Online Public Schools
Revenue and Expense Statement
For the Period Ended October 31, 2020**

	October-20 Actual	YTD Actual	Annual Forecast	Revised Budget	Forecast vs Budget
Forecasted Enrollment					
Forecasted ADM			6,777	6,777	-
Forecasted Total Enrollment			9,454	9,454	-
Forecasted Funded Enrollment			6,013	6,013	-
Revenue					
State Funding	4,333,300.32	8,430,202.01	34,291,192.00	34,291,192.00	-
Federal & Other Program Funding	17,942.00	516,725.00	2,677,123.25	2,677,123.25	-
Local Aid	3,827,843.37	7,213,053.15	30,194,176.00	30,194,176.00	-
Other Funding Sources	1,729.64	9,430.04	36,006.04	36,006.04	-
Total Revenue	8,180,815.33	16,169,410.20	67,198,497.29	67,198,497	0
Program Expenses					
Compensation Expense					
Administration Staff	406,368.96	1,582,244.72	4,827,540.38	4,826,833.39	(707)
Instructional Staff	2,147,010.31	5,444,441.13	27,044,569.48	27,032,485.35	(12,084)
Total Compensation Expense	2,553,379.27	7,026,685.85	31,872,109.86	31,859,319	(12,791)
Fee Based Expenses					
Enrollment/Unit Based Fees	1,515,556.44	7,259,656.21	22,695,792.04	23,021,817.22	326,025
Revenue Based Fees	452,366.41	1,773,917.89	5,324,067.23	5,321,753.84	(2,313)
Total Fee Based Expenses	1,967,922.85	9,033,574.10	28,019,859.26	28,343,571	323,712
Other School Expenses					
Assessment	(1,418.47)	5,859.34	756,530.47	756,530.47	-
Authorizer Oversight	76,257.72	301,773.02	911,948.91	913,784.19	1,835
Employee Related	517.89	5,234.31	388,867.88	388,867.88	-
Facilities	46,377.94	185,756.53	941,298.52	941,298.36	-
Governance	1,641.73	51,719.51	147,062.58	147,062.58	-
Internet Service Provider	-	-	415,133.61	415,133.61	-
Instructional	-	47,818.50	170,766.66	170,766.66	-
Professional Services	4,961.98	38,669.70	250,311.08	250,311.08	-
Student Related	75,973.54	244,834.89	3,842,808.78	3,842,808.78	-
Taxes	26,303.58	144,952.17	421,732.40	421,609.57	(123)
Pending Allocation	-	-	-	-	-
Total Other School Expenses	230,615.91	1,026,617.97	8,246,460.88	8,248,173	1,712
Adjustments and Credits					
Discretionary Service Credit	(28,916.67)	(28,916.67)	(2,084,000.00)	(2,089,200.00)	5,200
Total Adjustments and Credits	(28,916.67)	(28,916.67)	(2,084,000.00)	(2,089,200)	5,200
Total Program Expenses	4,723,001.35	17,057,961.24	66,054,430.01	66,361,863	307,433
Net Increase (Decrease)	3,457,813.98	(888,551.04)	1,144,067.28	836,634.32	
Beginning fund balance	(3,652,854.35)	693,510.67	693,510.67		
Ending fund balance	(195,040.38)	(195,040.38)	1,837,577.95		

**California Online Public Schools
Balance Sheet
October 31, 2020**

ASSETS

Cash and Short Term Investments:

Checking	\$	229,514.36
Payroll		386,446.92
CALOPS - Operation		1,803,294.61
CALOPS - Holding		5,513,366.39
Savings - CALOPS		600,564.78
State Holding Account		160,893.03
OCDE Cash Account		1,606,809.85
Petty Cash		430.37

Total Cash and Short Term Investments		10,301,320.31
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Other Current Assets:

Pupil Funding	4,441,069.12
SPED Funding State	432,955.48
Other State Receivables	278,601.20
Federal Programs	239,287.00
Prepaid Expenses	126,451.87

Total Other Current Assets		5,518,364.67
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Total Current Assets		15,819,684.98
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Fixed Assets:

Office Equipment - Shelving System	32,521.50
Accumulated Depreciation	(3,974.96)

Net Fixed Assets		28,546.54
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Other Assets:

Deposits	20,687.30
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Total Other Assets		20,687.30
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Total Assets	\$	15,868,918.82
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LIABILITIES

Current Liabilities:

Due to (from) Pearson Online and Blended Learning	\$	14,414,775.20
CalOPS Payroll Liability		(7,486.78)
Pension Payable		479,257.92
Accrued Expenses		110,998.76
Deferred Revenue		570,109.60
Accounts Payable		496,304.52

Total Current Liabilities		16,063,959.21
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Total Liabilities		16,063,959.21
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FUND BALANCE

Beginning Fund Balance	693,510.67
Change in Fund Balance	(888,551.04)

Ending Fund Balance		(195,040.39)
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Total Liabilities and Fund Balance	\$	15,868,918.82
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California Connections Academy North Bay
Revenue and Expense Statement
For the Period Ended October 31, 2020

	October-20 Actual	YTD Actual	Annual Forecast	Revised Budget 10/27/2020	Forecast vs Budget \$	Forecast vs Budget %
Forecasted Enrollment						
Forecasted ADM			180	180	-	0.00%
Forecasted Total Enrollment			254	254	-	0.00%
Forecasted Funded Enrollment			181	181	-	0.00%
Revenue						
State Funding	178,384.73	324,469.49	1,317,187.00	1,317,187.00	-	0.00%
Federal & Other Program Funding	17,942.00	17,942.00	85,047.00	85,047.00	-	0.00%
Local Aid	82,078.89	148,904.22	623,320.00	623,320.00	-	0.00%
Other Funding Sources	243.85	365.56	500.00	500.00	-	-
Total Revenue	278,649.47	491,681.27	2,026,054.00	2,026,054.00	-	-
Program Expenses						
Compensation Expense						
Administration Staff	15,116.93	58,859.50	179,584.50	179,558.20	(26.30)	-0.01%
Instructional Staff	64,131.48	161,475.25	729,793.61	806,312.93	76,519.32	9.49%
Total Compensation Expense	79,248.40	220,334.75	909,378.11	985,871.13	76,493.02	8.41%
Fee Based Expenses						
Enrollment/Unit Based Fees	22,809.22	192,192.98	595,969.56	603,067.44	7,097.88	1.19%
Revenue Based Fees	13,981.41	53,674.26	160,610.39	161,022.87	412.48	0.26%
Total Fee Based Expenses	36,790.63	245,867.24	756,579.95	764,090.31	7,510.36	0.99%
Other School Expenses						
Assessment	-	1.10	24,928.88	24,928.88	-	0.00%
Authorizer Oversight	2,222.51	8,808.26	26,588.23	26,588.23	-	0.00%
Employee Related	15.46	156.35	11,588.88	11,588.88	-	0.00%
Facilities	1,385.31	5,548.54	34,045.74	34,045.74	-	0.00%
Governance	12.60	3,182.56	5,470.10	5,470.10	-	0.00%
Internet Service Provider	-	-	6,500.00	6,500.00	-	0.00%
Instructional	-	1,513.99	5,024.58	5,024.58	-	0.00%
Professional Services	146.66	2,375.72	14,380.55	14,380.55	-	0.00%
Student Related	143.38	3,369.65	77,508.50	77,508.50	-	0.00%
Taxes	294.53	4,102.31	11,592.53	11,731.19	138.65	1.20%
Pending Allocation	-	-	-	-	-	0.00%
Total Other School Expenses	4,220.45	29,058.48	217,627.99	217,766.64	138.65	0.06%
Adjustments and Credits						
Discretionary Service Credit	-	-	-	-	-	0.00%
Total Adjustments and Credits	-	-	-	-	-	0.00%
Total Program Expenses	120,259.48	495,260.47	1,883,586.05	1,967,728.08	84,142.03	4.28%
Net Increase (Decrease)	158,389.99	(3,579.20)	142,467.95	58,325.92	84,142.03	
Beginning fund balance	(126,460.31)	35,508.88	35,508.88			
Ending fund balance	31,929.68	31,929.68	177,976.83			

California Connections Academy @ North Bay
Balance Sheet
October 31, 2020

ASSETS

Cash and Short Term Investments:

Checking	\$	103,307.42
Savings		290,574.44

Total Cash and Short Term Investments		393,881.86
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Other Current Assets:

Pupil Funding	246,007.71
SPED Funding State	9,310.85
Other State Receivables	21,036.20
Federal Programs	897.00
Due from CalOPS Schools	(1,780.76)
Prepaid Expenses	1,501.09

Total Other Current Assets		276,972.09
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Total Current Assets		670,853.95
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Total Assets	\$	670,853.95
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LIABILITIES

Current Liabilities:

Due to (from) Pearson Online and Blended Learning	\$	246,352.34
CalOPS Payroll Liability		312,946.96
CalOPS Pass-Through Expense Liability		10,911.10
Accrued Expenses		57,053.72
Accounts Payable		11,660.15

Total Current Liabilities		638,924.27
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Total Liabilities		638,924.27
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FUND BALANCE

Beginning Fund Balance	35,508.88
Change in Fund Balance	(3,579.20)

Ending Fund Balance		31,929.68
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Total Liabilities and Fund Balance	\$	670,853.95
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California Connections Academy North Bay
Schedule of Revenue
For the Period Ended October 31, 2020

	October-20 Actual	YTD Actual	Annual Forecast	Revised Budget 10/27/2020	Forecast vs Budget
Revenue					
State Funding					
LCFF / General Purpose Block Grant - State	138,565.35	263,604.57	1,103,461.00	1,103,461.00	-
LCFF / General Purpose Block Grant - State EPA	4,634.76	8,664.98	36,272.00	36,272.00	-
Learning Loss Mitigation (State)	15,025.00	15,025.00	15,025.00	15,025.00	-
Lottery	4,867.53	8,621.74	36,091.00	36,091.00	-
Special Education Pass through funds - State	14,483.62	27,078.06	113,350.00	113,350.00	-
ERMHS	-	-	5,000.00	5,000.00	-
ERMHS - One Time Funds	-	-	1,814.00	1,814.00	-
Mandated Cost Reimbursement	808.47	1,475.14	6,174.00	6,174.00	-
Total State Funding	178,384.73	324,469.49	1,317,187.00	1,317,187.00	-
Federal & Other Programs Funding					
Title I	-	-	27,231.00	27,231.00	-
Title II	-	-	4,699.00	4,699.00	-
Title IV	-	-	10,000.00	10,000.00	-
IDEA	-	-	22,670.00	22,670.00	-
Learning Loss Mitigation (Federal)	12,240.00	12,240.00	12,240.00	12,240.00	-
CARES Funding	5,702.00	5,702.00	7,807.00	7,807.00	-
E-Rate	-	-	400.00	400.00	-
Total Federal & Other Programs Funding	17,942.00	17,942.00	85,047.00	85,047.00	-
Local Funding					
LCFF / General Purpose Block Grant - Local	82,078.89	148,904.22	623,320.00	623,320.00	-
Microsoft Voucher Reimbursement Program	-	-	-	-	-
Donations/Tax Credits	-	-	-	-	-
Prior Year Revenue Adjustments	-	-	-	-	-
Total Local Funding	82,078.89	148,904.22	623,320.00	623,320.00	-
Other Funding					
Interest	243.85	365.56	500.00	500.00	-
Total Other Funding	243.85	365.56	500.00	500.00	-
Total Revenue	278,649.47	491,681.27	2,026,054.00	2,026,054.00	-

California Connections Academy North Bay
Schedule of Fees
For the Period Ended October 31, 2020

	October-20 Actual	YTD Actual	Annual Forecast	Revised Budget 10/27/2020	Forecast vs Budget
SCHEDULE OF FEES:					
Enrollment/Unit-Based Fees					
Accounting and Regulatory Reporting	212.50	3,000.01	9,000.00	9,000.00	-
Connexus Annual License (EMS)	2,550.00	36,000.00	108,000.00	108,000.00	-
Curriculum Postage	200.75	2,783.00	8,380.59	8,380.59	-
Direct Course Instruction Support	1,331.00	2,219.25	9,289.88	7,994.25	(1,295.63)
Educational Resource Center	535.50	7,560.00	22,680.00	22,680.00	-
Enrollment and Records Management	243.33	3,373.32	10,158.29	10,158.29	-
Facility Support Services	75.00	300.00	896.10	896.10	-
Hardware/Software - Employees	595.00	2,200.00	5,896.27	6,652.68	756.41
Human Resources Support	1,239.58	4,583.32	12,283.89	13,859.74	1,575.85
ISP Processing Fee	52.08	1,033.32	791.84	791.84	-
Special Populations Consultative Services	3,150.00	3,150.00	36,318.75	37,275.00	956.25
School Curriculum Supplies	250.00	1,500.01	4,321.56	4,871.82	550.26
Short-Term Sub Teaching Services	4,552.21	4,552.21	4,552.21	-	(4,552.21)
Student Technology Assistance- Laptops	1,197.92	23,766.68	71,300.00	80,000.00	8,700.00
Tangible/Intangible Instr. Materials	5,986.85	87,171.86	261,562.42	261,515.53	(46.89)
Technical Support and Repairs	637.50	9,000.00	27,000.00	27,000.00	-
Voice Over IP Services	-	-	3,537.76	3,991.61	453.84
Total Enrollment/Unit Based Fees	22,809.22	192,192.98	595,969.56	603,067.44	7,097.88
Revenue-Based Fees					
Marketing Services	1,644.87	6,314.61	18,895.34	18,943.87	48.53
School Administration	9,869.23	37,887.73	113,372.04	113,663.20	291.16
Treasury Services	2,467.31	9,471.92	28,343.01	28,415.80	72.79
Total Revenue Based Fees	13,981.41	53,674.26	160,610.39	161,022.87	412.48
Total Fee-Based Expenses	36,790.63	245,867.24	756,579.95	764,090.31	7,510.36
SCHEDULE OF COMPENSATION:					
Administrative Compensation					
Salaries	10,843.77	43,775.34	130,705.65	130,728.18	22.52
Benefits	2,656.72	10,724.96	32,022.89	32,028.41	5.52
Pension	1,214.78	2,765.65	11,013.68	10,829.90	(183.78)
Taxes	401.66	1,593.55	5,842.28	5,971.72	129.43
Total Administrative Compensation	15,116.93	58,859.50	179,584.50	179,558.20	(26.30)
Instructional Compensation					
Salaries	44,242.73	113,173.29	513,172.57	566,853.18	53,680.60
Benefits	10,839.47	27,727.45	125,727.27	138,879.02	13,151.75
Pension	8,416.89	19,152.08	81,471.35	89,832.26	8,360.90
Taxes	632.40	1,422.43	9,422.41	10,748.48	1,326.07
Total Instructional Compensation	64,131.48	161,475.25	729,793.61	806,312.93	76,519.32
Total Compensation	79,248.40	220,334.75	909,378.11	985,871.13	76,493.02
SCHEDULE OF CREDITS AND ADJUSTMENTS					
Discretionary Service Credit	-	-	-	-	-
Total Adjustments and Credits	-	-	-	-	-

California Connections Academy North Bay
Schedule Other Expenses
For the Period Ended October 31, 2020

	October-20 Actual	YTD Actual	Annual Forecast	Revised Budget 10/27/2020	Annual Budget	Forecast vs Budget
SCHEDULE OF OTHER SCHOOL EXPENSES:						
Assessment						
Student Testing & Assessment Facilities & Services	-	-	11,000.00	11,000.00	11,000.00	-
Student Testing & Assessment Travel	-	1.10	8,928.88	8,928.88	8,927.78	-
Student Testing Technology	-	-	5,000.00	5,000.00	5,000.00	-
Total Assessment	-	1.10	24,928.88	24,928.88	24,927.78	-
Authorizer Oversight						
District Oversight	1,469.08	5,877.88	17,630.53	17,630.53	17,070.87	-
SELPA Admin Fee	594.53	2,294.78	7,051.00	7,051.00	30,194.80	-
SELPA One-Time Fee	79.18	316.72	950.10	950.10	950.10	-
STRS Reporting	79.72	318.88	956.60	956.60	956.60	-
Total Authorizer Oversight	2,222.51	8,808.26	26,588.23	26,588.23	49,172.37	-
Employee Related						
Staff Recruiting/Background Checks	13.96	69.37	857.12	857.12	857.12	-
Staff Training/Prof. Dvlpmt	1.31	86.79	5,600.00	5,600.00	5,600.00	-
Team Building	-	-	1,017.96	1,017.96	1,017.96	-
Travel and Conferences - Teachers	-	-	1,565.55	1,565.55	1,565.55	-
Travel and Conferences - Administration	0.19	0.19	2,548.25	2,548.25	2,548.25	-
Total Employee Related	15.46	156.35	11,588.88	11,588.88	11,588.88	-
Facilities						
Copiers/ Reproduction	16.72	74.66	941.30	941.30	941.30	-
Equipment/Supplies	-	-	10,000.00	10,000.00	10,000.00	-
Expensed Furniture and Equipment	-	-	1,338.03	1,338.03	1,338.03	-
High-Speed Internet	117.33	227.91	2,199.36	2,199.36	1,199.36	-
Maintenance & Repairs	70.39	252.17	1,617.74	1,617.74	1,617.74	-
Office Postage	8.90	255.89	1,182.70	1,182.70	1,182.70	-
Office Rent	927.90	3,711.60	11,252.76	11,252.76	11,252.76	-
Office Supplies	36.19	88.37	1,347.90	1,347.90	1,347.90	-
Phone	63.02	197.70	1,080.04	1,080.04	1,080.04	-
Rent Operating Expense	102.51	405.47	1,292.25	1,292.25	1,292.25	-
Rent Storage Unit	-	196.22	450.00	450.00	450.00	-
Utilities	42.35	138.55	1,343.66	1,343.66	1,343.66	-
Total Facilities	1,385.31	5,548.54	34,045.74	34,045.74	33,045.74	-
Governance						
Accreditation	-	1,070.00	1,070.00	1,070.00	1,000.00	-
Banking Fees	-	-	400.00	400.00	400.00	-
Board-Related Expenses	-	-	1,043.85	1,043.85	1,043.85	-
Dues - Staff	-	209.00	475.29	475.29	475.29	-
Dues - School	12.60	1,622.60	2,200.00	2,200.00	2,200.00	-
Insurance Expenses	-	280.96	280.96	280.96	185.97	-
Total Governance	12.60	3,182.56	5,470.10	5,470.10	5,305.11	-
Internet Service Provider						
ISP Payment Reimbursement	-	-	6,500.00	6,500.00	7,202.60	-
Total Internet Service Provider	-	-	6,500.00	6,500.00	7,202.60	-
Instructional						
Other Curriculum	-	578.99	4,089.58	4,089.58	2,275.58	-
Summer School	-	935.00	935.00	935.00	1,359.13	-
Total Instructional	-	1,513.99	5,024.58	5,024.58	3,634.71	-
Professional Services						
Accounting Services/Audit	-	294.82	9,000.00	9,000.00	9,000.00	-
AERIES	-	1,547.78	1,547.78	1,547.78	1,800.00	-
Legal Services	75.29	170.73	2,310.52	2,310.52	2,310.52	-
Other School Contracted Services	68.70	349.55	1,359.15	1,359.15	1,359.15	-
Other School Expense	2.67	12.84	163.10	163.10	163.10	-
Total Professional Services	146.66	2,375.72	14,380.55	14,380.55	14,632.77	-
Student Related						
Graduation Expense	-	2,124.36	4,000.00	4,000.00	4,000.00	-
SPED Related Services	143.38	1,244.54	64,186.00	64,186.00	44,800.00	-
Student Activities	-	0.75	9,322.50	9,322.50	9,322.50	-
Total Student Related	143.38	3,369.65	77,508.50	77,508.50	58,122.50	-
Taxes						
Sales Tax And Use	294.53	4,102.31	11,592.53	11,731.19	12,178.27	138.65
Total Taxes	294.53	4,102.31	11,592.53	11,731.19	12,178.27	138.65
Pending Allocation						
Expenses Pending Allocation	-	-	-	-	-	-
Total Pending Allocation	-	-	-	-	-	-
Total Other Expenses	4,220.45	29,058.48	217,627.99	217,766.64	219,810.73	138.65

California Connections Academy @ Central
Revenue and Expense Statement
For the Period Ended October 31, 2020

	October-20 Actual	YTD Actual	Annual Forecast	Revised Budget 10/27/2020	Forecast vs Budget \$	Forecast vs Budget %
<u>Forecasted Enrollment</u>						
Forecasted ADM			601	601	-	-
Forecasted Total Enrollment			863	863	-	(0)
Forecasted Funded Enrollment			506	506	-	-
<u>Revenue</u>						
State Funding	676,059.15	1,264,378.26	5,365,185.00	5,365,185.00	-	0.00%
Federal & Other Program Funding	-	-	289,925.00	289,925.00	-	0.00%
Local Aid	33,383.07	61,699.74	258,278.00	258,278.00	-	0.00%
Other Funding Sources	4.68	719.62	1,200.00	1,200.00	-	0.00%
Total Revenue	709,446.90	1,326,797.62	5,914,588.00	5,914,588.00	-	0.00%
<u>Program Expenses</u>						
<u>Compensation Expense</u>						
Administration Staff	32,997.16	128,478.27	391,996.28	391,938.87	(57.41)	-0.01%
Instructional Staff	181,241.13	441,356.87	2,363,965.80	2,263,724.24	(100,241.56)	-4.43%
Total Compensation Expense	214,238.29	569,835.14	2,755,962.07	2,655,663.11	(100,298.96)	-3.64%
<u>Fee Based Expenses</u>						
Enrollment/Unit Based Fees	152,618.27	656,338.02	2,101,537.69	2,088,875.59	(12,662.10)	-0.60%
Revenue Based Fees	40,237.19	155,686.83	470,369.69	467,060.54	(3,309.14)	-0.70%
Total Fee Based Expenses	192,855.46	812,024.85	2,571,907.38	2,555,936.13	(15,971.25)	-0.62%
<u>Other School Expenses</u>						
Assessment	(1,880.00)	(3,474.89)	47,285.47	47,285.47	-	0.00%
Authorizer Oversight	6,410.34	25,211.46	76,608.40	76,608.05	(0.35)	0.00%
Employee Related	43.72	441.85	27,513.20	27,513.20	-	0.00%
Facilities	3,915.01	15,680.73	77,552.15	77,552.19	0.04	0.00%
Governance	35.61	4,518.26	12,026.22	12,026.22	-	0.00%
Internet Service Provider	-	-	59,486.00	59,486.00	-	0.00%
Instructional	-	8,511.27	17,872.00	17,872.00	-	0.00%
Professional Services	414.47	6,198.62	33,347.78	33,347.78	-	0.00%
Student Related	47,676.27	112,530.51	566,516.00	566,516.00	-	0.00%
Taxes	2,409.90	14,372.10	45,092.61	44,948.15	(144.46)	-0.32%
Pending Allocation	-	-	-	-	-	0.00%
Total Other School Expenses	59,025.32	183,989.91	963,299.83	963,155.06	(144.77)	-0.02%
<u>Adjustments and Credits</u>						
Discretionary Service Credit	-	-	(377,000.00)	(260,200.00)	(116,800.00)	-30.98%
Total Adjustments and Credits	-	-	(377,000.00)	(260,200.00)	(116,800.00)	-30.98%
Total Program Expenses	466,119.06	1,565,849.90	5,914,169.28	5,914,554.30	385.02	0.01%
Net Increase (Decrease)	243,327.84	(239,052.28)	418.72	33.70	385.02	
Beginning fund balance	(472,048.33)	10,331.78	10,331.78			
Ending fund balance	(228,720.50)	(228,720.50)	10,750.50			

California Connections Academy @ Central
Balance Sheet
October 31, 2020

ASSETS

Cash and Short Term Investments:

Checking	\$	151,904.01
Savings		309,990.34

Total Cash and Short Term Investments	461,894.35
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Other Current Assets:

Pupil Funding	1,323,934.10
SPED Funding State	24,297.53
Other State Receivables	71,921.14
Federal Programs	38,616.00
Due from CalOPS Schools	(5,969.12)
Prepaid Expenses	8,290.18

Total Other Current Assets	1,461,089.83
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Total Current Assets	1,922,984.18
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Other Assets:

Utilities Deposit	100.00
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Total Other Assets	100.00
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Total Assets	\$	1,923,084.18
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LIABILITIES

Current Liabilities:

Due to (from) Pearson Online and Blended Learning	\$	1,121,826.28
CalOPS Payroll Liability		848,577.36
CalOPS Pass-Through Expense Liability		30,778.44
Accrued Expenses		42,045.15
Accounts Payable		108,577.45

Total Current Liabilities	2,151,804.68
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Total Liabilities	2,151,804.68
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FUND BALANCE

Beginning Fund Balance	10,331.78
Change in Fund Balance	(239,052.28)

Ending Fund Balance	(228,720.50)
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Total Liabilities and Fund Balance	\$	1,923,084.18
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California Connections Academy @ Central
Schedule of Revenue
For the Period Ended October 31, 2020

	October-20 Actual	YTD Actual	Annual Forecast	Revised Budget 10/27/2020	Forecast vs Budget
Revenue					
State Funding					
LCFF / General Purpose Block Grant - State	586,094.41	1,050,332.57	4,396,741.00	4,396,741.00	-
LCFF / General Purpose Block Grant - State EPA	33,876.36	109,455.31	458,185.00	458,185.00	-
Learning Loss Mitigation (State)	-	-	43,576.00	43,576.00	-
Star Testing Reimbursement	-	1,253.00	1,253.00	1,253.00	-
Lottery	13,585.05	24,062.80	100,728.00	100,728.00	-
Special Education Pass through funds - State	40,423.24	75,573.93	316,356.00	316,356.00	-
ERMHS	-	-	28,000.00	28,000.00	-
ERMHS - One Time Funds	-	-	5,062.00	5,062.00	-
Mandated Cost Reimbursement	2,080.09	3,635.65	15,219.00	15,219.00	-
Prior Year Revenue	-	65.00	65.00	65.00	-
Total State Funding	676,059.15	1,264,378.26	5,365,185.00	5,365,185.00	-
Federal & Other Programs Funding					
Title I	-	-	118,909.00	118,909.00	-
Title II	-	-	18,313.00	18,313.00	-
Title IV	-	-	10,000.00	10,000.00	-
IDEA	-	-	63,271.00	63,271.00	-
Learning Loss Mitigation (Federal)	-	-	35,499.00	35,499.00	-
E-Rate	-	-	1,000.00	1,000.00	-
CARES	-	-	42,933.00	42,933.00	-
Total Federal & Other Programs Funding	-	-	289,925.00	289,925.00	-
Local Funding					
LCFF / General Purpose Block Grant - Local	33,383.07	61,699.74	258,278.00	258,278.00	-
Total Local Funding	33,383.07	61,699.74	258,278.00	258,278.00	-
Other Funding					
Interest	4.68	719.62	1,200.00	1,200.00	-
Total Other Funding	4.68	719.62	1,200.00	1,200.00	-
Total Revenue	709,446.90	1,326,797.62	5,914,588.00	5,914,588.00	-

California Connections Academy @ Central
Schedule of Fees
For the Period Ended October 31, 2020

	October-20 Actual	YTD Actual	Annual Forecast	Revised Budget 10/27/2020	Forecast vs Budget
SCHEDULE OF FEES:					
Enrollment/Unit-Based Fees					
Accounting and Regulatory Reporting	2,129.17	10,016.67	30,050.00	30,050.00	-
Community Outreach	2,083.33	8,333.33	25,000.00	25,000.00	-
Connexus Annual License (EMS)	25,550.00	120,200.00	360,600.00	360,600.00	-
Curriculum Postage	1,952.50	9,493.00	28,486.91	28,486.91	-
Direct Course Instruction Support	1,633.50	2,708.75	11,338.95	9,677.00	(1,661.95)
Educational Resource Center	5,365.50	25,242.00	75,726.00	75,726.00	-
Enrollment and Records Management	2,366.67	11,506.67	34,529.58	34,529.58	-
Facility Support Services	200.00	800.00	2,532.47	2,532.47	-
Hardware/Software - Employees	1,550.00	6,200.00	19,946.95	18,801.04	(1,145.90)
Human Resources Support	3,229.17	12,916.67	41,556.14	39,168.83	(2,387.31)
ISP Processing Fee	485.42	3,866.67	12,086.96	12,086.96	-
Special Populations Consultative Services	15,300.00	15,300.00	182,384.14	184,800.00	2,415.86
School Curriculum Supplies	1,000.00	4,500.00	14,619.75	13,768.18	(851.57)
Short-Term Sub Teaching Services	12,864.94	12,864.94	12,864.94	-	(12,864.93)
Student Technology Assistance- Laptops	11,164.58	88,933.33	266,800.00	272,000.00	5,200.00
Tangible/Intangible Instr. Materials	59,355.99	293,405.99	880,896.73	880,218.00	(678.73)
Technical Support and Repairs	6,387.50	30,050.00	90,150.00	90,150.00	-
Voice Over IP Services	-	-	11,968.17	11,280.62	(687.54)
Total Enrollment/Unit Based Fees	152,618.27	656,338.02	2,101,537.69	2,088,875.59	(12,662.10)
Revenue-Based Fees					
Marketing Services	4,733.79	18,316.10	55,337.61	54,948.30	(389.30)
School Administration	28,402.72	109,896.58	332,025.66	329,689.79	(2,335.87)
Treasury Services	7,100.68	27,474.15	83,006.42	82,422.45	(583.96)
Total Revenue Based Fees	40,237.19	155,686.83	470,369.69	467,060.54	(3,309.14)
Total Fee-Based Expenses	192,855.46	812,024.85	2,571,907.38	2,555,936.13	(15,971.24)
SCHEDULE OF COMPENSATION:					
Administrative Compensation					
Salaries	23,669.72	95,552.63	285,303.74	285,352.90	49.15
Benefits	5,799.08	23,410.40	69,899.42	69,911.47	12.04
Pension	2,651.62	6,036.85	24,040.61	23,639.46	(401.14)
Taxes	876.74	3,478.39	12,752.51	13,035.04	282.53
Total Administrative Compensation	32,997.16	128,478.27	391,996.28	391,938.87	(57.42)
Instructional Compensation					
Salaries	125,033.79	307,990.72	1,661,179.78	1,590,129.52	(71,050.25)
Benefits	30,633.28	75,457.74	406,989.06	389,581.75	(17,407.31)
Pension	23,786.85	54,125.46	264,950.21	253,873.76	(11,076.45)
Taxes	1,787.20	3,782.96	30,846.74	30,139.21	(707.53)
Total Instructional Compensation	181,241.13	441,356.87	2,363,965.80	2,263,724.24	(100,241.54)
Total Compensation	214,238.29	569,835.14	2,755,962.07	2,655,663.11	(100,298.96)
SCHEDULE OF CREDITS AND ADJUSTMENTS					
Discretionary Service Credit	-	-	(377,000.00)	-	(377,000.00)
Total Adjustments and Credits	-	-	(377,000.00)	-	(377,000.00)

California Connections Academy @ Central
Schedule Other Expenses
For the Period Ended October 31, 2020

	October-20 Actual	YTD Actual	Annual Forecast	Revised Budget 10/27/2020	Forecast vs Budget
Travel and Conferences - Administration					
SCHEDULE OF OTHER SCHOOL EXPENSES:					
Assessment					
Student Testing & Assessment Facilities & Services	(1,880.00)	(3,478.00)	19,000.00	19,000.00	-
Student Testing & Assessment Travel	-	3.11	23,285.47	23,285.47	-
Student Testing Technology	-	-	5,000.00	5,000.00	-
Total Assessment	(1,880.00)	(3,474.89)	47,285.47	47,285.47	-
Authorizer Oversight					
District Oversight	4,257.94	17,068.54	51,132.04	51,132.04	-
SELPA One-Time Fee	207.14	828.56	2,600.00	2,600.00	-
SELPA Admin Fee	1,737.34	6,482.68	20,381.35	20,381.00	(0.35)
STRS Reporting	207.92	831.68	2,495.01	2,495.01	-
Total Authorizer Oversight	6,410.34	25,211.46	76,608.40	76,608.05	(0.35)
Employee Related					
Staff Recruiting/Background Checks	39.46	196.05	2,235.53	2,235.53	-
Staff Training/Prof. Dvlpmnt	3.72	245.26	11,893.00	11,893.00	-
Team Building	-	-	2,655.04	2,655.04	-
Travel and Conferences - Teachers	-	-	4,083.27	4,083.27	-
Travel and Conferences - Administration	0.54	0.54	6,646.36	6,646.36	-
Total Employee Related	43.72	441.85	27,513.20	27,513.20	-
Facilities					
Copiers/ Reproduction	47.26	211.00	2,455.10	2,455.10	-
Equipment/Supplies	-	-	10,000.00	10,000.00	-
Expensed Furniture and Equipment	-	-	3,489.84	3,489.84	-
High-Speed Internet	331.58	644.12	5,128.00	5,128.00	-
Maintenance & Repairs	198.94	712.66	7,219.00	7,219.00	-
Office Postage	25.15	723.17	3,084.72	3,084.72	-
Office Rent	2,622.33	10,489.32	31,467.96	31,468.00	0.04
Office Supplies	102.26	249.73	3,515.59	3,515.59	-
Rent Operating Expense	289.71	1,145.93	3,370.44	3,370.44	-
Rent Storage Unit	-	554.54	1,500.00	1,500.00	-
Telephone	178.11	558.73	2,816.96	2,816.96	-
Utilities	119.67	391.53	3,504.54	3,504.54	-
Total Facilities	3,915.01	15,680.73	77,552.15	77,552.19	0.04
Governance					
Accreditation	-	1,070.00	1,070.00	1,070.00	-
Banking Fees	-	-	600.00	600.00	-
Board-Related Expenses	-	-	2,722.57	2,722.57	-
Dues - Staff	35.61	626.25	1,239.64	1,239.64	-
Dues - School	-	2,028.00	5,600.00	5,600.00	-
Insurance Expenses	-	794.01	794.01	794.01	-
Total Governance	35.61	4,518.26	12,026.22	12,026.22	-
Internet Service Provider					
ISP Payment Reimbursement	-	-	59,486.00	59,486.00	-
Total Internet Service Provider	-	-	59,486.00	59,486.00	-
Instructional					
Other Curriculum	-	1,636.27	10,997.00	10,997.00	-
Summer School	-	6,875.00	6,875.00	6,875.00	-
Total Instructional	-	8,511.27	17,872.00	17,872.00	-
Professional Services					
Accounting Services/Audit	-	833.18	9,000.00	9,000.00	-
AERIES	-	4,351.16	4,351.16	4,351.16	-
Legal Services	212.77	482.48	16,026.29	16,026.29	-
Other School Contracted Services	194.16	495.51	3,544.95	3,544.95	-
Other School Expense	7.54	36.29	425.38	425.38	-
Total Professional Services	414.47	6,198.62	33,347.78	33,347.78	-
Student Related					
Graduation Expense	-	83.57	5,800.00	5,800.00	-
SPED Related Services	47,676.27	112,719.83	548,266.00	548,266.00	-
Student Activities	-	(272.89)	12,450.00	12,450.00	-
Total Student Related	47,676.27	112,530.51	566,516.00	566,516.00	-
Taxes					
Sales Tax And Use	2,409.90	14,372.10	45,092.61	44,948.15	(144.46)
Total Taxes	2,409.90	14,372.10	45,092.61	44,948.15	(144.46)
Pending Allocation					
Expenses Pending Allocation	-	-	-	-	-
Total Pending Allocation	-	-	-	-	-
Total Other Expenses	59,025.32	183,989.91	963,299.83	963,155.06	(144.77)

California Connections Academy Central Coast
Revenue and Expense Statement
For the Period Ended October 31, 2020

	October-20 Actual	YTD Actual	Annual Forecast	Revised Budget 10/27/2020	Forecast vs Budget \$	Forecast vs Budget %
<u>Forecasted Enrollment</u>						
Forecasted ADM			71	71	-	-
Forecasted Total Enrollment			101	101	-	(0)
Forecasted Funded Enrollment			39	39	-	-
<u>Revenue</u>						
State Funding	10,386.06	23,159.32	101,439.00	101,439.00	-	-
Federal & Other Program Funding	-	-	7,498.00	7,498.00	-	-
Local Aid	40,458.67	71,776.56	300,460.00	300,460.00	-	-
Other Funding Sources	-	1,791.04	1,791.04	1,791.04	-	-
Total Revenue	50,844.73	96,726.92	411,188.04	411,188.04	-	-
<u>Program Expenses</u>						
Compensation Expense						
Administration Staff	9,468.40	36,866.30	112,481.69	112,465.22	(16.47)	-0.01%
Instructional Staff	25,094.93	71,248.91	325,178.39	323,576.70	(1,601.69)	-0.49%
Total Compensation Expense	34,563.32	108,115.22	437,660.08	436,041.92	(1,618.16)	-0.37%
Fee Based Expenses						
Enrollment/Unit Based Fees	6,672.32	74,789.32	228,350.17	237,177.61	8,827.44	3.87%
Revenue Based Fees	2,723.72	10,772.37	32,315.05	32,317.11	2.06	0.01%
Total Fee Based Expenses	9,396.04	85,561.69	260,665.21	269,494.71	8,829.50	3.39%
Other School Expenses						
Assessment	-	0.43	10,656.95	10,656.95	-	0.00%
Authorizer Oversight	450.99	1,794.46	5,402.31	5,402.31	-	0.00%
Employee Related	6.05	61.18	3,563.35	3,563.35	-	0.00%
Facilities	542.06	2,171.15	8,572.16	8,571.96	(0.20)	0.00%
Governance	118.49	1,886.36	3,363.45	3,363.45	-	0.00%
Internet Service Provider	-	-	2,999.85	2,999.85	-	0.00%
Instructional	-	226.56	984.02	984.02	-	0.00%
Professional Services	57.39	518.56	3,555.79	3,555.79	-	0.00%
Student Related	56.10	115.46	25,466.09	25,466.09	-	0.00%
Taxes	67.33	1,681.24	4,823.20	4,837.60	14.40	0.30%
Pending Allocation	-	-	-	-	-	0.00%
Total Other School Expenses	1,298.41	8,455.40	69,387.18	69,401.38	14.20	0.02%
Adjustments and Credits						
Discretionary Service Credit	-	-	(357,000.00)	(364,000.00)	7,000.00	0.00%
Total Adjustments and Credits	-	-	(357,000.00)	(364,000.00)	7,000.00	0.00%
Total Program Expenses	45,257.77	202,132.31	410,712.48	410,938.02	14,225.54	0.05%
Net Increase (Decrease)	5,586.96	(105,405.39)	475.56	250.02	225.54	
Beginning fund balance	(100,784.11)	10,208.23	10,208.23			
Ending fund balance	(95,197.16)	(95,197.16)	10,683.79			

California Connections Academy Central Coast
Balance Sheet
October 31, 2020

ASSETS

Cash and Short Term Investments:

Operating Account	\$	20,034.89
Holding Account		304,531.30
State Holding Account		160,893.03

Total Cash and Short Term Investments		485,459.22
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Other Current Assets:

Pupil Funding	78,917.21
SPED Funding State	2,786.42
Other State Receivables	9,383.41
Due from CalOPS Schools	(1,909.81)

Total Other Current Assets		89,177.23
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Total Current Assets		574,636.45
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Total Assets	\$	574,636.45
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LIABILITIES

Current Liabilities:

Due to (from) Pearson Online and Blended Learning	\$	238,627.74
CalOPS Payroll Liability		135,201.89
CalOPS Pass Through Expense Liability		4,290.52
Deferred Revenue		286,865.43
Accounts Payable		4,848.03

Total Current Liabilities		669,833.61
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Total Liabilities		669,833.61
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FUND BALANCE

Beginning Fund Balance	10,208.23
Change in Fund Balance	(105,405.39)

Ending Fund Balance		(95,197.16)
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Total Liabilities and Fund Balance	\$	574,636.45
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California Connections Academy Central Coast
Schedule of Revenue
For the Period Ended October 31, 2020

	October-20 Actual	YTD Actual	Annual Forecast	Revised Budget 10/27/2020	Forecast vs Budget
Revenue					
State Funding					
LCFF / General Purpose Block Grant - State	5,077.24	13,355.80	55,908.00	55,908.00	-
LCFF / General Purpose Block Grant - State EPA	995.64	1,861.42	7,792.00	7,792.00	-
Star Testing Reimbursement	-	-	-	-	-
Lottery	1,045.64	1,852.11	7,753.00	7,753.00	-
Learning Loss Mitigation (State)	-	-	3,103.00	3,103.00	-
Special Education Pass through funds - State	3,111.38	5,816.94	24,350.00	24,350.00	-
ERMHS	-	-	1,000.00	1,000.00	-
ERMHS - One Time Funds	-	-	390.00	390.00	-
Mandated Cost Reimbursement	156.16	273.05	1,143.00	1,143.00	-
Prior Year Revenue	-	-	-	-	-
Total State Funding	10,386.06	23,159.32	101,439.00	101,439.00	-
Federal & Other Programs Funding					
Title I	-	-	-	-	-
Title II	-	-	-	-	-
Title IV	-	-	-	-	-
IDEA	-	-	4,870.00	4,870.00	-
Learning Loss Mitigation (Federal)	-	-	2,528.00	2,528.00	-
E-Rate	-	-	100.00	100.00	-
Total Federal & Other Programs Funding	-	-	7,498.00	7,498.00	-
Local Funding					
LCFF / General Purpose Block Grant - Local	40,458.67	71,776.56	300,460.00	300,460.00	-
Total Local Funding	40,458.67	71,776.56	300,460.00	300,460.00	-
Other Funding					
Interest	-	1,791.04	1,791.04	1,791.04	-
Miscellaneous	-	-	-	-	-
Total Other Funding	-	1,791.04	1,791.04	1,791.04	-
Total Revenue	50,844.73	96,726.92	411,188.04	411,188.04	-

California Connections Academy Central Coast
Schedule of Fees
For the Period Ended October 31, 2020

	October-20 Actual	YTD Actual	Annual Forecast	Revised Budget 10/27/2020	Forecast vs Budget
SCHEDULE OF FEES:					
Enrollment/Unit-Based Fees					
Accounting and Regulatory Reporting	95.83	1,183.33	3,550.00	3,550.00	-
Connexus Annual License (EMS)	1,150.00	14,200.00	42,600.00	42,600.00	-
Curriculum Postage	55.00	1,111.00	3,338.78	3,338.78	-
Direct Course Instruction Support	181.50	228.25	955.47	420.70	(534.77)
Educational Resource Center	241.50	2,982.00	8,946.00	8,946.00	-
Enrollment and Records Management	66.67	1,346.67	4,047.00	4,047.00	-
Facility Support Services	25.00	100.00	350.65	350.65	-
Hardware/Software - Employees	200.00	800.00	2,619.35	2,603.22	(16.13)
Human Resources Support	416.67	1,666.67	5,456.98	5,423.38	(33.60)
ISP Processing Fee	14.58	458.33	1,262.50	1,262.50	-
Special Populations Consultative Services	750.00	750.00	7,500.00	14,746.80	7,246.80
School Curriculum Supplies	-	500.00	1,919.81	1,906.36	(13.44)
Short-Term Sub Teaching Services	1,781.30	1,781.30	1,781.30	-	(1,781.30)
Student Technology Assistance- Laptops	335.42	10,541.67	31,625.00	35,000.00	3,375.00
Tangible/Intangible Instr. Materials	1,071.35	33,590.10	100,175.74	100,770.30	594.56
Technical Support and Repairs	287.50	3,550.00	10,650.00	10,650.00	-
Voice Over IP Services	-	-	1,571.61	1,561.93	(9.68)
Total Enrollment/Unit Based Fees	6,672.32	74,789.32	228,350.17	237,177.61	8,827.44
Revenue-Based Fees					
Marketing Services	320.44	1,267.34	3,801.77	3,802.01	0.24
School Administration	1,922.62	7,604.02	22,810.62	22,812.07	1.45
Treasury Services	480.66	1,901.01	5,702.66	5,703.02	0.36
Total Revenue Based Fees	2,723.72	10,772.37	32,315.05	32,317.11	2.06
Total Fee-Based Expenses	9,396.04	85,561.69	260,665.21	269,494.71	8,829.50
SCHEDULE OF COMPENSATION:					
Administrative Compensation					
Salaries	6,791.93	27,418.43	81,866.71	81,880.82	14.11
Benefits	1,664.02	6,717.52	20,057.35	20,060.80	3.46
Pension	760.87	1,732.25	6,898.35	6,783.24	(115.11)
Taxes	251.58	998.11	3,659.28	3,740.35	81.07
Total Administrative Compensation	9,468.40	36,866.30	112,481.69	112,465.22	(16.47)
Instructional Compensation					
Salaries	17,312.37	50,659.06	229,382.15	228,185.97	(1,196.17)
Benefits	4,241.53	12,411.47	56,198.62	55,905.56	(293.06)
Pension	3,293.56	7,494.29	35,339.07	35,151.75	(187.32)
Taxes	247.46	684.09	4,258.55	4,333.42	74.86
Total Instructional Compensation	25,094.93	71,248.91	325,178.39	323,576.70	(1,601.69)
Total Compensation	34,563.32	108,115.22	437,660.08	436,041.92	(1,618.16)

California Connections Academy Central Coast
Schedule Other Expenses
For the Period Ended October 31, 2020

	October-20 Actual	YTD Actual	Annual Forecast	Revised Budget 10/27/2020	Forecast vs Budget
SCHEDULE OF OTHER SCHOOL EXPENSES:					
Assessment					
Student Testing & Assessment Facilities & Services	-	-	3,326.42	3,326.42	-
Student Testing & Assessment Travel	-	0.43	2,330.53	2,330.53	-
Student Testing Technology	-	-	5,000.00	5,000.00	-
Total Assessment	-	0.43	10,656.95	10,656.95	-
Authorizer Oversight					
District Oversight	302.77	1,219.46	3,641.60	3,641.60	-
SELPA Admin Fee	127.41	491.76	1,511.00	1,511.00	-
STRS Reporting	20.81	83.24	249.71	249.71	-
Total Authorizer Oversight	450.99	1,794.46	5,402.31	5,402.31	-
Employee Related					
Staff Recruiting/Background Checks	5.46	27.14	223.74	223.74	-
Staff Training/Prof. Dvlpmnt	0.52	33.97	2,000.00	2,000.00	-
Team Building	-	-	265.73	265.73	-
Travel and Conferences - Teachers	-	-	408.68	408.68	-
Travel and Conferences - Administration	0.07	0.07	665.20	665.20	-
Total Employee Related	6.05	61.18	3,563.35	3,563.35	-
Facilities					
Copiers/ Reproduction	6.54	29.21	245.72	245.72	-
Expensed Furniture and Equipment	-	-	349.28	349.28	-
High-Speed Internet	45.91	89.17	813.08	813.08	-
Maintenance & Repairs	27.54	98.68	922.30	922.30	-
Office Postage	3.48	100.13	308.73	308.73	-
Office Rent	363.09	1,452.36	4,357.08	4,356.99	(0.09)
Office Supplies	14.16	34.58	351.86	351.86	-
Rent Operating Expense	40.11	158.66	478.66	478.55	(0.11)
Rent Storage Unit	-	76.79	112.76	112.76	-
Telephone	24.66	77.36	281.94	281.94	-
Utilities	16.57	54.21	350.75	350.75	-
Total Facilities	542.06	2,171.15	8,572.16	8,571.96	(0.20)
Governance					
Accreditation	-	1,070.00	1,070.00	1,070.00	-
Banking Fees	113.56	418.71	1,223.15	1,223.15	-
Board-Related Expenses	-	-	272.49	272.49	-
Dues - Staff	-	81.78	124.07	124.07	-
Dues - School	4.93	205.93	563.80	563.80	-
Insurance Expenses	-	109.94	109.94	109.94	-
Total Governance	118.49	1,886.36	3,363.45	3,363.45	-
Internet Service Provider					
ISP Payment Reimbursement	-	-	2,999.85	2,999.85	-
Total Internet Service Provider	-	-	2,999.85	2,999.85	-
Instructional					
Other Curriculum	-	226.56	984.02	984.02	-
Summer School	-	-	-	-	-
Total Instructional	-	226.56	984.02	984.02	-
Professional Services					
Accounting Services/Audit	-	115.36	2,255.20	2,255.20	-
AERIES	-	300.08	300.08	300.08	-
Legal Services	29.46	66.81	603.14	603.14	-
Other School Contracted Services	26.88	31.28	354.80	354.80	-
Other School Expense	1.05	5.03	42.57	42.57	-
Total Professional Services	57.39	518.56	3,555.79	3,555.79	-
Student Related					
Graduation Expense	-	11.57	4,000.00	4,000.00	-
SPED Related Services	56.10	103.60	12,966.09	12,966.09	-
Student Activities	-	0.29	8,500.00	8,500.00	-
Total Student Related	56.10	115.46	25,466.09	25,466.09	-
Taxes					
Sales Tax And Use	67.33	1,681.24	4,823.20	4,837.60	14.40
Total Taxes	67.33	1,681.24	4,823.20	4,837.60	14.40
Pending Allocation					
Expenses Pending Allocation	-	-	-	-	-
Total Pending Allocation	-	-	-	-	-
Total Other Expenses	1,298.41	8,455.40	69,387.18	69,401.38	14.20

**California Connections Academy Monterey Bay
Revenue and Expense Statement
For the Period Ended October 31, 2020**

	October-20 Actual	YTD Actual	Annual Forecast	Revised Budget 10/27/20	Forecast vs Budget \$	Forecast vs Budget %
<u>Forecasted Enrollment</u>						
Forecasted ADM			385	385	-	-
Forecasted Total Enrollment			546	546	-	-
Forecasted Funded Enrollment			260	260	-	-
<u>Revenue</u>						
State Funding	161,272.24	311,824.77	1,342,736.00	1,342,736.00	-	-
Federal & Other Program Funding	-	-	49,927.00	49,927.00	-	-
Local Aid	179,812.00	325,033.89	1,360,607.00	1,360,607.00	-	-
Other Funding Sources	-	-	500.00	500.00	-	-
Total Revenue	341,084.24	636,858.66	2,753,770.00	2,753,770.00	-	-
<u>Program Expenses</u>						
<u>Compensation Expense</u>						
Administration Staff	18,977.43	73,890.83	225,446.14	225,413.12	(33.02)	-0.01%
Instructional Staff	119,897.98	324,499.69	1,569,963.33	1,530,065.80	(39,897.54)	-2.61%
Total Compensation Expense	138,875.41	398,390.52	1,795,409.47	1,755,478.92	(39,930.55)	-2.22%
<u>Fee Based Expenses</u>						
Enrollment/Unit Based Fees	88,724.16	402,473.92	1,244,986.46	1,244,745.77	(240.68)	-0.02%
Revenue Based Fees	17,384.69	72,078.74	216,062.01	216,236.22	174.21	0.08%
Total Fee Based Expenses	106,108.85	474,552.66	1,461,048.47	1,460,981.99	(66.47)	0.00%
<u>Other School Expenses</u>						
Assessment	-	2.06	43,985.48	43,985.48	-	0.00%
Authorizer Oversight	3,919.39	15,579.56	46,934.72	46,934.72	-	0.00%
Employee Related	28.93	292.32	18,893.37	18,893.37	-	0.00%
Facilities	2,589.95	10,373.43	49,907.35	49,907.35	-	0.00%
Governance	151.67	3,583.87	10,925.00	10,925.00	-	0.00%
Internet Service Provider	-	-	15,983.76	15,983.76	-	0.00%
Instructional	-	2,347.46	8,761.06	8,761.06	-	0.00%
Professional Services	274.19	3,191.74	19,399.44	19,399.44	-	0.00%
Student Related	268.05	1,649.98	124,794.19	124,794.19	-	0.00%
Taxes	1,689.83	8,621.93	24,572.00	24,524.31	(47.69)	-0.19%
Pending Allocation	-	-	-	-	-	0.00%
Total Other School Expenses	8,922.01	45,642.35	364,156.37	364,108.68	(47.69)	-0.01%
<u>Adjustments and Credits</u>						
Discretionary Service Credit	(28,916.67)	(28,916.67)	(867,000.00)	(827,000.00)	(40,000.00)	0.00%
Total Adjustments and Credits	(28,916.67)	(28,916.67)	(867,000.00)	(827,000.00)	(40,000.00)	0.00%
Total Program Expenses	224,989.60	889,668.86	2,753,614.31	2,753,569.59	(80,044.72)	0.00%
Net Increase (Decrease)	116,094.64	(252,810.20)	155.69	200.41	(44.72)	
Beginning fund balance	(358,847.25)	10,057.59	10,057.59			
Ending fund balance	(242,752.61)	(242,752.61)	10,213.28			

California Connections Academy Monterey Bay
Balance Sheet
October 31, 2020

ASSETS

Cash and Short Term Investments:

Operating Account	\$	106,124.17
Holding		304,201.74

Total Cash and Short Term Investments	410,325.91
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Other Current Assets:

Pupil Funding	328,681.70
SPED Funding State	14,734.50
Other State Receivables	62,695.60
Due from CalOPS Schools	(6,312.42)

Total Other Current Assets	399,799.38
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Total Current Assets	810,125.29
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Total Assets	\$	810,125.29
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LIABILITIES

Current Liabilities:

Due to (from) Pearson Online and Blended Learning	\$	447,012.25
CalOPS Payroll Liability		545,867.42
CalOPS Pass Through Expense Liability		20,344.32
Accounts Payable		39,653.91

Total Current Liabilities	1,052,877.90
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Total Liabilities	1,052,877.90
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FUND BALANCE

Beginning Fund Balance	10,057.59
Change in Fund Balance	(252,810.20)

Ending Fund Balance	(242,752.61)
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Total Liabilities and Fund Balance	\$	810,125.29
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California Connections Academy Monterey Bay
Schedule of Revenue
For the Period Ended October 31, 2020

	October-20 Actual	YTD Actual	Annual Forecast	Revised Budget 10/27/20	Forecast vs Budget
Revenue					
State Funding					
LCFF / General Purpose Block Grant - State	125,800.88	246,329.32	1,031,146.00	1,031,146.00	-
LCFF / General Purpose Block Grant - State EPA	6,636.52	12,407.41	51,938.00	51,938.00	-
Learning Loss Mitigation (State)	-	-	20,826.00	20,826.00	-
Star Testing Reimbursement	-	-	-	-	-
Lottery	6,969.67	12,345.30	51,678.00	51,678.00	-
Special Education Pass through funds - State	20,739.07	38,773.10	162,306.00	162,306.00	-
ERMHS	-	-	14,000.00	14,000.00	-
ERMHS - One Time Funds	-	-	2,597.00	2,597.00	-
Mandated Cost Reimbursement	1,126.10	1,969.64	8,245.00	8,245.00	-
Total State Funding	161,272.24	311,824.77	1,342,736.00	1,342,736.00	-
Federal & Other Programs Funding					
Title I	-	-	-	-	-
Title II	-	-	-	-	-
Title IV	-	-	-	-	-
IDEA	-	-	32,461.00	32,461.00	-
Learning Loss Mitigation (Federal)	-	-	16,966.00	16,966.00	-
E-Rate	-	-	500.00	500.00	-
Total Federal & Other Programs Funding	-	-	49,927.00	49,927.00	-
Local Funding					
LCFF / General Purpose Block Grant - Local	179,812.00	325,033.89	1,360,607.00	1,360,607.00	-
Total Local Funding	179,812.00	325,033.89	1,360,607.00	1,360,607.00	-
Other Funding					
Interest	-	-	500.00	500.00	-
Total Other Funding	-	-	500.00	500.00	-
Total Revenue	341,084.24	636,858.66	2,753,770.00	2,753,770.00	-

California Connections Academy Monterey Bay
Schedule of Fees
For the Period Ended October 31, 2020

	October-20 Actual	YTD Actual	Annual Forecast	Revised Budget 10/27/20	Forecast vs Budget
SCHEDULE OF FEES:					
Enrollment/Unit-Based Fees					
Accounting and Regulatory Reporting	1,204.17	6,416.67	19,250.00	19,250.00	-
Connexus Annual License (EMS)	14,450.00	77,000.00	231,000.00	231,000.00	-
Curriculum Postage	1,188.00	6,006.00	18,029.39	18,029.39	-
Direct Course Instruction Support	1,452.00	2,620.75	10,970.58	10,518.75	(451.83)
Educational Resource Center	3,034.50	16,170.00	48,510.00	48,510.00	-
Enrollment and Records Management	1,440.00	7,280.01	21,853.80	21,853.80	-
Facility Support Services	150.00	600.00	1,675.32	1,675.32	-
Hardware/Software - Employees	850.00	4,000.00	12,921.61	12,437.61	(484.00)
Human Resources Support	1,770.83	8,333.33	26,920.02	25,911.69	(1,008.33)
ISP Processing Fee	427.08	2,158.32	7,028.92	7,028.92	-
School Curriculum Supplies	750.00	3,000.00	9,470.66	9,108.18	(362.48)
Short-Term Sub Teaching Services	8,510.65	8,510.65	8,510.65	-	(8,510.65)
Special Populations Consultative Services	4,650.00	4,650.00	54,150.00	53,700.00	(450.00)
Student Technology Assistance- Laptops	9,822.92	49,641.68	148,925.00	160,000.00	11,075.00
Tangible/Intangible Instr. Materials	35,411.51	186,836.51	560,267.56	560,509.56	242.00
Technical Support and Repairs	3,612.50	19,250.00	57,750.00	57,750.00	-
Voice Over IP Services	-	-	7,752.97	7,462.57	(290.40)
Total Enrollment/Unit Based Fees	88,724.16	402,473.92	1,244,986.46	1,244,745.77	(240.68)
Revenue-Based Fees					
Marketing Services	2,045.26	8,479.84	25,419.06	25,439.56	20.50
School Administration	12,271.54	50,879.11	152,514.36	152,637.33	122.97
Treasury Services	3,067.89	12,719.79	38,128.59	38,159.33	30.74
Total Revenue Based Fees	17,384.69	72,078.74	216,062.01	216,236.22	174.21
Total Fee-Based Expenses	106,108.85	474,552.66	1,461,048.47	1,460,981.99	(66.47)
SCHEDULE OF COMPENSATION:					
Administrative Compensation					
Salaries	13,613.01	54,954.53	164,084.79	164,113.06	28.28
Benefits	3,335.19	13,463.86	40,200.78	40,207.70	6.93
Pension	1,525.01	3,471.93	13,826.31	13,595.60	(230.71)
Taxes	504.23	2,000.50	7,334.26	7,496.75	162.49
Total Administrative Compensation	18,977.43	73,890.83	225,446.14	225,413.12	(33.02)
Instructional Compensation					
Salaries	82,714.66	229,459.28	1,106,053.45	1,077,643.41	(28,410.04)
Benefits	20,265.09	56,217.53	270,983.10	264,022.64	(6,960.46)
Pension	15,735.92	35,806.07	172,378.08	167,947.26	(4,430.82)
Taxes	1,182.30	3,016.82	20,548.70	20,452.49	(96.21)
Total Instructional Compensation	119,897.98	324,499.69	1,569,963.33	1,530,065.80	(39,897.54)
Total Compensation	138,875.41	398,390.52	1,795,409.47	1,755,478.92	(39,930.55)
SCHEDULE OF CREDITS AND ADJUSTMENTS					
Discretionary Service Credit	(28,916.67)	(28,916.67)	(867,000.00)	(827,000.00)	(40,000.00)
Total Adjustments and Credits	(28,916.67)	(28,916.67)	(867,000.00)	(827,000.00)	(40,000.00)

California Connections Academy Monterey Bay
Schedule Other Expenses
For the Period Ended October 31, 2020

	October-20 Actual	YTD Actual	Annual Forecast	Revised Budget 10/27/20	Forecast vs Budget
SCHEDULE OF OTHER SCHOOL EXPENSES:					
Assessment					
Student Testing & Assessment Facilities & Services	-	-	19,765.00	19,765.00	-
Student Testing & Assessment Travel	-	2.06	19,220.48	19,220.48	-
Student Testing Technology	-	-	5,000.00	5,000.00	-
Total Assessment	-	2.06	43,985.48	43,985.48	-
Authorizer Oversight					
District Administrative Fees	833.33	3,333.32	10,000.00	10,000.00	-
District Oversight	2,025.13	8,235.86	24,436.91	24,436.91	-
STRS Reporting	171.62	686.48	2,059.46	2,059.46	-
SELPA Admin Fee	889.31	3,323.90	10,438.35	10,438.35	-
Total Authorizer Oversight	3,919.39	15,579.56	46,934.72	46,934.72	-
Employee Related					
Staff Recruiting/Background Checks	26.11	129.70	1,845.27	1,845.27	-
Staff Training/Prof. Dvlpmnt	2.46	162.26	6,000.00	6,000.00	-
Team Building	-	-	2,191.55	2,191.55	-
Travel and Conferences - Teachers	0.36	0.36	3,370.45	3,370.45	-
Travel and Conferences - Administration	-	-	5,486.10	5,486.10	-
Total Employee Related	28.93	292.32	18,893.37	18,893.37	-
Facilities					
Copiers/ Reproduction	31.27	139.59	2,026.51	2,026.51	-
Expensed Furniture and Equipment	-	-	2,880.62	2,880.62	-
High-Speed Internet	219.36	426.12	4,082.08	4,082.08	-
Maintenance & Repairs	131.61	471.47	5,982.80	5,982.80	-
Office Postage	16.64	478.40	2,546.21	2,546.21	-
Office Rent	1,734.77	6,939.08	20,817.24	20,817.24	-
Office Supplies	67.65	165.21	2,901.87	2,901.87	-
Rent Operating Expense	191.66	758.09	2,782.06	2,782.06	-
Rent Storage Unit	-	366.85	670.00	670.00	-
Telephone	117.82	369.61	2,325.20	2,325.20	-
Utilities	79.17	259.01	2,892.75	2,892.75	-
Total Facilities	2,589.95	10,373.43	49,907.35	49,907.35	-
Governance					
Accreditation	-	1,070.00	2,345.00	2,345.00	-
Banking Fees	128.11	482.31	1,434.20	1,434.20	-
Board-Related Expenses	-	-	2,247.29	2,247.29	-
Dues - Staff	-	390.73	1,023.24	1,023.24	-
Dues - School	23.56	1,115.56	3,350.00	3,350.00	-
Insurance Expenses	-	525.27	525.27	525.27	-
Total Governance	151.67	3,583.87	10,925.00	10,925.00	-
Internet Service Provider					
ISP Payment Reimbursement	-	-	15,983.76	15,983.76	-
Total Internet Service Provider	-	-	15,983.76	15,983.76	-
Instructional					
Other Curriculum	-	1,082.46	7,496.06	7,496.06	-
Summer School	-	1,265.00	1,265.00	1,265.00	-
Total Instructional	-	2,347.46	8,761.06	8,761.06	-
Professional Services					
Accounting Services/Audit	-	551.18	9,000.00	9,000.00	-
AERIS	-	2,147.94	2,147.94	2,147.94	-
Legal Services	140.76	319.18	4,974.27	4,974.27	-
Other School Contracted Services	128.44	149.43	2,926.10	2,926.10	-
Other School Expense	4.99	24.01	351.13	351.13	-
Total Professional Services	274.19	3,191.74	19,399.44	19,399.44	-
Student Related					
Graduation Expense	-	55.29	8,710.00	8,710.00	-
SPED Related Services	268.05	1,593.30	110,459.19	110,459.19	-
Student Activities	-	1.39	5,625.00	5,625.00	-
Total Student Related	268.05	1,649.98	124,794.19	124,794.19	-
Taxes					
Sales Tax And Use	1,689.83	8,621.93	24,572.00	24,524.31	(47.69)
Total Taxes	1,689.83	8,621.93	24,572.00	24,524.31	(47.69)
Pending Allocation					
Expenses Pending Allocation	-	-	-	-	-
Total Pending Allocation	-	-	-	-	-
Total Other Expenses	8,922.01	45,642.35	364,156.37	364,108.68	(47.69)

California Connections Academy @ Ripon
Revenue and Expense Statement
For the Period Ended October 31, 2020

	October-20 Actual	YTD Actual	Annual Forecast	Revised Budget 10/27/2020	Forecast vs Budget \$	Forecast vs Budget %
Forecasted Enrollment						
Forecasted ADM			1,369	1,369	-	-
Forecasted Total Enrollment			1,969	1,969	-	-
Forecasted Funded Enrollment			1,204	1,204	-	-
Revenue						
State Funding	1,407,597.18	2,736,293.06	11,205,505.00	11,205,505.00	-	-
Federal & Other Program Funding	-	120,522.00	550,482.00	550,482.00	-	-
Local Aid	221,866.23	405,913.79	1,699,174.00	1,699,174.00	-	-
Other Funding Sources	-	1,612.00	8,000.00	8,000.00	-	-
Total Revenue	1,629,463.41	3,264,340.85	13,463,161.00	13,463,161.00	-	-
Program Expenses						
Compensation Expense						
Administration Staff	78,794.94	306,797.25	936,060.08	935,923.00	(137.08)	-0.01%
Instructional Staff	446,132.01	1,137,936.19	5,466,829.24	5,623,763.56	156,934.32	2.79%
Total Compensation Expense	524,926.95	1,444,733.44	6,402,889.32	6,559,686.56	156,797.24	2.45%
Fee Based Expenses						
Enrollment/Unit Based Fees	315,716.51	1,506,094.51	4,685,605.50	4,685,847.98	242.48	0.01%
Revenue Based Fees	89,921.43	354,841.48	1,066,906.23	1,064,524.47	(2,381.76)	-0.22%
Total Fee Based Expenses	405,637.94	1,860,935.99	5,752,511.73	5,750,372.45	(2,139.28)	-0.04%
Other School Expenses						
Assessment	461.53	469.18	171,136.09	171,136.09	-	0.00%
Authorizer Oversight	15,845.03	62,678.32	189,438.59	189,438.58	(0.01)	0.00%
Employee Related	107.62	1,087.65	77,014.86	77,014.86	-	0.00%
Facilities	9,636.98	38,598.77	192,858.54	192,858.54	-	0.00%
Governance	333.06	10,230.68	29,015.84	29,015.84	-	0.00%
Internet Service Provider	-	-	80,164.00	80,164.00	-	0.00%
Instructional	-	6,942.74	32,071.00	32,071.00	-	0.00%
Professional Services	1,020.22	14,261.50	48,430.00	48,430.00	-	0.00%
Student Related	1,542.40	34,078.50	877,134.00	877,134.00	-	0.00%
Taxes	5,887.06	32,877.94	93,432.17	93,651.32	219.15	0.23%
Pending Allocation	-	-	-	-	-	0.00%
Total Other School Expenses	34,833.90	201,225.28	1,790,695.09	1,790,914.23	219.14	0.01%
Adjustments and Credits						
Discretionary Service Credit	-	-	(483,000.00)	(638,000.00)	155,000.00	0.00%
Total Adjustments and Credits	-	-	(483,000.00)	(638,000.00)	155,000.00	0.00%
Total Program Expenses	965,398.80	3,506,894.71	13,463,096.15	13,462,973.24	(122.90)	0.00%
Net Increase (Decrease)	664,064.61	(242,553.86)	64.85	187.76	122.90	
Beginning fund balance	(896,300.18)	10,318.29	10,318.29			
Ending fund balance	(232,235.57)	(232,235.57)	10,383.14			

California Connections Academy @ Ripon
Balance Sheet
October 31, 2020

ASSETS

Cash and Short Term Investments:

Checking	\$	(2,727.37)
Operating		145,785.61
Holding		966,012.17
Petty Cash		250.85

Total Cash and Short Term Investments	1,109,321.26
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Other Current Assets:

Pupil Funding	3,780,523.57
SPED Funding State	64,916.45
Other State Receivables	3,851.09
Federal Programs	194,621.00
Due from CalOPS Schools	(9,261.59)
Prepaid Expenses	19,916.45

Total Other Current Assets	4,054,566.97
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Total Current Assets	5,163,888.23
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Other Assets:

Ripon Unified School District - Science Lab Deposit	300.00
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Total Other Assets	300.00
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Total Assets	\$	5,164,188.23
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LIABILITIES

Current Liabilities:

Due to (from) Pearson Online and Blended Learning	\$	2,895,645.42
CalOPS Payroll Liability		2,072,384.52
CalOPS Pass Through Expense Liability		76,359.47
Accrued Expenses		6,788.44
Deferred Revenue		73,925.75
Accounts Payable		271,320.20

Total Current Liabilities	5,396,423.80
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Total Liabilities	5,396,423.80
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FUND BALANCE

Beginning Fund Balance	10,318.29
Change in Fund Balance	(242,553.86)

Ending Fund Balance	(232,235.57)
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Total Liabilities and Fund Balance	\$	5,164,188.23
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California Connections Academy @ Ripon
Schedule of Revenue
For the Period Ended October 31, 2020

	October-20 Actual	YTD Actual	Annual Forecast	Revised Budget 10/27/2020	Forecast vs Budget
Revenue					
State Funding					
LCFF / General Purpose Block Grant - State	1,193,541.22	2,131,253.19	8,921,525.00	8,921,525.00	-
LCFF / General Purpose Block Grant - State EPA	80,083.34	258,750.59	1,083,142.00	1,083,142.00	-
Learning Loss Mitigation (State)	-	99,744.00	99,744.00	99,744.00	-
Lottery	32,325.68	57,257.37	239,682.00	239,682.00	-
ERMHS	-	-	57,000.00	57,000.00	-
ERMHS - One Time Funds	-	-	12,044.00	12,044.00	-
Special Education Pass through funds - State	96,187.18	179,828.15	752,769.00	752,769.00	-
Mandated Cost Reimbursement	5,459.76	9,459.76	39,599.00	39,599.00	-
Total State Funding	1,407,597.18	2,736,293.06	11,205,505.00	11,205,505.00	-
Federal & Other Programs Funding					
Title I	-	-	187,540.00	187,540.00	-
Title II	-	-	32,208.00	32,208.00	-
Title IV	-	-	14,058.00	14,058.00	-
IDEA	-	-	150,554.00	150,554.00	-
Learning Loss Mitigation (Federal)	-	81,255.00	81,255.00	81,255.00	-
E-Rate	-	-	2,800.00	2,800.00	-
CARES Funding	-	39,267.00	82,067.00	82,067.00	-
Total Federal & Other Programs Funding	-	120,522.00	550,482.00	550,482.00	-
Local Funding					
LCFF / General Purpose Block Grant - Local	221,866.23	405,913.79	1,699,174.00	1,699,174.00	-
Total Local Funding	221,866.23	405,913.79	1,699,174.00	1,699,174.00	-
Other Funding					
Interest	-	1,612.00	8,000.00	8,000.00	-
Total Other Funding	-	1,612.00	8,000.00	8,000.00	-
Total Revenue	1,629,463.41	3,264,340.85	13,463,161.00	13,463,161.00	-

California Connections Academy @ Ripon
Schedule of Fees
For the Period Ended October 31, 2020

	October-20 Actual	YTD Actual	Annual Forecast	Revised Budget 10/27/2020	Forecast vs Budget
SCHEDULE OF FEES:					
Enrollment/Unit-Based Fees					
Accounting and Regulatory Reporting	3,416.67	22,816.68	68,450.00	68,450.00	-
Community Outreach	4,166.67	16,666.68	50,000.00	50,000.00	-
Connexus Annual License (EMS)	41,000.00	273,800.00	821,400.00	821,400.00	-
Curriculum Postage	3,877.50	21,648.00	64,975.79	64,975.79	-
Direct Course Instruction Support	5,868.50	10,029.25	41,348.57	41,348.57	-
Educational Resource Center	8,610.00	57,498.00	172,494.00	172,494.00	-
Enrollment and Records Management	4,700.00	26,240.00	78,758.53	78,758.53	-
Facility Support Services	525.00	2,100.00	6,233.77	6,233.77	-
Hardware/Software - Employees	3,850.00	15,400.00	44,912.00	46,279.48	1,367.48
Human Resources Support	8,020.83	32,083.32	93,566.66	96,415.58	2,848.91
ISP Processing Fee	1,466.67	8,666.67	31,866.51	31,866.51	-
Special Populations Consultative Services	29,400.00	29,400.00	280,434.00	278,232.00	(2,201.99)
School Curriculum Supplies	2,666.67	11,166.66	32,917.43	33,890.91	973.48
Short-Term Sub Teaching Services	31,667.53	31,667.53	31,667.53	-	(31,667.53)
Student Technology Assistance- Laptops	33,733.33	199,333.33	598,000.00	625,000.00	27,000.00
Tangible/Intangible Instr. Materials	122,497.14	679,128.39	2,036,283.52	2,037,385.16	1,101.64
Technical Support and Repairs	10,250.00	68,450.00	205,350.00	205,350.00	-
Voice Over IP Services	-	-	26,947.20	27,767.69	820.49
Total Enrollment/Unit Based Fees	315,716.51	1,506,094.51	4,685,605.50	4,685,847.98	242.48
Revenue-Based Fees					
Marketing Services	10,578.99	41,746.06	125,518.38	125,238.17	(280.21)
School Administration	63,473.95	250,476.34	753,110.28	751,429.04	(1,681.23)
Treasury Services	15,868.49	62,619.08	188,277.57	187,857.26	(420.30)
Total Revenue Based Fees	89,921.43	354,841.48	1,066,906.23	1,064,524.47	(2,381.75)
Total Fee-Based Expenses	405,637.94	1,860,935.99	5,752,511.73	5,750,372.45	(2,139.28)
SCHEDULE OF COMPENSATION:					
Administrative Compensation					
Salaries	56,521.67	228,173.10	681,285.66	681,403.06	117.40
Benefits	13,847.81	55,902.41	166,915.00	166,943.77	28.76
Pension	6,331.88	14,415.59	57,407.31	56,449.40	(957.91)
Taxes	2,093.59	8,306.15	30,452.11	31,126.77	674.66
Total Administrative Compensation	78,794.94	306,797.25	936,060.08	935,923.00	(137.09)
Instructional Compensation					
Salaries	307,775.49	798,857.73	3,845,660.78	3,954,891.72	109,230.94
Benefits	75,405.00	195,720.14	942,186.90	968,948.46	26,761.56
Pension	58,552.25	133,231.89	607,919.08	624,920.04	17,000.96
Taxes	4,399.27	10,126.42	71,062.49	75,003.34	3,940.85
Total Instructional Compensation	446,132.01	1,137,936.19	5,466,829.24	5,623,763.56	156,934.31
Total Compensation	524,926.95	1,444,733.44	6,402,889.32	6,559,686.56	156,797.24
SCHEDULE OF CREDITS AND ADJUSTMENTS					
Discretionary Service Credit	-	-	(483,000.00)	(274,000.00)	209,000.00
Total Adjustments and Credits	-	-	(483,000.00)	(274,000.00)	209,000.00

California Connections Academy @ Ripon
Schedule Other Expenses
For the Period Ended October 31, 2020

	October-20 Actual	YTD Actual	Annual Forecast	Revised Budget 10/27/2020	Forecast vs Budget
SCHEDULE OF OTHER SCHOOL EXPENSES:					
Assessment					
Student Testing & Assessment Facilities & Services	461.53	461.53	99,000.00	99,000.00	-
Student Testing & Assessment Travel	-	7.65	67,136.09	67,136.09	-
Student Testing Technology	-	-	5,000.00	5,000.00	-
Total Assessment	461.53	469.18	171,136.09	171,136.09	-
Authorizer Oversight					
District Administrative Fees	833.33	3,333.32	10,000.00	10,000.00	-
District Oversight	9,732.52	39,178.28	117,038.41	117,038.41	-
SELPA One-Time Fee	599.21	2,396.84	7,190.46	7,190.46	-
SELPA Admin Fee	4,080.51	15,372.04	48,016.15	48,016.14	(0.01)
STRS Reporting	599.46	2,397.84	7,193.57	7,193.57	-
Total Authorizer Oversight	15,845.03	62,678.32	189,438.59	189,438.58	(0.01)
Employee Related					
Staff Recruiting/Background Checks	97.13	482.58	6,445.44	6,445.44	-
Staff Training/Prof. Dvlpmnt	9.16	603.74	31,979.00	31,979.00	-
Team Building	-	-	7,654.96	7,654.96	-
Travel and Conferences - Teachers	-	-	11,772.81	11,772.81	-
Travel and Conferences - Administration	1.33	1.33	19,162.65	19,162.65	-
Total Employee Related	107.62	1,087.65	77,014.86	77,014.86	-
Facilities					
Copiers/ Reproduction	116.34	519.40	7,078.50	7,078.50	-
Equipment/Supplies	-	-	11,941.00	11,941.00	-
Expensed Furniture and Equipment	-	-	10,061.84	10,061.84	-
High-Speed Internet	816.20	1,585.52	11,019.00	11,019.00	-
Maintenance & Repairs	489.70	1,754.23	17,165.00	17,165.00	-
Office Postage	61.91	1,780.11	8,893.79	8,893.79	-
Office Rent	6,454.96	25,819.84	84,619.72	84,619.72	-
Office Supplies	251.73	614.75	10,136.08	10,136.08	-
Rent Operating Expense	713.14	2,820.77	9,717.59	9,717.59	-
Rent Storage Unit	-	1,365.03	4,000.00	4,000.00	-
Telephone	438.42	1,375.33	8,121.81	8,121.81	-
Utilities	294.58	963.79	10,104.21	10,104.21	-
Total Facilities	9,636.98	38,598.77	192,858.54	192,858.54	-
Governance					
Accreditation	-	1,070.00	1,070.00	1,070.00	-
Banking Fees	245.39	1,032.63	3,217.24	3,217.24	-
Board-Related Expenses	-	-	3,000.00	3,000.00	-
Dues - Staff	87.67	1,541.56	3,574.11	3,574.11	-
Dues - School	-	4,632.00	16,200.00	16,200.00	-
Insurance Expenses	-	1,954.49	1,954.49	1,954.49	-
Total Governance	333.06	10,230.68	29,015.84	29,015.84	-
Internet Service Provider					
ISP Payment Reimbursement	-	-	80,164.00	80,164.00	-
Total Internet Service Provider	-	-	80,164.00	80,164.00	-
Instructional					
Other Curriculum	-	4,027.74	29,156.00	29,156.00	-
Summer School	-	2,915.00	2,915.00	2,915.00	-
Total Instructional	-	6,942.74	32,071.00	32,071.00	-
Professional Services					
Accounting Services/Audit	-	2,050.91	9,500.00	9,500.00	-
AERIES	-	10,107.95	10,107.95	10,107.95	-
Legal Services	523.74	1,187.63	17,374.87	17,374.87	-
Other School Contracted Services	477.92	825.67	10,220.72	10,220.72	-
Other School Expense	18.56	89.34	1,226.46	1,226.46	-
Total Professional Services	1,020.22	14,261.50	48,430.00	48,430.00	-
Student Related					
Graduation Expense	-	205.71	9,000.00	9,000.00	-
SPED Related Services	1,542.40	33,673.65	844,209.00	844,209.00	-
Student Activities	-	199.14	23,925.00	23,925.00	-
Total Student Related	1,542.40	34,078.50	877,134.00	877,134.00	-
Taxes					
Sales Tax And Use	5,887.06	32,877.94	93,432.17	93,651.32	219.15
Total Taxes	5,887.06	32,877.94	93,432.17	93,651.32	219.15
Pending Allocation					
Expenses Pending Allocation	-	-	-	-	-
Total Pending Allocation	-	-	-	-	-
Total Other Expenses	34,833.90	201,225.28	1,790,695.09	1,790,914.23	219.14

California Connections Academy Southern California
Revenue and Expense Statement
For the Period Ended October 31, 2020

	October-20 Actual	YTD Actual	Annual Forecast	Revised Budget 10/27/2020	Forecast vs Budget \$	Forecast vs Budget %
Forecasted Enrollment						
Forecasted ADM			4,171	4,171	-	-
Forecasted Total Enrollment			5,721	5,721	-	-
Forecasted Funded Enrollment			3,822	3,822	-	-
Revenue						
State Funding	1,899,600.96	3,770,077.11	14,959,140.00	14,959,140.00	-	-
Federal & Other Program Funding	-	378,261.00	1,694,244.25	1,694,244.25	-	-
Local Aid	3,270,244.51	6,199,724.95	25,952,337.00	25,952,337.00	-	-
Other Funding Sources	1,481.11	4,941.82	24,015.00	24,015.00	-	-
Total Revenue	5,171,326.58	10,353,004.88	42,629,736.25	42,629,736.25	-	-
Program Expenses						
Compensation Expense						
Administration Staff	251,014.11	977,352.56	2,981,971.69	2,981,534.98	(436.71)	-0.01%
Instructional Staff	1,310,512.79	3,307,924.22	16,588,839.12	16,485,042.12	(103,797.00)	-0.63%
Total Compensation Expense	1,561,526.89	4,285,276.78	19,570,810.81	19,466,577.10	(104,233.71)	-0.53%
Fee Based Expenses						
Enrollment/Unit Based Fees	929,015.96	4,427,767.46	13,839,342.66	14,162,102.83	322,760.17	2.33%
Revenue Based Fees	288,117.97	1,126,864.21	3,377,803.87	3,380,592.64	2,788.77	0.08%
Total Fee Based Expenses	1,217,133.93	5,554,631.67	17,217,146.53	17,542,695.47	325,548.94	1.89%
Other School Expenses						
Assessment	-	8,861.46	458,537.60	458,537.60	-	0.00%
Authorizer Oversight	47,409.46	187,700.96	566,976.66	568,812.30	1,835.64	0.32%
Employee Related	316.11	3,194.96	250,294.21	250,294.21	-	0.00%
Facilities	28,308.63	113,383.91	578,362.57	578,362.57	-	0.00%
Governance	990.30	28,317.78	86,261.97	86,261.97	-	0.00%
Internet Service Provider	-	-	250,000.00	250,000.00	-	0.00%
Instructional	-	28,276.48	106,054.00	106,054.00	-	0.00%
Professional Services	3,049.05	12,123.56	131,197.52	131,197.52	-	0.00%
Student Related	26,287.34	93,090.79	2,171,390.00	2,171,390.00	-	0.00%
Taxes	15,954.93	83,296.65	242,219.87	241,917.00	(302.87)	-0.13%
Pending Allocation	-	-	-	-	-	0.00%
Total Other School Expenses	122,315.82	558,246.55	4,841,294.41	4,842,827.17	1,532.76	0.03%
Total Program Expenses	2,900,976.64	10,398,155.00	41,629,251.74	41,852,099.74	222,848.00	0.53%
Net Increase (Decrease)	2,270,349.94	(45,150.12)	1,000,484.51	777,636.51	222,848.00	
Beginning fund balance	(1,698,414.16)	617,085.90	617,085.90			
Ending fund balance	571,935.78	571,935.78	1,617,570.41			

California Connections Academy Southern California
Balance Sheet
October 31, 2020

ASSETS

Cash and Short Term Investments:

Analysis Checking	\$ (22,969.70)
Payroll	386,446.92
Operating Account	1,531,349.94
Holding	3,938,621.18
OCDE Cash Account	1,606,809.85
Petty Cash	179.52

Total Cash and Short Term Investments	7,440,437.71
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Other Current Assets:

Pupil Funding	(1,316,995.17)
SPED Funding State	316,909.73
Other State Receivables	109,713.76
Federal Programs	5,153.00
Due from CalOPS Schools	25,233.70
Prepaid Expenses	96,744.15

Total Other Current Assets	(763,240.83)
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Total Current Assets	6,677,196.88
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Fixed Assets:

Office Equipment - Shelving System	32,521.50
Accumulated Depreciation	(3,974.96)

Net Fixed Assets	28,546.54
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Other Assets:

Rent Deposit InterPres Corporation	20,287.30
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Total Other Assets	20,287.30
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Total Assets	\$ 6,726,030.72
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LIABILITIES

Current Liabilities:

Due to (from) Pearson Online and Blended Learning	\$ 9,465,311.17
CalOPS Payroll Liability	(3,922,464.93)
CalOPS Pass Through Expense Liability	(142,683.86)
Pension Payable	479,257.92
Accrued Expenses	5,111.45
Deferred Revenue	209,318.42
Accounts Payable	60,244.78

Total Current Liabilities	6,154,094.95
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Total Liabilities	6,154,094.95
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FUND BALANCE

Beginning Fund Balance	617,085.90
Change in Fund Balance	(45,150.12)

Ending Fund Balance	571,935.78
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Total Liabilities and Fund Balance	\$ 6,726,030.72
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California Connections Academy Southern California
Schedule of Revenue
For the Period Ended October 31, 2020

	October-20 Actual	YTD Actual	Annual Forecast	Revised Budget 10/27/2020	Forecast vs Budget
Revenue					
State Funding					
LCFF / General Purpose Block Grant - State	1,376,994.43	2,488,591.32	10,417,359.00	10,417,359.00	-
LCFF / General Purpose Block Grant - State EPA	97,685.86	182,630.08	764,498.00	764,498.00	-
Learning Loss Mitigation (State)	-	316,470.00	316,470.00	316,470.00	-
Lottery	102,591.58	181,717.04	760,676.00	760,676.00	-
Special Education Pass through funds - State	305,268.24	570,718.93	2,389,056.00	2,389,056.00	-
ERMHS	-	-	149,000.00	149,000.00	-
ERMHS - One Time Funds	-	-	36,710.00	36,710.00	-
Mandated Cost Reimbursement	17,060.85	29,949.74	125,371.00	125,371.00	-
Total State Funding	1,899,600.96	3,770,077.11	14,959,140.00	14,959,140.00	-
Federal & Other Programs Funding					
Title I	-	-	575,287.00	575,287.00	-
Title II	-	-	100,006.00	100,006.00	-
Title IV	-	-	43,123.00	43,123.00	-
IDEA	-	-	477,811.25	477,811.25	-
Learning Loss Mitigation (Federal)	-	257,809.00	257,809.00	257,809.00	-
E-Rate	-	-	8,400.00	8,400.00	-
CARES Funding	-	120,452.00	231,808.00	231,808.00	-
Total Federal & Other Programs Funding	-	378,261.00	1,694,244.25	1,694,244.25	-
Local Funding					
LCFF / General Purpose Block Grant - Local	3,270,244.51	6,199,724.95	25,952,337.00	25,952,337.00	-
Total Local Funding	3,270,244.51	6,199,724.95	25,952,337.00	25,952,337.00	-
Other Funding					
Interest	1,481.11	4,926.82	24,000.00	24,000.00	-
Miscellaneous	-	15.00	15.00	15.00	-
Total Other Funding	1,481.11	4,941.82	24,015.00	24,015.00	-
Total Revenue	5,171,326.58	10,353,004.88	42,629,736.25	42,629,736.25	-

California Connections Academy Southern California
Schedule of Fees
For the Period Ended October 31, 2020

	October-20 Actual	YTD Actual	Annual Forecast	Revised Budget 10/27/2020	Forecast vs Budget
SCHEDULE OF FEES:					
Enrollment/Unit-Based Fees					
Accounting and Regulatory Reporting	12,529.17	69,516.67	208,550.00	208,550.00	-
Community Outreach	45,833.33	183,333.33	550,000.00	550,000.00	-
Connexus Annual License (EMS)	150,350.00	834,200.00	2,502,600.00	2,502,600.00	-
Curriculum Postage	12,430.00	62,920.00	188,783.98	188,783.98	-
Direct Course Instruction Support	18,634.00	31,537.00	132,015.35	116,127.00	(15,888.35)
Educational Resource Center	31,573.50	175,182.00	525,546.00	525,546.00	-
Enrollment and Records Management	15,066.67	76,266.67	228,829.06	228,829.06	-
Facility Support Services	1,525.00	6,100.00	18,311.69	18,311.69	-
Hardware/Software - Employees	11,150.00	45,200.00	137,788.67	135,945.97	(1,842.70)
Human Resources Support	23,229.17	94,166.67	287,059.74	283,220.78	(3,838.96)
ISP Processing Fee	3,587.50	19,600.00	97,257.23	97,257.23	-
Special Populations Consultative Services	79,950.00	79,950.00	812,328.00	810,894.00	(1,434.00)
School Curriculum Supplies	8,166.67	33,166.67	100,989.69	99,554.55	(1,435.14)
Short-Term Sub Teaching Services	16,523.38	93,023.38	93,023.38	76,500.00	(16,523.38)
Student Technology Assistance- Laptops	82,512.50	450,800.00	1,352,975.00	1,720,000.00	367,025.00
Tangible/Intangible Instr. Materials	378,367.57	1,964,255.07	5,894,961.68	5,892,765.00	(2,196.68)
Technical Support and Repairs	37,587.50	208,550.00	625,650.00	625,650.00	-
Voice Over IP Services	-	-	82,673.20	81,567.58	(1,105.62)
Total Enrollment/Unit Based Fees	929,015.96	4,427,767.46	13,839,342.66	14,162,102.83	322,760.17
Revenue-Based Fees					
Marketing Services	33,896.23	132,572.26	397,388.69	397,716.78	328.09
School Administration	203,377.39	795,433.56	2,384,332.14	2,386,300.69	1,968.54
Treasury Services	50,844.35	198,858.39	596,083.04	596,575.17	492.13
Total Revenue Based Fees	288,117.97	1,126,864.21	3,377,803.87	3,380,592.64	2,788.77
Total Fee-Based Expenses	1,217,133.93	5,554,631.67	17,217,146.53	17,542,695.47	325,548.94
SCHEDULE OF COMPENSATION:					
Administrative Compensation					
Salaries	180,058.98	726,882.53	2,170,346.31	2,170,720.31	374.00
Benefits	44,114.45	178,086.23	531,734.89	531,826.53	91.63
Pension	20,171.22	45,923.20	182,880.34	179,828.76	(3,051.57)
Taxes	6,669.46	26,460.61	97,010.15	99,159.38	2,149.23
Total Administrative Compensation	251,014.11	977,352.56	2,981,971.69	2,981,534.98	(436.71)
Instructional Compensation					
Salaries	904,090.51	2,319,163.66	11,666,664.63	11,590,013.50	(76,651.12)
Benefits	221,502.17	568,195.11	2,858,332.87	2,839,553.30	(18,779.56)
Pension	171,997.24	391,368.68	1,847,694.83	1,835,702.60	(11,992.22)
Taxes	12,922.86	29,196.77	216,146.80	219,772.72	3,625.92
Total Instructional Compensation	1,310,512.79	3,307,924.22	16,588,839.12	16,485,042.12	(103,796.98)
Total Compensation	1,561,526.89	4,285,276.78	19,570,810.81	19,466,577.10	(104,233.70)

California Connections Academy Southern California
Schedule Other Expenses
For the Period Ended October 31, 2020

	October-20 Actual	YTD Actual	Annual Forecast	Revised Budget 10/27/2020	Forecast vs Budget
SCHEDULE OF OTHER SCHOOL EXPENSES:					
Assessment					
Student Testing & Assessment Facilities & Services	-	8,839.00	246,000.00	246,000.00	-
Student Testing & Assessment Travel	-	22.46	207,537.60	207,537.60	-
Student Testing Technology	-	-	5,000.00	5,000.00	-
Total Assessment	-	8,861.46	458,537.60	458,537.60	-
Authorizer Oversight					
District Oversight	30,899.62	124,144.94	371,341.94	371,341.94	-
SELPA Admin Fee	12,773.06	48,608.90	150,793.36	152,629.00	1,835.64
SELPA One-Time Fee	1,883.66	7,534.64	22,603.89	22,603.89	-
STRS Reporting	1,853.12	7,412.48	22,237.47	22,237.47	-
Total Authorizer Oversight	47,409.46	187,700.96	566,976.66	568,812.30	1,835.64
Employee Related					
Staff Recruiting/Background Checks	285.31	1,417.59	19,924.78	19,924.78	-
Staff Training/Prof. Dvlpmt	26.91	1,773.48	111,075.00	111,075.00	-
Team Building	-	-	23,663.76	23,663.76	-
Travel and Conferences - Teachers	-	-	59,237.43	59,237.43	-
Travel and Conferences - Administration	3.89	3.89	36,393.24	36,393.24	-
Total Employee Related	316.11	3,194.96	250,294.21	250,294.21	-
Facilities					
Copiers/ Reproduction	341.76	1,525.74	21,881.74	21,881.74	-
Depreciation	-	-	2,000.00	2,000.00	-
Equipment/Supplies	-	-	26,430.00	26,430.00	-
Expensed Furniture and Equipment	-	-	31,104.13	31,104.13	-
High-Speed Internet	2,397.60	4,657.50	27,880.64	27,880.64	-
Maintenance & Repairs	1,438.48	5,153.06	47,606.00	47,606.00	-
Office Postage	181.85	5,229.04	27,493.34	27,493.34	-
Office Rent	18,961.45	75,845.80	261,584.69	261,584.69	-
Office Supplies	739.46	1,805.82	37,000.00	37,000.00	-
Rent Operating Expense	2,094.86	8,286.05	30,039.97	30,039.97	-
Rent Storage Unit	-	4,009.77	9,000.00	9,000.00	-
Telephone	1,287.85	4,040.01	25,106.94	25,106.94	-
Utilities	865.32	2,831.12	31,235.12	31,235.12	-
Total Facilities	28,308.63	113,383.91	578,362.57	578,362.57	-
Governance					
Accreditation	-	1,070.00	1,070.00	1,070.00	-
Banking Fees	732.78	2,635.15	8,202.00	8,202.00	-
Board-Related Expenses	-	-	10,000.00	10,000.00	-
Dues - Staff	-	4,270.79	11,048.65	11,048.65	-
Dues - School	257.52	14,600.52	50,200.00	50,200.00	-
Insurance Expenses	-	5,741.32	5,741.32	5,741.32	-
Total Governance	990.30	28,317.78	86,261.97	86,261.97	-
Internet Service Provider					
ISP Payment Reimbursement	-	-	250,000.00	250,000.00	-
Total Internet Service Provider	-	-	250,000.00	250,000.00	-
Instructional					
Other Curriculum	-	11,831.48	89,609.00	89,609.00	-
Summer School	-	16,445.00	16,445.00	16,445.00	-
Total Instructional	-	28,276.48	106,054.00	106,054.00	-
Professional Services					
Accounting Services/Audit	-	6,024.54	9,500.00	9,500.00	-
AERIES	-	-	32,600.00	32,600.00	-
Legal Services	1,538.49	3,488.69	53,710.89	53,710.89	-
Other School Contracted Services	1,403.90	2,243.63	31,595.27	31,595.27	-
Other School Expense	106.66	366.70	3,791.36	3,791.36	-
Total Professional Services	3,049.05	12,123.56	131,197.52	131,197.52	-
Student Related					
Graduation Expense	85.39	1,255.93	42,700.00	42,700.00	-
SPED Related Services	25,611.95	95,349.66	2,065,000.00	2,065,000.00	-
Student Activities	590.00	(3,514.80)	63,690.00	63,690.00	-
Total Student Related	26,287.34	93,090.79	2,171,390.00	2,171,390.00	-
Taxes					
Sales Tax And Use	15,954.93	83,296.65	242,219.87	241,917.00	(302.87)
Total Taxes	15,954.93	83,296.65	242,219.87	241,917.00	(302.87)
Pending Allocation					
Expenses Pending Allocation	-	-	-	-	-
Total Pending Allocation	-	-	-	-	-
Total Other Expenses	122,315.82	558,246.55	4,841,294.41	4,842,827.17	1,532.76

CALIFORNIA CONNECTIONS ACADEMY SCHOOLS

Governed by California Online Public Schools

POLICY AND COMPLIANCE REPORT

Submitted for December, 2020

TO: Board of Directors

FROM: Franci Sassin, Director of Business Services

RE: Written Policy and Compliance report for CalCA schools

DATE: November 24, 2020

BACKGROUND

Please note that there are two parts to the monthly Business Services Department report: the financial update provided by LaChelle Carter, Director of Finance, and the policy and compliance portion provided separately by Franci Sassin, Director of Business Services.

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

If additional information comes up between the time the written report is submitted and the board meeting date, it will be provided verbally. This report will include information for all CalCA schools, and board members are reminded that they now have fiduciary responsibility for all schools the corporation operates. These reports will include sections on the monthly financial statements, other financial matters, compliance, policy updates, authorizer updates and accountability matters, as well as other items that are part of the Business Services Department.

FUNDING and FISCAL REPORTING UPDATE:

An additional required report was recently added and submitted for the federal CARES Act funds, however, it was focused on the Coronavirus Relief funds, which we have already reported as spent. The state funding portion, known as the "General Fund" portion of the LLMF, must be spent by June 30, 2021. We have made or will be making some additional purchases related to COVID, such as disinfection equipment for the HVAC systems at both offices, and additional disinfection supplies. In addition, we plan to use some of the funds to support newly

hired staff members and are still researching other allowable expenses for these funds. The CARES Act federal ESSER funds have a longer period for expenditures, so some of those funds will be carried over into future fiscal years to help fund expenditures which provide student support and intervention, such as the summer school program and staff training.

The final expenditure reports documenting Maintenance of Effort and total actual expenditures for 2019-20 were submitted to Tulare SELPA for the 4 schools who recently exited. This should be the final fiscal reporting needed with the previous SELPA and all reporting for Special Education funding will now be through El Dorado Charter SELPA.

COMPLIANCE AND REPORTING:

BUDGET OVERVIEW FOR PARENTS

The Budget Overview for Parents (BOP), required as part of the LCFF model, was prepared and submitted for board approval. This report is normally included as part the LCAP, but because there is no 20-21 LCAP, it has been set up as a stand alone report and must be submitted along with the First Interim financial report, due December 15 to the authorizers and county offices. Note that we chose not to include any expenditures in our Learning Continuity Plan so we have included an explanation in the BOP since all funds must be accounted for.

COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)

We have 3 schools in CSI and that status is frozen due the suspension of the Dashboard, upon which the CSI status is based. The CSI annual plan has been part of the LCAP, but because there is no 20-21 LCAP, these had to be prepared and submitted separately. They were submitted by the deadline and have already been approved by Orange County and Tulare County. We are waiting for approval from San Joaquin County. The Central school still has funds left from the original CSI grant, so reporting for that grant is ongoing this year, but all 3 schools must continue to do federal grant reporting even though the grants for the other two schools have been fully spent and closed out.

OTHER COMPLIANCE ITEMS:

See the Financial Report portion for more information on compliance items submitted since the last board meeting, including immunization reporting.

The 2020-21 Mental Health Plan was submitted to El Dorado by the deadline and was approved for all 6 schools. The next step is to submit a preliminary budget request which will be due in January and is based on estimated cost to provide eligible services for counseling, etc. This year there is also an additional 'one time' funding source to provide mental health services to ALL students, so the Special Education and Counseling Departments are working together to

identify what curriculum, software or services we can purchase that will help students this year and beyond.

The first interim reports for all 6 schools are due December 15 and will include the revised budget information. The final reports will be based on the draft reports included in the board materials, and the final version will be brought back for ratification in January.

Audit:

We are continuing to work with our auditors to submit various financial and compliance information in preparation for the final field work which will be done remotely in January. This should keep us on track to have the draft audit report prepared for review by the board in February. There is still additional guidance regarding the federal CARES Act funds that has not been released yet.

Prop 39 Energy Grants

The website for the CEC shows that both annual reports were approved. We are still waiting for a window in which we can submit amendments to try to get solar projects approved for the remainder of the allocated funds. There is still no information on when amendments will be able to be submitted, but our contracted partner, EcoMotion, is monitoring this and will work with us when it is time.

CalSAAS Reporting:

CalSAAS is a new state credentialing compliance system. It was originally going to be launched last spring, but was delayed. We have now received log-ins for all 6 schools into the reporting system and reviewed all the discrepancies. Some of them were able to be resolved by providing documentation of additional credentials, such as for English Learner authorizations. Others were resolved under the category of “Charter teacher 2019-20”, which is a category that acknowledges that in 19-20 charter schools still had flexibility with credentialing for non-core courses. Most of these discrepancies were for teachers who hold Career Technical Ed credentials and were teaching regular not CTE courses in those same areas of expertise. For the 20-21 school year, we should be able to use something called the “Local Assignment Option” (LAO) to allow those teachers to teach that type of course. This will be brought to the board at a future meeting for approval.

For those discrepancies we report as “Charter teacher”, the CTC currently says it will ultimately report those as misassignments. We will have five years to continue to use that category during which we will try to find options resolve that type of misassignment, such as the LAO option mentioned above.

POLICY ITEMS:

The second round of revisions to the Employee Handbook have still not been completed so those will be submitted for board approval at a future meeting.

Additional discussions and revisions are taking place to the School Handbook Supplement regarding the recently updated Title IX guidance in order to best align this with our existing Title IX policies and notices. There are a couple of other minor changes that will also be brought forward for approval at the next meeting.

There was a one word change in the General Handbook which is on the agenda for approval this month.

SCHOOL OPERATIONS:

ENROLLMENT UPDATE:

We recently sent out a communication to families on the waiting list to find out if they are still interested. We are also continuing to work through some of the errors that took place during the transition between systems as well as monitor for any ongoing errors due to the process to move a students from the waiting list in the NES to an enrolled student in Connexus V2. The actual release from the waiting lists is going smoothly and there are spaces available in grades 6-12 in the larger schools. Students are released from the waiting list as other students withdraw, or, in the case of the schools and grade levels with space available, when a family completes all registration steps. There are still very long waiting lists for the elementary grades in all schools. We are monitoring the kindergarten waiting list especially closely due to the fact that we have one teacher who teaches all the Transitional Kindergarten students for all 6 schools. Students on the kindergarten wait list are a mix of regular K and TK. We are also still receiving a few requests for re-enrollment from students who attended last year, and we are also receiving a number of requests to allow exceptions for the enrollment of siblings of currently enrolled students. Typically, based on the enrollment priority guidelines approved by the board, we do allow these exceptions but the students are subject to the grade level and school location wait lists.

We are below enrollment capacity for all schools right now, with overall enrollment hovering around 7100 (vs. the upper limit of 7600 we could serve based on our approved budget revisions) and all schools no longer have students on the wait list for grades 9-12 and all do have at least a few spaces for grades 9-12. The SoCal school has the most, with 125 open 9-12 spaces based on the approved enrollment limits and Central Coast has the least with 5 open 9-12 spaces. North Bay, Ripon and SoCal also all have spaces in grades 6-8. There are still almost 600 students on the waiting lists for grades K-5.

COVID 19 UPDATE:

School leadership is continuing to keep apprised of state, county and local guidance and rules around the re-opening of businesses. With the recent surge in cases, the decision to postpone any in person school events until after winter break was a timely one. We plan to continue to keep the two office locations closed to the public until further notice, but we will still have a limited number of staff members report to each office to take care of certain activities, such as student records, which must be done on site. We have scaled back the number of staff on site at the offices to minimize potential exposure while still allowing essential functions to take place. The Chromebook project was postponed

and the records storage project was modified so that staff could work on it from home. Prior to any further re-opening steps, we will be completing any necessary re-opening checklists or protocols. As mentioned earlier we are installing a disinfection system in the HVAC systems, called BiPolar Ionization, which kills viruses and bacteria in the air as they pass through the HVAC system.

Other Operations:

Several members of the leadership team attended the annual Charter School Development Center conference virtually at the end of October. In addition, most members of the Business Services team who support the Special Education program attended a free virtual conference put on by SEIS, which is our SpED student information and IEP system. I also attended, along with Tracy Le, the annual labor law seminar hosted by our law firm. It was free and virtual this year.

We completed our response to a lengthy public records request at the end of October.

CHARTER RENEWAL AND OVERSIGHT:

Charter Renewal for CalCA Central

We met with the new superintendent at Alpaugh Unified School District on November 6 and discussed, among other things, the charter renewal. He was supportive of a December submission date with a public hearing in January and a possible vote on the renewal in February. They are conducting their board meetings using a combination of in person and Zoom. We will have the option to attend their board meetings either way. The target submission date is December 18. We are still waiting for additional feedback on other questions about the renewal, such as the timing of updating the MOU with AUSD.

AUTHORIZER RELATIONSHIPS

We submitted written responses to several other authorizers regarding the same complaint that was discussed last month, which was apparently sent to multiple authorizers. We are still working on getting a date for a virtual meetings to introduce ourselves to the new superintendent for MUSD, which we expect to be in early December. We have been in touch with our authorizers and county offices for multiple submissions over the past month, including the CSI prompts and the CARES Act funding reporting.



California Online Public Schools (CalOPS)
MINUTES OF THE BOARD OF DIRECTORS MEETING
GOVERNING BOARD for:
CalCA North Bay
CalCA Central
CalCA Central Coast
CalCA Monterey Bay
CalCA Ripon
CalCA Southern California

Tuesday, October 27, 2020 at 3:30 p.m. PT

Telephone Conference Call Location:

Via Teleconference due to State Precautions regarding Public Health and Safety
During COVID-19 Pandemic and in accordance with the Governor's Executive Order N-29-20

1 (800) 504-8071; Passcode 843-8063

I. Call to Order

Ms. Pavlich called the meeting to order at 3:34 p.m. when all participants were present and able to hear each other. The meeting was open to the public and held via teleconference due to state precautions regarding public health and safety during the COVID-19 pandemic.

II. Roll Call

Board Members Present at Roll Call: Elaine Pavlich, Diana Rivas, Adam Pulsipher, Dave Souza and Brooke Watkins (via phone);

Board Members Absent: Paul Hedrick and Mike Henjum;

Guests Present: Richard Savage, Executive Director; Marcus White, Kara Mannix, Heather Tamayo, Richie Romero, Ally Ireland, Franci Sassin and LaChelle Carter, School staff; Unknown, Member of the public; Brian Rosta, Eileen Sigmund, Donna Kozub and Laura Coleman, Online & Blended Learning (OBL) staff (via phone).

III. Public Comment

There were no public comments at this time.

IV. Routine Business

a. Approval of Agenda

Ms. Pavlich asked the Board to review the Agenda distributed prior to the meeting and posted by October 23, 2020 in compliance with the Brown Act requirements. The Board requested to table Consent Agenda item (g) Approval of Revision(s) to 2020-2021 School Year State Specific Handbook: Title IX, External Video and Web Conferencing Services Updates as that document was not yet ready for consideration. There being no further changes noted, the following motion was made and seconded as follows:

RESOLVED, that the Agenda for the October 27, 2020 Board Meeting, as amended, is hereby approved.

The motion was approved unanimously.

[Ms. Carter left the meeting at 3:38 p.m.]

V. Oral Reports

a. Executive Director's Report

i. School Improvement Plan

Dr. Savage discussed final results of the 2019-2020 school year goals and advised of the absence of state testing results due to the cancellation of spring testing amidst the COVID-19 pandemic. He further reviewed the School Improvement Plan created with the intention of improving school outcomes, the student and family experience, and to foster student achievements school-wide. The Board discussed the smart goals in detail with Dr. Savage and Dr. Romero.

[Ms. Ireland joined the meeting at 3:45 p.m.]

ii. Final Results on 2019-2020 Goals

Dr. Savage noted his review of this data was included within the School Improvement Plan.

iii. COVID-19/School Activities Update

Dr. Savage reviewed with the Board the school's response to the ongoing COVID-19 pandemic, including the monitoring of data and recommendations from state and health officials.

b. Principal's Reports

i. Elementary School

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

ii. Middle School

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

iii. High School

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

The Board commended the school leadership team on their thorough reports and for the updates on previous CalCA students' successes.

c. CalCA Financial Report

In Ms. Carter's absence, Dr. Sassin advised she and Ms. Kozub could answer any questions the Board may have from Ms. Carter's written report provided in the Board meeting materials.

i. Special Education Service Contracts Update

Ms. Pavlich asked the Board whether they had any questions or comments on the special education service contracts update as included in the Board meeting materials. There were no questions from the Board at this time.

ii. Fall One Reporting Update

Ms. Pavlich asked the Board whether they had any questions or comments on the fall one reporting update, as included in the Board meeting materials. There were no questions from the Board at this time.

iii. Consolidated Financial Report

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

iv. CalCA North Bay Financial Report

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

v. CalCA Central Financial Report

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

vi. CalCA Central Coast Financial Report

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

vii. CalCA Monterey Bay Financial Report

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

viii. CalCA Ripon Financial Report

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

ix. CalCA Southern California Financial Report

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

d. Policy and Compliance Report

i. Audit Timeline Update

Dr. Sassin provided the Board with an update on the 2019-2020 Annual Audit process and the approval from all six authorizers for an extension. She advised the Board of the updated process and timeline for Board consideration of the audit.

ii. Special Education Local Plan Area (SELPA) Update

Dr. Sassin provided the Board with an update on Special Education Local Plan Area (SELPA) reporting. She further reviewed the related SELPA documents within the Consent Agenda for the Board's consideration.

VI. Consent Agenda

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

RESOLVED, the Consent Items:

- a. Approval of Minutes from the September 22, 2020 Board Meeting;
- b. Approval of Staffing Report;
- c. Approval of Online & Blended Learning (OBL) Invoice(s) (#91000006298, #91000006296, #91000006299, #91000006300, #91000006297, #91000006295);
- d. Approval of Revisions to SELPA Local Plan Section B: Governance and Administration and Local Education Agency (LEA) Certifications;
- e. Approval of Revisions SELPA Participation Agreements; and
- f. Approval of Revision(s) to 2020-2021 School Year General School Handbook: Various Updates; are hereby approved.

The motion passed unanimously.

VII. Action Items

a. Approval of Revised Budgets

In Ms. Carter's absence, Dr. Sassin presented to the Board the revised budgets, as included in the Board meeting materials. She reviewed the revisions to the 2020-2021 school year budgets for all six CalCA schools in detail, including revenue sources.

[Ms. Carter rejoined the meeting at 4:15 p.m.]

Ms. Carter reviewed special education allocation revisions.

[Ms. Ireland left the meeting at 4:19 p.m.]

There being no further discussion, a motion was made and seconded as follows:

RESOLVED, that the revised budgets as presented, are hereby approved.

The motion passed via roll call vote with four (4) affirmative votes by Ms. Pavlich, Mr. Pulsipher, Mr. Souza and Ms. Watkins; and one (1) abstention by Ms. Rivas (due to technical difficulties).

b. Approval of Comprehensive Support and Improvement (CSI) Plan

Dr. Romero reviewed with the Board the Comprehensive Support and Improvement (CSI) plan, as included in the Board meeting materials. He reviewed the requirements of the plan and continued focus on credit recovery, expanding the summer school program, and other intervention efforts to increase the graduation rates. There being no further discussion, a motion was made and seconded as follows:

[Ms. Ireland rejoined the meeting at 4:30 p.m.]

RESOLVED, that the Comprehensive Support and Improvement (CSI) Plan, as presented, is hereby approved.

The motion passed unanimously.

VIII. Information Items

a. State Accountability Update

Dr. Romero provided the Board with an update on various state and federal accountability measures.

i. Local Control Funding Formula (LCFF) Budget Overview for Parents

Dr. Sassin further reviewed the changes to accountability requirements due to the Covid-19 pandemic, including the Local Control Funding Formula (LCFF) budget overview for parents and timeline for Board review.

b. Math Placement Annual Report

Dr. Romero reviewed with the Board the 9th Grade Math Placement report for the 2019-2020 School Year, as included in the Board materials.

c. State Account Relations (STAR) Update.

Ms. Sigmund presented to the Board on behalf of Online & Blended Learning's (OBL) State Account Relations Team.

i. STAR and Board Relations: What We Do

Ms. Sigmund provided an overview of services delivered by STAR regarding client relations support, including ensuring school satisfaction with Online & Blended Learning (OBL) services, providing strategic planning and trusted counsel, and sharing information regarding public policy and advocacy. Ms. Coleman further reviewed the services provided by Board Relations, including the support which assists the Board in efficient performance, and support to achieve their goals while ensuring compliance with legal and regulatory requirements.

[Ms. Tamayo left the meeting at 4:45 p.m.]

d. Partner School Leadership Team (PSLT) Update

In Ms. Brown's absence, Dr. Rosta presented to the Board on behalf of Online & Blended Learning's (OBL) Partner School Leadership Team.

i. School Operations Metrics

Dr. Rosta reviewed the first quarter school operations metrics included in the Board materials, highlighting the school's performance as compared with other OBL partnering schools of similar size and years in operation.

e. Sponsoring District(s) Update

Dr. Savage provided the Board with an update on the plans to meet with various district Superintendents.

IX. Adjournment and Confirmation of the Next Meeting on Tuesday, December 1, 2020 at 3:30 p.m. PT

There being no further business to discuss, the meeting was adjourned at 4:53 p.m. The next meeting is scheduled for Tuesday, December 1, 2020 at 3:30 p.m. PT.

Staffing Reports

New Hires

Name	Area	Compensation	Bonus Potential	Start Date
Brown Sr., Marlin	Teacher - Special Ed	\$57,740.00	0	10/22/2020
Chavez, Sunny N.	Teacher - Elementary	\$49,740.00	0	10/26/2020
Forrest, Alicia R.	Teacher - Special Ed	\$56,740.00	0	10/12/2020
Gray, Takira	Teacher - Elementary	\$51,240.00	0	10/19/2020
Ihle, Annelise J.	Teacher - Secondary	\$50,240.00	0	10/09/2020
Lee, Jonathan	Teacher - Elementary	\$56,740.00	0	10/22/2020
Rosenthal, Sheryl	Teacher - Secondary	\$57,740.00	0	10/28/2020

Departing Employees

Name	Area	Last Day Worked	Reason
Groves, Angelisha L.	Teacher - Special Ed	10/16/2020	Transferred out

Promotions/Transfers

Name	Previous Position	New Position	Compensation	Bonus	Effective Date
Serpa, Gina M.	Teacher - Elementary	Family Relationship Coord	\$54,152.28	0	11/16/2020

Marlin Brown

PROFILE

Accomplished track record in assuring student academic and behavioral success in elementary and secondary education. In addition to assuring academic success, prepared students for college success through rigorous academic and behavioral interventions in a non-public and public school setting. Effective communicator with planning, organization, collaboration in a team-like environment.

EDUCATION AND CREDENTIALS

Master of Arts – Education with an emphasis Multicultural Education California State University Sacramento	May 2003
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Bachelor of Arts – Government with an emphasis on International Relations California State University Sacramento	Jan. 2000
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Associate of Arts - General Education Cosumnes River College	May 1996
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Education Specialist Instruction Credential (mild/mod. ELA) National University	June 2014
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Education Specialist Instruction Credential (mod/sev. Autism Authorization) San Joaquin Teachers College	July 2016
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Multiple-Subject Teaching Credential (Adult) Mathematics & Social Sciences	Aug. 2006
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PROFESSIONAL EXPERIENCE

POINT QUEST EDUCATION <i>Teacher</i>	Sacramento, CA	September 2012 - Current
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- Taught Special Education to at-risk, low socio-economic income students diagnosed as Emotionally Disturbed.
- Taught college preparatory courses including: Algebra I, II, advanced English. US & World History, Government (Political Science). Etc.
- Created and maintained weekly lesson plans.
- Conducted behavior interventions daily as needed.
- Implemented curriculum based on California Content State Standards

THE WILLIAMS ACADEMY

Sacramento, CA

Apr. 2008 – June 2010

Teacher

- Taught Special Education to at-risk, low socio-economic income students diagnosed as Emotionally Disturbed.
- Taught college preparatory courses including: Algebra I, II, advanced English. US & World History, Government (Political Science). Etc.
- Created and maintained weekly lesson plans.
- Conducted behavior interventions daily as needed.
- Implemented curriculum based on California State Standards.

ALDAR ACADEMY

Sacramento, CA

Nov. 2007 – Apr. 2008

Teacher

- Taught Special Education to students diagnosed as Emotionally Disturbed.
- Taught Basic Math, Algebra and Geometry, Social Studies. PE.

SACRAMENTO UNIFIED SCHOOL DISTRICT

Sept. 2004 – June 2007

Teacher – Resource Specialist (RSP)

- Taught Special Education to students diagnosed as Emotionally Disturbed.
- Taught Multiple Subjects including English, Math, Social Studies and General Science.

JOHN F. KENNEDY HIGH SCHOOL

Sacramento, CA

Aug. 2005 – May 2008

Head Coach Men's Soccer

- Responsible for JV and Varsity Soccer.
- Hiring coaching staff and evaluating player personnel.
- "Coach of the Year" Honors, December 2007.

ALICANTE SCHOOL

Sacramento, CA

Sept. 2002 – June 2004

Teacher/Aide

- Taught Special Education to students diagnosed as Emotionally Disturbed.
- Taught, English, Math, Social Studies, Science, Physical Education.

SACRAMENTO COUNTY PROBATION

Sacramento, CA

Aug. 2001 – March 2002

Probation Assistant

- Provided supervision and counseling for juvenile delinquent youth.
- Preparing court reports on behalf of juveniles.
- Providing a safe and secured environment for staff and juvenile detainees.

ADDITIONAL INFORMATION

Fluent in Afrikaans (reading, speaking and reading)

Excellent Proficiency in Microsoft Office (Word, Power Point)

SUNNY CHAVEZ

EDUCATION

MASTER OF ARTS IN TEACHING
UNIVERSITY OF CALIFORNIA, IRVINE
JUNE 2020

**BACHELOR OF ARTS IN
SOCIOLOGY (MINORS: SCIENCE
AND MATH EDUCATION & APPLIED
PSYCHOLOGY)**
UNIVERSITY OF CALIFORNIA, SANTA
BARBARA
JUNE 2019

CERTIFICATIONS

**SB2042 MULTIPLE SUBJECT
PRELIMINARY CREDENTIAL WITH
ENGLISH LEARNER
AUTHORIZATION**
JUNE 2020

**30-DAY SUBSTITUTE TEACHING
PERMIT**
AUGUST 2019- SEPTEMBER 2020

PROFESSIONAL SUMMARY

My education as a student and my teaching experiences have given me different perspectives that greatly impact my professional work and further my professional development. I have deep experiences with educational and social inequities, and am focused on remediating these issues. I also have a focus on English Language Learners and have worked on ELD interventions with these students. I have developed many lesson plans that follow UDL guidelines and use UDL strategies for grades K-5. Lastly, with my recent experience in distance learning, I have learned that there needs to be more emphasis on socio-emotional learning when the natural social aspect of school is taken out and am looking forward to implementing these findings.

TEACHING EXPERIENCE

KINDERGARTEN STUDENT TEACHER AND SUBSTITUTE

KINOSHITA ELEMENTARY SCHOOL | CAPISTRANO UNIFIED SCHOOL DISTRICT |
JANUARY 2020 - PRESENT

- Plan and teach asynchronous and synchronous distance learning lessons using Google Classroom, Google Meet, and Screencastify.
- Plan and teach differentiated instruction in math using homogenous groups and CGI strategies.
- Led ELA lessons using *Wonders* curriculum while focusing on letter recognition and word blending.
- Taught ELD lessons using sentence frames and anchor charts for building vocabulary and language development.

FOURTH GRADE STUDENT TEACHER

R.H. DANA ELEMENTARY SCHOOL | CAPISTRANO UNIFIED SCHOOL DISTRICT |
AUGUST 2019 - DECEMBER 2019

- Responsible for planning and teaching bi-weekly science lessons using *Foss* curriculum.
- Integrated ELD into the math curriculum by using choral counting strategies.
- Coordinated a school-wide yoga event with a local yoga studio.

CAPTAIN OF RESEARCH TEAM

POWER OF PLAY | UNIVERSITY OF CALIFORNIA, SANTA BARBARA | 2018 - 2019

- Facilitated and promoted pro-social behavior, cognitive competence, conflict resolution, and healthy psychosocial adjustment of children at school.
- Engaged in activities with TK-six grade students.
- Facilitated problem solving strategies to support conflict resolution.
- Led weekly research team meetings where theory, research, and practical strategies were discussed.

SKILLS

PROFICIENT IN THE FOLLOWING

ONLINE RESOURCES FOR DISTANCE LEARNING- GOOGLE CLASSROOM, GOOGLE MEETS, GOOGLE FORMS, ZOOM, SCREENCASTIFY, FLIPGRID, SEESAW, PEARDECK, PADLET, EPIC!, ETC

EXPERIENCE CONTINUED...

VOLUNTEER TEACHER AIDE

PRE-PROFESSIONAL PROGRAM OF THE GEVIRTZ SCHOOL OF EDUCATION | UNIVERSITY OF CALIFORNIA, SANTA BARBARA | JANUARY 2019-JUNE 2019

- Observed the fundamental aspects of K- 12 teaching and learning in the public school setting
- Volunteered 30 hours per quarter
- Led lessons and assisted mentor teacher with lessons in a third grade classroom

CLASSROOM VOLUNTEER

SCITREK | UNIVERSITY OF CALIFORNIA, SANTA BARBARA |

JANUARY 2019-JUNE 2019

- Promoted synergy between science inquiry, language arts, and the Next Generation Science Standards (NGSS).
- Partnered with local schools to teach 4 week lessons.
- Lead small groups with guided experiments and lessons.

VOLUNTEER TEACHER AIDE

CALTEACH MATH | UNIVERSITY OF CALIFORNIA, SANTA BARBARA |

APRIL 2018-JUNE 2018

- Observed mentor teacher teach math lessons in a second grade classroom.
- Assisted and taught small groups in math.

ALICIA FORREST

My objective is to be associated with a company or educational facility that provides best practice instruction to students with educational needs; while fostering growth their emotional development. I want to continue to learn and grow in my area of expertise.

EXPERIENCE

SPECIAL EDUCATION SPECIALIST PERRIS ELEMENTARY SCHOOL DISTRICT AUGUST 2008-JULY 2016 2017-2019 LETICIA SCOTT: (951) 657-3118

Write and implement IEPs based on student needs to ensure educational benefit, provide instruction to students with a wide range of learning needs, (autism, emotionally disturbed, SLD, visually impaired, ADHD), Write IEPs in the online SEIS system, Write IEP goals and progress on goals, Collect and review data, Schedule and Chair IEP meetings; collaborating with all members of the team, Supervise Instructional Assistants, Serve on Leadership Team, Inclusion Specialist

DIRECTOR OF SPECIAL PROGRAMS AND SERVICES LUTHERAN HIGH SCHOOL OF ORANGE COUNTY July 2016-August 2017 Michael Grasz (714) 998-5151

Oversee DSPS Department and Classes, Supervise DSPS Teachers, Provide Staff Development in Learning Differences, Review Psychoeducational reports and provide services based on student needs, Collaborate and coordinate with families and students in the program, Act as SSD and TAA Coordinator for The College Board and ACT: apply for and provide accommodations for PSAT, SAT, AP and ACT testing, Schedule all courses for students in the program (currently 160), Review Transcripts, assist with college research and applications,

EDUCATION

Master of Science: Special Education National University GPA: 4.0

School Law, Mild/Moderate Disabilities, Reading Methods for Special Education, Cross Culture Instruction, Inclusion, Reading, Language Arts, Math Instruction, Exceptional and Diverse Classrooms

Bachelor OF ARTS: LIBERAL STUDIES California Baptist University GPA: 3.0

Early Childhood Development, Social/Emotional Development,

CURRENT: LEVEL II CLEAR CALIFORNIA EDUCATION SPECIALIST INSTRUCTION CREDENTIAL WITH ADDED AUTHORIZATIONS: AUTSIM, ENGLISH LANGUAGE LEARNERS

SKILLS

- . I work hard and will do what it takes to get the job done and meet deadlines.
- I am a self-starter; and take initiative to complete tasks.

- I will seek out guidance from administration when confronted with a situation I am unfamiliar with.

ACTIVITIES

• Department Administrator • Leadership Member 2008-1016 • Teacher of the Year 2008-09 • Special Buddy Tim Tebow Foundation & The Crossing Church • Real Life Ministry: House Building • Team H12:One: Mi Casa Esparanza: Chase Vehicle Driver • Sunday School Teacher: Canyon Lake Community Church • AWANA Sparks Director (K-2) • Camping, hiking and reading, beach

TAKIRA GRAY

An organized professional with proven teaching strategies to increase student engagement and achievement. Possessing an open and determined mind to grow professionally.

EXPERIENCE

10/2019 – 8/2020

INTERVENTION/SUBSTITUTE TEACHER, CENTRAL SCHOOL DISTRICT – RANCHO CUCAMONGA

Continuous learning and professional development.

Duties:

- Working with parents , classroom teachers, and intervention teachers to attend to the social, personal and academic needs of students who have been identified as at-risk of failing.
- Organizing classroom and lessons to maximize student engagement.
- Creating culturally responsive lessons.
- Preparing materials for teacher.

1/2017- 5/2019

TEACHER, SHEILA TARR ACADEMY – LAS VEGAS

Responsible for planning effective lessons and preparing resources which have clear teaching aims, objectives and learning outcomes.

Duties:

- Providing guidance and advice to pupils on educational and social matters.
- Liaising with the parents or guardians of pupils.
- Looking after the teaching material and resources.
- Liaising with colleagues as appropriate in areas of curriculum planning.
- Giving informative, helpful and accurate reports based on different data sets.
- Updating records of and reports on the personal and social needs of pupils.
- Communicating and co-operating with stakeholders.
- Taking a full part in school committees.

6/2018- 6/2019

FOSTER PARENT, DEPARTMENT OF FAMILY SERVICES – LAS VEGAS

Responsible for maintaining the physical, emotional, and mental well being of children in my home care.

Duties:

- Providing social and emotional stability to foster children who have experienced abuse, neglect, or trauma.
- Working with community resources within and out the home to ensure stability for the child.
- Communicating and meet with social workers, attorneys, school officials, court officials, and therapists as needed to meet the needs of the foster children.

EDUCATION

PRESENT

MASTERS (CURRENTLY ATTENDING), CONCORDIA UNIVERSITY IRVINE

12/2016

BACHELOR OF SCIENCE- ELEMENTARY EDUCATION, COPPIN STATE UNIVERSITY

SKILLS

- Adaptability
- Communication
- Organization
- Data Analysis
- Budgeting

CERTIFICATES

1/2018

CA MULTIPLE SUBJECT CREDENTIAL

1/2018

CPR CERTIFICATION

12/2016

NV MULTIPLE SUBJECT CREDENTIAL

ANNELISE J. IHLE

OBJECTIVE: To obtain a full-time, tenure-track Spanish Teacher position for the 2020-2021 school year.

CERTIFICATIONS:

California Single Subject Credential, 2013

- FLS: Spanish
- CLAD Certificate, 2014

EDUCATION:

Bachelor of Science in Spanish Education (K-12)

May 2012

- St. Cloud State University (SCSU)- St. Cloud, MN

CENTRAL TEACHING COMPETENCIES:

- Strong ability to create and maintain positive relationships with students, families, and staff of different backgrounds and communication styles.
- Effective in planning, creating, and delivering lessons that are developmentally appropriate and culturally authentic.
- Committed to using ongoing assessment and student feedback to determine effectiveness of teaching, adapt curriculum, and optimize student learning experiences.
- Demonstrates commitment to life-long learning by applying the “Plan-Teach-Reflect-Apply” cycle in curriculum development.

PROFESSIONAL EXPERIENCE:

Long-Term Substitute, Spanish; Fallbrook Union Hig School District, Fallbrook, CA

January 2020- June 2020

- Spanish II and III
 - Used detailed assessment data and backwards design in order to create impactful curriculum that met student and district needs after a long-term teacher absence and COVID-19 closures.
 - Participated in textbook selection, navigation, and implementation of Vista Higher Learning’s “Senderos” program.
 - Developed online and limited access learning tools and materials for students during COVID-19 closures.
 - Fostered student relationships, wellness, and self-value as essential motivators for engagement in the classroom and in Distance Learning platforms.

Spanish Teacher; Carlsbad Unified School District- Carlsbad, CA

August 2017- June 2019, August 2015- June 2016

- Spanish I and II
 - Developed AP-Aligned curriculum that focused on ACTFL Standard of Cultural Competency.
 - Developed rigorous performance-based curriculum that encourages connections and understanding through use of academic language and prepares students for higher-level Spanish courses.
 - Differentiated instruction by implementing a variety of teaching strategies for a diverse group of learners including ELL and Special Populations students.
 - Initiated/ Coordinated collaborative reflection of common assessments and curriculum in Spanish I and II.
 - Fostered communication with colleagues, parents, and students regarding classroom activities, assignments, and grades.
 - Served as an active participant in staff development and collaboration including the WASC process.

PROFESSIONAL EXPERIENCE (CONT'D...):

Spanish Teacher; Vista Unified School District- Vista, CA

August 2016- June 2017

- Spanish I and II
 - Ongoing development of curriculum and implementation of appropriate teaching strategies for “4x4” scheduling that ensures student mastery at novice and intermediate levels of Spanish.
 - Developed and implemented reading curriculum of Blaine Ray Novels “Pobre Ana,” “Mi Propio Auto,” “El viaje perdido,” and “¡Viva el toro!” for Spanish I and II.
 - Ongoing management of online classrooms through applications such as Edpuzzle and Google Classroom.
 - Initiated collaborative curriculum mapping and essential learning outcomes for Spanish I and II.
 - Created and implemented common chapter assessments and midterm/ final assessments as part of the WASC process.

Spanish Teacher; San Dieguito Union High School District- Encinitas, CA

August 2014- June 2015

- Spanish I and II
 - Developed curriculum that is authentic and challenging, encouraging of cooperative learning and the development of 21st century skills, and aligns with Common Core Standards for Literacy.
 - Implemented techniques for creating and maintaining a safe classroom community by differentiating activities, encouraging critical thinking, and fostering creativity.

TECHNICAL SKILLS:

- Fluent with Aeries, BlackBoard, School Loop, Google Applications, Edpuzzle, Zoom, Screencastify, Pear Deck, and more.

MULTICULTURAL EXPERIENCE:

- Semester-long study abroad experience in Arica, Chile
 - Universidad de Tarapacá, Arica, Fall 2010: Completed courses in Spanish Literature and Fine Arts
- Extensive travel experience through Perú, Chile, and Argentina

REFERENCES:

Jeff Riccitelli

World Language Department
Chair, Carlsbad High School
Carlsbad Unified School District
(760) 331-5746
jriccitelli@carlsbadusd.net

Michele Kuehner

French Teacher, Carlsbad High
School
Carlsbad Unified School District
(760) 331-5744
mkuehner@carlsbadusd.net

Kristin Hampton

Spanish Teacher, Carlsbad High
School
Carlsbad Unified School District
(760) 331-5750
khampton@carlsbadusd.net

JONATHAN H. LEE

Father, Educator, Runner

Profile

I am a bright, energetic, passionate educator and former Army Officer seeking an employment opportunity in the educational arena. I have a strong background in teaching and leading people that translates readily into a variety of fields.

Experience

Education Programs Consultant, California Department of Education

Worked with the curriculum frameworks division on the revision of the Mathematics Framework for the state of California.

Elementary School Principal, Brooks Elementary EDH , CA 7/2018 - 6/2019

Leading a staff of 35 in meeting goals set by the Superintendent of Schools. Focus on meeting the educational needs of 500+ students.

Assistant Principal, San Jose Unified School District — 2014 -2018

Allen K-8 School , Trace Elementary

Perform a variety of task to help provide a positive learning environment for 600+ students. Successfully evaluated teachers based upon established rubric of performance objectives, coordinated enrichment activities, student discipline and parental interface.

Classroom instructor - Multiple districts within San Jose — 1988 -2014

Plan and implemented instructional lessons for 20 - 35 students in **grades 2 - 8** in private, public and charter schools.

Coach, Valley Christian High School — 1996 -2013

Planned and implemented training plans for track and cross country athletes. Qualified teams or individuals for the State Championships 13/17 seasons.

Education

University of San Francisco — MS Organizational Leadership/ Educational Administration

University of Cincinnati - BS Elementary Education

Skills

Strong Presentation skills, interpersonal skills, problem solving / conflict resolution , Proficient in explaining, interpreting and implementing company policies for subordinates. Strong work ethic, growth mindset. Rudimentary Spanish language

References- Upon Request

Sheryl Rosenthal

SKILLS

Ability to learn new skills quickly and accurately

Adaptability

Application to real-world challenges/situations

Creative problem-solving

Innovative math instruction

Interpersonal communication

EXPERIENCE

Magnolia Science Academy, Santa Ana, CA - *Mathematics Teacher*

AUGUST 2018 - PRESENT

- Middle school and high school mathematics core content teacher
- Personal finance teacher
- Grade level chair and member of several district-wide committees and projects

Self-Employed, USA - *Mathematics Tutor*

JANUARY 2015 - PRESENT

- Apply common core standards to various mathematical topics
- Assist students in formulating critical thinking skills to solve problems

Charles Schwab, Raleigh, NC - *Quality Assurance Software Engineer*

JANUARY 2015 - JANUARY 2016

- Thorough attention to detail and testing of multiple software platforms
- Risk analysis performed for time management of product release cycle

EDUCATION

Concordia University Irvine, Irvine, CA - *Single Subject Clear Credential in Mathematics*

SEPTEMBER 2019 - MAY 2020

Alliant International University, Irvine, CA - *Single Subject Teaching Credential in Mathematics and Master of Arts in Education*

MARCH 2018 - MAY 2019

Texas State University, San Marcos, TX - *Bachelor of Science with a Major in Mathematics and a Minor in Computer Science*

AUGUST 2012 - DECEMBER 2014

Graduated Magna Cum Laude with a 3.71 GPA



INVOICE

Customer Bill-to:
California Connections Academy @ North
Bay
33272 Valle Road
San Juan Capistrano, CA 92675

Attention:
Accounts Payable

Customer Ship-to:
California Connections Academy @
North Bay
33272 Valle Road
San Juan Capistrano, CA 92675

**Connections Education LLC dba
Pearson Online & Blended Learning
K-12 USA**
10960 Grantchester Way
Columbia, MD 21044
Tel: 1-800-843-0019
Email:
poblsalesops@pearson.com
Tax ID No:
68-0519943

Invoice Number : 91000006503
Date : 11-NOV-2020
Due Date :
Payment Terms :
Customer Account : 3903212
Project Number : 82043201
Currency : USD
Shipment Terms :
Purchase Order Number : CALCAN
Number of Pages : Page 1 of 2

Total Ordered Quantity (No. Of Items) : 1				REMITTANCE INFORMATION			
Net Amount :	USD	\$32,238.42		Make Checks Payable to:		Bank Wire to:	
Tax Total :	USD	\$294.53		Pearson Online & Blended Learning		Bank Name	: Bank of America N A
Invoice Total :	USD	\$32,532.95		32369 Collection Center Drive		Bank Address	:
Amount Due :	USD	\$32,532.95		Chicago, IL 60693-0323		ABA ACH No	: 071000039
						ABA Wire No	: 026009593
						SWIFT Code	: BOFAUS3N
						A/C No	: 8188290225
						Bank Account Name	: Connections Education LLC dba Pearson Online & Blended Learning K-12 USA

Invoice Number: 91000006503							Page 2 of 2
Project Number	Project Agreement Number	Description	Quantity	List Price	Net Price	Tax	Line Total
82043201	CALCAN	Direct Charges	23		32,238.42	294.53	32,532.95

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Invoice Total	Subtotal	Total Tax	Invoice Total
	USD	USD	USD
	\$32,238.42	\$294.53	\$32,532.95



Pearson

Charges for the Following Period:

October 2020

Enrollment/Unit Based Charges

Accounting and Regulatory Reporting	212.50
Connexus™ Annual License (EMS)	2,550.00
Curriculum Postage	200.75
Direct Course Instruction Support	1,331.00
Educational Resource Center	535.50
Enrollment and Records Management	243.33
Facility Support Services	75.00
Hardware/Software - Employees	595.00
Human Resources Support	1,239.58
Internet Subsidy Payment Processing	52.08
Monthly Fee per Student on an IEP	3,150.00
School Curriculum Supplies	250.00
Student Technology Assistance	1,197.92
Tangible and Intangible Instructional Materials	5,986.85
Technical Support and Repairs	637.50
	<hr/>
	18,257.01

Revenue Based Charges

Marketing Services	1,644.87
School Administration	9,869.23
Treasury Services	2,467.31
	<hr/>
	13,981.41

Total Amount Due

32,238.42



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San Juan Capistrano, CA 92675

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Academy
33272 Valle Road
San Juan Capistrano, CA 92675

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K-12 USA**
10960 Grantchester Way
Columbia, MD 21044
Tel: 1-800-843-0019
Email:
poblsalesops@pearson.com
Tax ID No:
68-0519943

Invoice Number : 91000006504
Date : 11-NOV-2020
Due Date :
Payment Terms :
Customer Account : 3922001
Project Number : 82043199
Currency : USD
Shipment Terms :
Purchase Order Number : CENCA
Number of Pages : Page 1 of 2

Total Ordered Quantity (No. Of Items) : 1				REMITTANCE INFORMATION			
Net Amount :	USD	\$179,990.52		Make Checks Payable to:		Bank Wire to:	
Tax Total :	USD	\$2,409.90		Pearson Online & Blended Learning		Bank Name	: Bank of America N A
Invoice Total :	USD	\$182,400.42		32369 Collection Center Drive		Bank Address	:
Amount Due :	USD	\$182,400.42		Chicago, IL 60693-0323		ABA ACH No	: 071000039
						ABA Wire No	: 026009593
						SWIFT Code	: BOFAUS3N
						A/C No	: 8188290225
						Bank Account Name	: Connections Education LLC dba Pearson Online & Blended Learning K-12 USA



Invoice Number: 91000006504							Page 2 of 2
Project Number	Project Agreement Number	Description	Quantity	List Price	Net Price	Tax	Line Total
82043199	CENCA	Direct Charges	24		179,990.52	2,409.90	182,400.42

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Invoice Total	Subtotal	Total Tax	Invoice Total
	USD	USD	USD
	\$179,990.52	\$2,409.90	\$182,400.42



Charges for the Following Period:

October 2020

Enrollment/Unit Based Charges

Accounting and Regulatory Reporting	2,129.17
Community Outreach	2,083.33
Connexus™ Annual License (EMS)	25,550.00
Curriculum Postage	1,952.50
Direct Course Instruction Support	1,633.50
Educational Resource Center	5,365.50
Enrollment and Records Management	2,366.67
Facility Support Services	200.00
Hardware/Software - Employees	1,550.00
Human Resources Support	3,229.17
Internet Subsidy Payment Processing	485.42
Monthly Fee per Student on an IEP	15,300.00
School Curriculum Supplies	1,000.00
Student Technology Assistance	11,164.58
Tangible and Intangible Instructional Materials	59,355.99
Technical Support and Repairs	6,387.50

139,753.33

Revenue Based Charges

Marketing Services	4,733.79
School Administration	28,402.72
Treasury Services	7,100.68

40,237.19

Total Amount Due

179,990.52



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33272 VALLE RD
SAN JUAN CAPISTRANO, CA 92675

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33272 VALLE RD
SAN JUAN CAPISTRANO, CA 92675

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10960 Grantchester Way
Columbia, MD 21044
Tel: 1-800-843-0019
Email:
poblsalesops@pearson.com
Tax ID No:
68-0519943

Invoice Number : 91000006502
Date : 11-NOV-2020
Due Date :
Payment Terms :
Customer Account : 4235156
Project Number : 82043240
Currency : USD
Shipment Terms :
Purchase Order Number : CalCACC
Number of Pages : Page 1 of 2

Total Ordered Quantity (No. Of Items) : 1				REMITTANCE INFORMATION			
Net Amount : USD \$7,614.74				Make Checks Payable to:		Bank Wire to:	
Tax Total : USD \$67.33				Pearson Online & Blended Learning		Bank Name	: Bank of America N A
Invoice Total : USD \$7,682.07				32369 Collection Center Drive		Bank Address	:
Amount Due : USD \$7,682.07				Chicago, IL 60693-0323		ABA ACH No	: 071000039
						ABA Wire No	: 026009593
						SWIFT Code	: BOFAUS3N
						A/C No	: 8188290225
						Bank Account Name	: Connections Education LLC dba Pearson Online & Blended Learning K-12 USA



Invoice Number: 91000006502							Page 2 of 2
Project Number	Project Agreement Number	Description	Quantity	List Price	Net Price	Tax	Line Total
82043240	CalCACC	Direct Charges	18		7,614.74	67.33	7,682.07

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Invoice Total	Subtotal	Total Tax	Invoice Total
	USD	USD	USD
	\$7,614.74	\$67.33	\$7,682.07



Pearson

Charges for the Following Period:

October 2020

Enrollment/Unit Based Charges

Accounting and Regulatory Reporting	95.83
Connexus™ Annual License (EMS)	1,150.00
Curriculum Postage	55.00
Direct Course Instruction Support	181.50
Educational Resource Center	241.50
Enrollment and Records Management	66.67
Facility Support Services	25.00
Hardware/Software - Employees	200.00
Human Resources Support	416.67
Internet Subsidy Payment Processing	14.58
Monthly Fee per Student on an IEP	750.00
Student Technology Assistance	335.42
Tangible and Intangible Instructional Materials	1,071.35
Technical Support and Repairs	287.50
	<hr/>
	4,891.02

Revenue Based Charges

Marketing Services	320.44
School Administration	1,922.62
Treasury Services	480.66
	<hr/>
	2,723.72

Total Amount Due

7,614.74



INVOICE

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33272 Valle Road
SAN JUAN CAPISTRANO, CA 92675-4842

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33272 Valle Road
SAN JUAN CAPISTRANO, CA
92675-4842

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10960 Grantchester Way
Columbia, MD 21044
Tel: 1-800-843-0019
Email:
poblsalesops@pearson.com
Tax ID No:
68-0519943

Invoice Number : 91000006475
Date : 10-NOV-2020
Due Date :
Payment Terms :
Customer Account : 3973052
Project Number : 82043234
Currency : USD
Shipment Terms :
Purchase Order Number : CALCAMB
Number of Pages : Page 1 of 2

Total Ordered Quantity (No. Of Items) : 1				REMITTANCE INFORMATION			
Net Amount :	USD	\$68,681.53		Make Checks Payable to:		Bank Wire to:	
Tax Total :	USD	\$1,689.83		Pearson Online & Blended Learning		Bank Name	: Bank of America N A
Invoice Total :	USD	\$70,371.36		32369 Collection Center Drive		Bank Address	:
Amount Due :	USD	\$70,371.36		Chicago, IL 60693-0323		ABA ACH No	: 071000039
						ABA Wire No	: 026009593
						SWIFT Code	: BOFAUS3N
						A/C No	: 8188290225
						Bank Account Name	: Connections Education LLC dba Pearson Online & Blended Learning K-12 USA



Invoice Number: 91000006475							Page 2 of 2
Project Number	Project Agreement Number	Description	Quantity	List Price	Net Price	Tax	Line Total
82043234	CALCAMB	Direct Charges	22		68,681.53	1,689.83	70,371.36

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Invoice Total	Subtotal	Total Tax	Invoice Total
	USD	USD	USD
	\$68,681.53	\$1,689.83	\$70,371.36



Pearson

Charges for the Following Period:

October 2020

Enrollment/Unit Based Charges

Accounting and Regulatory Reporting	1,204.17
Connexus™ Annual License (EMS)	14,450.00
Curriculum Postage	1,188.00
Direct Course Instruction Support	1,452.00
Educational Resource Center	3,034.50
Enrollment and Records Management	1,440.00
Facility Support Services	150.00
Hardware/Software - Employees	850.00
Human Resources Support	1,770.83
Internet Subsidy Payment Processing	427.08
Monthly Fee per Student on an IEP	4,650.00
School Curriculum Supplies	750.00
Student Technology Assistance	9,822.92
Tangible and Intangible Instructional Materials	35,411.51
Technical Support and Repairs	3,612.50
	<hr/>
	80,213.51

Revenue Based Charges

Marketing Services	2,045.26
School Administration	12,271.54
Treasury Services	3,067.89
	<hr/>
	17,384.69

Deficit Protection Credit

(28,916.67)

Total Amount Due

68,681.53



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33272 Valle Road
San Juan Capistrano, CA 92675

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Ripon
33272 Valle Road
San Juan Capistrano, CA 92675

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Pearson Online & Blended Learning
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10960 Grantchester Way
Columbia, MD 21044
Tel: 1-800-843-0019
Email:
poblsalesops@pearson.com
Tax ID No:
68-0519943

Invoice Number : 91000006511
Date : 12-NOV-2020
Due Date :
Payment Terms :
Customer Account : 3922560
Project Number : 82043200
Currency : USD
Shipment Terms :
Purchase Order Number : CALCAR
Number of Pages : Page 1 of 2

Total Ordered Quantity (No. Of Items) : 1				REMITTANCE INFORMATION			
Net Amount : USD \$373,970.41				Make Checks Payable to:		Bank Wire to:	
Tax Total : USD \$5,887.06				Pearson Online & Blended Learning		Bank Name	: Bank of America N A
Invoice Total : USD \$379,857.47				32369 Collection Center Drive		Bank Address	:
Amount Due : USD \$379,857.47				Chicago, IL 60693-0323		ABA ACH No	: 071000039
						ABA Wire No	: 026009593
						SWIFT Code	: BOFAUS3N
						A/C No	: 8188290225
						Bank Account Name	: Connections Education LLC dba Pearson Online & Blended Learning K-12 USA

Invoice Number: 91000006511							Page 2 of 2
Project Number	Project Agreement Number	Description	Quantity	List Price	Net Price	Tax	Line Total
82043200	CALCAR	Direct Charges	20		373,970.41	5,887.06	379,857.47

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Invoice Total	Subtotal	Total Tax	Invoice Total
	USD	USD	USD
	\$373,970.41	\$5,887.06	\$379,857.47



Pearson

Charges for the Following Period:

October 2020

Enrollment/Unit Based Charges

Accounting and Regulatory Reporting	3,416.67
Community Outreach	4,166.67
Connexus™ Annual License (EMS)	41,000.00
Curriculum Postage	3,877.50
Direct Course Instruction Support	5,868.50
Educational Resource Center	8,610.00
Enrollment and Records Management	4,700.00
Facility Support Services	525.00
Hardware/Software - Employees	3,850.00
Human Resources Support	8,020.83
Internet Subsidy Payment Processing	1,466.67
Monthly Fee per Student on an IEP	29,400.00
School Curriculum Supplies	2,666.67
Student Technology Assistance	33,733.33
Tangible and Intangible Instructional Materials	122,497.14
Technical Support and Repairs	10,250.00
	<hr/>
	284,048.98

Revenue Based Charges

Marketing Services	10,578.99
School Administration	63,473.95
Treasury Services	15,868.49
	<hr/>
	89,921.43

Total Amount Due

373,970.41



INVOICE

Customer Bill-to:
Capistrano Connections Academy
33272 Valle Road
San Juan Capistrano, CA 92675

Attention:
Accounts Payable

Customer Ship-to:
Capistrano Connections Academy
33272 Valle Road
San Juan Capistrano, CA 92675

**Connections Education LLC dba
Pearson Online & Blended Learning
K-12 USA**
10960 Grantchester Way
Columbia, MD 21044
Tel: 1-800-843-0019
Email:
poblsalesops@pearson.com
Tax ID No:
68-0519943

Invoice Number : 91000006515
Date : 12-NOV-2020
Due Date :
Payment Terms :
Customer Account : 3921999
Project Number : 82043198
Currency : USD
Shipment Terms :
Purchase Order Number : CAPOCA
Number of Pages : Page 1 of 2

Total Ordered Quantity (No. Of Items) : 2				REMITTANCE INFORMATION			
Net Amount :	USD	\$1,941,801.65		Make Checks Payable to:		Bank Wire to:	
Tax Total :	USD	\$15,954.93		Pearson Online & Blended Learning		Bank Name	: Bank of America N A
Invoice Total :	USD	\$1,957,756.58		32369 Collection Center Drive		Bank Address	:
Amount Due :	USD	\$1,957,756.58		Chicago, IL 60693-0323		ABA ACH No	: 071000039
						ABA Wire No	: 026009593
						SWIFT Code	: BOFAUS3N
						A/C No	: 8188290225
						Bank Account Name	: Connections Education LLC dba Pearson Online & Blended Learning K-12 USA

Invoice Number: 91000006515							Page 2 of 2
Project Number	Project Agreement Number	Description	Quantity	List Price	Net Price	Tax	Line Total
82043198	CAPOCA	Direct Charges	26		1,710,814.36	15,954.93	1,726,769.29
82043198	CAPOCA	Pass Through	16		230,987.29	0.00	230,987.29

To pay your invoice online: Visit <https://ipay2.bizsys.pearson.com/register> to register.
 Already registered? Access your online account by visiting <https://ipay2.bizsys.pearson.com>

Invoice Total	Subtotal	Total Tax	Invoice Total
	USD	USD	USD
	\$1,941,801.65	\$15,954.93	\$1,957,756.58



Pearson

Charges for the Following Period:

October 2020

Compensation Expenses

Benefits - Administration	71,417.27
Benefits - Instructional	362,886.54
Credit for Nonbillable Earnings Paid by the School	(6,879.94)
Withholdings	175,186.07
	<hr/>
	602,609.94

Enrollment/Unit Based Charges

Accounting and Regulatory Reporting	12,529.17
Community Outreach	45,833.33
Connexus™ Annual License (EMS)	150,350.00
Curriculum Postage	12,430.00
Direct Course Instruction Support	18,634.00
Educational Resource Center	31,573.50
Enrollment and Records Management	15,066.67
Facility Support Services	1,525.00
Hardware/Software - Employees	11,150.00
Human Resources Support	23,229.17
Internet Subsidy Payment Processing	3,587.50
Monthly Fee per Student on an IEP	79,950.00
School Curriculum Supplies	8,166.67
Short Term Substitute Teaching Services	75,900.00
Student Technology Assistance	82,512.50
Tangible and Intangible Instructional Materials	378,367.57
Technical Support and Repairs	37,587.50
	<hr/>
	988,392.58

Revenue Based Charges

Marketing Services	33,896.23
School Administration	203,377.39
Treasury Services	50,844.35
	<hr/>
	288,117.97

Pass Through Expenses

Miscellaneous	62,681.16
	<hr/>
	62,681.16

Total Amount Due

1,941,801.65

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT – ALTERNATIVE FORM
July 1, 2020 to June 30, 2021**

Charter School Name: California Connections Academy Southern California
CDS #: _____
Charter Approving Entity: _____
County: _____
Charter #: _____

This charter school uses the following basis of accounting:
(Please enter an "X" in the applicable box below; check only one box)

☐ **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)

DRAFT FOR BOARD REVIEW WITH FINANCIAL INFO THROUGH OCTOBER 31 All restricted funds will be moved as needed for final report

Description		Object Code	Unrestricted	Restricted	Total
A. REVENUES					
1.	LCFF Sources				
	State Aid - Current Year	8011	2,488,591		2,488,591
	Education Protection Account State Aid - Current year	8012	182,630		182,630
	State Aid - Prior Years	8019	0		0
	Transfers to Charter Schools in Lieu of Property Taxes	8096	6,199,725		6,199,725
	Other LCFF Transfers	8091, 8097	0	0	0
	Total, LCFF Sources		8,870,946	0	8,870,946
2.	Federal Revenues (see NOTE in Section J)				
	No Child Left Behind (incl. ARRA)	8290		0	0
		Federal Funding - Title I	8290	0	0
		Federal Funding - Title II-A	8290	0	0
		Federal Funding - Title IV	8290	0	0
	Prior Year Adjustments	8019			0
	Special Education - Federal	8181, 8182		0	0
	Child Nutrition - Federal	8220		0	0
	Other Federal Revenues	8110, 8260-8299	0	0	0
		Federal Funding - E-Rate	0	0	0
		Learning Loss Mitigation (Federal)	257,809		0
		CARES Funding	120,452	0	0
	Total, Federal Revenues		378,261	0	378,261
3.	Other State Revenues				
	Special Education - State	StateRevSE		570,719	570,719
	All Other State Revenues	StateRevAO	528,137	0	528,137
		Learning Loss Mitigation (State)	316,470		
		Star Testing	0		
		College and Career Block Grant	0		
		Mandated Cost Reimbursement	29,950		
		One Time State Funding	0		
		Lottery	181,717	0	
		ERMHS	0		
		ERMHS - One Time Funds	0		
		Miscellaneous State Funds	0		
		Classified Employee PD grant	0		
		Low Performing Student Block Grant	0		
		MediCAL	0		
		Prior Year Adjustments	0		
	Total, Other State Revenues		528,137	570,719	1,098,856
4.	Other Local Revenues				
	All Other Local Revenues	LocalRevAO	4,942	0	4,942
		Interest Income	4,927		
		Donation	0		
		Miscellaneous	15		
		Prior Year Adjustments	0		
	Total, Local Revenues		4,942	0	4,942
5.	TOTAL REVENUES		9,782,286	570,719	10,353,005
B. EXPENDITURES					
1.	Certificated Salaries				
	Certificated Teachers' Salaries	1100	1,840,800	289,419	2,130,219
	Certificated Pupil Support Salaries	1200	188,944		188,944
	Certificated Supervisors' and Administrators' Salaries	1300	359,039	77,925	436,964
	Other Certificated Salaries	1900	0	0	0
	Total, Certificated Salaries		2,388,783	367,344	2,756,128
2.	Non-certificated Salaries				
	Instructional Aides' Salaries	2100	0	0	0
	Non-certificated Support Salaries	2200	289,919	0	289,919
	Non-certificated Supervisors' and Administrators' Sal.	2300	0	0	0
	Clerical and Office Salaries	2400	0	0	0
	Other Non-certificated Salaries	2900	0	0	0
	Total, Non-certificated Salaries		289,919	0	289,919
3.	Employee Benefits				
	STRS	3101-3102	378,650	58,642	437,292
	PERS	3201-3202	0	0	0
	OASDI / Medicare / Alternative	3301-3302	56,816	5,326	62,143
	Health and Welfare Benefits	3401-3402	547,754.14	89,999	637,754
	Unemployment Insurance	3501-3502	36,162	4,959	41,122
	Workers' Compensation Insurance	3601-3602	53,574	7,347	60,921
	Retiree Benefits	3701-3702	0	0	0
	PERS Reduction (for revenue limit funded schools)	3801-3802	0	0	0
	Other Employee Benefits	3901-3902	0	0	0
	Total, Employee Benefits		1,072,957	166,274	1,239,231
4.	Books and Supplies				
	Approved Textbooks and Core Curricula Materials	4100	0	0	0

Adjust to include restricted amount

Adjust to incorporate any Title I and Title IV funds applied.
Adjust to incorporate any Title I funds applied

Adjust to incorporate any Title I and Title IV funds applied

Adjust to incorporate any Title I and Title IV funds applied

10,353,004.88 (0.00)

3,046,046.19 (0.00)

4,285,276.78 0.00

Books and Other Reference Materials		4200	1,976,087	0	1,976,087
Tangible and Intangible Instructional Materials		4200	1,964,255		
Other Curriculum		4200	11,831		
minus restricted lottery funds		4200	0		
Materials and Supplies		4300	915,628	0	915,628
Office Supplies		4300	1,806		
Expensed Furniture and Equipment		4300	0		
Equipment/Supplies		4300	0		
Connexus™ Annual License (LMS)		4300	834,200		
Hardware/Software - Employees		4300	45,200		
School Curriculum Supplies		4300	33,167		
Graduation		4300	1,256		
Noncapitalized Equipment		4400	450,800	0	450,800
Student Technology Assistance		4400	450,800		
Student Testing Technology		4400	0		
Food		4700	0	0	0
Total, Books and Supplies			3,342,515	0	3,342,515
5. Services and Other Operating Expenditures					
Subagreements for Services		5100	2,147,837	175,300	2,323,136
Educational Resource Center		5100	175,182		
Short -Term Substitute Teaching		5100	93,023		
Direct Course Instruction Support		5100	31,537		
Technical Support and Repairs		5100	208,550		
Enrollment and Records Management		5100	76,267		
Human Resources Support		5100	94,167		
Facility Support Services		5100	6,100		
Community Outreach		5100	183,333		
Accounting and Regulatory Reporting		5100	69,517		
Treasury Services		5100	198,858		
Marketing Services		5100	132,572		
Special Populations Consultative Services		5100		79,950	
Contractual Service Credit		5100	0		
School Administration		5100	795,434		
Sales and Use Tax		5100	83,297		
Special Education Direct Services		5100	0	95,350	
Travel and Conferences		5200	(3,511)	0	(3,511)
Travel and Conferences - Teachers		5200	0		
Travel and Conferences - Administration		5200	4		
Board Expenses		5200	0		
Student Activities		5200	(3,515)		
Dues and Memberships		5300	18,871	0	18,871
Dues		5300	18,871		
Insurance		5400	5,741	0	5,741
Insurance - D&O		5400	5,741		
Operations and Housekeeping Services		5500	5,153	0	5,153
Maintenance & Repair		5500	5,153		
Rentals, Leases, Repairs, and Noncap. Improvements		5600	92,498	0	92,498
Copiers/Reproduction		5600	1,526		
Rent		5600	75,846		
Rent Operating Expense		5600	8,286		
Rent Storage Unit		5600	4,010		
Utilities		5600	2,831		
Professional/Consulting Services and Operating Expend.		5800	251,627	0	251,627
Student Testing & Assessment		5800	8,861		
Staff Recruiting		5800	1,418		
Staff Training / Prof. Dvlpmt.		5800	1,773		
Team Building		5800	0		
M&T Credit Suspense		5800	0		
Banking Fees		5800	2,635		
Financial Audit		5800	6,025		
District Oversight		5800	124,145		
SELPA One-Time Fee		5800	7,535		
SELPA Admin Fee		5800	48,609		
STRS Reporting		5800	7,412		
Accreditation and Consulting		5800	1,070		
Internet Subsidy Payment Processing		5800	19,600		
Legal		5800	3,489		
Other School Contracted Services		5800	2,244		
Other School Expenses		5800	367		
Prop 39 Clean Energy Planning		5800	0		
AERIES		5800	0		
Summer School		5800	16,445		
Communications		5900	76,847	0	76,847
ISP Payment Reimbursement		5900	0		
Curriculum Postage		5900	62,920		
Office Postage		5900	5,229		
High Speed Internet		5900	4,658		
Voice Over IP Services		5900	0		
Phone		5900	4,040		
Total, Services and Other Operating Expenditures			2,595,064	175,300	2,770,363
6. Capital Outlay					
(Objects 6100-6170, 6200-6500 for modified accrual basis only)					
Land and Land Improvements		6100-6170	0	0	0
Buildings and Improvements of Buildings		6200	0	0	0
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0	0	0
Equipment		6400	0	0	0
Equipment Replacement		6500	0	0	0
Depreciation Expense (for accrual basis only)		6900	0	0	0
Total, Capital Outlay			0	0	0
7. Other Outgo					
Tuition to Other Schools		7110-7143	0	0	0
Transfers of Pass-Through Revenues to Other LEAs		7211-7213	0	0	0
Transfers of Apportionments to Other LEAs - Spec. Ed.		7221-7223SE	0	0	0
Transfers of Apportionments to Other LEAs - All Other		7221-7223AO	0	0	0
All Other Transfers		7280-7299	0	0	0
Debt Service:					
Interest		7438	0	0	0

Adjust to include any
CARES/Learning Loss
Mitigation Funds

Principal (for modified accrual basis only)		7439	0	0	0
Total, Other Outgo			0	0	0
8.	TOTAL EXPENDITURES		9,689,237	708,918	10,398,155
C.	EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		93,049	(138,199)	(45,150)
					(45,150.12) (0.00)
	Description	Object Code	Unrestricted	Restricted	Total
D.	OTHER FINANCING SOURCES / USES				
1.	Other Sources	8930-8979	0	0	0
2.	Less: Other Uses	7630-7699	0	0	0
3.	Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	0	0	0
4.	TOTAL OTHER FINANCING SOURCES / USES		0	0	0
E.	NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		93,049	(138,199)	(45,150)
F.	FUND BALANCE, RESERVES				
1.	Beginning Fund Balance				
a.	As of July 1	9791	617,086	0	617,086
b.	Adjustments/Restatements to Beginning Balance	9793, 9795	0	0	0
c.	Adjusted Beginning Balance		617,086	0	617,086
2.	Ending Fund Balance, June 30 (E + F1c)		710,135	(138,199)	571,936
	Components of Ending Fund Balance (Optional):				
	Reserve for Revolving Cash (equals object 9130)	9711	0	0	0
	Reserve for Stores (equals object 9320)	9712	0	0	0
	Reserve for Prepaid Expenditures (equals object 9330)	9713	0	0	0
	Reserve for All Others	9719	0	0	0
	General Reserve	9730	0	0	0
	Legally Restricted Balance	9740	0	0	0
	Designated for Economic Uncertainties	9770	0	0	0
	Other Designations	9775, 9780	0	0	0
	Undesignated / Unappropriated Amount	9790	710,135	(138,199)	571,936
G.	ASSETS				
1.	Cash				
	In County Treasury	9110	1,606,810	0	1,606,810
	Fair Value Adjustment to Cash in County Treasury	9111	0	0	0
	In Banks	9120	5,833,448	0	5,833,448
	In Revolving Fund	9130	180	0	180
	With Fiscal Agent	9135	0	0	0
	Collections Awaiting Deposit	9140	0	0	0
2.	Investments	9150	0	0	0
3.	Accounts Receivable	9200	(859,985)	0	(859,985)
4.	Due from Grantor Government	9290	0	0	0
5.	Stores	9320	0	0	0
6.	Prepaid Expenditures (Expenses)	9330	96,744	0	96,744
7.	Other Current Assets	9340	20,287	0	20,287
8.	Capital Assets (for accrual basis only)	9400-9499	28,547	0	28,547
9.	TOTAL ASSETS		6,726,031	0	6,726,031
H.	LIABILITIES				
1.	Accounts Payable	9500	5,944,777	0	5,944,777
2.	Due to Grantor Government	9590	0	0	0
3.	Current Loans	9640	0	0	0
4.	Deferred Revenue	9650	209,318	0	209,318
5.	Long-Term Liabilities (for accrual basis only)	9660-9669	0	0	0
6.	TOTAL LIABILITIES		6,154,095	0	6,154,095
I.	FUND BALANCE				
	Ending Fund Balance, June 30 (G9-H6) (must agree with Line F2)		571,936	0	571,936

0

NOTE: IF YOUR CHARTER SCHOOL RECEIVED FEDERAL FUNDING, AS REPORTED IN SECTION A2, THE FOLLOWING ADDITIONAL INFORMATION MUST BE PROVIDED:

1. **Federal Revenues Used for Capital Outlay and Debt Service:**
Included in the Capital Outlay and Debt Service expenditures reported in sections B6 and B7 are the following amounts paid out of federal funds:

Federal Program Name (Indicate if NONE)	Capital Outlay	Debt Service	Total
a.	\$		0
b.			0
c.			0
d.			0
e.			0
f.			0
g.			0
h.			0
i.			0
j.			0
TOTAL	0	0	0

2. **Community Services Expenditures:**
Included in the expenditures reported in Section B are the following amounts expended for Community Services paid out of state and local funds:

Objects of Expenditures	Amount (Enter "0.00" if none)
a. Certificated Personnel Salaries	\$
b. Non-certificated Personnel Salaries	
c. Employee Benefits	
d. Books and Supplies	
e. Services and Other Operating Expenditures	
TOTAL COMMUNITY SERVICES EXPENDITURES	0

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2020 to June 30, 2021**

Charter School Name: California Connections Academy Southern California
CDS #: _____
Charter Approving Entity: _____
County: _____
Charter #: _____

This charter school uses the following basis of accounting:
(Please enter an "X" in the applicable box below; check only one box)

☐ **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)

Based on approved October budget revision

Description		Object Code	Unrestricted	Restricted	Total		
A. REVENUES							
1.	LCFF Sources						
	State Aid - Current Year	8011	10,417,359		10,417,359	x	
	Education Protection Account State Aid - Current year	8012	764,498		764,498	x	
	State Aid - Prior Years	8019	0		0		
	Transfers to Charter Schools in Lieu of Property Taxes	8096	25,952,337		25,952,337		\$26,365,324.00
	Other LCFF Transfers	8091, 8097	0	0	0		
	Total, LCFF Sources		37,134,194	0	37,134,194	x	
2.	Federal Revenues (see NOTE in Section J)						
	No Child Left Behind (incl. ARRA)	8290		718,416	718,416		
		8290		575,287		x	
	Federal Funding - Title I	8290		100,006		x	
	Federal Funding - Title II-A	8290		43,123		x	
	Federal Funding - Title IV	8019		0		x	
	Prior Year Adjustments	8181, 8182		477,811	477,811	x	
	Special Education - Federal	8220		0	0		
	Child Nutrition - Federal	8110, 8260-8299	0	8,400	8,400	x	
	Other Federal Revenues		0	0	0		
	Federal Funding - E-Rate		257,809	0	257,809	x	
	Learning Loss Mitigation (Federal)		231,808	0	231,808	x	
	CARES Funding		489,617	1,204,627	1,694,244	x	
	Total, Federal Revenues						
3.	Other State Revenues						
	Special Education - State	StateRevSE		2,389,056	2,389,056		
	All Other State Revenues	StateRevAO	1,388,227	0	1,388,227		
	Learning Loss Mitigation (State)	StateRevAO	316,470		316,470	x	
	Star Testing	StateRevAO	0		0	x	
	College and Career Block Grant	StateRevAO	0		0		
	Mandated Cost Reimbursement	StateRevAO	125,371		125,371	x	
	One Time State Funding	StateRevAO	0		0	x	
	Lottery	StateRevAO	760,676	0	760,676	x	
	ERMHS	StateRevAO	149,000		149,000	x	
	ERMHS - One Time Funds	StateRevAO	36,710		36,710	x	
	Miscellaneous State Funds	StateRevAO	0		0		
	Classified Employee PD grant	StateRevAO	0		0		
	Low Performing Student Block Grant	StateRevAO	0		0		
	MediCAL	StateRevAO	0		0		
	Prior Year Adjustments	StateRevAO	0		0		
	Total, Other State Revenues		1,388,227	2,389,056	3,777,283		
4.	Other Local Revenues						
	All Other Local Revenues	LocalRevAO	24,015	0	24,015		
	Interest Income	LocalRevAO	24,000		24,000	x	
	Donation	LocalRevAO					
	Miscellaneous	LocalRevAO	15		15	x	
	Prior Year Adjustments	LocalRevAO					
	Total, Local Revenues		24,015	0	24,015		
5.	TOTAL REVENUES		39,036,053	3,593,683	42,629,736		42,629,736.25 0.00
B. EXPENDITURES							
1.	Certificated Salaries						
	Certificated Teachers' Salaries	1100	9,105,156	1,619,573	10,724,728		
	Certificated Pupil Support Salaries	1200	865,285		865,285		
	Certificated Supervisors' and Administrators' Salaries	1300	1,051,195	233,776	1,284,971		
	Other Certificated Salaries	1900	0	0	0		
	Total, Certificated Salaries		11,021,636	1,853,348	12,874,985		
2.	Non-certificated Salaries						
	Instructional Aides' Salaries	2100	0	0	0		
	Non-certificated Support Salaries	2200	885,749	0	885,749		
	Non-certificated Supervisors' and Administrators' Sal.	2300	0	0	0		
	Clerical and Office Salaries	2400	0	0	0		
	Other Non-certificated Salaries	2900	0	0	0		
	Total, Non-certificated Salaries		885,749	0	885,749		13,760,733.80 (0.00)
3.	Employee Benefits						
	STRS	3101-3102	1,723,773	291,758	2,015,531		
	PERS	3201-3202	0	0	0		
	OASDI / Medicare / Alternative	3301-3302	227,574	26,874	254,447		
	Health and Welfare Benefits	3401-3402	2,520,809.95	454,070	2,974,880		
	Unemployment Insurance	3501-3502	160,750	25,020	185,770		
	Workers' Compensation Insurance	3601-3602	238,148	37,067	275,215		
	Retiree Benefits	3701-3702	0	0	0		
	PERS Reduction (for revenue limit funded schools)	3801-3802	0	0	0		
	Other Employee Benefits	3901-3902	0	0	0		
	Total, Employee Benefits		4,871,054	834,789	5,705,843		19,466,577.10 (0.01)
4.	Books and Supplies						
	Approved Textbooks and Core Curricula Materials	4100	0	0	0		
	Books and Other Reference Materials	4200	5,982,374	0	5,982,374		
	Tangible and Intangible Instructional Materials	4200	5,892,765		5,892,765		
	Other Curriculum	4200	89,609		89,609		
	minus restricted lottery funds	4200	0		0		
	Materials and Supplies	4300	2,875,335	0	2,875,335		
	Office Supplies	4300	37,000		37,000		
	Expensed Furniture and Equipment	4300	31,104		31,104		

					Equipment/Supplies	4300	26,430			
					ConnexusTM Annual License (LMS)	4300	2,502,600			
					Hardware/Software - Employees	4300	135,946			
					School Curriculum Supplies	4300	99,555			
					Graduation	4300	42,700			
					Noncapitalized Equipment	4400	1,725,000	0		1,725,000
					Student Technology Assistance	4400	1,720,000			
					Student Testing Technology	4400	5,000			
					Food	4700	0	0		0
					Total, Books and Supplies		10,582,709	0		10,582,709
5.					Services and Other Operating Expenditures					
					Subagreements for Services	5100	6,255,244	2,875,894		9,131,138
					Educational Resource Center	5100	525,546			
					Short -Term Substitute Teaching	5100	76,500			
					Direct Course Instruction Support	5100	116,127			
					Technical Support and Repairs	5100	625,650			
					Enrollment and Records Management	5100	228,829			
					Human Resources Support	5100	283,221			
					Facility Support Services	5100	18,312			
					Community Outreach	5100	550,000			
					Accounting and Regulatory Reporting	5100	208,550			
					Treasury Services	5100	596,575			
					Marketing Services	5100	397,717			
					Special Populations Consultative Services	5100	0	810,894		
					Contractual Service Credit	5100	0			
					School Administration	5100	2,386,301			
					Sales and Use Tax	5100	241,917			
					Special Education Direct Services	5100	0	2,065,000		
					Travel and Conferences	5200	169,321	0		169,321
					Travel and Conferences - Teachers	5200	59,237			
					Travel and Conferences - Administration	5200	36,393			
					Board Expenses	5200	10,000			
					Student Activities	5200	63,690			
					Dues and Memberships	5300	61,249	0		61,249
					Dues	5300	61,249			
					Insurance	5400	5,741	0		5,741
					Insurance - D&O	5400	5,741			
					Operations and Housekeeping Services	5500	47,606	0		47,606
					Maintenance & Repair	5500	47,606			
					Rentals, Leases, Repairs, and Noncap. Improvements	5600	353,742	0		353,742
					Copiers/Reproduction	5600	21,882			
					Rent	5600	261,585			
					Rent Operating Expense	5600	30,040			
					Rent Storage Unit	5600	9,000			
					Utilities	5600	31,235			
					Professional/Consulting Services and Operating Expend.	5800	1,431,185	0		1,431,185
					Student Testing & Assessment	5800	453,538			
					Staff Recruiting	5800	19,925			
					Staff Training / Prof. Dvlpmnt.	5800	111,075			
					Team Building	5800	23,664			
					M&T Credit Suspense	5800	0			
					Banking Fees	5800	8,202			
					Financial Audit	5800	9,500			
					District Oversight	5800	371,342			
					SELPA One-Time Fee	5800	22,604			
					SELPA Admin Fee	5800	152,629			
					STRS Reporting	5800	22,237			
					Accreditation and Consulting	5800	1,070			
					Internet Subsidy Payment Processing	5800	97,257			
					Legal	5800	53,711			
					Other School Contracted Services	5800	31,595			
					Other School Expenses	5800	3,791			
					Prop 39 Clean Energy Planning	5800	0			
					AERIES	5800	32,600			
					Summer School	5800	16,445			
					Communications	5900	600,832	0		600,832
					ISP Payment Reimbursement	5900	250,000			
					Curriculum Postage	5900	188,784			
					Office Postage	5900	27,493			
					High Speed Internet	5900	27,881			
					Voice Over IP Services	5900	81,568			
					Phone	5900	25,107			
					Total, Services and Other Operating Expenditures		8,924,920	2,875,894		11,800,814
6.					Capital Outlay					
					(Objects 6100-6170, 6200-6500 for modified accrual basis only)					
					Land and Land Improvements	6100-6170	0	0		0
					Buildings and Improvements of Buildings	6200	0	0		0
					Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0	0		0
					Equipment	6400	0	0		0
					Equipment Replacement	6500	0	0		0
					Depreciation Expense (for accrual basis only)	6900	2,000	0		2,000
					Total, Capital Outlay		2,000	0		2,000
7.					Other Outgo					
					Tuition to Other Schools	7110-7143	0	0		0
					Transfers of Pass-Through Revenues to Other LEAs	7211-7213	0	0		0
					Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0	0		0
					Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0	0		0
					All Other Transfers	7280-7299	0	0		0
					Debt Service:					
					Interest	7438	0	0		0
					Principal (for modified accrual basis only)	7439	0	0		0
					Total, Other Outgo		0	0		0
8.					TOTAL EXPENDITURES		36,288,068	5,564,032		41,852,100
C.					EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		2,747,985	(1,970,348)		777,637
					Description	Object Code	Unrestricted	Restricted		Total
D.					OTHER FINANCING SOURCES / USES					

777,636.51 0.00

1.	Other Sources	8930-8979	0	0	0
2.	Less: Other Uses	7630-7699	0	0	0
3.	Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	0	0	0
4.	TOTAL OTHER FINANCING SOURCES / USES		0	0	0
E.	NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		2,747,985	(1,970,348)	777,637
F.	FUND BALANCE, RESERVES				
1.	Beginning Fund Balance				
a.	As of July 1	9791	617,086	0	617,086
b.	Adjustments/Restatements to Beginning Balance	9793, 9795	0	0	0
c.	Adjusted Beginning Balance		617,086	0	617,086
2.	Ending Fund Balance, June 30 (E + F1c)		3,365,071	(1,970,348)	1,394,722
	Components of Ending Fund Balance (Optional):				
	Reserve for Revolving Cash (equals object 9130)	9711	0	0	0
	Reserve for Stores (equals object 9320)	9712	0	0	0
	Reserve for Prepaid Expenditures (equals object 9330)	9713	0	0	0
	Reserve for All Others	9719	0	0	0
	General Reserve	9730	0	0	0
	Legally Restricted Balance	9740	0	0	0
	Designated for Economic Uncertainties	9770	0	0	0
	Other Designations	9775, 9780	0	0	0
	Undesignated / Unappropriated Amount	9790	3,365,071	(1,970,348)	1,394,722
G.	ASSETS				
1.	Cash				
	In County Treasury	9110	1,606,810	0	1,606,810
	Fair Value Adjustment to Cash in County Treasury	9111	0	0	0
	In Banks	9120	5,833,448	0	5,833,448
	In Revolving Fund	9130	180	0	180
	With Fiscal Agent	9135	0	0	0
	Collections Awaiting Deposit	9140	0	0	0
2.	Investments	9150	0	0	0
3.	Accounts Receivable	9200	(859,985)	0	(859,985)
4.	Due from Grantor Government	9290	0	0	0
5.	Stores	9320	0	0	0
6.	Prepaid Expenditures (Expenses)	9330	96,744	0	96,744
7.	Other Current Assets	9340	20,287	0	20,287
8.	Capital Assets (for accrual basis only)	9400-9499	28,547	0	28,547
9.	TOTAL ASSETS		6,726,031	0	6,726,031
H.	LIABILITIES				
1.	Accounts Payable	9500	5,944,777	0	5,944,777
2.	Due to Grantor Government	9590	0	0	0
3.	Current Loans	9640	0	0	0
4.	Deferred Revenue	9650	209,318	0	209,318
5.	Long-Term Liabilities (for accrual basis only)	9660-9669	0	0	0
6.	TOTAL LIABILITIES		6,154,095	0	6,154,095
I.	FUND BALANCE				
	Ending Fund Balance, June 30 (G9-H6) (must agree with Line F2)		571,936	0	571,936

(822,787)

NOTE: IF YOUR CHARTER SCHOOL RECEIVED FEDERAL FUNDING, AS REPORTED IN SECTION A2,
THE FOLLOWING ADDITIONAL INFORMATION MUST BE PROVIDED:

1. Federal Revenues Used for Capital Outlay and Debt Service:

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

Federal Program Name (Indicate if NONE)	Capital Outlay	Debt Service	Total
a.	\$		0
b.			0
c.			0
d.			0
e.			0
f.			0
g.			0
h.			0
i.			0
j.			0
TOTAL	0	0	0

2. Community Services Expenditures:

Included in the expenditures reported in Section B are the following amounts expended for Community Services paid out of state and local funds:

Objects of Expenditures	Amount (Enter "0.00" if none)
a. Certificated Personnel Salaries	\$
b. Non-certificated Personnel Salaries	
c. Employee Benefits	
d. Books and Supplies	
e. Services and Other Operating Expenditures	
TOTAL COMMUNITY SERVICES EXPENDITURES	0

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2020 to June 30, 2021**

Charter School Name: California Connections Academy @ Central
CDS #: _____
Charter Approving Entity: _____
County: _____
Charter #: _____

This charter school uses the following basis of accounting:

(Please enter an "X" in the applicable box below; check only one box)

☐ **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)

DRAFT FOR BOARD REVIEW WITH FINANCIAL INFO THROUGH OCTOBER 31 All restricted funds will be moved as needed for final report

Description		Object Code	Unrestricted	Restricted	Total
A. REVENUES					
1.	LCFF Sources				
	State Aid - Current Year	8011	1,050,333		1,050,333
	Education Protection Account State Aid - Current year	8012	109,455		109,455
	State Aid - Prior Years	8019			0
	Transfers to Charter Schools in Lieu of Property Taxes	8096	61,700		61,700
	Other LCFF Transfers	8091, 8097	0	0	0
	Total, LCFF Sources		1,221,488	0	1,221,488
2.	Federal Revenues (see NOTE in Section J) No Child Left Behind (incl. ARRA)				
		8290		0	0
	Federal Funding - Title I	8290		0	0
	Federal Funding - Title II-A	8290		0	0
	Federal Funding - Title IV	8290		0	0
	Prior Year Adjustments	8019			0
	Special Education - Federal	8181, 8182		0	0
	Child Nutrition - Federal	8220		0	0
	Other Federal Revenues	8110, 8260-8299	0	0	0
	Federal Funding - E-Rate		0	0	0
	Learning Loss Mitigation (federal)		0	0	0
	CARES		0	0	0
	Total, Federal Revenues		0	0	0
3.	Other State Revenues				
	Special Education - State	StateRevSE		75,574	75,574
	All Other State Revenues	StateRevAO	29,016	0	29,016
	Learning Loss Mitigation (state)	StateRevAO	0		
	Star Testing	StateRevAO	1,253		
	College and Career Block Grant	StateRevAO	0		
	Mandated Cost Reimbursement	StateRevAO	3,636		
	One Time State Funding	StateRevAO	0		
	Lottery	StateRevAO	24,063	0	
	ERMHS	StateRevAO	0		
	ERMHS - One Time Funds	StateRevAO	0		
	Miscellaneous State Funds	StateRevAO	0		
	Classified Employee PD grant	StateRevAO	0		
	Low Performing Student Block Grant	StateRevAO	0		
	MediCAL	StateRevAO	0		
	Prior Year Adjustments	StateRevAO	65		
	Total, Other State Revenues		29,016	75,574	104,590
4.	Other Local Revenues				
	All Other Local Revenues	LocalRevAO	720	0	720
	Interest Income	LocalRevAO	720		
	Donation	LocalRevAO	0		
	Miscellaneous	LocalRevAO	0		
	Prior Year Adjustments	LocalRevAO	0		
	Total, Local Revenues		720	0	720
5.	TOTAL REVENUES		1,251,224	75,574	1,326,798
B. EXPENDITURES					
1.	Certificated Salaries				
	Certificated Teachers' Salaries	1100	244,448	38,382	282,831
	Certificated Pupil Support Salaries	1200	25,160		25,160
	Certificated Supervisors' and Administrators' Salaries	1300	47,198	10,244	57,441
	Other Certificated Salaries	1900	0	0	0
	Total, Certificated Salaries		316,806	48,626	365,432
2.	Non-certificated Salaries				
	Instructional Aides' Salaries	2100	0	0	0
	Non-certificated Support Salaries	2200	38,111	0	38,111
	Non-certificated Supervisors' and Administrators' Sal.	2300	0	0	0
	Clerical and Office Salaries	2400	0	0	0
	Other Non-certificated Salaries	2900	0	0	0
	Total, Non-certificated Salaries		38,111	0	38,111
3.	Employee Benefits				
	STRS	3101-3102	52,110	8,053	60,162
	PERS	3201-3202	0	0	0
	OASDI / Medicare / Alternative	3301-3302	7,509	705	8,214
	Health and Welfare Benefits	3401-3402	72,483.16	11,913	84,396
	Unemployment Insurance	3501-3502	4,791	656	5,448
	Workers' Compensation Insurance	3601-3602	7,098	973	8,071
	Retiree Benefits	3701-3702	0	0	0
	PERS Reduction (for revenue limit funded schools)	3801-3802	0	0	0
	Other Employee Benefits	3901-3902	0	0	0
	Total, Employee Benefits		143,992	22,300	166,292
4.	Books and Supplies				
	Approved Textbooks and Core Curricula Materials	4100	0	0	0

Adjust to include
restricted amount

1,326,797.62 (0.00)

Adjust to incorporate any
Title I and Title IV funds
applied
Adjust to incorporate any
Title I funds applied

403,543.35 (0.00)

Adjust to incorporate any
Title I and Title IV funds
applied

Adjust to incorporate any
Title I and Title IV funds
applied

569,835.14 0.00

Books and Other Reference Materials		4200	295,042	0	295,042
Tangible and Intangible Instructional Materials		4200	293,406		
Other Curriculum		4200	1,636		
minus restricted lottery funds		4200	0		
Materials and Supplies		4300	131,233	0	131,233
Office Supplies		4300	250		
Expensed Furniture and Equipment		4300	0		
Equipment/Supplies		4300	0		
Connexus™ Annual License (LMS)		4300	120,200		
Hardware/Software - Employees		4300	6,200		
School Curriculum Supplies		4300	4,500		
Graduation		4300	84		
Noncapitalized Equipment		4400	88,933	0	88,933
Student Technology Assistance		4400	88,933		
Student Testing Technology		4400	0		
Food		4700	0	0	0
Total, Books and Supplies			515,209	0	515,209
5. Services and Other Operating Expenditures					
Subagreements for Services		5100	284,498	128,020	412,518
Educational Resource Center		5100	25,242		
Short -Term Substitute Teaching		5100	12,865		
Direct Course Instruction Support		5100	2,709		
Technical Support and Repairs		5100	30,050		
Enrollment and Records Management		5100	11,507		
Human Resources Support		5100	12,917		
Facility Support Services		5100	800		
Community Outreach		5100	8,333		
Accounting and Regulatory Reporting		5100	10,017		
Treasury Services		5100	27,474		
Marketing Services		5100	18,316		
Special Populations Consultative Services		5100	0	15,300	
Contractual Service Credit		5100	0		
School Administration		5100	109,897		
Sales and Use Tax		5100	14,372		
Special Education Direct Services		5100	0	112,720	
Travel and Conferences		5200	(272)	0	(272)
Travel and Conferences - Teachers		5200	0		
Travel and Conferences - Administration		5200	1		
Board Expenses		5200	0		
Student Activities		5200	(273)		
Dues and Memberships		5300	2,654	0	2,654
Dues		5300	2,654		
Insurance		5400	794	0	794
Insurance - D&O		5400	794		
Operations and Housekeeping Services		5500	713	0	713
Maintenance & Repair		5500	713		
Rentals, Leases, Repairs, and Noncap. Improvements		5600	12,792	0	12,792
Copiers/Reproduction		5600	211		
Rent		5600	10,489		
Rent Operating Expense		5600	1,146		
Rent Storage Unit		5600	555		
Utilities		5600	392		
Professional/Consulting Services and Operating Expend.		5800	40,188	0	40,188
Student Testing & Assessment		5800	(3,475)		
Staff Recruiting		5800	196		
Staff Training / Prof. Dvlpmt.		5800	245		
Team Building		5800	0		
M&T Credit Suspense		5800	0		
Banking Fees		5800	0		
Financial Audit		5800	833		
District Oversight		5800	17,069		
SELPA One-Time Fee		5800	829		
SELPA Admin Fee		5800	6,483		
STRS Reporting		5800	832		
Accreditation and Consulting		5800	1,070		
Internet Subsidy Payment Processing		5800	3,867		
Legal		5800	482		
Other School Contracted Services		5800	496		
Other School Expenses		5800	36		
AERIES		5800	4,351		
Summer School		5800	6,875		
Communications		5900	11,419	0	11,419
ISP Payment Reimbursement		5900	0		
Curriculum Postage		5900	9,493		
Office Postage		5900	723		
High Speed Internet		5900	644		
Voice Over IP Services		5900	0		
Phone		5900	559		
Total, Services and Other Operating Expenditures			352,786	128,020	480,806
6. Capital Outlay					
(Objects 6100-6170, 6200-6500 for modified accrual basis only)					
Land and Land Improvements		6100-6170	0	0	0
Buildings and Improvements of Buildings		6200	0	0	0
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0	0	0
Equipment		6400	0	0	0
Equipment Replacement		6500	0	0	0
Depreciation Expense (for accrual basis only)		6900	0	0	0
Total, Capital Outlay			0	0	0
7. Other Outgo					
Tuition to Other Schools		7110-7143	0	0	0
Transfers of Pass-Through Revenues to Other LEAs		7211-7213	0	0	0
Transfers of Apportionments to Other LEAs - Spec. Ed.		7221-7223SE	0	0	0
Transfers of Apportionments to Other LEAs - All Other		7221-7223AO	0	0	0
All Other Transfers		7280-7299	0	0	0
Debt Service:					
Interest		7438	0	0	0
Principal (for modified accrual basis only)		7439	0	0	0

Adjust to include any
CARES/Learning Loss
Mitigation Funds

Total, Other Outgo		0	0	0	
8.	TOTAL EXPENDITURES	1,366,904	198,946	1,565,850	
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		(115,680)	(123,372)	(239,052)	
Description		Object Code	Unrestricted	Restricted	Total
D. OTHER FINANCING SOURCES / USES					
1.	Other Sources	8930-8979	0	0	0
2.	Less: Other Uses	7630-7699	0	0	0
3.	Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	0	0	0
4.	TOTAL OTHER FINANCING SOURCES / USES		0	0	0
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(115,680)	(123,372)	(239,052)
F. FUND BALANCE, RESERVES					
1.	Beginning Fund Balance				
a.	As of July 1	9791	10,332	0	10,332
b.	Adjustments/Restatements to Beginning Balance	9793, 9795	0	0	0
c.	Adjusted Beginning Balance		10,332	0	10,332
2.	Ending Fund Balance, June 30 (E + F1c)		(105,349)	(123,372)	(228,720)
Components of Ending Fund Balance (Optional):					
	Reserve for Revolving Cash (equals object 9130)	9711		0	0
	Reserve for Stores (equals object 9320)	9712	0	0	0
	Reserve for Prepaid Expenditures (equals object 9330)	9713		0	0
	Reserve for All Others	9719	0	0	0
	General Reserve	9730	0	0	0
	Legally Restricted Balance	9740	0	0	0
	Designated for Economic Uncertainties	9770	0	0	0
	Other Designations	9775, 9780	0	0	0
	Undesignated / Unappropriated Amount	9790	(105,349)	(123,372)	(228,720)
G. ASSETS					
1.	Cash				
	In County Treasury	9110	0	0	0
	Fair Value Adjustment to Cash in County Treasury	9111	0	0	0
	In Banks	9120	461,894	0	461,894
	In Revolving Fund	9130	0	0	0
	With Fiscal Agent	9135	0	0	0
	Collections Awaiting Deposit	9140	0	0	0
2.	Investments	9150	0	0	0
3.	Accounts Receivable	9200	1,452,800	0	1,452,800
4.	Due from Grantor Government	9290	0	0	0
5.	Stores	9320	0	0	0
6.	Prepaid Expenditures (Expenses)	9330	8,290	0	8,290
7.	Other Current Assets	9340	100	0	100
8.	Capital Assets (for accrual basis only)	9400-9499	0	0	0
9.	TOTAL ASSETS		1,923,084	0	1,923,084
H. LIABILITIES					
1.	Accounts Payable	9500	2,151,805	0	2,151,805
2.	Due to Grantor Government	9590	0	0	0
3.	Current Loans	9640	0	0	0
4.	Deferred Revenue	9650	0	0	0
5.	Long-Term Liabilities (for accrual basis only)	9660-9669	0	0	0
6.	TOTAL LIABILITIES		2,151,805	0	2,151,805
I. FUND BALANCE					
Ending Fund Balance, June 30 (G9-H6) (must agree with Line F2)			(228,720)	0	(228,720)

NOTE: IF YOUR CHARTER SCHOOL RECEIVED FEDERAL FUNDING, AS REPORTED IN SECTION A2, THE FOLLOWING ADDITIONAL INFORMATION MUST BE PROVIDED:

1. **Federal Revenues Used for Capital Outlay and Debt Service:**
Included in the Capital Outlay and Debt Service expenditures reported in sections B6 and B7 are the following amounts paid out of federal funds:

Federal Program Name (Indicate if NONE)		Capital Outlay	Debt Service	Total
a.		\$		0
b.				0
c.				0
d.				0
e.				0
f.				0
g.				0
h.				0
i.				0
j.				0
TOTAL		0	0	0

2. **Community Services Expenditures:**
Included in the expenditures reported in Section B are the following amounts expended for Community Services paid out of state and local funds:

Objects of Expenditures		Amount (Enter "0.00" if none)
a.	Certificated Personnel Salaries	\$
b.	Non-certificated Personnel Salaries	
c.	Employee Benefits	
d.	Books and Supplies	
e.	Services and Other Operating Expenditures	
TOTAL COMMUNITY SERVICES EXPENDITURES		0

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT – ALTERNATIVE FORM
July 1, 2020 to June 30, 2021**

Charter School Name: California Connections Academy @ Central
CDS #: _____
Charter Approving Entity: _____
County: _____
Charter #: _____

This charter school uses the following basis of accounting:
(Please enter an "X" in the applicable box below; check only one box)

☐ **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)

Based on approved October budget revision

Description		Object Code	Unrestricted	Restricted	Total		
A. REVENUES							
1.	LCFF Sources						
	State Aid - Current Year	8011	4,396,741		4,396,741		
	Education Protection Account State Aid - Current year	8012	458,185		458,185		
	State Aid - Prior Years	8019			0		
	Transfers to Charter Schools in Lieu of Property Taxes	8096	258,278		258,278		
	Other LCFF Transfers	8091, 8097	0	0	0		
	Total, LCFF Sources		5,113,204	0	5,113,204		
2.	Federal Revenues (see NOTE in Section J)						
	No Child Left Behind (incl. ARRA)	8290		147,222	147,222		
	Federal Funding - Title I	8290		118,909			
	Federal Funding - Title II-A	8290		18,313			
	Federal Funding - Title IV	8290		10,000			
	Prior Year Adjustments	8019			0		
	Special Education - Federal	8181, 8182		63,271	63,271		
	Child Nutrition - Federal	8220		0	0		
	Other Federal Revenues	8110, 8260-8299	1,000	0	1,000		
	Federal Funding - E-Rate		1,000	0	0		
	Learning Loss Mitigation (federal)		35,499				
	CARES		42,933				
	Total, Federal Revenues		79,432	210,493	289,925		
3.	Other State Revenues						
	Special Education - State	StateRevSE		316,356	316,356		
	All Other State Revenues	StateRevAO	193,903	0	193,903		
	Learning Loss Mitigation (state)	StateRevAO	43,576				
	Star Testing	StateRevAO	1,253				
	College and Career Block Grant	StateRevAO	0				
	Mandated Cost Reimbursement	StateRevAO	15,219				
	One Time State Funding	StateRevAO	0				
	Lottery	StateRevAO	100,728	0			
	ERMHS	StateRevAO	28,000				
	ERMHS - One Time Funds	StateRevAO	5,062				
	Miscellaneous State Funds	StateRevAO	0				
	Classified Employee PD grant	StateRevAO	0				
	Low Performing Student Block Grant	StateRevAO	0				
	MediCAL	StateRevAO	0				
	Prior Year Adjustments	StateRevAO	65				
	Total, Other State Revenues		193,903	316,356	510,259		
4.	Other Local Revenues						
	All Other Local Revenues	LocalRevAO	1,200	0	1,200		
	Interest Income	LocalRevAO	1,200				
	Donation	LocalRevAO					
	Miscellaneous	LocalRevAO	0				
	Prior Year Adjustments	LocalRevAO					
	Total, Local Revenues		1,200	0	1,200		
5.	TOTAL REVENUES		5,387,739	526,849	5,914,588	5,914,588.00	0.00
B. EXPENDITURES							
1.	Certificated Salaries						
	Certificated Teachers' Salaries	1100	1,249,093	222,340	1,471,433		
	Certificated Pupil Support Salaries	1200	118,697		118,697		
	Certificated Supervisors' and Administrators' Salaries	1300	138,185	30,731	168,916		
	Other Certificated Salaries	1900	0	0	0		
	Total, Certificated Salaries		1,505,975	253,071	1,759,046		
2.	Non-certificated Salaries						
	Instructional Aides' Salaries	2100	0	0	0		
	Non-certificated Support Salaries	2200	116,437	0	116,437		
	Non-certificated Supervisors' and Administrators' Sal.	2300	0	0	0		
	Clerical and Office Salaries	2400	0	0	0		
	Other Non-certificated Salaries	2900	0	0	0		
	Total, Non-certificated Salaries		116,437	0	116,437	1,875,482.42	0.01
3.	Employee Benefits						
	STRS	3101-3102	237,389	40,124	277,513		
	PERS	3201-3202	0	0	0		
	OASDI / Medicare / Alternative	3301-3302	30,744	3,670	34,414		
	Health and Welfare Benefits	3401-3402	343,422.95	62,002	405,425		
	Unemployment Insurance	3501-3502	21,903	3,416	25,319		
	Workers' Compensation Insurance	3601-3602	32,448	5,061	37,510		
	Retiree Benefits	3701-3702	0	0	0		
	PERS Reduction (for revenue limit funded schools)	3801-3802	0	0	0		
	Other Employee Benefits	3901-3902	0	0	0		
	Total, Employee Benefits		665,907	114,274	780,181	2,655,663.11	0.01
4.	Books and Supplies						
	Approved Textbooks and Core Curricula Materials	4100	0	0	0		
	Books and Other Reference Materials	4200	891,215	0	891,215		
	Tangible and Intangible Instructional Materials	4200	880,218				
	Other Curriculum	4200	10,997				
	minus restricted lottery funds	4200	0				
	Materials and Supplies	4300	415,975	0	415,975		
	Office Supplies	4300	3,516				
	Expensed Furniture and Equipment	4300	3,490				

		Equipment/Supplies	4300		10,000			
		ConnexusTM Annual License (LMS)	4300		360,600			
		Hardware/Software - Employees	4300		18,801			
		School Curriculum Supplies	4300		13,768			
		Graduation	4300		5,800			
	Noncapitalized Equipment		4400		277,000	0		277,000
		Student Technology Assistance	4400		272,000			
		Student Testing Technology	4400		5,000			
	Food		4700		0	0		0
	Total, Books and Supplies				1,584,190	0		1,584,190
5.	Services and Other Operating Expenditures		5100		558,643	733,066		1,291,709
	Subagreements for Services							
		Educational Resource Center	5100		75,726			
		Short -Term Substitute Teaching	5100		0			
		Direct Course Instruction Support	5100		9,677			
		Technical Support and Repairs	5100		90,150			
		Enrollment and Records Management	5100		34,530			
		Human Resources Support	5100		39,169			
		Facility Support Services	5100		2,532			
		Community Outreach	5100		25,000			
		Accounting and Regulatory Reporting	5100		30,050			
		Treasury Services	5100		82,422			
		Marketing Services	5100		54,948			
		Special Populations Consultative Services	5100		0	184,800		
		Contractual Service Credit	5100		(260,200)			
		School Administration	5100		329,690			
		Sales and Use Tax	5100		44,948			
		Special Education Direct Services	5100		0	548,266		
	Travel and Conferences		5200		25,902	0		25,902
		Travel and Conferences - Teachers	5200		4,083			
		Travel and Conferences - Administration	5200		6,646			
		Board Expenses	5200		2,723			
		Student Activities	5200		12,450			
	Dues and Memberships		5300		6,840	0		6,840
		Dues	5300		6,840			
	Insurance		5400		794	0		794
		Insurance - D&O	5400		794			
	Operations and Housekeeping Services		5500		7,219	0		7,219
		Maintenance & Repair	5500		7,219			
	Rentals, Leases, Repairs, and Noncap. Improvements		5600		42,298	0		42,298
		Copiers/Reproduction	5600		2,455			
		Rent	5600		31,468			
		Rent Operating Expense	5600		3,370			
		Rent Storage Unit	5600		1,500			
		Utilities	5600		3,505			
	Professional/Consulting Services and Operating Expnd.		5800		189,657	0		189,657
		Student Testing & Assessment	5800		42,285			
		Staff Recruiting	5800		2,236			
		Staff Training / Prof. Dvlpmt.	5800		11,893			
		Team Building	5800		2,655			
		M&T Credit Suspense	5800		0			
		Banking Fees	5800		600			
		Financial Audit	5800		9,000			
		District Oversight	5800		51,132			
		SELPA One-Time Fee	5800		2,600			
		SELPA Admin Fee	5800		20,381			
		STRS Reporting	5800		2,495			
		Accreditation and Consulting	5800		1,070			
		Internet Subsidy Payment Processing	5800		12,087			
		Legal	5800		16,026			
		Manager Services	5800		0			
		Other School Contracted Services	5800		3,545			
		Other School Expenses	5800		425			
		AERIES	5800		4,351			
		Summer School	5800		6,875			
	Communications		5900		110,283	0		110,283
		ISP Payment Reimbursement	5900		59,486			
		Curriculum Postage	5900		28,487			
		Office Postage	5900		3,085			
		High Speed Internet	5900		5,128			
		Voice Over IP Services	5900		11,281			

1.	Other Sources	8930-8979	0	0	0
2.	Less: Other Uses	7630-7699	0	0	0
3.	Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	0	0	0
4.	TOTAL OTHER FINANCING SOURCES / USES		0	0	0
E.	NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		573,595	(573,561)	34
F.	FUND BALANCE, RESERVES				
1.	Beginning Fund Balance				
a.	As of July 1	9791	0	0	0
b.	Adjustments/Restatements to Beginning Balance	9793, 9795	0	0	0
c.	Adjusted Beginning Balance		0	0	0
2.	Ending Fund Balance, June 30 (E + F1c)		573,595	(573,561)	34
	Components of Ending Fund Balance (Optional):				
	Reserve for Revolving Cash (equals object 9130)	9711	0	0	0
	Reserve for Stores (equals object 9320)	9712	0	0	0
	Reserve for Prepaid Expenditures (equals object 9330)	9713	0	0	0
	Reserve for All Others	9719	0	0	0
	General Reserve	9730	0	0	0
	Legally Restricted Balance	9740	0	0	0
	Designated for Economic Uncertainties	9770	0	0	0
	Other Designations	9775, 9780	0	0	0
	Undesignated / Unappropriated Amount	9790	573,595	(573,561)	34
G.	ASSETS				
1.	Cash				
	In County Treasury	9110	0	0	0
	Fair Value Adjustment to Cash in County Treasury	9111	0	0	0
	In Banks	9120	461,894	0	461,894
	In Revolving Fund	9130	0	0	0
	With Fiscal Agent	9135	0	0	0
	Collections Awaiting Deposit	9140	0	0	0
2.	Investments	9150	0	0	0
3.	Accounts Receivable	9200	1,452,800	0	1,452,800
4.	Due from Grantor Government	9290	0	0	0
5.	Stores	9320	0	0	0
6.	Prepaid Expenditures (Expenses)	9330	8,290	0	8,290
7.	Other Current Assets	9340	100	0	100
8.	Capital Assets (for accrual basis only)	9400-9499	0	0	0
9.	TOTAL ASSETS		1,923,084	0	1,923,084
H.	LIABILITIES				
1.	Accounts Payable	9500	2,151,805	0	2,151,805
2.	Due to Grantor Government	9590	0	0	0
3.	Current Loans	9640	0	0	0
4.	Deferred Revenue	9650	0	0	0
5.	Long-Term Liabilities (for accrual basis only)	9660-9669	0	0	0
6.	TOTAL LIABILITIES		2,151,805	0	2,151,805
I.	FUND BALANCE				
	Ending Fund Balance, June 30 (G9-H6) (must agree with Line F2)		(228,720)	0	(228,720)

(228,754)

NOTE: IF YOUR CHARTER SCHOOL RECEIVED FEDERAL FUNDING, AS REPORTED IN SECTION A2,
THE FOLLOWING ADDITIONAL INFORMATION MUST BE PROVIDED:

1. **Federal Revenues Used for Capital Outlay and Debt Service:**
Included in the Capital Outlay and Debt Service expenditures reported in sections B6 and B7 are
the following amounts paid out of federal funds:

Federal Program Name (Indicate if NONE)	Capital Outlay	Debt Service	Total
a.			0
b.			0
c.			0
d.			0
e.			0
f.			0
g.			0
h.			0
i.			0
j.			0
TOTAL	0	0	0

2. **Community Services Expenditures:**
Included in the expenditures reported in Section B are the following amounts expended
for Community Services paid out of state and local funds:

Objects of Expenditures	Amount (Enter "0.00" if none)
a. Certificated Personnel Salaries	
b. Non-certificated Personnel Salaries	
c. Employee Benefits	
d. Books and Supplies	
e. Services and Other Operating Expenditures	
TOTAL COMMUNITY SERVICES EXPENDITURES	0

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2020 to June 30, 2021**

Charter School Name: California Connections Academy @ Ripon
CDS #: _____
Charter Approving Entity: _____
County: _____
Charter #: _____

This charter school uses the following basis of accounting:
(Please enter an "X" in the applicable box below; check only one box)

☐ **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)

DRAFT FOR BOARD REVIEW WITH FINANCIAL INFO THROUGH OCTOBER 31 All restricted funds will be moved as needed for final report

Description		Object Code	Unrestricted	Restricted	Total
A. REVENUES					
1.	LCFF Sources				
	State Aid - Current Year	8011	2,131,253		2,131,253
	Education Protection Account State Aid - Current year	8012	258,751		258,751
	State Aid - Prior Years	8019			0
	Transfers to Charter Schools in Lieu of Property Taxes	8096	405,914		405,914
	Other LCFF Transfers	8091, 8097	0	0	0
	Total, LCFF Sources		2,795,918	0	2,795,918
2.	Federal Revenues (see NOTE in Section J) No Child Left Behind (incl. ARRA)	8290		0	0
	Federal Funding - Title I	8290		0	0
	Federal Funding - Title II-A	8290		0	0
	Federal Funding - Title IV	8290		0	0
	Prior Year Adjustments	8019			0
	Special Education - Federal	8181, 8182		0	0
	Child Nutrition - Federal	8220		0	0
	Other Federal Revenues	8110, 8260-8299	39,267	0	39,267
	Federal Funding - E-Rate		0	0	0
	Learning Loss Mitigation (federal)		81,255		
	Cares Funding		39,267		
	Total, Federal Revenues		120,522	0	120,522
3.	Other State Revenues				
	Special Education - State	StateRevSE		179,828	179,828
	All Other State Revenues	StateRevAO	166,461	0	166,461
	Star Testing	StateRevAO	0		
	College and Career Block Grant	StateRevAO	0		
	Mandated Cost Reimbursement	StateRevAO	9,460		
	One Time State Funding	StateRevAO	0		
	Learning Loss Mitigation (state)	StateRevAO	99,744		
	Lottery	StateRevAO	57,257	0	
	ERMHS	StateRevAO	0		
	ERMHS - One Time Funds	StateRevAO	0		
	Miscellaneous State Funds	StateRevAO	0		
	Classified Employee PD grant	StateRevAO	0		
	Low Performing Student Block Grant	StateRevAO	0		
	MediCAL	StateRevAO	0		
	Prior Year Adjustments	StateRevAO	0		
	Total, Other State Revenues		166,461	179,828	346,289
4.	Other Local Revenues				
	All Other Local Revenues	LocalRevAO	1,612	0	1,612
	Interest Income	LocalRevAO	1,612		
	Donation	LocalRevAO	0		
	Miscellaneous	LocalRevAO	0		
	Prior Year Adjustments	LocalRevAO	0		
	Total, Local Revenues		1,612	0	1,612
5.	TOTAL REVENUES		3,084,513	179,828	3,264,341
B. EXPENDITURES					
1.	Certificated Salaries				
	Certificated Teachers' Salaries	1100	634,091	99,732	733,824
	Certificated Pupil Support Salaries	1200	65,034		65,034
	Certificated Supervisors' and Administrators' Salaries	1300	112,705	24,461	137,166
	Other Certificated Salaries	1900	0	0	0
	Total, Certificated Salaries		811,830	124,194	936,023
2.	Non-certificated Salaries				
	Instructional Aides' Salaries	2100	0	0	0
	Non-certificated Support Salaries	2200	91,007	0	91,007
	Non-certificated Supervisors' and Administrators' Sal.	2300	0	0	0
	Clerical and Office Salaries	2400	0	0	0
	Other Non-certificated Salaries	2900	0	0	0
	Total, Non-certificated Salaries		91,007	0	91,007
3.	Employee Benefits				
	STRS	3101-3102	127,907	19,741	147,647
	PERS	3201-3202	0	0	0
	OASDI / Medicare / Alternative	3301-3302	18,734	1,801	20,534
	Health and Welfare Benefits	3401-3402	184,687.76	30,427	215,115
	Unemployment Insurance	3501-3502	12,188	1,677	13,865
	Workers' Compensation Insurance	3601-3602	18,057	2,484	20,541
	Retiree Benefits	3701-3702	0	0	0
	PERS Reduction (for revenue limit funded schools)	3801-3802	0	0	0
	Other Employee Benefits	3901-3902	0	0	0
	Total, Employee Benefits		361,573	56,130	417,703
4.	Books and Supplies				
	Approved Textbooks and Core Curricula Materials	4100	0	0	0

Adjust to include restricted amount

3,264,340.85 (0.00)

Adjust to incorporate any Title I and Title IV funds applied
Adjust to incorporate any Title I funds applied

1,027,030.83 (0.00)

Adjust to incorporate any Title I and Title IV funds applied

Adjust to incorporate any Title I and Title IV funds applied

1,444,733.44 (0.00)

	Books and Other Reference Materials	4200	683,156	0	683,156	
	<i>Tangible and Intangible Instructional Materials</i>	4200	679,128			
	<i>Other Curriculum</i>	4200	4,028			
	<i>minus restricted lottery funds</i>	4200	0			
	Materials and Supplies	4300	301,187	0	301,187	
	<i>Office Supplies</i>	4300	615			
	<i>Expensed Furniture and Equipment</i>	4300	0			
	<i>Equipment/Supplies</i>	4300	0			
	<i>Connexus™ Annual License (LMS)</i>	4300	273,800			
	<i>Hardware/Software - Employees</i>	4300	15,400			
	<i>School Curriculum Supplies</i>	4300	11,167			
	<i>Graduation</i>	4300	206			
	Noncapitalized Equipment	4400	199,333	0	199,333	
	<i>Student Technology Assistance</i>	4400	199,333			
	<i>Student Testing Technology</i>	4400	0			
	Food	4700	0	0	0	
	Total, Books and Supplies		1,183,677	0	1,183,677	
5.	Services and Other Operating Expenditures					
	Subagreements for Services	5100	655,271	63,074	718,345	
	<i>Educational Resource Center</i>	5100	57,498			
	<i>Short -Term Substitute Teaching</i>	5100	31,668			
	<i>Direct Course Instruction Support</i>	5100	10,029			
	<i>Technical Support and Repairs</i>	5100	68,450			
	<i>Enrollment and Records Management</i>	5100	26,240			
	<i>Human Resources Support</i>	5100	32,083			
	<i>Facility Support Services</i>	5100	2,100			
	<i>Community Outreach</i>	5100	16,667			
	<i>Accounting and Regulatory Reporting</i>	5100	22,817			
	<i>Treasury Services</i>	5100	62,619			
	<i>Marketing Services</i>	5100	41,746			
	<i>Special Populations Consultative Services</i>	5100	0	29,400		
	<i>Contractual Service Credit</i>	5100	0			
	<i>School Administration</i>	5100	250,476			
	<i>Sales and Use Tax</i>	5100	32,878			
	<i>Special Education Direct Services</i>	5100	0	33,674		
	Travel and Conferences	5200	200	0	200	
	<i>Travel and Conferences - Teachers</i>	5200	1			
	<i>Travel and Conferences - Administration</i>	5200	0			
	<i>Board Expenses</i>	5200	0			
	<i>Student Activities</i>	5200	199			
	Dues and Memberships	5300	6,174	0	6,174	
	<i>Dues</i>	5300	6,174			
	Insurance	5400	1,954	0	1,954	
	<i>Insurance - D&O</i>	5400	1,954			
	Operations and Housekeeping Services	5500	1,754	0	1,754	
	<i>Maintenance & Repair</i>	5500	1,754			
	Rentals, Leases, Repairs, and Noncap. Improvements	5600	31,489	0	31,489	
	<i>Copiers/Reproduction</i>	5600	519			
	<i>Rent</i>	5600	25,820			
	<i>Rent Operating Expense</i>	5600	2,821			
	<i>Rent Storage Unit</i>	5600	1,365			
	<i>Utilities</i>	5600	964			
	Professional/Consulting Services and Operating Expend.	5800	92,180	0	92,180	
	<i>Student Testing & Assessment</i>	5800	469			
	<i>Staff Recruiting</i>	5800	483			
	<i>Staff Training / Prof. Dvlpmt.</i>	5800	604			
	<i>Team Building</i>	5800	0			
	<i>M&T Credit Suspense</i>	5800	0			
	<i>Banking Fees</i>	5800	1,033			
	<i>Financial Audit</i>	5800	2,051			
	<i>District Oversight</i>	5800	39,178			
	<i>District Administration</i>	5800	3,333			
	<i>SELPA One-Time Fee</i>	5800	2,397			
	<i>SELPA Admin Fee</i>	5800	15,372			
	<i>STRS Reporting</i>	5800	2,398			
	<i>Accreditation and Consulting</i>	5800	1,070			
	<i>Internet Subsidy Payment Processing</i>	5800	8,667			
	<i>Legal</i>	5800	1,188			
	<i>Other School Contracted Services</i>	5800	826			
	<i>Other School Expenses</i>	5800	89			
	<i>Prop 39 Clean Energy Planning</i>	5800	0			
	<i>AERIES</i>	5800	10,108			
	<i>Summer School</i>	5800	2,915			
	Communications	5900	26,389	0	26,389	
	<i>ISP Payment Reimbursement</i>	5900	0			
	<i>Curriculum Postage</i>	5900	21,648			
	<i>Office Postage</i>	5900	1,780			
	<i>High Speed Internet</i>	5900	1,586			
	<i>Voice Over IP Services</i>	5900	0			
	<i>Phone</i>	5900	1,375			
	Total, Services and Other Operating Expenditures		815,411	63,074	878,485	
6.	Capital Outlay					
	(Objects 6100-6170, 6200-6500 for modified accrual basis only)					
	Land and Land Improvements	6100-6170	0	0	0	
	Buildings and Improvements of Buildings	6200	0	0	0	
	Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0	0	0	
	Equipment	6400	0	0	0	
	Equipment Replacement	6500	0	0	0	
	<i>Depreciation Expense (for accrual basis only)</i>	6900	0	0	0	
	Total, Capital Outlay		0	0	0	
7.	Other Outgo					
	Tuition to Other Schools	7110-7143	0	0	0	
	Transfers of Pass-Through Revenues to Other LEAs	7211-7213	0	0	0	
	Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0	0	0	
	Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0	0	0	
	All Other Transfers	7280-7299	0	0	0	
	Debt Service:					

Adjust to include any CARES/Learning Loss Mitigation Funds

Interest	7438	0	0	0
Principal (for modified accrual basis only)	7439	0	0	0
Total, Other Outgo		0	0	0
8. TOTAL EXPENDITURES		3,263,498	243,397	3,506,895
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		(178,985)	(63,569)	(242,554)
Description	Object Code	Unrestricted	Restricted	Total
D. OTHER FINANCING SOURCES / USES				
1. Other Sources	8930-8979	0	0	0
2. Less: Other Uses	7630-7699	0	0	0
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	0	0	0
4. TOTAL OTHER FINANCING SOURCES / USES		0	0	0
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		(178,985)	(63,569)	(242,554)
F. FUND BALANCE, RESERVES				
1. Beginning Fund Balance				
a. As of July 1	9791	10,318	0	10,318
b. Adjustments/Restatements to Beginning Balance	9793, 9795	0	0	0
c. Adjusted Beginning Balance		10,318	0	10,318
2. Ending Fund Balance, June 30 (E + F1c)		(168,667)	(63,569)	(232,236)
Components of Ending Fund Balance (Optional):				
Reserve for Revolving Cash (equals object 9130)	9711	0	0	0
Reserve for Stores (equals object 9320)	9712	0	0	0
Reserve for Prepaid Expenditures (equals object 9330)	9713	0	0	0
Reserve for All Others	9719	0	0	0
General Reserve	9730	0	0	0
Legally Restricted Balance	9740	0	0	0
Designated for Economic Uncertainties	9770	0	0	0
Other Designations	9775, 9780	0	0	0
Undesignated / Unappropriated Amount	9790	(168,667)	(63,569)	(232,236)
G. ASSETS				
1. Cash				
In County Treasury	9110	0	0	0
Fair Value Adjustment to Cash in County Treasury	9111	0	0	0
In Banks	9120	1,109,321	0	1,109,321
In Revolving Fund	9130	0	0	0
With Fiscal Agent	9135	0	0	0
Collections Awaiting Deposit	9140	0	0	0
Investments	9150	0	0	0
Accounts Receivable	9200	4,034,651	0	4,034,651
Due from Grantor Government	9290	0	0	0
Stores	9320	0	0	0
Prepaid Expenditures (Expenses)	9330	19,916	0	19,916
Other Current Assets	9340	300	0	300
Capital Assets (for accrual basis only)	9400-9499	0	0	0
9. TOTAL ASSETS		5,164,188	0	5,164,188
H. LIABILITIES				
1. Accounts Payable	9500	5,322,498	0	5,322,498
2. Due to Grantor Government	9590	0	0	0
3. Current Loans	9640	0	0	0
4. Deferred Revenue	9650	73,926	0	73,926
Long-Term Liabilities (for accrual basis only)	9660-9669	0	0	0
6. TOTAL LIABILITIES		5,396,424	0	5,396,424
I. FUND BALANCE				
Ending Fund Balance, June 30 (G9-H6) (must agree with Line F2)		(232,236)	0	(232,236)

(242,553.86)

0.00

(0)

NOTE: IF YOUR CHARTER SCHOOL RECEIVED FEDERAL FUNDING, AS REPORTED IN SECTION A2, THE FOLLOWING ADDITIONAL INFORMATION MUST BE PROVIDED:

1. **Federal Revenues Used for Capital Outlay and Debt Service:**
Included in the Capital Outlay and Debt Service expenditures reported in sections B6 and B7 are the following amounts paid out of federal funds:

Federal Program Name (Indicate if NONE)	Capital Outlay	Debt Service	Total
a.			0
b.			0
c.			0
d.			0
e.			0
f.			0
g.			0
h.			0
i.			0
j.			0
TOTAL	0	0	0

2. **Community Services Expenditures:**
Included in the expenditures reported in Section B are the following amounts expended for Community Services paid out of state and local funds:

Objects of Expenditures	Amount (Enter "0.00" if none)
a. Certificated Personnel Salaries	
b. Non-certificated Personnel Salaries	
c. Employee Benefits	
d. Books and Supplies	
e. Services and Other Operating Expenditures	
TOTAL COMMUNITY SERVICES EXPENDITURES	0

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT – ALTERNATIVE FORM
July 1, 2020 to June 30, 2021**

Charter School Name: California Connections Academy @ Ripon
CDS #: _____
Charter Approving Entity: _____
County: _____
Charter #: _____

This charter school uses the following basis of accounting:
(Please enter an "X" in the applicable box below; check only one box)

☐ **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)

Based on approved October budget revision

Description		Object Code	Unrestricted	Restricted	Total
A. REVENUES					
1.	LCFF Sources				
	State Aid - Current Year	8011	8,921,525		8,921,525
	Education Protection Account State Aid - Current year	8012	1,083,142		1,083,142
	State Aid - Prior Years	8019			0
	Transfers to Charter Schools in Lieu of Property Taxes	8096	1,699,174		1,699,174
	Other LCFF Transfers	8091, 8097	0	0	0
	Total, LCFF Sources		11,703,841	0	11,703,841
2.	Federal Revenues (see NOTE in Section J) No Child Left Behind (incl. ARRA)			233,806	233,806
	Federal Funding - Title I	8290		187,540	
	Federal Funding - Title II-A	8290		32,208	
	Federal Funding - Title IV	8290		14,058	
	Prior Year Adjustments	8019			0
	Special Education - Federal	8181, 8182		150,554	150,554
	Child Nutrition - Federal	8220		0	0
	Other Federal Revenues	8110, 8260-8299	166,122	0	166,122
	Federal Funding - E-Rate		2,800	0	0
	Learning Loss Mitigation (federal)		81,255		
	Cares Funding		82,067		
	Total, Federal Revenues		166,122	384,360	550,482
3.	Other State Revenues			752,769	752,769
	Special Education - State	StateRevSE		752,769	
	All Other State Revenues	StateRevAO	448,069	0	448,069
	Star Testing	StateRevAO	0		
	College and Career Block Grant	StateRevAO	0		
	Mandated Cost Reimbursement	StateRevAO	39,599		
	One Time State Funding	StateRevAO	0		
	Learning Loss Mitigation (state)	StateRevAO	99,744		
	Lottery	StateRevAO	239,682	0	
	ERMHS	StateRevAO	57,000		
	ERMHS - One Time Funds	StateRevAO	12,044		
	Miscellaneous State Funds	StateRevAO	0		
	Classified Employee PD grant	StateRevAO			
	Low Performing Student Block Grant	StateRevAO			
	MediCAL	StateRevAO	0		
	Prior Year Adjustments	StateRevAO			
	Total, Other State Revenues		448,069	752,769	1,200,838
4.	Other Local Revenues				
	All Other Local Revenues	LocalRevAO	8,000	0	8,000
	Interest Income	LocalRevAO	8,000		
	Donation	LocalRevAO			
	Miscellaneous	LocalRevAO	0		
	Prior Year Adjustments	LocalRevAO			
	Total, Local Revenues		8,000	0	8,000
5.	TOTAL REVENUES		12,326,032	1,137,129	13,463,161
B. EXPENDITURES					
1.	Certificated Salaries				
	Certificated Teachers' Salaries	1100	3,107,064	552,551	3,659,614
	Certificated Pupil Support Salaries	1200	295,278		295,278
	Certificated Supervisors' and Administrators' Salaries	1300	329,977	73,384	403,361
	Other Certificated Salaries	1900	0	0	0
	Total, Certificated Salaries		3,732,318	625,934	4,358,252
2.	Non-certificated Salaries				
	Instructional Aides' Salaries	2100	0	0	0
	Non-certificated Support Salaries	2200	278,042	0	278,042
	Non-certificated Supervisors' and Administrators' Sal.	2300	0	0	0
	Clerical and Office Salaries	2400	0	0	0
	Other Non-certificated Salaries	2900	0	0	0
	Total, Non-certificated Salaries		278,042	0	278,042
3.	Employee Benefits				
	STRS	3101-3102	582,922	98,447	681,369
	PERS	3201-3202	0	0	0
	OASDI / Medicare / Alternative	3301-3302	75,389	9,076	84,465
	Health and Welfare Benefits	3401-3402	848,887.68	153,354	1,002,242
	Unemployment Insurance	3501-3502	54,140	8,450	62,590
	Workers' Compensation Insurance	3601-3602	80,207	12,519	92,726
	Retiree Benefits	3701-3702	0	0	0
	PERS Reduction (for revenue limit funded schools)	3801-3802	0	0	0
	Other Employee Benefits	3901-3902	0	0	0
	Total, Employee Benefits		1,641,546	281,846	1,923,392
4.	Books and Supplies				
	Approved Textbooks and Core Curricula Materials	4100	0	0	0
	Books and Other Reference Materials	4200	2,066,541	0	2,066,541
	Tangible and Intangible Instructional Materials	4200	2,037,385		
	Other Curriculum	4200	29,156		
	minus restricted lottery funds	4200	0		
	Materials and Supplies	4300	942,709	0	942,709
	Office Supplies	4300	10,136		

	Expensed Furniture and Equipment	4300	10,062		
	Equipment/Supplies	4300	11,941		
	ConnexusTM Annual License (LMS)	4300	821,400		
	Hardware/Software - Employees	4300	46,279		
	School Curriculum Supplies	4300	33,891		
	Graduation	4300	9,000		
	Noncapitalized Equipment	4400	630,000	0	630,000
	Student Technology Assistance	4400	625,000		
	Student Testing Technology	4400	5,000		
	Food	4700	0	0	0
	Total, Books and Supplies		3,639,250	0	3,639,250
5.	Services and Other Operating Expenditures				
	Subagreements for Services	5100	1,239,226	1,122,441	2,361,667
	Educational Resource Center	5100	172,494		
	Short -Term Substitute Teaching	5100	0		
	Direct Course Instruction Support	5100	41,349		
	Technical Support and Repairs	5100	205,350		
	Enrollment and Records Management	5100	78,759		
	Human Resources Support	5100	96,416		
	Facility Support Services	5100	6,234		
	Community Outreach	5100	50,000		
	Accounting and Regulatory Reporting	5100	68,450		
	Treasury Services	5100	187,857		
	Marketing Services	5100	125,238		
	Special Populations Consultative Services	5100	0	278,232	
	Contractual Service Credit	5100	(638,000)		
	School Administration	5100	751,429		
	Sales and Use Tax	5100	93,651		
	Special Education Direct Services	5100	0	844,209	
	Travel and Conferences	5200	57,860	0	57,860
	Travel and Conferences - Teachers	5200	19,163		
	Travel and Conferences - Administration	5200	11,773		
	Board Expenses	5200	3,000		
	Student Activities	5200	23,925		
	Dues and Memberships	5300	19,774	0	19,774
	Dues	5300	19,774		
	Insurance	5400	1,954	0	1,954
	Insurance - D&O	5400	1,954		
	Operations and Housekeeping Services	5500	17,165	0	17,165
	Maintenance & Repair	5500	17,165		
	Rentals, Leases, Repairs, and Noncap. Improvements	5600	115,520	0	115,520
	Copiers/Reproduction	5600	7,079		
	Rent	5600	84,620		
	Rent Operating Expense	5600	9,718		
	Rent Storage Unit	5600	4,000		
	Utilities	5600	10,104		
	Professional/Consulting Services and Operating Expend.	5800	489,153	0	489,153
	Student Testing & Assessment	5800	166,136		
	Staff Recruiting	5800	6,445		
	Staff Training / Prof. Dvlpmt.	5800	31,979		
	Team Building	5800	7,655		
	M&T Credit Suspense	5800	0		
	Banking Fees	5800	3,217		
	Financial Audit	5800	9,500		
	District Oversight	5800	117,038		
	District Administration	5800	10,000		
	SELPA One-Time Fee	5800	7,190		
	SELPA Admin Fee	5800	48,016		
	STRS Reporting	5800	7,194		
	Accreditation and Consulting	5800	1,070		
	Internet Subsidy Payment Processing	5800	31,867		
	Legal	5800	17,375		
	Other School Contracted Services	5800	10,221		
	Other School Expenses	5800	1,226		
	Prop 39 Clean Energy Planning	5800	0		
	AERIES	5800	10,108		
	Summer School	5800	2,915		
	Communications	5900	200,942	0	200,942
	ISP Payment Reimbursement	5900	80,164		
	Curriculum Postage	5900	64,976		
	Office Postage	5900	8,894		
	High Speed Internet	5900	11,019		
	Voice Over IP Services	5900	27,768		
	Phone	5900	8,122		
	Total, Services and Other Operating Expenditures		2,141,595	1,122,441	3,264,036
6.	Capital Outlay				
	(Objects 6100-6170, 6200-6500 for modified accrual basis only)				
	Land and Land Improvements	6100-6170	0	0	0
	Buildings and Improvements of Buildings	6200	0	0	0
	Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0	0	0
	Equipment	6400	0	0	0
	Equipment Replacement	6500	0	0	0
	Depreciation Expense (for accrual basis only)	6900	0	0	0
	Total, Capital Outlay		0	0	0
7.	Other Outgo				
	Tuition to Other Schools	7110-7143	0	0	0
	Transfers of Pass-Through Revenues to Other LEAs	7211-7213	0	0	0
	Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0	0	0
	Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0	0	0
	All Other Transfers	7280-7299	0	0	0
	Debt Service:				
	Interest	7438	0	0	0
	Principal (for modified accrual basis only)	7439	0	0	0
	Total, Other Outgo		0	0	0
8.	TOTAL EXPENDITURES		11,432,752	2,030,221	13,462,973
C.	EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND.				

BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)			893,280	(893,092)	188
Description	Object Code	Unrestricted	Restricted	Total	
D. OTHER FINANCING SOURCES / USES					
1. Other Sources	8930-8979	0	0	0	
2. Less: Other Uses	7630-7699	0	0	0	
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	0	0	0	
4. TOTAL OTHER FINANCING SOURCES / USES		0	0	0	
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		893,280	(893,092)	188	
F. FUND BALANCE, RESERVES					
1. Beginning Fund Balance					
a. As of July 1	9791		0	0	
b. Adjustments/Restatements to Beginning Balance	9793, 9795	0	0	0	
c. Adjusted Beginning Balance		0	0	0	
2. Ending Fund Balance, June 30 (E + F1c)		893,280	(893,092)	188	
Components of Ending Fund Balance (Optional):					
Reserve for Revolving Cash (equals object 9130)	9711		0	0	
Reserve for Stores (equals object 9320)	9712	0	0	0	
Reserve for Prepaid Expenditures (equals object 9330)	9713		0	0	
Reserve for All Others	9719	0	0	0	
General Reserve	9730	0	0	0	
Legally Restricted Balance	9740	0	0	0	
Designated for Economic Uncertainties	9770	0	0	0	
Other Designations	9775, 9780	0	0	0	
Undesignated / Unappropriated Amount	9790	893,280	(893,092)	188	
G. ASSETS					
1. Cash					
In County Treasury	9110	0	0	0	
Fair Value Adjustment to Cash in County Treasury	9111	0	0	0	
In Banks	9120	1,109,321	0	1,109,321	
In Revolving Fund	9130	0	0	0	
With Fiscal Agent	9135	0	0	0	
Collections Awaiting Deposit	9140	0	0	0	
2. Investments	9150	0	0	0	
3. Accounts Receivable	9200	4,034,651	0	4,034,651	
4. Due from Grantor Government	9290	0	0	0	
5. Stores	9320	0	0	0	
6. Prepaid Expenditures (Expenses)	9330	19,916	0	19,916	
7. Other Current Assets	9340	300	0	300	
8. Capital Assets (for accrual basis only)	9400-9499	0	0	0	
9. TOTAL ASSETS		5,164,188	0	5,164,188	
H. LIABILITIES					
1. Accounts Payable	9500	5,322,498	0	5,322,498	
2. Due to Grantor Government	9590	0	0	0	
3. Current Loans	9640	0	0	0	
4. Deferred Revenue	9650	73,926	0	73,926	
5. Long-Term Liabilities (for accrual basis only)	9660-9669	0	0	0	
6. TOTAL LIABILITIES		5,396,424	0	5,396,424	
I. FUND BALANCE					
Ending Fund Balance, June 30 (G9-H6) (must agree with Line F2)		(232,236)	0	(232,236)	

187.76 (0.00)

(232,423)

NOTE: IF YOUR CHARTER SCHOOL RECEIVED FEDERAL FUNDING, AS REPORTED IN SECTION A2, THE FOLLOWING ADDITIONAL INFORMATION MUST BE PROVIDED:

- Federal Revenues Used for Capital Outlay and Debt Service:**
Included in the Capital Outlay and Debt Service expenditures reported in sections B6 and B7 are the following amounts paid out of federal funds:

Federal Program Name (Indicate if NONE)	Capital Outlay	Debt Service	Total
a. _____	\$ _____	_____	0
b. _____	_____	_____	0
c. _____	_____	_____	0
d. _____	_____	_____	0
e. _____	_____	_____	0
f. _____	_____	_____	0
g. _____	_____	_____	0
h. _____	_____	_____	0
i. _____	_____	_____	0
j. _____	_____	_____	0
TOTAL	0	0	0

- Community Services Expenditures:**
Included in the expenditures reported in Section B are the following amounts expended for Community Services paid out of state and local funds:

Objects of Expenditures	Amount (Enter "0.00" if none)
a. Certificated Personnel Salaries	\$ _____
b. Non-certificated Personnel Salaries	_____
c. Employee Benefits	_____
d. Books and Supplies	_____
e. Services and Other Operating Expenditures	_____
TOTAL COMMUNITY SERVICES EXPENDITURES	0

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT – ALTERNATIVE FORM
July 1, 2020 to June 30, 2021**

Charter School Name: California Connections Academy North Bay
CDS #: _____
Charter Approving Entity: _____
County: _____
Charter #: _____

This charter school uses the following basis of accounting:
(Please enter an "X" in the applicable box below; check only one box)

☐ **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)

DRAFT FOR BOARD REVIEW WITH FINANCIAL INFO THROUGH OCTOBER 31 All restricted funds will be moved as needed for final report

Description		Object Code	Unrestricted	Restricted	Total
A. REVENUES					
1.	LCFF Sources				
	State Aid - Current Year	8011	263,605		263,605
	Education Protection Account State Aid - Current year	8012	8,665		8,665
	State Aid - Prior Years	8019			0
	Transfers to Charter Schools in Lieu of Property Taxes	8096	148,904		148,904
	Other LCFF Transfers	8091, 8097	0	0	0
	Total, LCFF Sources		421,174	0	421,174
2.	Federal Revenues (see NOTE in Section J)				
	No Child Left Behind (incl. ARRA)	8290		0	0
		8290		0	0
	Federal Funding - Title I	8290		0	0
	Federal Funding - Title II-A	8290		0	0
	Federal Funding - Title IV	8290		0	0
	Prior Year Adjustments	8019			0
	Special Education - Federal	8181, 8182		0	0
	Child Nutrition - Federal	8220		0	0
	Other Federal Revenues	8110, 8260-8299	17,942	0	17,942
			0	0	0
	Federal Funding - E-Rate				
	Learning Loss Mitigation (Federal)		12,240		
	Cares Funding		5,702		
	Total, Federal Revenues		17,942	0	17,942
3.	Other State Revenues				
	Special Education - State	StateRevSE		27,078	27,078
	All Other State Revenues	StateRevAO	25,122	0	25,122
		Star Testing	0		
	College and Career Block Grant	StateRevAO	0		
	Mandated Cost Reimbursement	StateRevAO	1,475		
	One Time State Funding	StateRevAO	0		
	Learning Loss Mitigation (State)	StateRevAO	15,025		
	Lottery	StateRevAO	8,622	0	
	ERMHS	StateRevAO	0		
	ERMHS - One Time Funds	StateRevAO	0		
	Miscellaneous State Funds	StateRevAO	0		
	Classified Employee PD grant	StateRevAO	0		
	Low Performing Student Block Grant	StateRevAO	0		
	MediCAL	StateRevAO	0		
	Prior Year Adjustments	StateRevAO	0		
	Total, Other State Revenues		25,122	27,078	52,200
4.	Other Local Revenues				
	All Other Local Revenues	LocalRevAO	366	0	366
		Interest Income	366		
		Donation	0		
		Miscellaneous	0		
		Prior Year Adjustments	0		
	Total, Local Revenues		366	0	366
5.	TOTAL REVENUES		464,603	27,078	491,681
B. EXPENDITURES					
1.	Certificated Salaries				
	Certificated Teachers' Salaries	1100	89,829	14,122	103,951
	Certificated Pupil Support Salaries	1200	9,222		9,222
	Certificated Supervisors' and Administrators' Salaries	1300	21,623	4,693	26,315
	Other Certificated Salaries	1900	0	0	0
	Total, Certificated Salaries		120,674	18,815	139,489
2.	Non-certificated Salaries				
	Instructional Aides' Salaries	2100	0	0	0
	Non-certificated Support Salaries	2200	17,460	0	17,460
	Non-certificated Supervisors' and Administrators' Sal.	2300	0	0	0
	Clerical and Office Salaries	2400	0	0	0
	Other Non-certificated Salaries	2900	0	0	0
	Total, Non-certificated Salaries		17,460	0	17,460
3.	Employee Benefits				
	STRS	3101-3102	18,953	2,964	21,918
	PERS	3201-3202	0	0	0
	OASDI / Medicare / Alternative	3301-3302	3,085	273	3,358
	Health and Welfare Benefits	3401-3402	28,242.65	4,610	32,852
	Unemployment Insurance	3501-3502	1,865	254	2,119
	Workers' Compensation Insurance	3601-3602	2,763	376	3,139
	Retiree Benefits	3701-3702	0	0	0
	PERS Reduction (for revenue limit funded schools)	3801-3802	0	0	0
	Other Employee Benefits	3901-3902	0	0	0
	Total, Employee Benefits		54,909	8,477	63,386
4.	Books and Supplies				
	Approved Textbooks and Core Curricula Materials	4100	0	0	0

Adjusted for restricted amounts is needed

Adjust to incorporate any Title I and Title IV funds applied
Adjust to incorporate any Title I funds applied

Adjust to incorporate any Title I and Title IV funds applied

Adjust to incorporate any Title I and Title IV funds applied

	Books and Other Reference Materials	4200	87,751	0	87,751
	Tangible and Intangible Instructional Materials	4200	87,172		
	Other Curriculum	4200	579		
	minus restricted lottery funds	4200	0		
	Materials and Supplies	4300	41,913	0	41,913
	Office Supplies	4300	88		
	Expensed Furniture and Equipment	4300	0		
	Equipment/Supplies	4300	0		
	Connexus™ Annual License (LMS)	4300	36,000		
	Hardware/Software - Employees	4300	2,200		
	School Curriculum Supplies	4300	1,500		
	Graduation	4300	2,124		
	Noncapitalized Equipment	4400	23,767	0	23,767
	Student Technology Assistance	4400	23,767		
	Student Testing Technology	4400	0		
	Food	4700	0	0	0
	Total, Books and Supplies		153,430	0	153,430
5.	Services and Other Operating Expenditures				
	Subagreements for Services	5100	92,365	4,395	96,759
	Educational Resource Center	5100	7,560		
	Short -Term Substitute Teaching	5100	4,552		
	Direct Course Instruction Support	5100	2,219		
	Technical Support and Repairs	5100	9,000		
	Enrollment and Records Management	5100	3,373		
	Human Resources Support	5100	4,583		
	Facility Support Services	5100	300		
	Community Outreach	5100	0		
	Accounting and Regulatory Reporting	5100	3,000		
	Treasury Services	5100	9,472		
	Marketing Services	5100	6,315		
	Special Populations Consultative Services	5100	0	3,150	
	Contractual Service Credit	5100	0		
	School Administration	5100	37,888		
	Title I - SES Tutoring	5100	0		
	Sales and Use Tax	5100	4,102		
	Special Education Direct Services	5100	0	1,245	
	Travel and Conferences	5200	1	0	1
	Travel and Conferences - Teachers	5200	0		
	Travel and Conferences - Administration	5200	0		
	Board Expenses	5200	0		
	Student Activities	5200	1		
	Dues and Memberships	5300	1,832	0	1,832
	Dues	5300	1,832		
	Insurance	5400	281	0	281
	Insurance - D&O	5400	281		
	Operations and Housekeeping Services	5500	252	0	252
	Maintenance & Repair	5500	252		
	Rentals, Leases, Repairs, and Noncap. Improvements	5600	4,527	0	4,527
	Copiers/Reproduction	5600	75		
	Rent	5600	3,712		
	Rent Operating Expense	5600	405		
	Rent Storage Unit	5600	196		
	Utilities	5600	139		
	Professional/Consulting Services and Operating Expend.	5800	14,380	0	14,380
	Student Testing & Assessment	5800	1		
	Staff Recruiting	5800	69		
	Staff Training / Prof. Dvlpmt.	5800	87		
	Team Building	5800	0		
	M&T Credit Suspense	5800	0		
	Banking Fees	5800	0		
	Financial Audit	5800	295		
	District Oversight	5800	5,878		
	District Administration	5800	0		
	SELPA Admin Fee	5800	2,295		
	SELPA One-Time Fee	5800	317		
	STRS Reporting	5800	319		
	Accreditation and Consulting	5800	1,070		
	Internet Subsidy Payment Processing	5800	1,033		
	Legal	5800	171		
	Manager Services	5800	0		
	Other School Contracted Services	5800	350		
	Other School Expenses	5800	13		
	Prop 39 Clean Energy Planning	5800	0		
	AERIES	5800	1,548		
	LiveSpeech	5800	0		
	Math Time to Talk	5800	0		
	Summer School	5800	935		
	Communications	5900	3,465	0	3,465
	ISP Payment Reimbursement	5900	0		
	Curriculum Postage	5900	2,783		
	Office Postage	5900	256		
	High Speed Internet	5900	228		
	Voice Over IP Services	5900	0		
	Phone	5900	198		
	Total, Services and Other Operating Expenditures		117,101	4,395	121,495
6.	Capital Outlay				
	(Objects 6100-6170, 6200-6500 for modified accrual basis only)				
	Land and Land Improvements	6100-6170	0	0	0
	Buildings and Improvements of Buildings	6200	0	0	0
	Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0	0	0
	Equipment	6400	0	0	0
	Equipment Replacement	6500	0	0	0
	Depreciation Expense (for accrual basis only)	6900	0	0	0
	Total, Capital Outlay		0	0	0
7.	Other Outgo				
	Tuition to Other Schools	7110-7143	0	0	0

Adjust to include any CARES/Learning Loss Mitigation Funds

Transfers of Pass-Through Revenues to Other LEAs		7211-7213	0	0	0
Transfers of Apportionments to Other LEAs - Spec. Ed.		7221-7223SE	0	0	0
Transfers of Apportionments to Other LEAs - All Other		7221-7223AO	0	0	0
All Other Transfers		7280-7299	0	0	0
Debt Service:					
Interest		7438	0	0	0
Principal (for modified accrual basis only)		7439	0	0	0
Total, Other Outgo			0	0	0
8. TOTAL EXPENDITURES			463,574	31,687	495,260
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)			1,029	(4,609)	(3,579)
D. OTHER FINANCING SOURCES / USES					
1. Other Sources					
2. Less: Other Uses					
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)					
4. TOTAL OTHER FINANCING SOURCES / USES			0	0	0
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			1,029	(4,609)	(3,579)
F. FUND BALANCE, RESERVES					
1. Beginning Fund Balance					
a. As of July 1					
b. Adjustments/Restatements to Beginning Balance					
c. Adjusted Beginning Balance					
2. Ending Fund Balance, June 30 (E + F1c)					
Components of Ending Fund Balance (Optional):					
Reserve for Revolving Cash (equals object 9130)					
Reserve for Stores (equals object 9320)					
Reserve for Prepaid Expenditures (equals object 9330)					
Reserve for All Others					
General Reserve					
Legally Restricted Balance					
Designated for Economic Uncertainties					
Other Designations					
Undesignated / Unappropriated Amount					
G. ASSETS					
1. Cash					
In County Treasury					
Fair Value Adjustment to Cash in County Treasury					
In Banks					
In Revolving Fund					
With Fiscal Agent					
Collections Awaiting Deposit					
2. Investments					
3. Accounts Receivable					
4. Due from Grantor Government					
5. Stores					
6. Prepaid Expenditures (Expenses)					
7. Other Current Assets					
8. Capital Assets (for accrual basis only)					
9. TOTAL ASSETS			670,854	0	670,854
H. LIABILITIES					
1. Accounts Payable					
2. Due to Grantor Government					
3. Current Loans					
4. Deferred Revenue					
5. Long-Term Liabilities (for accrual basis only)					
6. TOTAL LIABILITIES			638,924	0	638,924
I. FUND BALANCE					
Ending Fund Balance, June 30 (G9-H6) (must agree with Line F2)			31,930	0	31,930

(3,579.20) 0.00

0

NOTE: IF YOUR CHARTER SCHOOL RECEIVED FEDERAL FUNDING, AS REPORTED IN SECTION A2, THE FOLLOWING ADDITIONAL INFORMATION MUST BE PROVIDED:

- Federal Revenues Used for Capital Outlay and Debt Service:**
Included in the Capital Outlay and Debt Service expenditures reported in sections B6 and B7 are the following amounts paid out of federal funds:

Federal Program Name (Indicate if NONE)		Capital Outlay	Debt Service	Total
a.		\$		0
b.				0
c.				0
d.				0
e.				0
f.				0
g.				0
h.				0
i.				0
j.				0
TOTAL		0	0	0

- Community Services Expenditures:**
Included in the expenditures reported in Section B are the following amounts expended for Community Services paid out of state and local funds:

Objects of Expenditures		Amount (Enter "0.00" if none)
a.	Certificated Personnel Salaries	\$
b.	Non-certificated Personnel Salaries	
c.	Employee Benefits	
d.	Books and Supplies	
e.	Services and Other Operating Expenditures	

TOTAL COMMUNITY SERVICES EXPENDITURES

0

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT – ALTERNATIVE FORM
July 1, 2020 to June 30, 2021**

Charter School Name: California Connections Academy North Bay
CDS #: _____
Charter Approving Entity: _____
County: _____
Charter #: _____

This charter school uses the following basis of accounting:
(Please enter an "X" in the applicable box below; check only one box)

☐ **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)

Based on approved October budget revision

Description		Object Code	Unrestricted	Restricted	Total
A. REVENUES					
1.	LCFF Sources				
	State Aid - Current Year	8011	1,103,461		1,103,461
	Education Protection Account State Aid - Current year	8012	36,272		36,272
	State Aid - Prior Years	8019			0
	Transfers to Charter Schools in Lieu of Property Taxes	8096	623,320		623,320
	Other LCFF Transfers	8091, 8097	0	0	0
	Total, LCFF Sources		1,763,053	0	1,763,053
2.	Federal Revenues (see NOTE in Section J)				
	No Child Left Behind (incl. ARRA)	8290		41,930	41,930
	Federal Funding - Title I	8290		27,231	
	Federal Funding - Title II-A	8290		4,699	
	Federal Funding - Title IV	8290		10,000	
	Prior Year Adjustments	8019			0
	Special Education - Federal	8161, 8182		22,670	22,670
	Child Nutrition - Federal	8220		0	0
	Other Federal Revenues	8110, 8260-8299	20,447	0	20,447
	Federal Funding - E-Rate		400	0	0
	Learning Loss Mitigation (Federal)		12,240		
	Cares Funding		7,807		
	Total, Federal Revenues		20,447	64,600	85,047
3.	Other State Revenues				
	Special Education - State	StateRevSE		113,350	113,350
	All Other State Revenues	StateRevAO	64,104	0	64,104
	Star Testing	StateRevAO	0		
	College and Career Block Grant	StateRevAO	0		
	Mandated Cost Reimbursement	StateRevAO	6,174		
	One Time State Funding	StateRevAO	0		
	Learning Loss Mitigation (State)	StateRevAO	15,025		
	Lottery	StateRevAO	36,091	0	
	ERMHS	StateRevAO	5,000		
	ERMHS - One Time Funds	StateRevAO	1,814		
	Miscellaneous State Funds	StateRevAO	0		
	Classified Employee PD grant	StateRevAO	0		
	Low Performing Student Block Grant	StateRevAO	0		
	MediCAL	StateRevAO	0		
	Prior Year Adjustments	StateRevAO	0		
	Total, Other State Revenues		64,104	113,350	177,454
4.	Other Local Revenues				
	All Other Local Revenues	LocalRevAO	500	0	500
	Interest Income	LocalRevAO	500		
	Donation	LocalRevAO			
	Miscellaneous	LocalRevAO	0		
	Prior Year Adjustments	LocalRevAO			
	Total, Local Revenues		500	0	500
5.	TOTAL REVENUES		1,848,104	177,950	2,026,054
B. EXPENDITURES					
1.	Certificated Salaries				
	Certificated Teachers' Salaries	1100	445,319	79,215	524,534
	Certificated Pupil Support Salaries	1200	42,320		42,320
	Certificated Supervisors' and Administrators' Salaries	1300	63,307	14,079	77,385
	Other Certificated Salaries	1900	0	0	0
	Total, Certificated Salaries		550,945	93,293	644,239
2.	Non-certificated Salaries				
	Instructional Aides' Salaries	2100	0	0	0
	Non-certificated Support Salaries	2200	53,343	0	53,343
	Non-certificated Supervisors' and Administrators' Sal.	2300	0	0	0
	Clerical and Office Salaries	2400	0	0	0
	Other Non-certificated Salaries	2900	0	0	0
	Total, Non-certificated Salaries		53,343	0	53,343
3.	Employee Benefits				
	STRS	3101-3102	86,012	14,650	100,662
	PERS	3201-3202	0	0	0
	OASDI / Medicare / Alternative	3301-3302	12,069	1,353	13,422
	Health and Welfare Benefits	3401-3402	127,979.56	22,857	150,836
	Unemployment Insurance	3501-3502	8,158	1,259	9,417
	Workers' Compensation Insurance	3601-3602	12,086	1,866	13,952
	Retiree Benefits	3701-3702	0	0	0
	PERS Reduction (for revenue limit funded schools)	3801-3802	0	0	0
	Other Employee Benefits	3901-3902	0	0	0
	Total, Employee Benefits		246,305	41,985	288,290
4.	Books and Supplies				
	Approved Textbooks and Core Curricula Materials	4100	0	0	0
	Books and Other Reference Materials	4200	265,605	0	265,605
	Tangible and Intangible Instructional Materials	4200	261,516		
	Other Curriculum	4200	4,090		
	minus restricted lottery funds	4200	0		
	Materials and Supplies	4300	136,210	0	136,210
	Office Supplies	4300	1,348		
	Expensed Furniture and Equipment	4300	1,338		

2,026,054.00 0.00

697,581.35 0.00

985,871.13 0.00

		Equipment/Supplies	4300	10,000		
		ConnexusTM Annual License (LMS)	4300	108,000		
		Hardware/Software - Employees	4300	6,653		
		School Curriculum Supplies	4300	4,872		
		Graduation	4300	4,000		
	Noncapitalized Equipment		4400	85,000	0	85,000
		Student Technology Assistance	4400	80,000		
		Student Testing Technology	4400	5,000		
	Food		4700	0	0	0
	Total, Books and Supplies			486,816	0	486,816
5.	Services and Other Operating Expenditures					
	Subagreements for Services		5100	264,342	101,461	365,803
		Educational Resource Center	5100	22,680		
		Short -Term Substitute Teaching	5100	0		
		Direct Course Instruction Support	5100	7,994		
		Technical Support and Repairs	5100	27,000		
		Enrollment and Records Management	5100	10,158		
		Human Resources Support	5100	13,860		
		Facility Support Services	5100	896		
		Community Outreach	5100			
		Accounting and Regulatory Reporting	5100	9,000		
		Treasury Services	5100	28,416		
		Marketing Services	5100	18,944		
		Special Populations Consultative Services	5100	0	37,275	
		Contractual Service Credit	5100	0		
		School Administration	5100	113,663		
		Title I - SES Tutoring	5100	0		
		Sales and Use Tax	5100	11,731		
		Special Education Direct Services	5100	0	64,186	
	Travel and Conferences		5200	14,480	0	14,480
		Travel and Conferences - Teachers	5200	1,566		
		Travel and Conferences - Administration	5200	2,548		
		Board Expenses	5200	1,044		
		Student Activities	5200	9,323		
	Dues and Memberships		5300	2,675	0	2,675
		Dues	5300	2,675		
	Insurance		5400	281	0	281
		Insurance - D&O	5400	281		
	Operations and Housekeeping Services		5500	1,618	0	1,618
		Maintenance & Repair	5500	1,618		
	Rentals, Leases, Repairs, and Noncap. Improvements		5600	15,280	0	15,280
		Copiers/Reproduction	5600	941		
		Rent	5600	11,253		
		Rent Operating Expense	5600	1,292		
		Rent Storage Unit	5600	450		
		Utilities	5600	1,344		
	Professional/Consulting Services and Operating Expend.		5800	71,570	0	71,570
		Student Testing & Assessment	5800	19,929		
		Staff Recruiting	5800	857		
		Staff Training / Prof. Dvlpmt.	5800	5,600		
		Team Building	5800	1,018		
		M&T Credit Suspense	5800	0		
		Banking Fees	5800	400		
		Financial Audit	5800	9,000		
		District Oversight	5800	17,631		
		District Administration	5800	0		
		SELPA Admin Fee	5800	7,051		
		SELPA One-Time Fee	5800	950		
		STRS Reporting	5800	957		
		Accreditation and Consulting	5800	1,070		
		Internet Subsidy Payment Processing	5800	792		
		Legal	5800	2,311		
		Manager Services	5800	0		
		Other School Contracted Services	5800	1,359		
		Other School Expenses	5800	163		
		Prop 39 Clean Energy Planning	5800	0		
		AERIES	5800	1,548		
		LiveSpeech	5800	0		
		Math Time to Talk	5800	0		
		Summer School	5800	935		
	Communications		5900	23,334	0	23,334
		ISP Payment Reimbursement	5900	6,500		
		Curriculum Postage	5900	8,381		
		Office Postage	5900	1,183		
		High Speed Internet	5900	2,199		
		Voice Over IP Services	5900	3,992		
		Phone	5900	1,080		
	Total, Services and Other Operating Expenditures			393,580	101,461	495,041
6.	Capital Outlay					
	(Objects 6100-6170, 6200-6500 for modified accrual basis only)					
	Land and Land Improvements	6100-6170	0	0		0
	Buildings and Improvements of Buildings	6200	0	0		0
	Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0	0		0
	Equipment	6400	0	0		0
	Equipment Replacement	6500	0	0		0
	Depreciation Expense (for accrual basis only)	6900	0	0		0
	Total, Capital Outlay		0	0		0
7.	Other Outgo					
	Tuition to Other Schools	7110-7143	0	0		0
	Transfers of Pass-Through Revenues to Other LEAs	7211-7213	0	0		0
	Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0	0		0
	Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0	0		0
	All Other Transfers	7280-7299	0	0		0
	Debt Service:					
	Interest	7438	0	0		0
	Principal (for modified accrual basis only)	7439	0	0		0
	Total, Other Outgo		0	0		0

8.	TOTAL EXPENDITURES		1,730,989	236,739	1,967,728
C.	EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		117,115	(58,789)	58,326
	Description	Object Code	Unrestricted	Restricted	Total
D.	OTHER FINANCING SOURCES / USES				
1.	Other Sources	8930-8979	0	0	0
2.	Less: Other Uses	7630-7699	0	0	0
3.	Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	0	0	0
4.	TOTAL OTHER FINANCING SOURCES / USES		0	0	0
E.	NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		117,115	(58,789)	58,326
F.	FUND BALANCE, RESERVES				
1.	Beginning Fund Balance				
a.	As of July 1	9791	35,509	0	35,509
b.	Adjustments/Restatements to Beginning Balance	9793, 9795	0	0	0
c.	Adjusted Beginning Balance		35,509	0	35,509
2.	Ending Fund Balance, June 30 (E + F1c)		152,624	(58,789)	93,835
	Components of Ending Fund Balance (Optional):				
	Reserve for Revolving Cash (equals object 9130)	9711	0	0	0
	Reserve for Stores (equals object 9320)	9712	0	0	0
	Reserve for Prepaid Expenditures (equals object 9330)	9713	0	0	0
	Reserve for All Others	9719	0	0	0
	General Reserve	9730	0	0	0
	Legally Restricted Balance	9740	0	0	0
	Designated for Economic Uncertainties	9770	0	0	0
	Other Designations	9775, 9780	0	0	0
	Undesignated / Unappropriated Amount	9790	152,624	(58,789)	93,835
G.	ASSETS				
1.	Cash				
	In County Treasury	9110	0	0	0
	Fair Value Adjustment to Cash in County Treasury	9111	0	0	0
	In Banks	9120	393,882	0	393,882
	In Revolving Fund	9130	0	0	0
	With Fiscal Agent	9135	0	0	0
	Collections Awaiting Deposit	9140	0	0	0
2.	Investments	9150	0	0	0
3.	Accounts Receivable	9200	275,471	0	275,471
4.	Due from Grantor Government	9290	0	0	0
5.	Stores	9320	0	0	0
6.	Prepaid Expenditures (Expenses)	9330	1,501	0	1,501
7.	Other Current Assets	9340	0	0	0
8.	Capital Assets (for accrual basis only)	9400-9499	0	0	0
9.	TOTAL ASSETS		670,854	0	670,854
H.	LIABILITIES				
1.	Accounts Payable	9500	638,924	0	638,924
2.	Due to Grantor Government	9590	0	0	0
3.	Current Loans	9640	0	0	0
4.	Deferred Revenue	9650	0	0	0
5.	Long-Term Liabilities (for accrual basis only)	9660-9669	0	0	0
6.	TOTAL LIABILITIES		638,924	0	638,924
I.	FUND BALANCE				
	Ending Fund Balance, June 30 (G9-H6) (must agree with Line F2)		31,930	0	31,930

58,325.92 (0.01)

(61,905)

NOTE: IF YOUR CHARTER SCHOOL RECEIVED FEDERAL FUNDING, AS REPORTED IN SECTION A2, THE FOLLOWING ADDITIONAL INFORMATION MUST BE PROVIDED:

1. **Federal Revenues Used for Capital Outlay and Debt Service:**
Included in the Capital Outlay and Debt Service expenditures reported in sections B6 and B7 are the following amounts paid out of federal funds:

	Federal Program Name (Indicate if NONE)	Capital Outlay	Debt Service	Total
a.		\$		0
b.				0
c.				0
d.				0
e.				0
f.				0
g.				0
h.				0
i.				0
j.				0
	TOTAL	0	0	0

2. **Community Services Expenditures:**
Included in the expenditures reported in Section B are the following amounts expended for Community Services paid out of state and local funds:

	Objects of Expenditures	Amount (Enter "0.00" if none)
a.	Certificated Personnel Salaries	\$
b.	Non-certificated Personnel Salaries	
c.	Employee Benefits	
d.	Books and Supplies	
e.	Services and Other Operating Expenditures	
	TOTAL COMMUNITY SERVICES EXPENDITURES	0

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT – ALTERNATIVE FORM
July 1, 2020 to June 30, 2021**

Charter School Name: California Connections Academy Monterey Bay
CDS #: _____
Charter Approving Entity: _____
County: _____
Charter #: _____

This charter school uses the following basis of accounting:
(Please enter an "X" in the applicable box below; check only one box)

☐ **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)

DRAFT FOR BOARD REVIEW WITH FINANCIAL INFO THROUGH OCTOBER 31 All restricted funds will be moved as needed for final report

Description		Object Code	Unrestricted	Restricted	Total
A. REVENUES					
1.	LCFF Sources				
	State Aid - Current Year	8011	246,329		246,329
	Education Protection Account State Aid - Current year	8012	12,407		12,407
	State Aid - Prior Years	8019			0
	Transfers to Charter Schools in Lieu of Property Taxes	8096	325,034		325,034
	Other LCFF Transfers	8091, 8097	0	0	0
	Total, LCFF Sources		583,771	0	583,771
2.	Federal Revenues (see NOTE in Section J) No Child Left Behind (incl. ARRA)	8290		0	0
	Federal Funding - Title I	8290		0	0
	Federal Funding - Title II-A	8290		0	0
	Federal Funding - Title IV	8290		0	0
	Learning Loss Mitigation (Federal)			0	0
	Prior Year Adjustments	8019			0
	Special Education - Federal	8181, 8182		0	0
	Child Nutrition - Federal	8220		0	0
	Other Federal Revenues	8110, 8260-8299	0	0	0
	Federal Funding - E-Rate		0	0	0
	Total, Federal Revenues		0	0	0
3.	Other State Revenues				
	Special Education - State	StateRevSE		38,773	38,773
	All Other State Revenues	StateRevAO	14,315	0	14,315
	Star Testing	StateRevAO	0		
	College and Career Block Grant	StateRevAO	0		
	Mandated Cost Reimbursement	StateRevAO	1,970		
	One Time State Funding	StateRevAO	0		
	Lottery	StateRevAO	12,345	0	
	ERMHS	StateRevAO	0		
	ERMHS - One Time Funds	StateRevAO	0		
	Learning Loss Mitigation (State)	StateRevAO	0		
	Miscellaneous State Funds	StateRevAO	0		
	Classified Employee PD grant	StateRevAO	0		
	Low Performing Student Block Grant	StateRevAO	0		
	MediCAL	StateRevAO	0		
	Prior Year Adjustments	StateRevAO	0		
	Total, Other State Revenues		14,315	38,773	53,088
4.	Other Local Revenues				
	All Other Local Revenues	LocalRevAO	0	0	0
	Interest Income	LocalRevAO	0		
	Donation	LocalRevAO	0		
	Miscellaneous	LocalRevAO	0		
	Prior Year Adjustments	LocalRevAO	0		
	Total, Local Revenues		0	0	0
5.	TOTAL REVENUES		598,086	38,773	636,859
B. EXPENDITURES					
1.	Certificated Salaries				
	Certificated Teachers' Salaries	1100	182,149	28,708	210,857
	Certificated Pupil Support Salaries	1200	18,602		18,602
	Certificated Supervisors' and Administrators' Salaries	1300	27,144	5,891	33,036
	Other Certificated Salaries	1900	0	0	0
	Total, Certificated Salaries		227,896	34,599	262,495
2.	Non-certificated Salaries				
	Instructional Aides' Salaries	2100	0	0	0
	Non-certificated Support Salaries	2200	21,919	0	21,919
	Non-certificated Supervisors' and Administrators' Sal.	2300	0	0	0
	Clerical and Office Salaries	2400	0	0	0
	Other Non-certificated Salaries	2900	0	0	0
	Total, Non-certificated Salaries		21,919	0	21,919
3.	Employee Benefits				
	STRS	3101-3102	34,046	5,232	39,278
	PERS	3201-3202	0	0	0
	OASDI / Medicare / Alternative	3301-3302	4,981	502	5,483
	Health and Welfare Benefits	3401-3402	51,211.09	8,477	59,688
	Unemployment Insurance	3501-3502	3,372	467	3,840
	Workers' Compensation Insurance	3601-3602	4,996	692	5,688
	Retiree Benefits	3701-3702	0	0	0
	PERS Reduction (for revenue limit funded schools)	3801-3802	0	0	0
	Other Employee Benefits	3901-3902	0	0	0
	Total, Employee Benefits		98,607	15,370	113,977
4.	Books and Supplies				
	Approved Textbooks and Core Curricula Materials	4100	0	0	0
	Books and Other Reference Materials	4200	187,919	0	187,919
	Tangible and Intangible Instructional Materials	4200	186,837		
	Other Curriculum	4200	1,082		
	minus restricted lottery funds	4200	0		
	Materials and Supplies	4300	84,221	0	84,221
	Office Supplies	4300	165		
	Expensed Furniture and Equipment	4300	0		

Adjust to include restricted amount

636,858.66 (0.00)

284,413.81 0.00

398,390.52 0.00

	Connexus™ Annual License (LMS)	4300	77,000			
	Hardware/Software - Employees	4300	4,000			
	School Curriculum Supplies	4300	3,000			
	Graduation	4300	55			
	Noncapitalized Equipment	4400	49,642	0		49,642
	Student Technology Assistance	4400	49,642			
	Student Testing Technology	4400	0			
	Food	4700	0	0		0
	Total, Books and Supplies		321,781	0		321,781
5.	Services and Other Operating Expenditures					
	Subagreements for Services	5100	120,965	6,243		127,209
	Educational Resource Center	5100	16,170			
	Short-Term Substitute Teaching	5100	8,511			
	Direct Course Instruction Support	5100	2,621			
	Technical Support and Repairs	5100	19,250			
	Enrollment and Records Management	5100	7,280			
	Human Resources Support	5100	8,333			
	Facility Support Services	5100	600			
	Community Outreach	5100	0			
	Accounting and Regulatory Reporting	5100	6,417			
	Treasury Services	5100	12,720			
	Marketing Services	5100	8,480			
	Special Populations Consultative Services	5100		4,650		
	Contractual Service Credit	5100	(28,917)			
	School Administration	5100	50,879			
	Sales and Use Tax	5100	8,622			
	Special Education Related Services	5100		1,593		
	Travel and Conferences	5200	2	0		2
	Travel and Conferences - Teachers	5200	0			
	Travel and Conferences - Administration	5200	0			
	Board Expenses	5200	0			
	Student Activities	5200	1			
	Dues and Memberships	5300	1,506	0		1,506
	Dues	5300	1,506			
	Insurance	5400	525	0		525
	Insurance - D&O	5400	525			
	Operations and Housekeeping Services	5500	471	0		471
	Maintenance & Repair	5500	471			
	Rentals, Leases, Repairs, and Noncap. Improvements	5600	8,463	0		8,463
	Copiers/Reproduction	5600	140			
	Rent	5600	6,939			
	Rent Operating Expense	5600	758			
	Rent Storage Unit	5600	367			
	Utilities	5600	259			
	Professional/Consulting Services and Operating Expend.	5800	24,041	0		24,041
	Student Testing & Assessment	5800	2			
	Staff Recruiting	5800	130			
	Staff Training / Prof. Dvlpmt.	5800	162			
	Team Building	5800	0			
	BoA Credit Suspense	5800	0			
	Banking Fees	5800	482			
	Financial Audit	5800	551			
	District Administrative Fees	5800	3,333			
	District Oversight	5800	8,236			
	SELPA Administration	5800	3,324			
	STRS Reporting	5800	686			
	Accreditation and Consulting	5800	1,070			
	Internet Subsidy Payment Processing	5800	2,158			
	Legal	5800	319			
	Other School Contracted Services	5800	149			
	Other School Expenses	5800	24			
	AERIES	5800	2,148			
	Summer School	5800	1,265			
	Communications	5900	7,280	0		7,280
	ISP Payment Reimbursement	5900	0			
	Curriculum Postage	5900	6,006			
	Office Postage	5900	478			
	High-Speed Internet	5900	426			
	Voice Over IP Services	5900	0			
	Phone	5900	370			
	Total, Services and Other Operating Expenditures		163,254	6,243		169,497
6.	Capital Outlay					
	(Objects 6100-6170, 6200-6500 for modified accrual basis only)					
	Land and Land Improvements	6100-6170	0	0		0
	Buildings and Improvements of Buildings	6200	0	0		0
	Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0	0		0
	Equipment	6400	0	0		0
	Equipment Replacement	6500	0	0		0
	Total, Capital Outlay		0	0		0
7.	Other Outgo					
	Tuition to Other Schools	7110-7143	0	0		0
	Transfers of Pass-Through Revenues to Other LEAs	7211-7213	0	0		0
	Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0	0		0
	Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0	0		0
	All Other Transfers	7280-7299	0	0		0
	Debt Service:					
	Interest	7438	0	0		0
	Principal (for modified accrual basis only)	7439	0	0		0
	Total, Other Outgo		0	0		0
8.	TOTAL EXPENDITURES		833,457	56,212		889,669
C.	EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		(235,371)	(17,439)		(252,810)
	Description	Object Code	Unrestricted	Restricted		Total
D.	OTHER FINANCING SOURCES / USES					
1.	Other Sources	8930-8979	0	0		0

Adjust to include any CARES/Learning Loss Mitigation Funds

(252,810.20) (0.00)

2.	Less: Other Uses	7630-7699	0	0	0
3.	Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	0	0	0
4.	TOTAL OTHER FINANCING SOURCES / USES		0	0	0
E.	NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		(235,371)	(17,439)	(252,810)
F.	FUND BALANCE, RESERVES				
1.	Beginning Fund Balance				
a.	As of July 1	9791	10,058	0	10,058
b.	Adjustments/Restatements to Beginning Balance	9793, 9795	0	0	0
c.	Adjusted Beginning Balance		10,058	0	10,058
2.	Ending Fund Balance, June 30 (E + F1c)		(225,314)	(17,439)	(242,753)
	Components of Ending Fund Balance (Optional):				
	Reserve for Revolving Cash (equals object 9130)	9711	0	0	0
	Reserve for Stores (equals object 9320)	9712	0	0	0
	Reserve for Prepaid Expenditures (equals object 9330)	9713	0	0	0
	Reserve for All Others	9719	0	0	0
	General Reserve	9730	0	0	0
	Legally Restricted Balance	9740	0	0	0
	Designated for Economic Uncertainties	9770	0	0	0
	Other Designations	9775, 9780	0	0	0
	Undesignated / Unappropriated Amount	9790	(225,314)	(17,439)	(242,753)
G.	ASSETS				
1.	Cash				
	In County Treasury	9110	0	0	0
	Fair Value Adjustment to Cash in County Treasury	9111	0	0	0
	In Banks	9120	410,326	0	410,326
	In Revolving Fund	9130	0	0	0
	With Fiscal Agent	9135	0	0	0
	Collections Awaiting Deposit	9140	0	0	0
2.	Investments	9150	0	0	0
3.	Accounts Receivable	9200	399,799	0	399,799
4.	Due from Grantor Government	9290	0	0	0
5.	Stores	9320	0	0	0
6.	Prepaid Expenditures (Expenses)	9330	0	0	0
7.	Other Current Assets	9340	0	0	0
8.	Capital Assets (for accrual basis only)	9400-9499	0	0	0
9.	TOTAL ASSETS		810,125	0	810,125
H.	LIABILITIES				
1.	Accounts Payable	9500	1,052,878	0	1,052,878
2.	Due to Grantor Government	9590	0	0	0
3.	Current Loans	9640	0	0	0
4.	Deferred Revenue	9650	0	0	0
5.	Long-Term Liabilities (for accrual basis only)	9660-9669	0	0	0
6.	TOTAL LIABILITIES		1,052,878	0	1,052,878
I.	FUND BALANCE				
	Ending Fund Balance, June 30 (G9-H6) (must agree with Line F2)		(242,753)	0	(242,753)

(0)

NOTE: IF YOUR CHARTER SCHOOL RECEIVED FEDERAL FUNDING, AS REPORTED IN SECTION A2,
THE FOLLOWING ADDITIONAL INFORMATION MUST BE PROVIDED:

1. **Federal Revenues Used for Capital Outlay and Debt Service:**
Included in the Capital Outlay and Debt Service expenditures reported in sections B6 and B7 are
the following amounts paid out of federal funds:

Federal Program Name (Indicate if NONE)	Capital Outlay	Debt Service	Total
a.	\$		0
b.			0
c.			0
d.			0
e.			0
f.			0
g.			0
h.			0
i.			0
j.			0
TOTAL	0	0	0

2. **Community Services Expenditures:**
Included in the expenditures reported in Section B are the following amounts expended
for Community Services paid out of state and local funds:

Objects of Expenditures	Amount (Enter "0.00" if none)
a. Certificated Personnel Salaries	\$
b. Non-certificated Personnel Salaries	
c. Employee Benefits	
d. Books and Supplies	
e. Services and Other Operating Expenditures	
TOTAL COMMUNITY SERVICES EXPENDITURES	0

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT – ALTERNATIVE FORM
July 1, 2020 to June 30, 2021**

Charter School Name: California Connections Academy Monterey Bay

CDS #:

Charter Approving Entity:

County:

Charter #:

This charter school uses the following basis of accounting:
(Please enter an "X" in the applicable box below; check only one box)

I-3Elisea ☐ 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)

Based on approved October budget revision

Description		Object Code	Unrestricted	Restricted	Total
A. REVENUES					
1.	LCFF Sources				
	State Aid - Current Year	8011	1,031,146		1,031,146
	Education Protection Account State Aid - Current year	8012	51,938		51,938
	State Aid - Prior Years	8019			0
	Transfers to Charter Schools in Lieu of Property Taxes	8096	1,360,607		1,360,607
	Other LCFF Transfers	8091, 8097	0	0	0
	Total, LCFF Sources		2,443,691	0	2,443,691
2.	Federal Revenues (see NOTE in Section J) No Child Left Behind (incl. ARRA)	8290		16,966	16,966
	Federal Funding - Title I	8290		0	
	Federal Funding - Title II-A	8290		0	
	Federal Funding - Title IV	8290		0	
	Learning Loss Mitigation (Federal)			16,966	
	Prior Year Adjustments	8019			0
	Special Education - Federal	8181, 8182		32,461	32,461
	Child Nutrition - Federal	8220		0	0
	Other Federal Revenues	8110, 8260-8299	500	0	500
	Federal Funding - E-Rate		500	0	0
	Total, Federal Revenues		500	49,427	49,927
3.	Other State Revenues				
	Special Education - State	StateRevSE		162,306	162,306
	All Other State Revenues	StateRevAO	97,346	0	97,346
	Star Testing	StateRevAO	0		
	College and Career Block Grant	StateRevAO	0		
	Mandated Cost Reimbursement	StateRevAO	8,245		
	One Time State Funding	StateRevAO	0		
	Lottery	StateRevAO	51,678	0	
	ERMHS	StateRevAO	14,000		
	ERMHS - One Time Funds	StateRevAO	2,597		
	Learning Loss Mitigation (State)	StateRevAO	20,826		
	Miscellaneous State Funds	StateRevAO	0		
	Classified Employee PD grant	StateRevAO	0		
	Low Performing Student Block Grant	StateRevAO	0		
	MediCAL	StateRevAO	0		
	Prior Year Adjustments	StateRevAO			
	Total, Other State Revenues		97,346	162,306	259,652
4.	Other Local Revenues				
	All Other Local Revenues	LocalRevAO	500	0	500
	Interest Income	LocalRevAO	500		
	Donation	LocalRevAO			
	Miscellaneous	LocalRevAO	0		
	Prior Year Adjustments	LocalRevAO			
	Total, Local Revenues		500	0	500
5.	TOTAL REVENUES		2,542,037	211,733	2,753,770
B. EXPENDITURES					
1.	Certificated Salaries				
	Certificated Teachers' Salaries	1100	846,760	150,403	997,163
	Certificated Pupil Support Salaries	1200	80,480		80,480
	Certificated Supervisors' and Administrators' Salaries	1300	79,474	17,674	97,148
	Other Certificated Salaries	1900	0	0	0
	Total, Certificated Salaries		1,006,714	168,077	1,174,791
2.	Non-certificated Salaries				
	Instructional Aides' Salaries	2100	0	0	0
	Non-certificated Support Salaries	2200	66,965	0	66,965
	Non-certificated Supervisors' and Administrators' Sal.	2300	0	0	0
	Clerical and Office Salaries	2400	0	0	0
	Other Non-certificated Salaries	2900	0	0	0
	Total, Non-certificated Salaries		66,965	0	66,965
3.	Employee Benefits				
	STRS	3101-3102	155,374	26,169	181,543
	PERS	3201-3202	0	0	0
	OASDI / Medicare / Alternative	3301-3302	19,720	2,437	22,157
	Health and Welfare Benefits	3401-3402	227,244.61	41,179	268,423
	Unemployment Insurance	3501-3502	14,495	2,269	16,764
	Workers' Compensation Insurance	3601-3602	21,474	3,362	24,835
	Retiree Benefits	3701-3702	0	0	0
	PERS Reduction (for revenue limit funded schools)	3801-3802	0	0	0
	Other Employee Benefits	3901-3902	0	0	0
	Total, Employee Benefits		438,307	75,415	513,722
4.	Books and Supplies				
	Approved Textbooks and Core Curricula Materials	4100	0	0	0
	Books and Other Reference Materials	4200	568,006	0	568,006
	Tangible and Intangible Instructional Materials	4200	560,510		
	Other Curriculum	4200	7,496		
	minus restricted lottery funds	4200	0		
	Materials and Supplies	4300	267,038	0	267,038
	Office Supplies	4300	2,902		
	Expensed Furniture and Equipment	4300	2,881		
	ConnexusTM Annual License (LMS)	4300	231,000		

	Hardware/Software - Employees	4300	12,438		
	School Curriculum Supplies	4300	9,108		
	Graduation	4300	8,710		
	Noncapitalized Equipment	4400	165,000	0	165,000
	Student Technology Assistance	4400	160,000		
	Student Testing Technology	4400	5,000		
	Food	4700	0	0	0
	Total, Books and Supplies		1,000,044	0	1,000,044
5.	Services and Other Operating Expenditures				
	Subagreements for Services	5100	(400,770)	164,159	(236,611)
	Educational Resource Center	5100	48,510		
	Short-Term Substitute Teaching	5100	0		
	Direct Course Instruction Support	5100	10,519		
	Technical Support and Repairs	5100	57,750		
	Enrollment and Records Management	5100	21,854		
	Human Resources Support	5100	25,912		
	Facility Support Services	5100	1,675		
	Community Outreach	5100			
	Accounting and Regulatory Reporting	5100	19,250		
	Treasury Services	5100	38,159		
	Marketing Services	5100	25,440		
	Special Populations Consultative Services	5100		53,700	
	Contractual Service Credit	5100	(827,000)		
	School Administration	5100	152,637		
	Sales and Use Tax	5100	24,524		
	Special Education Related Services	5100		110,459	
	Travel and Conferences	5200	16,729	0	16,729
	Travel and Conferences - Teachers	5200	3,370		
	Travel and Conferences - Administration	5200	5,486		
	Board Expenses	5200	2,247		
	Student Activities	5200	5,625		
	Dues and Memberships	5300	4,373	0	4,373
	Dues	5300	4,373		
	Insurance	5400	525	0	525
	Insurance - D&O	5400	525		
	Operations and Housekeeping Services	5500	5,983	0	5,983
	Maintenance & Repair	5500	5,983		
	Rentals, Leases, Repairs, and Noncap. Improvements	5600	29,189	0	29,189
	Copiers/Reproduction	5600	2,027		
	Rent	5600	20,817		
	Rent Operating Expense	5600	2,782		
	Rent Storage Unit	5600	670		
	Utilities	5600	2,893		
	Professional/Consulting Services and Operating Expend.	5800	127,430	0	127,430
	Student Testing & Assessment	5800	38,985		
	Staff Recruiting	5800	1,845		
	Staff Training / Prof. Dvlpmt.	5800	6,000		
	Team Building	5800	2,192		
	BoA Credit Suspense	5800	0		
	Banking Fees	5800	1,434		
	Financial Audit	5800	9,000		
	District Administrative Fees	5800	10,000		
	District Oversight	5800	24,437		
	SELPA Administration	5800	10,438		
	STRS Reporting	5800	2,059		
	Accreditation and Consulting	5800	2,345		
	Internet Subsidy Payment Processing	5800	7,029		
	Legal	5800	4,974		
	Other School Contracted Services	5800	2,926		
	Other School Expenses	5800	351		
	AERIES	5800	2,148		
	Summer School	5800	1,265		
	Communications	5900	50,429	0	50,429
	ISP Payment Reimbursement	5900	15,984		
	Curriculum Postage	5900	18,029		
	Office Postage	5900	2,546		
	High-Speed Internet	5900	4,082		
	Voice Over IP Services	5900	7,463		
	Phone	5900	2,325		
	Total, Services and Other Operating Expenditures		(166,112)	164,159	(1,953)
6.	Capital Outlay				
	(Objects 6100-6170, 6200-6500 for modified accrual basis only)				
	Land and Land Improvements	6100-6170	0	0	0
	Buildings and Improvements of Buildings	6200	0	0	0
	Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0	0	0
	Equipment	6400	0	0	0
	Equipment Replacement	6500	0	0	0
	Total, Capital Outlay		0	0	0
7.	Other Outgo				
	Tuition to Other Schools	7110-7143	0	0	0
	Transfers of Pass-Through Revenues to Other LEAs	7211-7213	0	0	0
	Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0	0	0
	Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0	0	0
	All Other Transfers	7280-7299	0	0	0
	Debt Service:				
	Interest	7438	0	0	0
	Principal (for modified accrual basis only)	7439	0	0	0
	Total, Other Outgo		0	0	0
8.	TOTAL EXPENDITURES		2,345,918	407,651	2,753,570
C.	EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		196,119	(195,918)	200
	Description	Object Code	Unrestricted	Restricted	Total
D.	OTHER FINANCING SOURCES / USES				
1.	Other Sources	8930-8979	0	0	0
2.	Less: Other Uses	7630-7699	0	0	0
3.	Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	0	0	0

200.41 (0.01)

4.	TOTAL OTHER FINANCING SOURCES / USES		0	0	0
E.	NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		196,119	(195,918)	200
F.	FUND BALANCE, RESERVES				
1.	Beginning Fund Balance				
a.	As of July 1	9791		0	0
b.	Adjustments/Restatements to Beginning Balance	9793, 9795	0	0	0
c.	Adjusted Beginning Balance		0	0	0
2.	Ending Fund Balance, June 30 (E + F1c)		196,119	(195,918)	200
	Components of Ending Fund Balance (Optional):				
	Reserve for Revolving Cash (equals object 9130)	9711		0	0
	Reserve for Stores (equals object 9320)	9712	0	0	0
	Reserve for Prepaid Expenditures (equals object 9330)	9713		0	0
	Reserve for All Others	9719	0	0	0
	General Reserve	9730	0	0	0
	Legally Restricted Balance	9740		0	0
	Designated for Economic Uncertainties	9770	0	0	0
	Other Designations	9775, 9780	0	0	0
	Undesignated / Unappropriated Amount	9790	196,119	(195,918)	200
G.	ASSETS				
1.	Cash				
	In County Treasury	9110		0	0
	Fair Value Adjustment to Cash in County Treasury	9111		0	0
	In Banks	9120	410,326		410,326
	In Revolving Fund	9130		0	0
	With Fiscal Agent	9135		0	0
	Collections Awaiting Deposit	9140		0	0
2.	Investments	9150		0	0
3.	Accounts Receivable	9200	399,799	0	399,799
4.	Due from Grantor Government	9290	0	0	0
5.	Stores	9320	0	0	0
6.	Prepaid Expenditures (Expenses)	9330	0	0	0
7.	Other Current Assets	9340	0	0	0
8.	Capital Assets (for accrual basis only)	9400-9499	0	0	0
9.	TOTAL ASSETS		810,125	0	810,125
H.	LIABILITIES				
1.	Accounts Payable	9500	1,052,878	0	1,052,878
2.	Due to Grantor Government	9590	0	0	0
3.	Current Loans	9640	0	0	0
4.	Deferred Revenue	9650	0	0	0
5.	Long-Term Liabilities (for accrual basis only)	9660-9669	0	0	0
6.	TOTAL LIABILITIES		1,052,878	0	1,052,878
I.	FUND BALANCE				
	Ending Fund Balance, June 30 (G9-H6)				
	(must agree with Line F2)		(242,753)	0	(242,753)

(242,953)

NOTE: IF YOUR CHARTER SCHOOL RECEIVED FEDERAL FUNDING, AS REPORTED IN SECTION A2, THE FOLLOWING ADDITIONAL INFORMATION MUST BE PROVIDED:

1. **Federal Revenues Used for Capital Outlay and Debt Service:**
Included in the Capital Outlay and Debt Service expenditures reported in sections B6 and B7 are the following amounts paid out of federal funds:

Federal Program Name (Indicate if NONE)	Capital Outlay	Debt Service	Total
a.			0
b.			0
c.			0
d.			0
e.			0
f.			0
g.			0
h.			0
i.			0
j.			0
TOTAL	0	0	0

2. **Community Services Expenditures:**
Included in the expenditures reported in Section B are the following amounts expended for Community Services paid out of state and local funds:

Objects of Expenditures	Amount (Enter "0.00" if none)
a. Certificated Personnel Salaries	
b. Non-certificated Personnel Salaries	
c. Employee Benefits	
d. Books and Supplies	
e. Services and Other Operating Expenditures	
TOTAL COMMUNITY SERVICES EXPENDITURES	0

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT – ALTERNATIVE FORM
July 1, 2020 to June 30, 2021**

Charter School Name: California Connections Academy Central Coast
CDS #: _____
Charter Approving Entity: _____
County: _____
Charter #: _____

This charter school uses the following basis of accounting:
(Please enter an "X" in the applicable box below; check only one box)

☐ **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)

DRAFT FOR BOARD REVIEW WITH FINANCIAL INFO THROUGH OCTOBER 31 All restricted funds will be moved as needed for final report

Description		Object Code	Unrestricted	Restricted	Total
A. REVENUES					
1.	LCFF Sources				
	State Aid - Current Year	8011	13,356		13,356
	Education Protection Account State Aid - Current year	8012	1,861		1,861
	State Aid - Prior Years	8019			0
	Transfers to Charter Schools in Lieu of Property Taxes	8096	71,777		71,777
	Other LCFF Transfers	8091, 8097	0	0	0
	Total, LCFF Sources		86,994	0	86,994
2.	Federal Revenues (see NOTE in Section J) No Child Left Behind (incl. ARRA)				
		8290		0	0
	Federal Funding - Title I	8290		0	0
	Federal Funding - Title II-A	8290		0	0
	Federal Funding - Title IV	8290		0	0
	Prior Year Adjustments	8019			0
	Special Education - Federal	8181, 8182		0	0
	Child Nutrition - Federal	8220		0	0
	Other Federal Revenues	8110, 8260-8299	0	0	0
	Learning Loss Mitigation (Federal)				
	Federal Funding - E-Rate		0	0	0
	Total, Federal Revenues		0	0	0
3.	Other State Revenues				
	Special Education - State	StateRevSE		5,817	5,817
	All Other State Revenues	StateRevAO	2,125	0	2,125
	Star Testing	StateRevAO	0		
	College and Career Block Grant	StateRevAO	0		
	Mandated Cost Reimbursement	StateRevAO	273		
	One Time State Funding	StateRevAO	0		
	Lottery	StateRevAO	1,852	0	
	Learning Loss Mitigation (State)	StateRevAO	0		
	ERMHS	StateRevAO	0		
	ERMHS - One Time Funs	StateRevAO	0		
	Miscellaneous State Funds	StateRevAO	0		
	Classified Employee PD grant	StateRevAO	0		
	Low Performing Student Block Grant	StateRevAO	0		
	MediCAL	StateRevAO	0		
	Prior Year Adjustments	StateRevAO	0		
	Total, Other State Revenues		2,125	5,817	7,942
4.	Other Local Revenues				
	All Other Local Revenues	LocalRevAO	1,791	0	1,791
	Interest Income	LocalRevAO	1,791		
	Donation	LocalRevAO	0		
	Miscellaneous	LocalRevAO	0		
	Prior Year Adjustments	LocalRevAO	0		
	Total, Local Revenues		1,791	0	1,791
5.	TOTAL REVENUES		90,910	5,817	96,727
B. EXPENDITURES					
1.	Certificated Salaries				
	Certificated Teachers' Salaries	1100	40,217	6,348	46,565
	Certificated Pupil Support Salaries	1200	4,094		4,094
	Certificated Supervisors' and Administrators' Salaries	1300	13,543	2,939	16,483
	Other Certificated Salaries	1900	0	0	0
	Total, Certificated Salaries		57,854	9,288	67,142
2.	Non-certificated Salaries				
	Instructional Aides' Salaries	2100	0	0	0
	Non-certificated Support Salaries	2200	10,936	0	10,936
	Non-certificated Supervisors' and Administrators' Sal.	2300	0	0	0
	Clerical and Office Salaries	2400	0	0	0
	Other Non-certificated Salaries	2900	0	0	0
	Total, Non-certificated Salaries		10,936	0	10,936
3.	Employee Benefits				
	STRS	3101-3102	7,948	1,279	9,227
	PERS	3201-3202	0	0	0
	OASDI / Medicare / Alternative	3301-3302	1,675	135	1,810
	Health and Welfare Benefits	3401-3402	14,109.99	2,275	16,385
	Unemployment Insurance	3501-3502	929	125	1,054
	Workers' Compensation Insurance	3601-3602	1,376	186	1,562
	Retiree Benefits	3701-3702	0	0	0
	PERS Reduction (for revenue limit funded schools)	3801-3802	0	0	0
	Other Employee Benefits	3901-3902	0	0	0
	Total, Employee Benefits		26,038	4,000	30,038
4.	Books and Supplies				
	Approved Textbooks and Core Curricula Materials	4100	0	0	0
	Books and Other Reference Materials	4200	33,817	0	33,817
	Tangible and Intangible Instructional Materials	4200	33,590		
	Other Curriculum	4200	227		
	minus restricted lottery funds	4200	0		
	Materials and Supplies	4300	15,546	0	15,546
	Office Supplies	4300	35		
	Expensed Furniture and Equipment	4300	0		

Adjust to include
restricted amount

96,726.92 0.00

78,077.49 (0.00)

108,115.22 0.00

	Connexus™ Annual License (LMS)	4300	14,200			
	Hardware/Software - Employees	4300	800			
	School Curriculum Supplies	4300	500			
	Graduation	4300	12			
	Noncapitalized Equipment	4400	10,542	0		10,542
	Student Technology Assistance	4400	10,542			
	Student Testing Technology	4400	0			
	Food	4700	0	0		0
	Total, Books and Supplies		59,904	0		59,904
5.	Services and Other Operating Expenditures					
	Subagreements for Services	5100	25,292	854		26,145
	Educational Resource Center	5100	2,982			
	Short-Term Substitute Teaching	5100	1,781			
	Direct Course Instruction Support	5100	228			
	Technical Support and Repairs	5100	3,550			
	Enrollment and Records Management	5100	1,347			
	Human Resources Support	5100	1,667			
	Facility Support Services	5100	100			
	Community Outreach	5100	0			
	Accounting and Regulatory Reporting	5100	1,183			
	Treasury Services	5100	1,901			
	Marketing Services	5100	1,267			
	Special Populations Consultative Services	5100		750		
	Contractual Service Credit	5100	0			
	School Administration	5100	7,604			
	Sales and Use Tax	5100	1,681			
	Special Education Related Services	5100		104		
	Travel and Conferences	5200	0	0		0
	Travel and Conferences - Teachers	5200	0			
	Travel and Conferences - Administration	5200	0			
	Board Expenses	5200	0			
	Student Activities	5200	0			
	Dues and Memberships	5300	288	0		288
	Dues	5300	288			
	Insurance	5400	110	0		110
	Insurance - D&O	5400	110			
	Operations and Housekeeping Services	5500	99	0		99
	Maintenance & Repair	5500	99			
	Rentals, Leases, Repairs, and Noncap. Improvements	5600	1,771	0		1,771
	Copiers/Reproduction	5600	29			
	Rent	5600	1,452			
	Rent Operating Expense	5600	159			
	Rent Storage Unit	5600	77			
	Utilities	5600	54			
	Professional/Consulting Services and Operating Expend.	5800	4,322	0		4,322
	Student Testing & Assessment	5800	0			
	Staff Recruiting	5800	27			
	Staff Training / Prof. Dvlpmnt.	5800	34			
	Team Building	5800	0			
	BoA Credit Suspense	5800	0			
	Banking Fees	5800	419			
	Financial Audit	5800	115			
	District Oversight	5800	1,219			
	SELPA Administration	5800	492			
	STRS Reporting	5800	83			
	Accreditation and Consulting	5800	1,070			
	Internet Subsidy Payment Processing	5800	458			
	Legal	5800	67			
	Other School Contracted Services	5800	31			
	Other School Expenses	5800	5			
	AERIES	5800	300			
	Summer School	5800	0			
	Communications	5900	1,378	0		1,378
	ISP Payment Reimbursement	5900	0			
	Curriculum Postage	5900	1,111			
	Office Postage	5900	100			
	High-Speed Internet	5900	89			
	Voice Over IP Services	5900	0			
	Phone	5900	77			
	Total, Services and Other Operating Expenditures		33,259	854		34,113
6.	Capital Outlay					
	(Objects 6100-6170, 6200-6500 for modified accrual basis only)					
	Land and Land Improvements	6100-6170	0	0		0
	Buildings and Improvements of Buildings	6200	0	0		0
	Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0	0		0
	Equipment	6400	0	0		0
	Equipment Replacement	6500	0	0		0
	Total, Capital Outlay		0	0		0
7.	Other Outgo					
	Tuition to Other Schools	7110-7143	0	0		0
	Transfers of Pass-Through Revenues to Other LEAs	7211-7213	0	0		0
	Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0	0		0
	Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0	0		0
	All Other Transfers	7280-7299	0	0		0
	Debt Service:					
	Interest	7438	0	0		0
	Principal (for modified accrual basis only)	7439	0	0		0
	Total, Other Outgo		0	0		0
8.	TOTAL EXPENDITURES		187,991	14,141		202,132
C.	EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		(97,081)	(8,324)		(105,405)
	Description	Object Code	Unrestricted	Restricted		Total
D.	OTHER FINANCING SOURCES / USES					
1.	Other Sources	8930-8979	0	0		0
2.	Less: Other Uses	7630-7699	0	0		0

Adjust to include any CARES/Learning Loss Mitigation Funds

(105,405.39) (0.00)

3.	Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	0	0	0		
4.	TOTAL OTHER FINANCING SOURCES / USES		0	0	0		
E.	NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		(97,081)	(8,324)	(105,405)		
F.	FUND BALANCE, RESERVES						
1.	Beginning Fund Balance						
a.	As of July 1	9791	10,208	0	10,208		
b.	Adjustments/Restatements to Beginning Balance	9793, 9795	0	0	0		
c.	Adjusted Beginning Balance		10,208	0	10,208		
2.	Ending Fund Balance, June 30 (E + F1c)		(86,873)	(8,324)	(95,197)		
	Components of Ending Fund Balance (Optional):						
	Reserve for Revolving Cash (equals object 9130)	9711		0	0		
	Reserve for Stores (equals object 9320)	9712	0	0	0		
	Reserve for Prepaid Expenditures (equals object 9330)	9713		0	0		
	Reserve for All Others	9719	0	0	0		
	General Reserve	9730	0	0	0		
	Legally Restricted Balance	9740		0	0		
	Designated for Economic Uncertainties	9770	0	0	0		
	Other Designations	9775, 9780	0	0	0		
	Undesignated / Unappropriated Amount	9790	(86,873)	(8,324)	(95,197)		
G.	ASSETS					(95,197.16)	0.00
1.	Cash						
	In County Treasury	9110		0	0		
	Fair Value Adjustment to Cash in County Treasury	9111		0	0		
	In Banks	9120	324,566	0	324,566		
	In Revolving Fund	9130		0	0		
	With Fiscal Agent	9135		0	0		
	Collections Awaiting Deposit	9140		0	0		
2.	Investments	9150		0	0		
3.	Accounts Receivable	9200	89,177	0	89,177		
4.	Due from Grantor Government	9290	0	0	0		
5.	Stores	9320	0	0	0		
6.	Prepaid Expenditures (Expenses)	9330	0	0	0		
7.	Other Current Assets	9340	0	0	0		
8.	Capital Assets (for accrual basis only)	9400-9499	0	0	0		
9.	TOTAL ASSETS		413,743	0	413,743		
H.	LIABILITIES						
1.	Accounts Payable	9500	382,968	0	382,968		
2.	Due to Grantor Government	9590	0	0	0		
3.	Current Loans	9640	0	0	0		
4.	Deferred Revenue	9650	286,865	0	286,865		
5.	Long-Term Liabilities (for accrual basis only)	9660-9669	0	0	0		
6.	TOTAL LIABILITIES		669,834	0	669,834		
I.	FUND BALANCE						
	Ending Fund Balance, June 30 (G9-H6) (must agree with Line F2)		(256,090)	0	(256,090)	(95,197)	(160,893.03)

NOTE: IF YOUR CHARTER SCHOOL RECEIVED FEDERAL FUNDING, AS REPORTED IN SECTION A2,
THE FOLLOWING ADDITIONAL INFORMATION MUST BE PROVIDED:

1. **Federal Revenues Used for Capital Outlay and Debt Service:**
Included in the Capital Outlay and Debt Service expenditures reported in sections B6 and B7 are
the following amounts paid out of federal funds:

	Federal Program Name (Indicate if NONE)	Capital Outlay	Debt Service	Total
a.		\$		0
b.				0
c.				0
d.				0
e.				0
f.				0
g.				0
h.				0
i.				0
j.				0
	TOTAL	0	0	0

2. **Community Services Expenditures:**
Included in the expenditures reported in Section B are the following amounts expended
for Community Services paid out of state and local funds:

	Objects of Expenditures	Amount (Enter "0.00" if none)
a.	Certificated Personnel Salaries	\$
b.	Non-certificated Personnel Salaries	
c.	Employee Benefits	
d.	Books and Supplies	
e.	Services and Other Operating Expenditures	
	TOTAL COMMUNITY SERVICES EXPENDITURES	0

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT – ALTERNATIVE FORM
July 1, 2020 to June 30, 2021**

Charter School Name: California Connections Academy Central Coast
CDS #: _____
Charter Approving Entity: _____
County: _____
Charter #: _____

This charter school uses the following basis of accounting:
(Please enter an "X" in the applicable box below; check only one box)

☐ **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)

Based on approved October budget revision

Description		Object Code	Unrestricted	Restricted	Total
A. REVENUES					
1.	LCFF Sources				
	State Aid - Current Year	8011	55,908		55,908
	Education Protection Account State Aid - Current year	8012	7,792		7,792
	State Aid - Prior Years	8019			0
	Transfers to Charter Schools in Lieu of Property Taxes	8096	300,460		300,460
	Other LCFF Transfers	8091, 8097	0	0	0
	Total, LCFF Sources		364,160	0	364,160
2.	Federal Revenues (see NOTE in Section J)				
	No Child Left Behind (incl. ARRA)	8290		0	0
	Federal Funding - Title I	8290		0	0
	Federal Funding - Title II-A	8290		0	0
	Federal Funding - Title IV	8290		0	0
	Prior Year Adjustments	8019			0
	Special Education - Federal	8181, 8182		4,870	4,870
	Child Nutrition - Federal	8220		0	0
	Other Federal Revenues	8110, 8260-8299	2,628	0	2,628
	Learning Loss Mitigation (Federal)		2,528		
	Federal Funding - E-Rate		100	0	0
	Total, Federal Revenues		2,628	4,870	7,498
3.	Other State Revenues				
	Special Education - State	StateRevSE		24,350	24,350
	All Other State Revenues	StateRevAO	13,389	0	13,389
	Star Testing	StateRevAO	0		
	College and Career Block Grant	StateRevAO	0		
	Mandated Cost Reimbursement	StateRevAO	1,143		
	One Time State Funding	StateRevAO	0		
	Lottery	StateRevAO	7,753	0	
	Learning Loss Mitigation (State)	StateRevAO	3,103		
	ERMHS	StateRevAO	1,000		
	ERMHS - One Time Funs	StateRevAO	390		
	Miscellaneous State Funds	StateRevAO	0		
	Classified Employee PD grant	StateRevAO	0		
	Low Performing Student Block Grant	StateRevAO	0		
	MediCAL	StateRevAO	0		
	Prior Year Adjustments	StateRevAO	0		
	Total, Other State Revenues		13,389	24,350	37,739
4.	Other Local Revenues				
	All Other Local Revenues	LocalRevAO	1,791	0	1,791
	Interest Income	LocalRevAO	1,791		
	Donation	LocalRevAO	0		
	Miscellaneous	LocalRevAO	0		
	Prior Year Adjustments	LocalRevAO	0		
	Total, Local Revenues		1,791	0	1,791
5.	TOTAL REVENUES		381,968	29,220	411,188
B. EXPENDITURES					
1.	Certificated Salaries				
	Certificated Teachers' Salaries	1100	179,322	31,819	211,141
	Certificated Pupil Support Salaries	1200	17,045		17,045
	Certificated Supervisors' and Administrators' Salaries	1300	39,652	8,818	48,470
	Other Certificated Salaries	1900	0	0	0
	Total, Certificated Salaries		236,018	40,637	276,656
2.	Non-certificated Salaries				
	Instructional Aides' Salaries	2100	0	0	0
	Non-certificated Support Salaries	2200	33,411	0	33,411
	Non-certificated Supervisors' and Administrators' Sal.	2300	0	0	0
	Clerical and Office Salaries	2400	0	0	0
	Other Non-certificated Salaries	2900	0	0	0
	Total, Non-certificated Salaries		33,411	0	33,411
3.	Employee Benefits				
	STRS	3101-3102	35,735	6,200	41,935
	PERS	3201-3202	0	0	0
	OASDI / Medicare / Alternative	3301-3302	5,978	589	6,567
	Health and Welfare Benefits	3401-3402	57,129.30	9,956	67,085
	Unemployment Insurance	3501-3502	3,637	549	4,186
	Workers' Compensation Insurance	3601-3602	5,389	813	6,201
	Retiree Benefits	3701-3702	0	0	0
	PERS Reduction (for revenue limit funded schools)	3801-3802	0	0	0
	Other Employee Benefits	3901-3902	0	0	0
	Total, Employee Benefits		107,869	18,106	125,975
4.	Books and Supplies				
	Approved Textbooks and Core Curricula Materials	4100	0	0	0
	Books and Other Reference Materials	4200	101,754	0	101,754
	Tangible and Intangible Instructional Materials	4200	100,770		
	Other Curriculum	4200	984		
	minus restricted lottery funds	4200	0		
	Materials and Supplies	4300	51,811	0	51,811
	Office Supplies	4300	352		
	Expensed Furniture and Equipment	4300	349		
	ConnexusTM Annual License (LMS)	4300	42,600		

	Hardware/Software - Employees	4300	2,603		
	School Curriculum Supplies	4300	1,906		
	Graduation	4300	4,000		
	Noncapitalized Equipment	4400	40,000	0	40,000
	Student Technology Assistance	4400	35,000		
	Student Testing Technology	4400	5,000		
	Food	4700	0	0	0
	Total, Books and Supplies		193,565	0	193,565
5.	Services and Other Operating Expenditures				
	Subagreements for Services	5100	(293,458)	27,713	(265,745)
	Educational Resource Center	5100	8,946		
	Short - Term Substitute Teaching	5100	0		
	Direct Course Instruction Support	5100	421		
	Technical Support and Repairs	5100	10,650		
	Enrollment and Records Management	5100	4,047		
	Human Resources Support	5100	5,423		
	Facility Support Services	5100	351		
	Community Outreach	5100	0		
	Accounting and Regulatory Reporting	5100	3,550		
	Treasury Services	5100	5,703		
	Marketing Services	5100	3,802		
	Special Populations Consultative Services	5100		14,747	
	Contractual Service Credit	5100	(364,000)		
	School Administration	5100	22,812		
	Sales and Use Tax	5100	4,838		
	Special Education Related Services	5100		12,966	
	Travel and Conferences	5200	9,846	0	9,846
	Travel and Conferences - Teachers	5200	409		
	Travel and Conferences - Administration	5200	665		
	Board Expenses	5200	272		
	Student Activities	5200	8,500		
	Dues and Memberships	5300	688	0	688
	Dues	5300	688		
	Insurance	5400	110	0	110
	Insurance - D&O	5400	110		
	Operations and Housekeeping Services	5500	922	0	922
	Maintenance & Repair	5500	922		
	Rentals, Leases, Repairs, and Noncap. Improvements	5600	5,545	0	5,545
	Copiers/Reproduction	5600	246		
	Rent	5600	4,357		
	Rent Operating Expense	5600	479		
	Rent Storage Unit	5600	113		
	Utilities	5600	351		
	Professional/Consulting Services and Operating Expend.	5800	20,660	0	20,660
	Student Testing & Assessment	5800	5,657		
	Staff Recruiting	5800	224		
	Staff Training / Prof. Dvlpmnt.	5800	2,000		
	Team Building	5800	266		
	BoA Credit Suspense	5800	0		
	Banking Fees	5800	1,223		
	Financial Audit	5800	2,255		
	District Oversight	5800	3,642		
	SELPA Administration	5800	1,511		
	STRS Reporting	5800	250		
	Accreditation and Consulting	5800	1,070		
	Internet Subsidy Payment Processing	5800	1,263		
	Legal	5800	603		
	Other School Contracted Services	5800	355		
	Other School Expenses	5800	43		
	AERIES	5800	300		
	Summer School	5800	0		
	Communications	5900	9,304	0	9,304
	ISP Payment Reimbursement	5900	3,000		
	Curriculum Postage	5900	3,339		
	Office Postage	5900	309		
	High-Speed Internet	5900	813		
	Voice Over IP Services	5900	1,562		
	Phone	5900	282		
	Total, Services and Other Operating Expenditures		(246,382)	27,713	(218,669)
6.	Capital Outlay				
	(Objects 6100-6170, 6200-6500 for modified accrual basis only)				
	Land and Land Improvements	6100-6170	0	0	0
	Buildings and Improvements of Buildings	6200	0	0	0
	Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0	0	0
	Equipment	6400	0	0	0
	Equipment Replacement	6500	0	0	0
	Total, Capital Outlay		0	0	0
7.	Other Outgo				
	Tuition to Other Schools	7110-7143	0	0	0
	Transfers of Pass-Through Revenues to Other LEAs	7211-7213	0	0	0
	Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0	0	0
	Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0	0	0
	All Other Transfers	7280-7299	0	0	0
	Debt Service:				
	Interest	7438	0	0	0
	Principal (for modified accrual basis only)	7439	0	0	0
	Total, Other Outgo		0	0	0
8.	TOTAL EXPENDITURES		324,482	86,456	410,938
C.	EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		57,487	(57,236)	250
	Description	Object Code	Unrestricted	Restricted	Total
D.	OTHER FINANCING SOURCES / USES				
1.	Other Sources	8930-8979	0	0	0
2.	Less: Other Uses	7630-7699	0	0	0
3.	Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	0	0	0

250.02 (0.01)

4.	TOTAL OTHER FINANCING SOURCES / USES		0	0	0
E.	NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		57,487	(57,236)	250
F.	FUND BALANCE, RESERVES				
1.	Beginning Fund Balance				
a.	As of July 1	9791		0	0
b.	Adjustments/Restatements to Beginning Balance	9793, 9795	0	0	0
c.	Adjusted Beginning Balance		0	0	0
2.	Ending Fund Balance, June 30 (E + F1c)		57,487	(57,236)	250
	Components of Ending Fund Balance (Optional):				
	Reserve for Revolving Cash (equals object 9130)	9711		0	0
	Reserve for Stores (equals object 9320)	9712	0	0	0
	Reserve for Prepaid Expenditures (equals object 9330)	9713		0	0
	Reserve for All Others	9719	0	0	0
	General Reserve	9730	0	0	0
	Legally Restricted Balance	9740		0	0
	Designated for Economic Uncertainties	9770	0	0	0
	Other Designations	9775, 9780		0	0
	Undesignated / Unappropriated Amount	9790	57,487	(57,236)	250
G.	ASSETS				
1.	Cash				
	In County Treasury	9110		0	0
	Fair Value Adjustment to Cash in County Treasury	9111		0	0
	In Banks	9120	324,566	0	324,566
	In Revolving Fund	9130		0	0
	With Fiscal Agent	9135		0	0
	Collections Awaiting Deposit	9140		0	0
2.	Investments	9150		0	0
3.	Accounts Receivable	9200	89,177	0	89,177
4.	Due from Grantor Government	9290	0	0	0
5.	Stores	9320	0	0	0
6.	Prepaid Expenditures (Expenses)	9330	0	0	0
7.	Other Current Assets	9340	0	0	0
8.	Capital Assets (for accrual basis only)	9400-9499	0	0	0
9.	TOTAL ASSETS		413,743	0	413,743
H.	LIABILITIES				
1.	Accounts Payable	9500	382,968	0	382,968
2.	Due to Grantor Government	9590	0	0	0
3.	Current Loans	9640	0	0	0
4.	Deferred Revenue	9650	286,865	0	286,865
5.	Long-Term Liabilities (for accrual basis only)	9660-9669	0	0	0
6.	TOTAL LIABILITIES		669,834	0	669,834
I.	FUND BALANCE				
	Ending Fund Balance, June 30 (G9-H6)				
	(must agree with Line F2)		(256,090)	0	(256,090)

(250.01)

(95,197) (160,893.03)

NOTE: IF YOUR CHARTER SCHOOL RECEIVED FEDERAL FUNDING, AS REPORTED IN SECTION A2, THE FOLLOWING ADDITIONAL INFORMATION MUST BE PROVIDED:

- Federal Revenues Used for Capital Outlay and Debt Service:**
Included in the Capital Outlay and Debt Service expenditures reported in sections B6 and B7 are the following amounts paid out of federal funds:

Federal Program Name (Indicate if NONE)	Capital Outlay	Debt Service	Total
a.			0
b.			0
c.			0
d.			0
e.			0
f.			0
g.			0
h.			0
i.			0
j.			0
TOTAL	0	0	0

- Community Services Expenditures:**
Included in the expenditures reported in Section B are the following amounts expended for Community Services paid out of state and local funds:

Objects of Expenditures	Amount (Enter "0.00" if none)
a. Certificated Personnel Salaries	\$
b. Non-certificated Personnel Salaries	
c. Employee Benefits	
d. Books and Supplies	
e. Services and Other Operating Expenditures	
TOTAL COMMUNITY SERVICES EXPENDITURES	0



From: Jessica Davis
To: California Connections Academy Board of Directors
Re: Connections Academy General Handbook 2020-2021

Attached for board approval is an update to be included in the Connections Academy General Handbook for 2020-2021. For your convenience, a summary of the change is provided below. Once approved, the update will be reflected in the 2020-2021 General Handbook and all future handbooks. The revised Handbook will be posted on the Virtual Library.

APPENDIX 2 – FERPA ANNUAL NOTIFICATION AND POLICY

Last Reviewed and Updated: ~~November 25, 2019~~ October 29, 2020

This FERPA Annual Notification and Policy may be updated periodically. The most current version is always available from the [login page of Connexus](#). Any changes will be effective as soon as they are posted in Connexus.

Connections Education LLC, dba Pearson Online & Blended Learning K-12 USA (OBL), its [managed-partnering](#) schools, programs and affiliates (collectively referred to as "the School") comply fully with the Family Educational Rights and Privacy Act ("FERPA").

*Please let us know if we can aid in the review process in any way or if you require further information on this policy.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: California Connections Academy North Bay

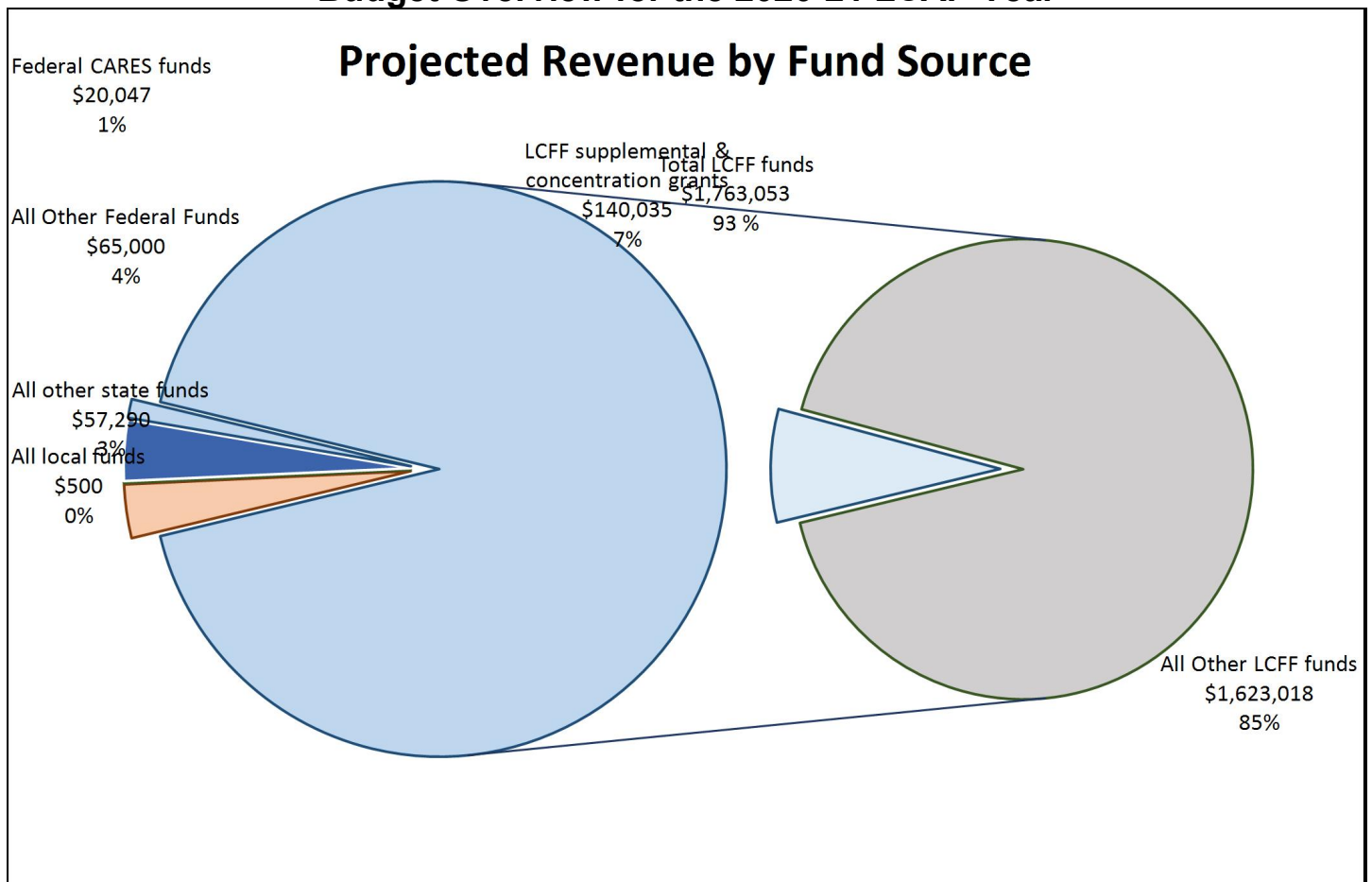
CDS Code: 17640550129601

School Year: 2020-2021

LEA contact information: Dr. Richard Savage, Executive Director

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 2020-21 LCAP Year



This chart shows the total general purpose revenue California Connections Academy North Bay expects to receive in the coming year from all sources.

The total revenue projected for California Connections Academy North Bay is \$1,905,890, of which \$1,763,053 is Local Control Funding Formula (LCFF), \$57,290 is other state funds, \$500 is local funds, and \$85,047 is federal funds. Of the \$85,047 in federal funds, \$20,047 are federal CARES Act funds. Of the \$1,763,053 in LCFF Funds, \$140,035 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

For the 2020-21 school year school districts must work with parents, educators, students, and the community to develop a Learning Continuity and Attendance Plan (Learning Continuity Plan). The Learning Continuity Plan replaces the Local Control and Accountability Plan (LCAP) for the 2020–21 school year and provides school districts with the opportunity to describe how they are planning to provide a high-quality education, social-emotional supports, and nutrition to their students during the COVID-19 pandemic.

Budgeted Expenditures in the Learning Continuity Plan		
\$ 1		
\$ 1		
\$ 1		
\$ 1		
\$ 1		
\$ 1		
\$ 1		Total Budgeted
\$ 0		Expenditures for
\$ 0	Total Budgeted	High Needs
\$ 0	Expenditures in	Students in the
\$ 0	the Learning	Learning
\$ 0	Continuity Plan, \$0	Continuity Plan, \$0
\$ 0		
1		

This chart provides a quick summary of how much California Connections Academy North Bay plans to spend for planned actions and services in the Learning Continuity Plan for 2020-2021 and how much of the total is tied to increasing or improving services for high needs students.

California Connections Academy North Bay plans to spend \$1,967,728 for the 2020-21 school year. Of that amount, \$0 is tied to actions/services in the Learning Continuity Plan and \$1,967,728 is not included in the Learning Continuity Plan. The budgeted expenditures that are not included in the Learning Continuity Plan will be used for the following:

Because the Learning Continuity Plan (LCP) described elements of the school's regular online academic program, no expenditures for additional specific actions were included. Therefore, a zero is shown for the amount in the LCP and all of the budgeted expenditures for 20-21 for all school operations are described here instead. The main costs are salaries and benefits for all school staff, including teachers, counselors, administrators and administrative support staff. In addition, the school has significant expenses for: curricular materials, access to the Education Management System and other hardware and software for staff and students. There are also a number of professional services the school pays for, as well as travel and communication costs, oversight fees and the pro-rated cost of the school offices. The school budget which details the exact amounts budgeted for each of these costs is available upon request from the school.

Increased or Improved Services for High Needs Students in the Learning Continuity Plan for the 2020-2021 School Year

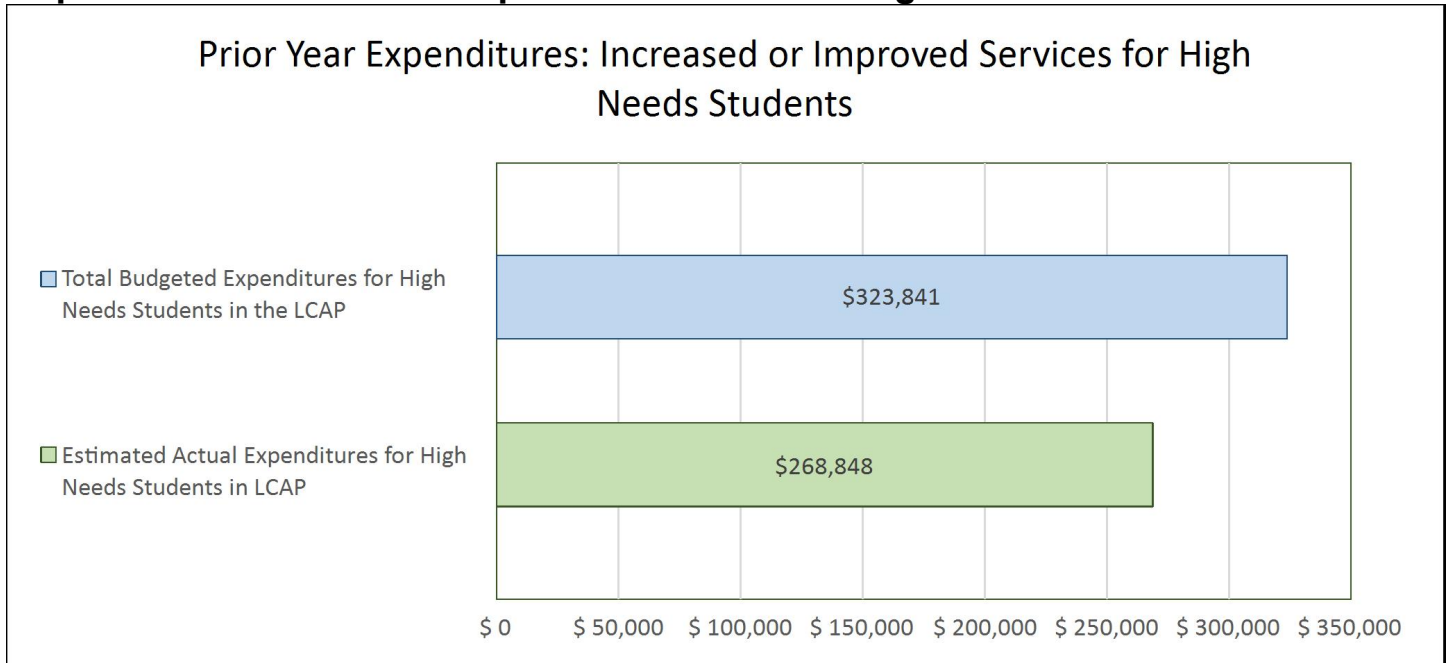
In 2020-21, California Connections Academy North Bay is projecting it will receive \$140,035 based on the enrollment of foster youth, English learner, and low-income students. California Connections Academy

North Bay must describe how it intends to increase or improve services for high needs students in the Learning Continuity Plan. California Connections Academy North Bay plans to spend \$0 towards meeting this requirement, as described in the Learning Continuity Plan.

The school did not include any expenditures in the Learning Continuity Plan since that plan described elements of the online academic program that did not need to be adjusted due to the pandemic. The school continues to provide services to high needs students. Based on the adopted state budget for 2020-21, the school will not receive any additional funding for unduplicated students, therefore the services provided do not need to be increased, however the school will CONTINUE to provide the following services as it has in previous years, and will attempt to provide these services to all unduplicated students enrolled during the 2020-21 school year, regardless of the fact that no additional funding will be received. Because it is anticipated that the number of unduplicated students enrolled will actually INCREASE during the 2020-21 school year, additional general purpose and federal funds will be needed to continue to provide services at the same level as in previous years.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2019-20



This chart compares what California Connections Academy North Bay budgeted in the 2019-20 LCAP for actions and services that contributed to increasing or improving services for high needs students with what California Connections Academy North Bay actually spent on actions and services that contributed to increasing or improving services for high needs students in the 2019-20 school year.

In 2019-20, California Connections Academy North Bay's LCAP budgeted \$323,841 for planned actions to increase or improve services for high needs students. California Connections Academy North Bay actually spent \$268,848 for actions to increase or improve services for high needs students in 2019-20.

The school's overall enrollment was lower than budgeted, therefore staff costs and student related costs were lower. This did not lead to any negative impact on the high needs students because they still received all the support and services which were originally planned, but that support cost less and is proportional to the number of students served.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: California Connections Academy @ Central

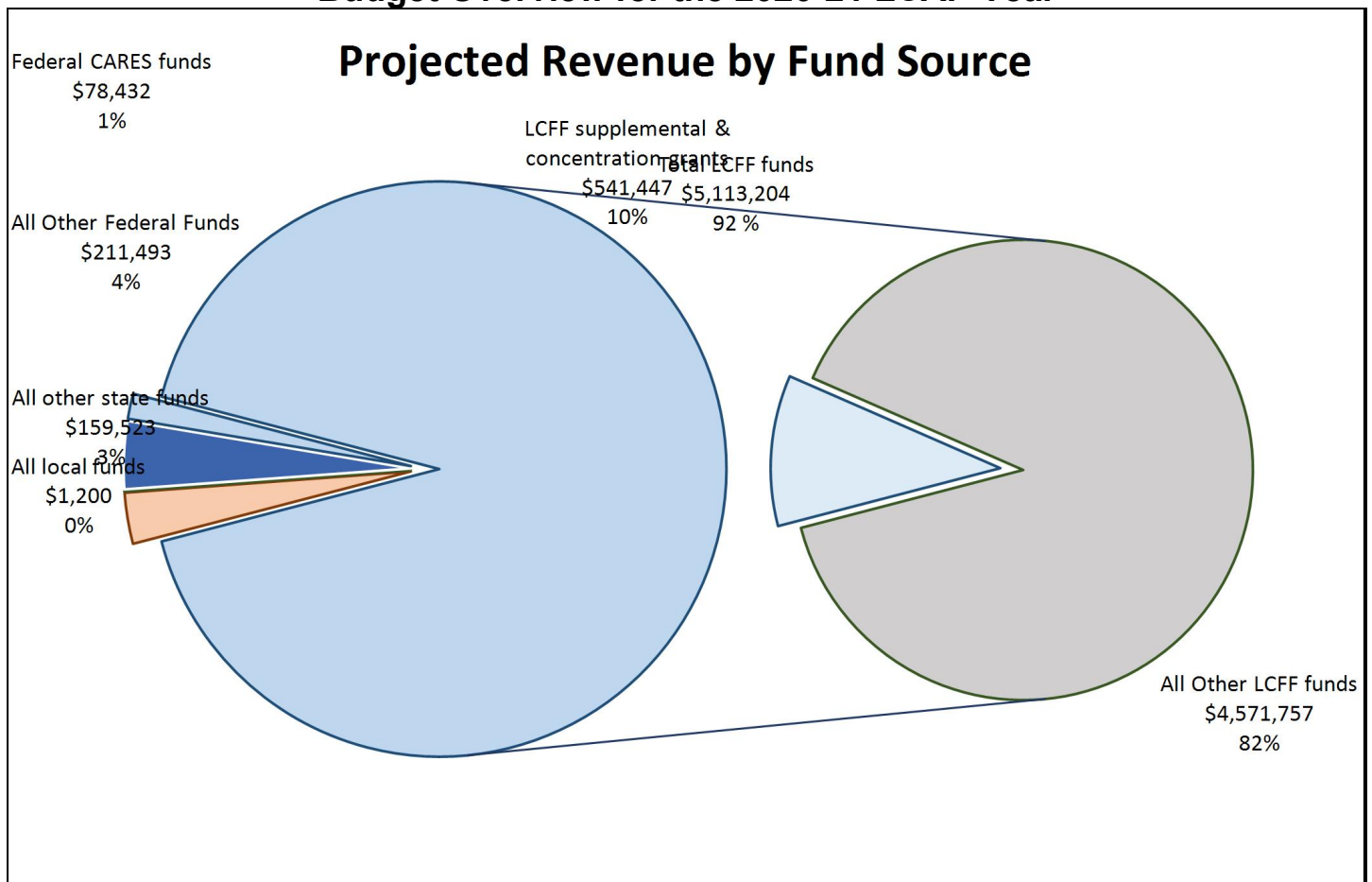
CDS Code: 54 718030112458

School Year: 2020-2021

LEA contact information: Dr. Richard Savage, Executive Director

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 2020-21 LCAP Year



This chart shows the total general purpose revenue California Connections Academy @ Central expects to receive in the coming year from all sources.

The total revenue projected for California Connections Academy @ Central is \$5,563,852, of which \$5,113,204 is Local Control Funding Formula (LCFF), \$159,523 is other state funds, \$1,200 is local funds, and \$289,925 is federal funds. Of the \$289,925 in federal funds, \$78,432 are federal CARES Act funds. Of the \$5,113,204 in LCFF Funds, \$541,447 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

For the 2020-21 school year school districts must work with parents, educators, students, and the community to develop a Learning Continuity and Attendance Plan (Learning Continuity Plan). The Learning Continuity Plan replaces the Local Control and Accountability Plan (LCAP) for the 2020–21 school year and provides school districts with the opportunity to describe how they are planning to provide a high-quality education, social-emotional supports, and nutrition to their students during the COVID-19 pandemic.

Budgeted Expenditures in the Learning Continuity Plan		
\$ 1		
\$ 1		
\$ 1		
\$ 1		
\$ 1		
\$ 1		
\$ 1		Total Budgeted
\$ 0		Expenditures for
\$ 0	Total Budgeted	High Needs
\$ 0	Expenditures in	Students in the
\$ 0	the Learning	Learning
\$ 0	Continuity Plan, \$0	Continuity Plan, \$0
\$ 0		
1		

This chart provides a quick summary of how much California Connections Academy @ Central plans to spend for planned actions and services in the Learning Continuity Plan for 2020-2021 and how much of the total is tied to increasing or improving services for high needs students.

California Connections Academy @ Central plans to spend \$5,914,554 for the 2020-21 school year. Of that amount, \$0 is tied to actions/services in the Learning Continuity Plan and \$5,914,554 is not included in the Learning Continuity Plan. The budgeted expenditures that are not included in the Learning Continuity Plan will be used for the following:

Because the Learning Continuity Plan (LCP) described elements of the school's regular online academic program, no expenditures for additional specific actions were included. Therefore, a zero is shown for the amount in the LCP and all of the budgeted expenditures for 20-21 for all school operations are described here instead. The main costs are salaries and benefits for all school staff, including teachers, counselors, administrators and administrative support staff. In addition, the school has significant expenses for: curricular materials, access to the Education Management System and other hardware and software for staff and students. There are also a number of professional services the school pays for, as well as travel and communication costs, oversight fees and the pro-rated cost of the school offices. The school budget which details the exact amounts budgeted for each of these costs is available upon request from the school.

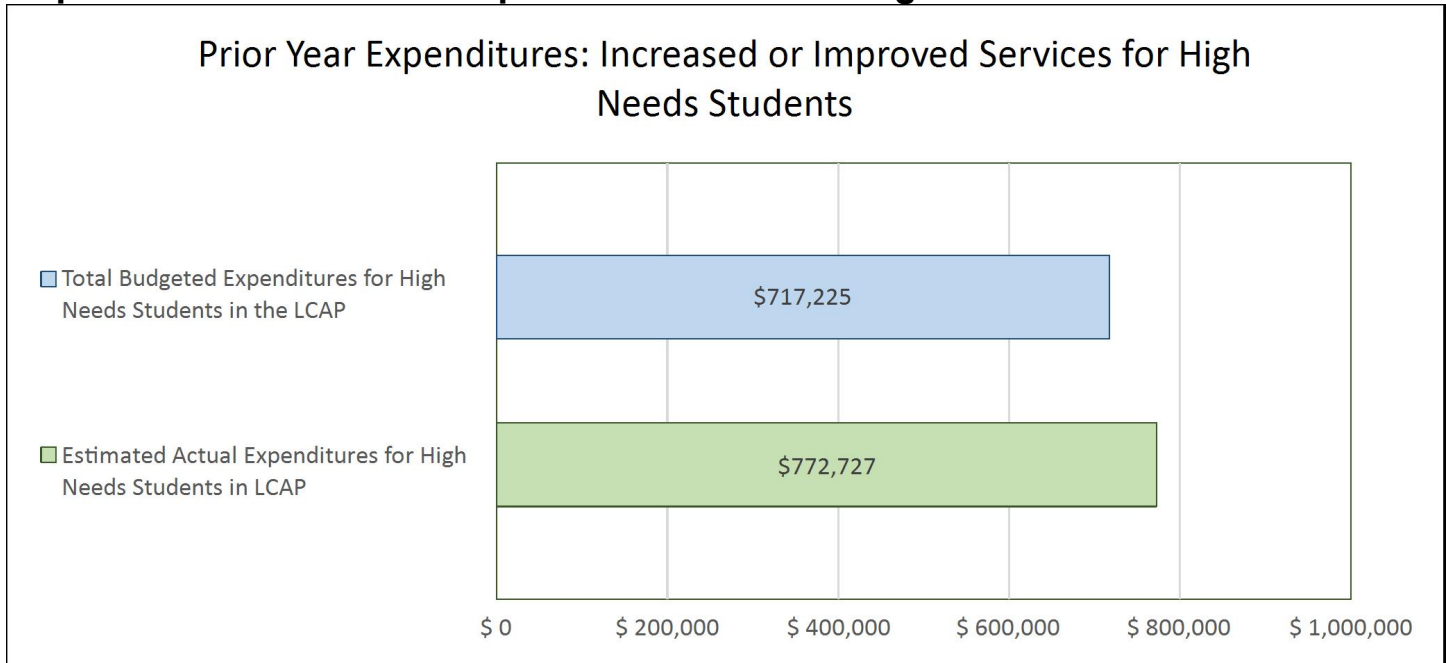
Increased or Improved Services for High Needs Students in in the Learning Continuity Plan for the 2020-2021 School Year

In 2020-21, California Connections Academy @ Central is projecting it will receive \$541,447 based on the enrollment of foster youth, English learner, and low-income students. California Connections Academy @ Central must describe how it intends to increase or improve services for high needs students in the Learning Continuity Plan. California Connections Academy @ Central plans to spend \$0 towards meeting this requirement, as described in the Learning Continuity Plan.

The school did not include any expenditures in the Learning Continuity Plan since that plan described elements of the online academic program that did not need to be adjusted due to the pandemic. The school continues to provide services to high needs students. Based on the adopted state budget for 2020-21, the school will not receive any additional funding for unduplicated students, therefore the services provided do not need to be increased, however the school will CONTINUE to provide the following services as it has in previous years, and will attempt to provide these services to all unduplicated students enrolled during the 2020-21 school year, regardless of the fact that no additional funding will be received. Because it is anticipated that the number of unduplicated students enrolled will actually INCREASE during the 2020-21 school year, additional general purpose and federal funds will be needed to continue to provide services at the same level as in previous years.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2019-20



This chart compares what California Connections Academy @ Central budgeted in the 2019-20 LCAP for actions and services that contributed to increasing or improving services for high needs students with what California Connections Academy @ Central actually spent on actions and services that contributed to increasing or improving services for high needs students in the 2019-20 school year.

In 2019-20, California Connections Academy @ Central's LCAP budgeted \$717,225 for planned actions to increase or improve services for high needs students. California Connections Academy @ Central actually spent \$772,727 for actions to increase or improve services for high needs students in 2019-20.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: California Connections Academy Central Coast

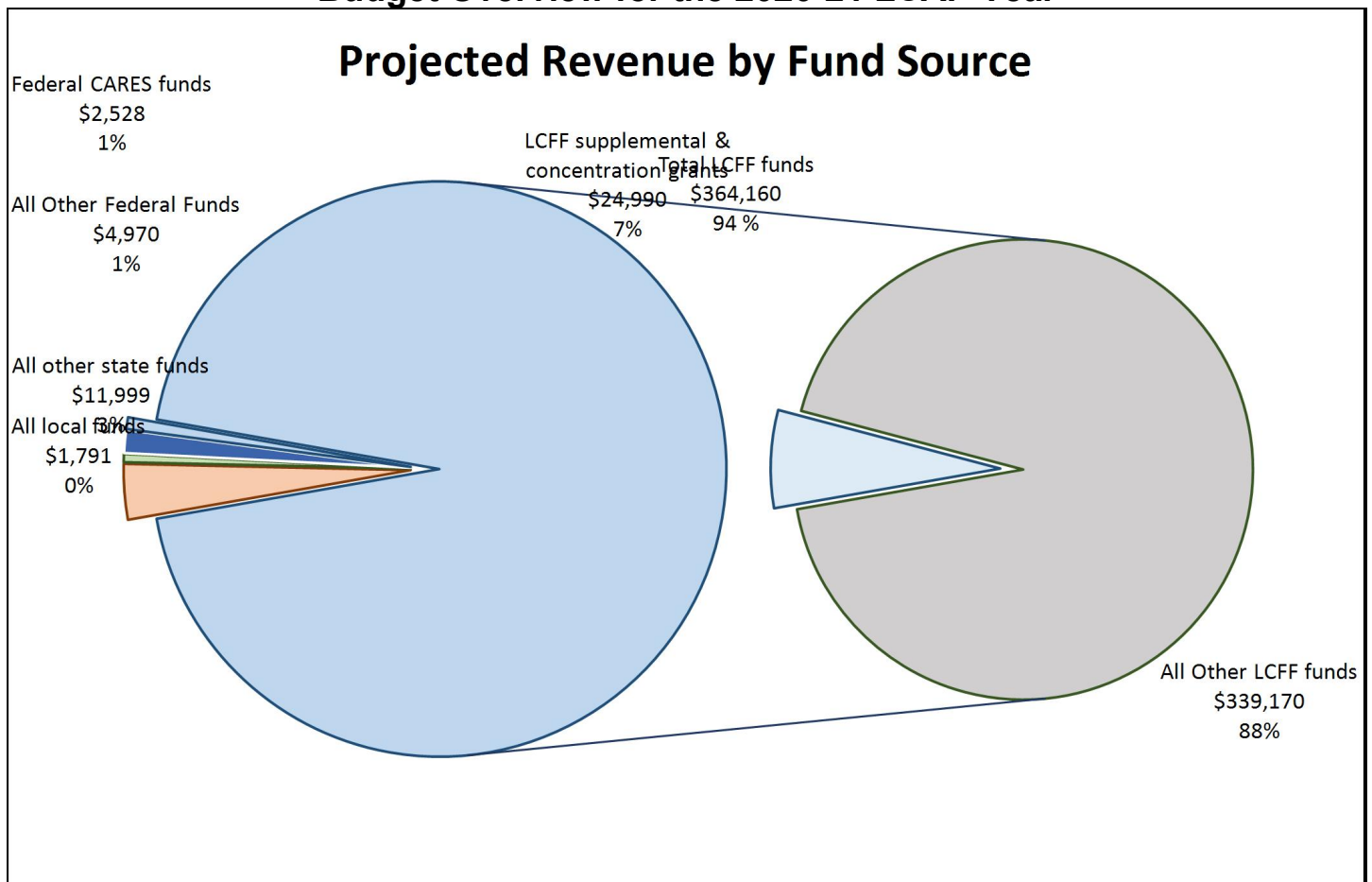
CDS Code: 42-75010-0138891

School Year: 2020-2021

LEA contact information: Dr. Richard Savage, Executive Director

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 2020-21 LCAP Year



This chart shows the total general purpose revenue California Connections Academy Central Coast expects to receive in the coming year from all sources.

The total revenue projected for California Connections Academy Central Coast is \$385,448, of which \$364,160 is Local Control Funding Formula (LCFF), \$11,999 is other state funds, \$1,791 is local funds, and \$7,498 is federal funds. Of the \$7,498 in federal funds, \$2,528 are federal CARES Act funds. Of the \$364,160 in LCFF Funds, \$24,990 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

For the 2020-21 school year school districts must work with parents, educators, students, and the community to develop a Learning Continuity and Attendance Plan (Learning Continuity Plan). The Learning Continuity Plan replaces the Local Control and Accountability Plan (LCAP) for the 2020–21 school year and provides school districts with the opportunity to describe how they are planning to provide a high-quality education, social-emotional supports, and nutrition to their students during the COVID-19 pandemic.

Budgeted Expenditures in the Learning Continuity Plan		
\$ 1		
\$ 1		
\$ 1		
\$ 1		
\$ 1		
\$ 1		
\$ 1		Total Budgeted
\$ 0		Expenditures for
\$ 0	Total Budgeted	High Needs
\$ 0	Expenditures in	Students in the
\$ 0	the Learning	Learning
\$ 0	Continuity Plan, \$0	Continuity Plan, \$0
\$ 0		
1		

This chart provides a quick summary of how much California Connections Academy Central Coast plans to spend for planned actions and services in the Learning Continuity Plan for 2020-2021 and how much of the total is tied to increasing or improving services for high needs students.

California Connections Academy Central Coast plans to spend \$410,938 for the 2020-21 school year. Of that amount, \$0 is tied to actions/services in the Learning Continuity Plan and \$410,938 is not included in the Learning Continuity Plan. The budgeted expenditures that are not included in the Learning Continuity Plan will be used for the following:

Because the Learning Continuity Plan (LCP) described elements of the school's regular online academic program, no expenditures for additional specific actions were included. Therefore, a zero is shown for the amount in the LCP and all of the budgeted expenditures for 20-21 for all school operations are described here instead. The main costs are salaries and benefits for all school staff, including teachers, counselors, administrators and administrative support staff. In addition, the school has significant expenses for: curricular materials, access to the Education Management System and other hardware and software for staff and students. There are also a number of professional services the school pays for, as well as travel and communication costs, oversight fees and the pro-rated cost of the school offices. The school budget which details the exact amounts budgeted for each of these costs is available upon request from the school.

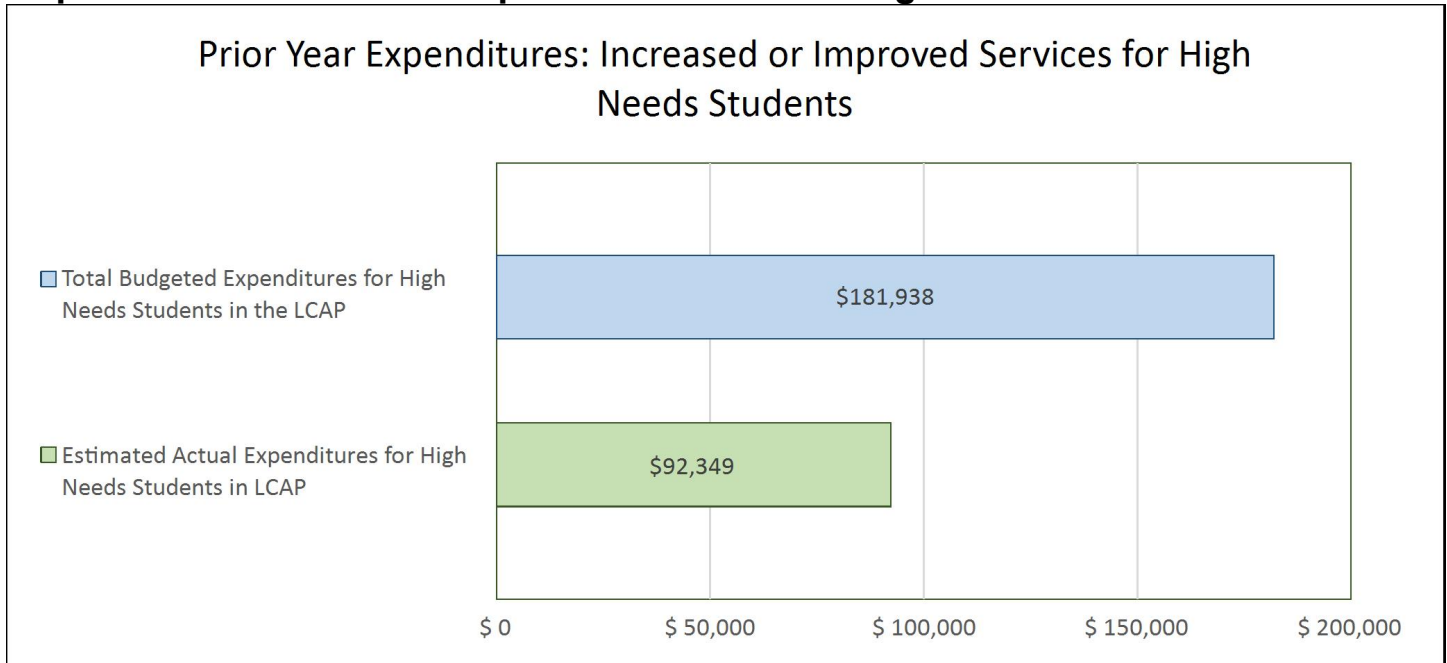
Increased or Improved Services for High Needs Students in in the Learning Continuity Plan for the 2020-2021 School Year

In 2020-21, California Connections Academy Central Coast is projecting it will receive \$24,990 based on the enrollment of foster youth, English learner, and low-income students. California Connections Academy Central Coast must describe how it intends to increase or improve services for high needs students in the Learning Continuity Plan. California Connections Academy Central Coast plans to spend \$0 towards meeting this requirement, as described in the Learning Continuity Plan.

The school did not include any expenditures in the Learning Continuity Plan since that plan described elements of the online academic program that did not need to be adjusted due to the pandemic. The school continues to provide services to high needs students. Based on the adopted state budget for 2020-21, the school will not receive any additional funding for unduplicated students, therefore the services provided do not need to be increased, however the school will CONTINUE to provide the following services as it has in previous years, and will attempt to provide these services to all unduplicated students enrolled during the 2020-21 school year, regardless of the fact that no additional funding will be received. Because it is anticipated that the number of unduplicated students enrolled will actually INCREASE during the 2020-21 school year, additional general purpose and federal funds will be needed to continue to provide services at the same level as in previous years.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2019-20



This chart compares what California Connections Academy Central Coast budgeted in the 2019-20 LCAP for actions and services that contributed to increasing or improving services for high needs students with what California Connections Academy Central Coast actually spent on actions and services that contributed to increasing or improving services for high needs students in the 2019-20 school year.

In 2019-20, California Connections Academy Central Coast's LCAP budgeted \$181,938 for planned actions to increase or improve services for high needs students. California Connections Academy Central Coast actually spent \$92,349 for actions to increase or improve services for high needs students in 2019-20.

The school's overall enrollment was lower than budgeted, therefore staff costs and student related costs were lower. This did not lead to any negative impact on the high needs students because they still received all the support and services which were originally planned, but that support cost less and is proportional to the number of students served.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: California Connections Academy Monterey Bay

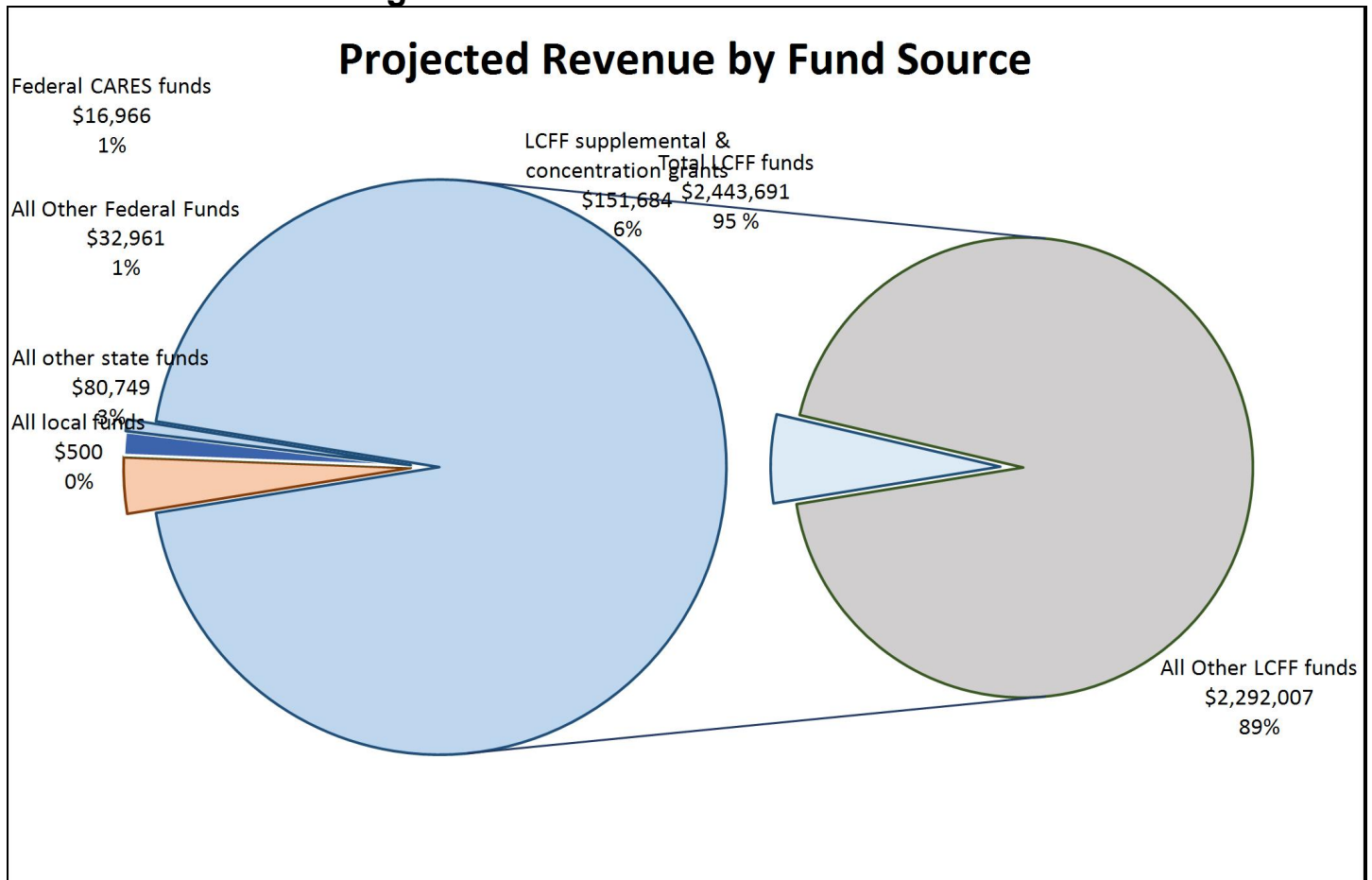
CDS Code: 44-75432-0139410

School Year: 2020-2021

LEA contact information: Dr. Richard Savage, Executive Director

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 2020-21 LCAP Year



This chart shows the total general purpose revenue California Connections Academy Monterey Bay expects to receive in the coming year from all sources.

The total revenue projected for California Connections Academy Monterey Bay is \$2,574,867, of which \$2,443,691 is Local Control Funding Formula (LCFF), \$80,749 is other state funds, \$500 is local funds, and \$49,927 is federal funds. Of the \$49,927 in federal funds, \$16,966 are federal CARES Act funds. Of the \$2,443,691 in LCFF Funds, \$151,684 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

For the 2020-21 school year school districts must work with parents, educators, students, and the community to develop a Learning Continuity and Attendance Plan (Learning Continuity Plan). The Learning Continuity Plan replaces the Local Control and Accountability Plan (LCAP) for the 2020–21 school year and provides school districts with the opportunity to describe how they are planning to provide a high-quality education, social-emotional supports, and nutrition to their students during the COVID-19 pandemic.

Budgeted Expenditures in the Learning Continuity Plan		
\$ 1		
\$ 1		
\$ 1		
\$ 1		
\$ 1		
\$ 1		
\$ 1		Total Budgeted
\$ 0		Expenditures for
\$ 0	Total Budgeted	High Needs
\$ 0	Expenditures in	Students in the
\$ 0	the Learning	Learning
\$ 0	Continuity Plan, \$0	Continuity Plan, \$0
\$ 0		
1		

This chart provides a quick summary of how much California Connections Academy Monterey Bay plans to spend for planned actions and services in the Learning Continuity Plan for 2020-2021 and how much of the total is tied to increasing or improving services for high needs students.

California Connections Academy Monterey Bay plans to spend \$2,753,570 for the 2020-21 school year. Of that amount, \$0 is tied to actions/services in the Learning Continuity Plan and \$2,753,570 is not included in the Learning Continuity Plan. The budgeted expenditures that are not included in the Learning Continuity Plan will be used for the following:

Because the Learning Continuity Plan (LCP) described elements of the school's regular online academic program, no expenditures for additional specific actions were included. Therefore, a zero is shown for the amount in the LCP and all of the budgeted expenditures for 20-21 for all school operations are described here instead. The main costs are salaries and benefits for all school staff, including teachers, counselors, administrators and administrative support staff. In addition, the school has significant expenses for: curricular materials, access to the Education Management System and other hardware and software for staff and students. There are also a number of professional services the school pays for, as well as travel and communication costs, oversight fees and the pro-rated cost of the school offices. The school budget which details the exact amounts budgeted for each of these costs is available upon request from the school.

Increased or Improved Services for High Needs Students in the Learning Continuity Plan for the 2020-2021 School Year

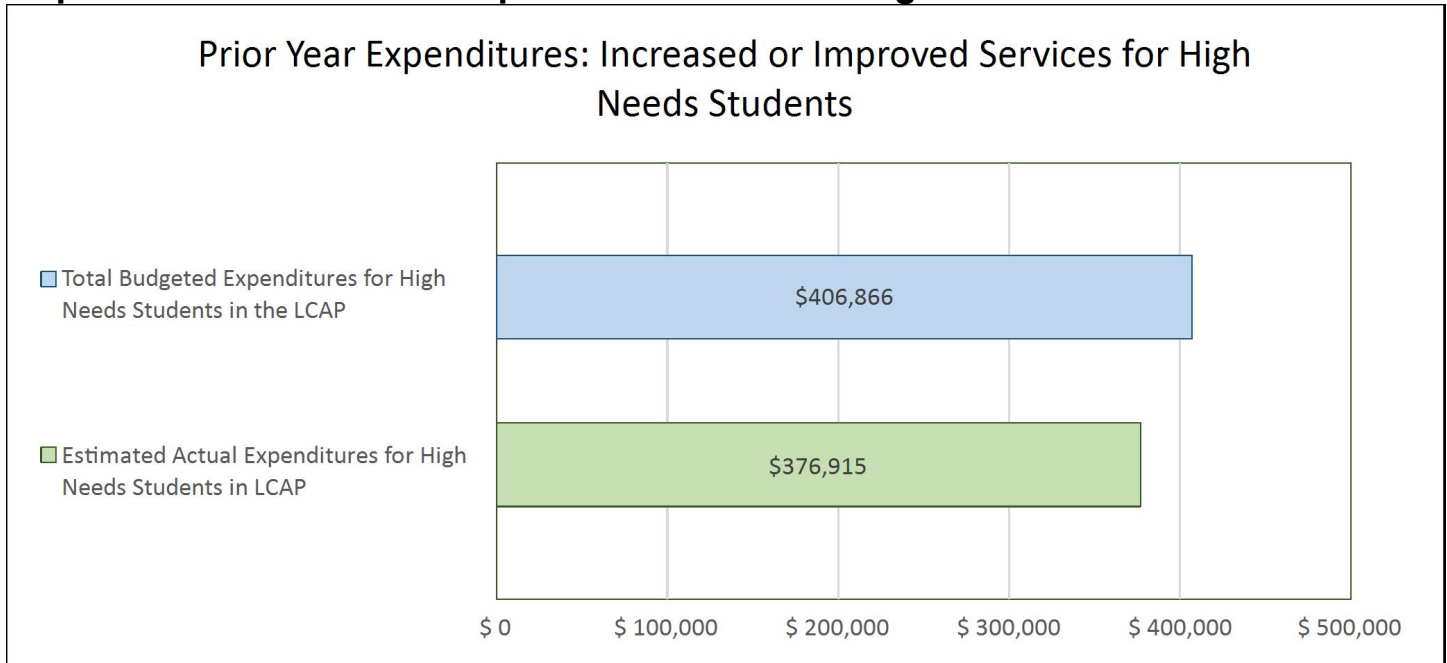
In 2020-21, California Connections Academy Monterey Bay is projecting it will receive \$151,684 based on the enrollment of foster youth, English learner, and low-income students. California Connections Academy

Monterey Bay must describe how it intends to increase or improve services for high needs students in the Learning Continuity Plan. California Connections Academy Monterey Bay plans to spend \$0 towards meeting this requirement, as described in the Learning Continuity Plan.

The school did not include any expenditures in the Learning Continuity Plan since that plan described elements of the online academic program that did not need to be adjusted due to the pandemic. The school continues to provide services to high needs students. Based on the adopted state budget for 2020-21, the school will not receive any additional funding for unduplicated students, therefore the services provided do not need to be increased, however the school will CONTINUE to provide the following services as it has in previous years, and will attempt to provide these services to all unduplicated students enrolled during the 2020-21 school year, regardless of the fact that no additional funding will be received. Because it is anticipated that the number of unduplicated students enrolled will actually INCREASE during the 2020-21 school year, additional general purpose and federal funds will be needed to continue to provide services at the same level as in previous years.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2019-20



This chart compares what California Connections Academy Monterey Bay budgeted in the 2019-20 LCAP for actions and services that contributed to increasing or improving services for high needs students with what California Connections Academy Monterey Bay actually spent on actions and services that contributed to increasing or improving services for high needs students in the 2019-20 school year.

In 2019-20, California Connections Academy Monterey Bay's LCAP budgeted \$406,866 for planned actions to increase or improve services for high needs students. California Connections Academy Monterey Bay actually spent \$376,915 for actions to increase or improve services for high needs students in 2019-20.

The school's overall enrollment was lower than budgeted, therefore staff costs and student related costs were lower. This did not lead to any negative impact on the high needs students because they still received all the support and services which were originally planned, but that support cost less and is proportional to the number of students served.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: California Connections Academy @ Ripon

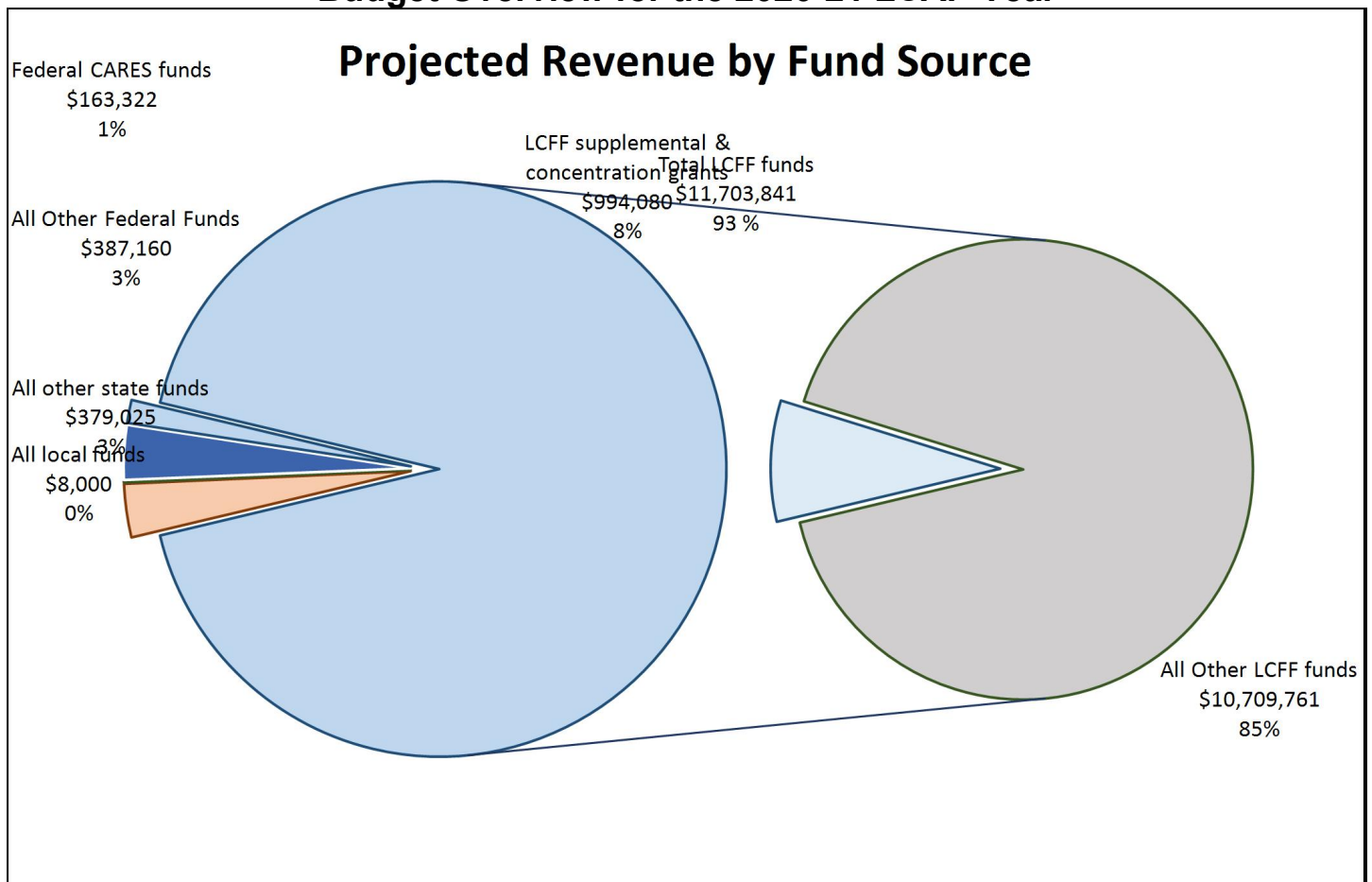
CDS Code: 39 686500125849

School Year: 2020-2021

LEA contact information: Dr. Richard Savage, Executive Director

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 2020-21 LCAP Year



This chart shows the total general purpose revenue California Connections Academy @ Ripon expects to receive in the coming year from all sources.

The total revenue projected for California Connections Academy @ Ripon is \$12,641,348, of which \$11,703,841 is Local Control Funding Formula (LCFF), \$379,025 is other state funds, \$8,000 is local funds, and \$550,482 is federal funds. Of the \$550,482 in federal funds, \$163,322 are federal CARES Act funds. Of the \$11,703,841 in LCFF Funds, \$994,080 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

For the 2020-21 school year school districts must work with parents, educators, students, and the community to develop a Learning Continuity and Attendance Plan (Learning Continuity Plan). The Learning Continuity Plan replaces the Local Control and Accountability Plan (LCAP) for the 2020–21 school year and provides school districts with the opportunity to describe how they are planning to provide a high-quality education, social-emotional supports, and nutrition to their students during the COVID-19 pandemic.

Budgeted Expenditures in the Learning Continuity Plan		
\$ 1		
\$ 1		
\$ 1		
\$ 1		
\$ 1		
\$ 1		
\$ 1		Total Budgeted
\$ 0		Expenditures for
\$ 0	Total Budgeted	High Needs
\$ 0	Expenditures in	Students in the
\$ 0	the Learning	Learning
\$ 0	Continuity Plan, \$0	Continuity Plan, \$0
\$ 0		
1		

This chart provides a quick summary of how much California Connections Academy @ Ripon plans to spend for planned actions and services in the Learning Continuity Plan for 2020-2021 and how much of the total is tied to increasing or improving services for high needs students.

California Connections Academy @ Ripon plans to spend \$13,462,973 for the 2020-21 school year. Of that amount, \$0 is tied to actions/services in the Learning Continuity Plan and \$13,462,973 is not included in the Learning Continuity Plan. The budgeted expenditures that are not included in the Learning Continuity Plan will be used for the following:

Because the Learning Continuity Plan (LCP) described elements of the school's regular online academic program, no expenditures for additional specific actions were included. Therefore, a zero is shown for the amount in the LCP and all of the budgeted expenditures for 20-21 for all school operations are described here instead. The main costs are salaries and benefits for all school staff, including teachers, counselors, administrators and administrative support staff. In addition, the school has significant expenses for: curricular materials, access to the Education Management System and other hardware and software for staff and students. There are also a number of professional services the school pays for, as well as travel and communication costs, oversight fees and the pro-rated cost of the school offices. The school budget which details the exact amounts budgeted for each of these costs is available upon request from the school.

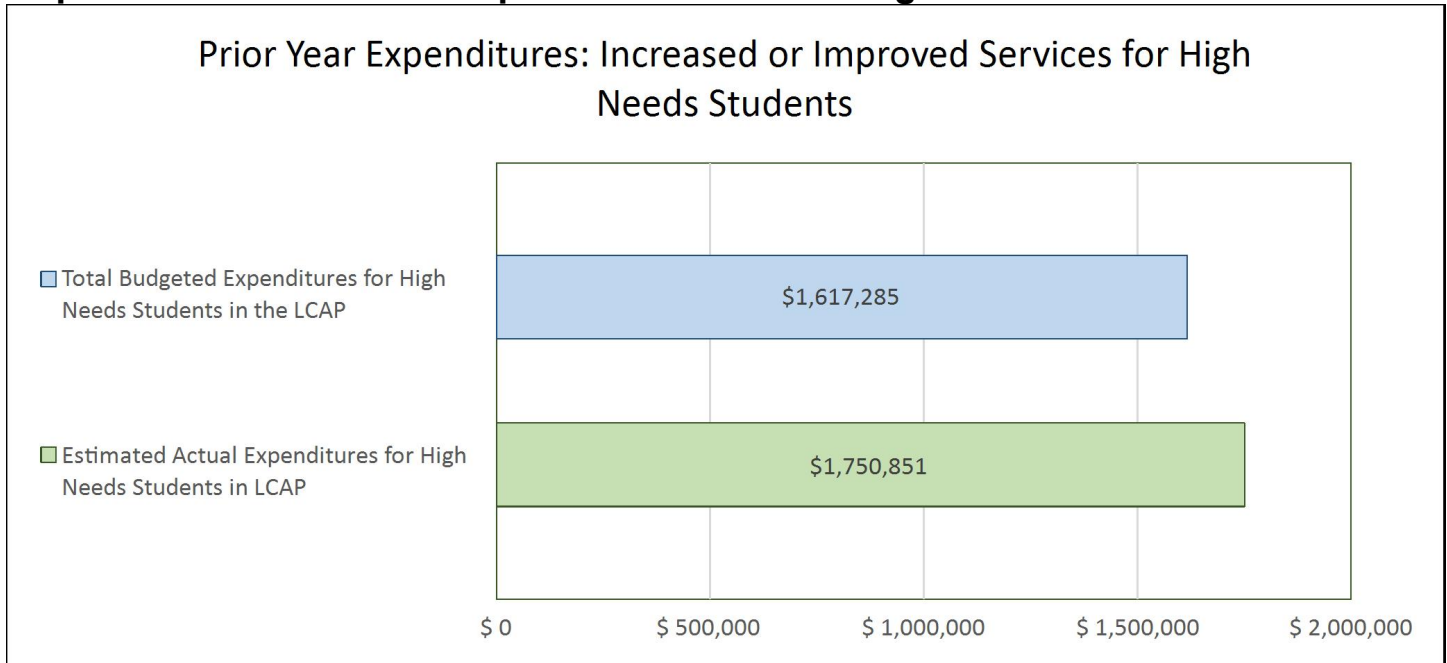
Increased or Improved Services for High Needs Students in in the Learning Continuity Plan for the 2020-2021 School Year

In 2020-21, California Connections Academy @ Ripon is projecting it will receive \$994,080 based on the enrollment of foster youth, English learner, and low-income students. California Connections Academy @ Ripon must describe how it intends to increase or improve services for high needs students in the Learning Continuity Plan. California Connections Academy @ Ripon plans to spend \$0 towards meeting this requirement, as described in the Learning Continuity Plan.

The school did not include any expenditures in the Learning Continuity Plan since that plan described elements of the online academic program that did not need to be adjusted due to the pandemic. The school continues to provide services to high needs students. Based on the adopted state budget for 2020-21, the school will not receive any additional funding for unduplicated students, therefore the services provided do not need to be increased, however the school will CONTINUE to provide the following services as it has in previous years, and will attempt to provide these services to all unduplicated students enrolled during the 2020-21 school year, regardless of the fact that no additional funding will be received. Because it is anticipated that the number of unduplicated students enrolled will actually INCREASE during the 2020-21 school year, additional general purpose and federal funds will be needed to continue to provide services at the same level as in previous years.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2019-20



This chart compares what California Connections Academy @ Ripon budgeted in the 2019-20 LCAP for actions and services that contributed to increasing or improving services for high needs students with what California Connections Academy @ Ripon actually spent on actions and services that contributed to increasing or improving services for high needs students in the 2019-20 school year.

In 2019-20, California Connections Academy @ Ripon's LCAP budgeted \$1,617,285 for planned actions to increase or improve services for high needs students. California Connections Academy @ Ripon actually spent \$1,750,851 for actions to increase or improve services for high needs students in 2019-20.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: California Connections Academy Southern California

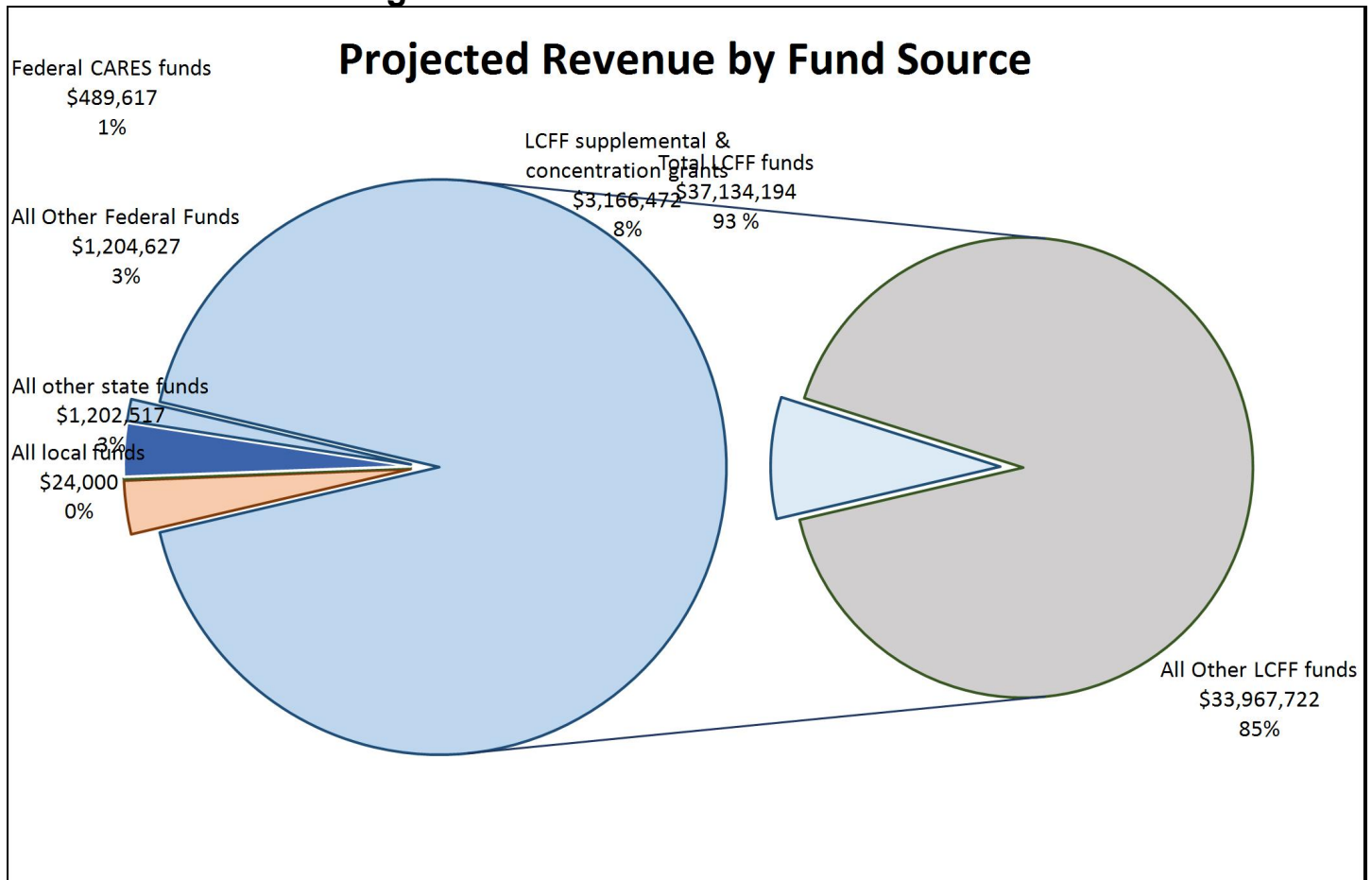
CDS Code: 30 66464 0106765

School Year: 2020-2021

LEA contact information: Dr. Richard Savage, Executive Director

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 2020-21 LCAP Year



This chart shows the total general purpose revenue California Connections Academy Southern California expects to receive in the coming year from all sources.

The total revenue projected for California Connections Academy Southern California is \$40,054,955, of which \$37,134,194 is Local Control Funding Formula (LCFF), \$1,202,517 is other state funds, \$24,000 is local funds, and \$1,694,244 is federal funds. Of the \$1,694,244 in federal funds, \$489,617 are federal CARES Act funds. Of the \$37,134,194 in LCFF Funds, \$3,166,472 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

For the 2020-21 school year school districts must work with parents, educators, students, and the community to develop a Learning Continuity and Attendance Plan (Learning Continuity Plan). The Learning Continuity Plan replaces the Local Control and Accountability Plan (LCAP) for the 2020–21 school year and provides school districts with the opportunity to describe how they are planning to provide a high-quality education, social-emotional supports, and nutrition to their students during the COVID-19 pandemic.

Budgeted Expenditures in the Learning Continuity Plan		
\$ 1		
\$ 1		
\$ 1		
\$ 1		
\$ 1		
\$ 1		
\$ 1		Total Budgeted
\$ 0		Expenditures for
\$ 0	Total Budgeted	High Needs
\$ 0	Expenditures in	Students in the
\$ 0	the Learning	Learning
\$ 0	Continuity Plan, \$0	Continuity Plan, \$0
\$ 0		
1		

This chart provides a quick summary of how much California Connections Academy Southern California plans to spend for planned actions and services in the Learning Continuity Plan for 2020-2021 and how much of the total is tied to increasing or improving services for high needs students.

California Connections Academy Southern California plans to spend \$41,852,100 for the 2020-21 school year. Of that amount, \$0 is tied to actions/services in the Learning Continuity Plan and \$41,852,100 is not included in the Learning Continuity Plan. The budgeted expenditures that are not included in the Learning Continuity Plan will be used for the following:

Because the Learning Continuity Plan (LCP) described elements of the school's regular online academic program, no expenditures for additional specific actions were included. Therefore, a zero is shown for the amount in the LCP and all of the budgeted expenditures for 20-21 for all school operations are described here instead. The main costs are salaries and benefits for all school staff, including teachers, counselors, administrators and administrative support staff. In addition, the school has significant expenses for: curricular materials, access to the Education Management System and other hardware and software for staff and students. There are also a number of professional services the school pays for, as well as travel and communication costs, oversight fees and the pro-rated cost of the school offices. The school budget which details the exact amounts budgeted for each of these costs is available upon request from the school.

Increased or Improved Services for High Needs Students in the Learning Continuity Plan for the 2020-2021 School Year

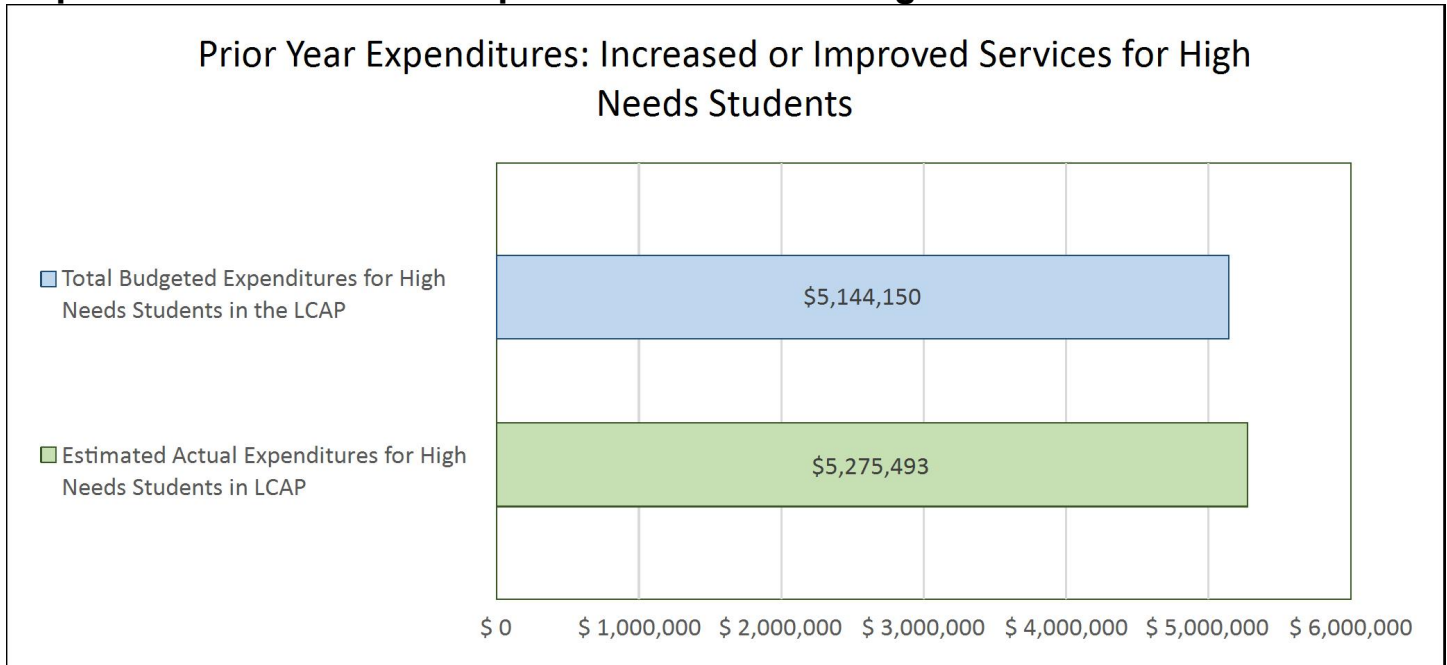
In 2020-21, California Connections Academy Southern California is projecting it will receive \$3,166,472 based on the enrollment of foster youth, English learner, and low-income students. California Connections

Academy Southern California must describe how it intends to increase or improve services for high needs students in the Learning Continuity Plan. California Connections Academy Southern California plans to spend \$0 towards meeting this requirement, as described in the Learning Continuity Plan.

The school did not include any expenditures in the Learning Continuity Plan since that plan described elements of the online academic program that did not need to be adjusted due to the pandemic. The school continues to provide services to high needs students. Based on the adopted state budget for 2020-21, the school will not receive any additional funding for unduplicated students, therefore the services provided do not need to be increased, however the school will CONTINUE to provide the following services as it has in previous years, and will attempt to provide these services to all unduplicated students enrolled during the 2020-21 school year, regardless of the fact that no additional funding will be received. Because it is anticipated that the number of unduplicated students enrolled will actually INCREASE during the 2020-21 school year, additional general purpose and federal funds will be needed to continue to provide services at the same level as in previous years.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2019-20



This chart compares what California Connections Academy Southern California budgeted in the 2019-20 LCAP for actions and services that contributed to increasing or improving services for high needs students with what California Connections Academy Southern California actually spent on actions and services that contributed to increasing or improving services for high needs students in the 2019-20 school year.

In 2019-20, California Connections Academy Southern California's LCAP budgeted \$5,144,150 for planned actions to increase or improve services for high needs students. California Connections Academy Southern California actually spent \$5,275,493 for actions to increase or improve services for high needs students in 2019-20.

CALIFORNIA CONNECTIONS ACADEMY

CALIFORNIA CONNECTIONS ACADEMY CENTRAL VALLEY CHARTER RENEWAL

Submitted to

ALPAUGH UNIFIED SCHOOL DISTRICT

December 18, 2020

Charter originally approved May 2006

and amended October 2006

Charter renewed May 2011 and February 2016

Amendment approved May 2018

Dr. Richard Savage, Executive Director

California Connections Academy Central Valley

rsavage@calca.connectionsacademy.org

Information contained in this application includes Connections Education LLC dba Pearson Online & Blended Learning K-12 USA's copyrighted protected material, All Rights Reserved.

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THE 15+ ELEMENTS OF A CHARTER PETITION

Education Code section 47605 requires petitioners to provide a “reasonably comprehensive description” of the 15+ elements of a charter petition outlined in the Education Code Section 47605(b) (5)(A-O)¹. In addition, Education Code 47607(b) requires that renewals of charters shall include “a reasonably comprehensive description of any new requirements of charter schools enacted into law after the charter was originally granted or last renewed.” The charter renewal application outlined within meets established and amended California charter school requirements. These and other requirements are listed in Figure 1.

Figure 1. 15+ Elements of a Charter Petition.

15+ Elements Outlined in the Education Code	Location in the Charter Petition
A. The educational program, including descriptions of the students to be served, “educated person” in the 21 st century, and how learning best occurs, annual school goals to achieve state and school priorities, and supporting school actions to achieve school goals.	Section II, especially II.B, II.C, and II.D and Section III.A
B. Measurable pupil outcomes, including the extent to which all pupils demonstrate that they have attained the skills, knowledge, and attitudes specified as goals for schoolwide and subgroups and as aligned to state and school priorities.	Section III – III.A – III.D
C. Method for measuring outcomes, aligned to state priorities and consistent with the way information is reported on a school accountability report card.	Section III.D
D. Governance structure, including, but not limited to, the process to be followed by the school to ensure parental involvement.	Section IV
E. Employee qualifications.	Section V.A
F. Health and safety procedures, including criminal background checks and school safety plan.	Section V.D
G. Means to achieve racial and ethnic balance reflective of the general population of the school district.	Section VI.B
H. Admissions policies.	Section VI.A
I. Annual financial audit processes, including exceptions and deficiencies resolutions.	Section VII.G
J. Suspension and expulsion policies, including due process for students involuntarily removed from the charter.	Section V.D
K. Employee benefits, specifically how/if employees will be covered by STRS and PERS, or social security.	Section V.B
L. Attendance alternatives.	Section VI.C
M. Return rights of employees.	Section V.C
N. Dispute resolution procedures, specifically between the district and the charter.	Section V.E
O. Procedures for closing, including final audit, plans for disposing of any net assets and for the maintenance and transfer of pupil records.	Section VII.H

¹ https://leginfo.ca.gov/faces/codes_displayText.xhtml?lawCode=EDC&division=4.&title=2.&part=26.8.&chapter=2.&article

Additional Required Information	
1. Budget and cash flow projections, including start-up costs, three-year operational budget and three years of cash flow statements.	Section VII.A and Exhibit G
2. Legal assurances, including statement of exclusive public employer.	Section X and V.C
3. Description of founding team.	Section I.A
4. Facilities plan.	Section VIII.A
5. Potential impact on the authorizer.	Section IX
6. Administrative Services.	Section VII.D

EXECUTIVE SUMMARY

California Connections Academy Central Valley² (abbreviated herein as “CalCA Central Valley”) has set a new standard for virtual education excellence in California. Students have benefitted from a top-quality curriculum that meets all California Common Core State Standards. Each student has a Personalized Learning Plan and one or more fully qualified California-certified teachers working with expert curriculum specialists to tailor the curriculum to meet that student’s individual learning needs.

More than an online school, CalCA Central Valley is a virtual K-12 learning community that connects students, teachers, and families through unique technology tools as well as synchronous and one-on-one interaction. Students and their families can count on sophisticated support for their curriculum, technology, special education, and digital learning platform needs, so that they can focus on academic progress and achievement. Consistent with applicable law, as a virtual school, CalCA Central Valley serves students in grades K-12 in Tulare County, as well as Fresno, Inyo, Kern, and Kings counties. CalCA Central Valley represents an outstanding educational choice for families in these counties and will continue to build awareness of Alpaugh Unified School District’s (“Alpaugh Unified” or the “District”) innovative approach to learning.

Students benefit from instruction that is individualized, personalized, and flexible. CalCA Central Valley serves highly mobile students with complex needs known to impact academic performance. These students’ needs include, among others, public health or school safety concerns, bullying, challenging curriculum, and flexible scheduling.

Students often attend several different schools in search of an academic program that addresses their individual needs and that helps them to succeed in all aspects of their life and educational career. Many students come to California Connections Academy schools from traditional schools where they were academically behind or credit deficient.

CalCA Central Valley is tailor-made for this diverse array of students who benefit from a quality alternative to the traditional brick-and-mortar classroom. These include:

- Students whose families seek a safe learning environment during unprecedented times such as an infectious disease outbreak;
- Students whose families seek more involvement in their child’s education;
- Students who are medically homebound due to illness or disability;
- Exceptional students who are far ahead of or far behind their peers in school;
- Students pursuing artistic or athletic interests;

² The school name was previously California Connections Academy @ Central. The “@” symbol has been removed from the name to conform to a new naming convention and because it created difficulties to include it. In addition, the name has been changed to better reflect the region served by the school and differentiate it from the other California Connections Academy schools.

- Students who have been bullied;
- Students who require a flexible school schedule;
- Students in group homes or institutions; and
- Students at risk of academic failure who may particularly benefit from intensive, personalized instruction.

In addition to CalCA Central Valley, five other California Connections Academy (CalCA) virtual public schools currently serve students in the charter network referred to as “California Connections Academy Schools”³:

- California Connections Academy Southern California (CalCA SoCal – formerly known as Capistrano Connections Academy) opened with sponsorship by Capistrano Unified School District in 2004 and serves more than 4,000 students in Southern California.
- California Connections Academy Ripon (CalCA Ripon) opened under a charter authorized by Ripon Unified School District in 2012 and serves approximately 1,300 students in the upper Central Valley and northern California regions including Sacramento and the East Bay.
- California Connections Academy North Bay (CalCA North Bay) opened under a charter authorized by Middletown Unified School District in 2014 and serves approximately 200 students in the North Bay region of northern California.
- California Connections Academy Central Coast (CalCA Central Coast) opened under a charter authorized by Cuyama Joint Unified School District in 2019 and serves approximately 100 students in the Central Coast region.
- California Connections Academy Monterey Bay (CalCA Monterey Bay) opened under a charter authorized by Scotts Valley Unified School District in 2019 and serves approximately 300 students in the South Bay Area and Monterey coastal region.

CalCA Central Valley plans to continue to contract with Connections Education dba Pearson Online & Blended Learning K-12 USA (referred to herein as OBL) for certain curriculum, technology, and school support services consistent with California law under AB 406 during the term of the renewal charter.

CalCA Central Valley utilizes a developmentally appropriate curriculum which increases its integration of technology as students advance through the grades. Each course includes active learning elements (including online and/or offline activities) that address diverse learning

³ Each school operated by California Online Public Schools (CalOPS), a California public benefit corporation, updated its name to reflect a change to a unified name convention. In the 2019-20 school year, several of the schools changed their name to remove the @ symbol from their names as well as to best reflect regional areas served. Similarly, the existing California Connections Academy @ Central has been updated to conform to this naming convention by removing the “@” sign, and with the updated name of California Connections Academy Central Valley, as reflected in this charter renewal application. The new school name would go into effect on July 1, 2021 for the 2021-22 school year.

preferences, including textual, visual, auditory, and/or hands-on. Courses offer a wide range of resources supporting course content and different learning abilities. Our courses include a variety of multimedia and interactive practices, including tutorials, peer model videos, and podcasts, with a focus on 21st century learning and social and emotional learning skills to reinforce standards. The instructional design includes interactive LiveLesson™ sessions and threaded discussions.

The curriculum is updated regularly, with revisions and improvements communicated to the school's Governing Board⁴, based on a rigorous analysis of student performance on state standards as measured by state testing results and internal assessments. The Education Management System (EMS) facilitates the effective delivery of the curriculum via an optimal combination of resources and media. CalCA Central Valley staff and volunteers facilitate enriching in-person community activities to round out the comprehensive learning experience.

The ultimate focus of this “high-tech, high-interaction” instructional model is student achievement. Students master the core subjects of reading/language arts, mathematics, science, and social studies through a challenging curriculum that meets California Content Standards (including the Common Core State Standards) and are prepared to perform well on the state assessments. High school core courses and many elective courses are also University of California “a-g” and NCAA approved.

CalCA Central Valley's highly trained and experienced teachers are integral to student and school success. Fully qualified, California-credentialed teachers are a key part of the program. Teachers are in regular contact with students via email, telephone, LiveLesson sessions, discussion boards, message boards, and other channels. Teachers motivate, provide instruction, monitor and evaluate student progress, personalize the curriculum, intervene as needed to ensure student success, lead field trips, and clarify the curriculum for the students. CalCA Central Valley provides integral tools to help teachers ensure students are successfully including ongoing and comprehensive professional development in online learning pedagogy curriculum with a focus on common core instructional shifts, data-driven instructional decisions, and the school's adopted Core Competencies for Facilitating Student Learning. Additional California-focused professional development is offered throughout the year.

The CalCA Central Valley program integrates school, community, and home. Another critical factor for success is the Learning Coach. The Learning Coach, a parent or other parent-designated caring adult, plays an active role in the learning process, providing input and communicating regularly with teachers. The CalCA Central Valley program integrates school, community, and home via online and face-to-face activities. School staff members in coordination with parent volunteers facilitate enriching in-person community activities and field trips to round out the comprehensive learning experience. Ninety-four percent of CalCA Central Valley families report

⁴ In this document, use of the term “Board” or “Governing Board” refers to the Governing Board for the nonprofit public benefit corporation that operates CalCA Central Valley, California Online Public Schools (CalOPS), unless otherwise specifically indicated as the Alpaugh Unified Governing Board (the Alpaugh Unified School District's Board).

that their child/children are satisfied with the program and 94% report that the quality of the curriculum is good or excellent according to the 2019-20 Parent Satisfaction Survey results.

Students have access to a wide range of clubs and activities that provide social opportunities and support students' academic progress in topics including language arts, reading, science, math, the arts, and more. Examples of clubs include: Art Club, Author's Corner, Debate Club, *The Monitor*: Student Blog, and Science Sleuths. These activities encourage students to explore interests beyond the classroom, develop leadership skills, and make friends within their school and with students from other schools. The school also participates in established chapters of the National Honor Society and National Junior Honor Society, providing students with additional opportunities for developing social, leadership, and community involvement skills.

HISTORY AND ACCOMPLISHMENTS

CalCA Central Valley was first chartered in May of 2006 by the Governing Board of Alpaugh Unified School District. The school opened in the fall of 2006, serving approximately 20 students in grades K-10 during its first year of operation. CalCA Central Valley was originally chartered for grades 7-12, but during the first year of operation, the need for a high-quality virtual program that could serve elementary school students became quickly apparent. CalCA Central Valley subsequently requested and received a charter amendment to add grades K-6 for the 2006-2007 school year. Since that time, CalCA Central Valley has served students in grades K-12 as a non-classroom based independent charter school. In May of 2011, CalCA Central Valley received a five-year renewal from Alpaugh Unified, and was granted another five-year renewal in 2016.

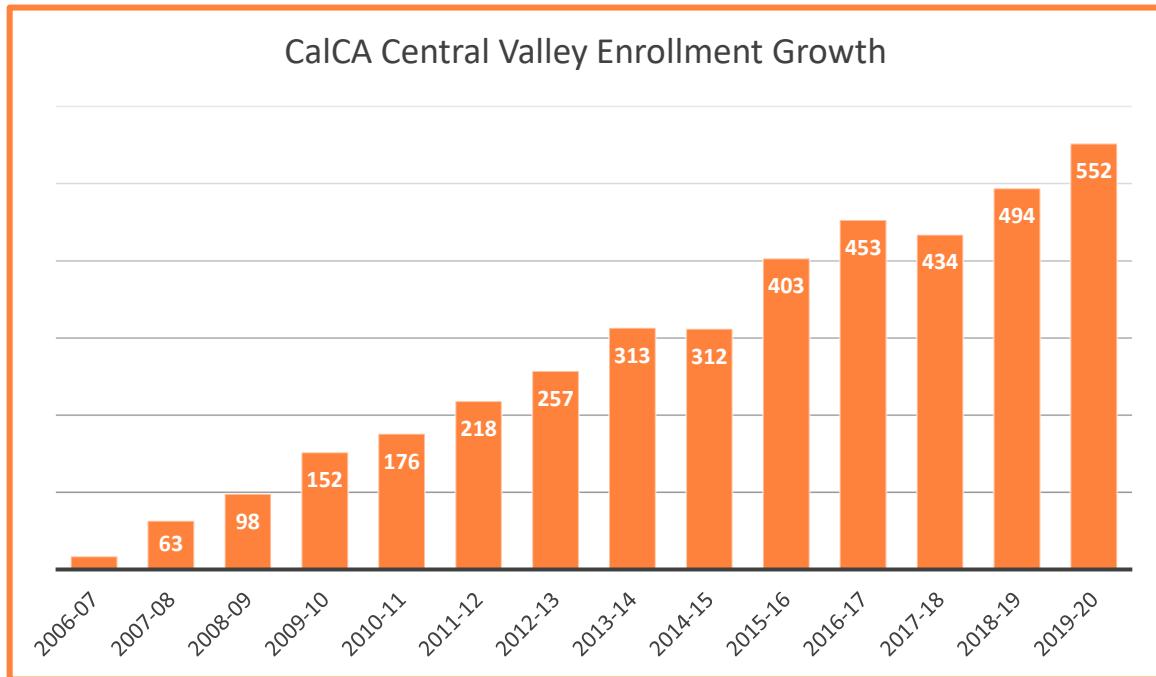
The California Connections Academy Schools use the OBL curriculum and instructional program that has proven successful in communities across California as well as in other states, and was the first program of its kind to be nationally certified by Cognia^{TM5}. During its reaccreditation process, OBL's overall scores exceeded Cognia's average score for all of the schools and corporations Cognia accredits.

ENROLLMENT AND DEMOGRAPHICS

CalCA Central Valley serves a diverse population and has experienced steady enrollment growth. **Figure 2** demonstrates the growth trends from the school year 2006–07 through 2019-20 for the school in grades Kindergarten (including Transitional Kindergarten) through 12th grade. Coming into the 2020-21 school year, interest in the school was extremely high due the public health situation across the state. However, due to limitations of state funding available to the school, the school had to set an enrollment limit of 650 students for the current school year. This is the first time in the history of the school that it has needed to have a limit to the number of students enrolled.

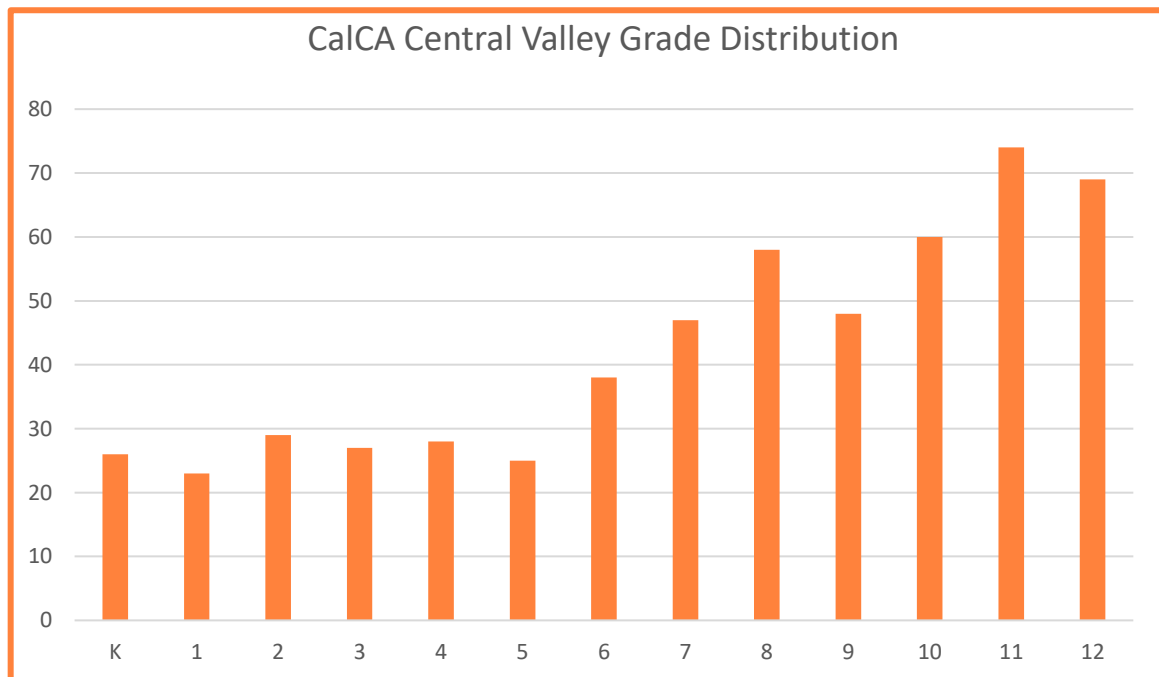
⁵ Accreditation agency serving 36,000 public and private schools and districts <http://www.cognia.org/>

Figure 2. Enrollment based on October census counts.



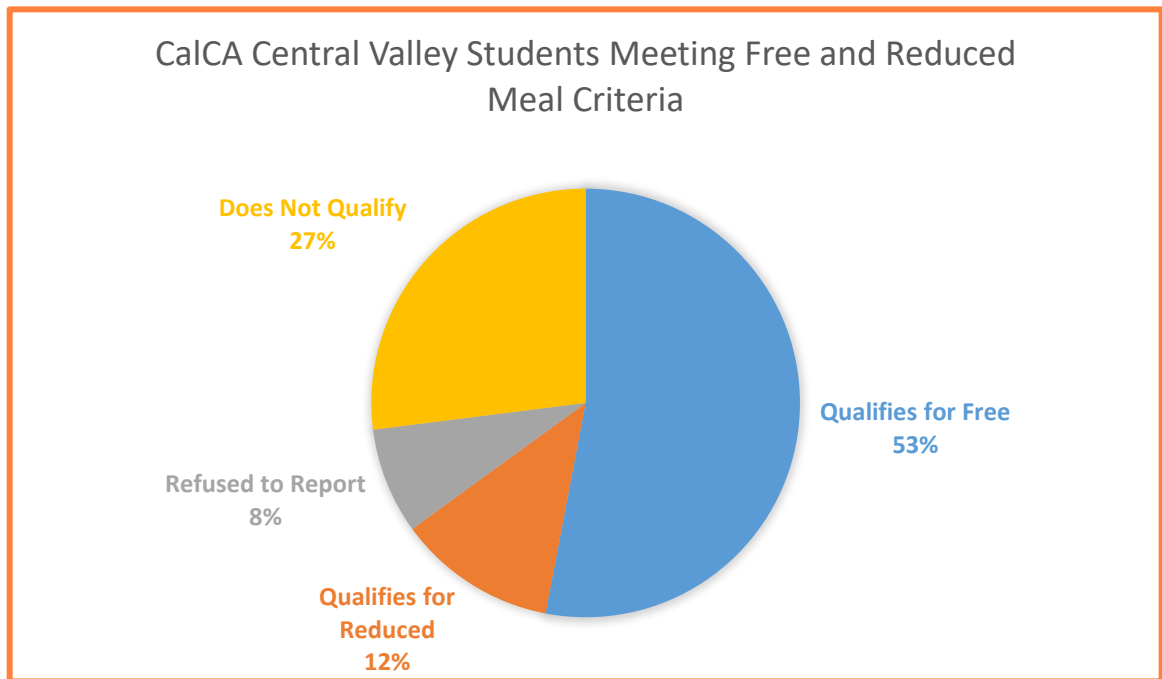
The following data points are compiled based on the official state data for CalCA Central Valley. **Figure 3** illustrates the grade distribution as of the census count (Fall 1 count) in October of 2019. High school students represent over 40% of the total enrollment.

Figure 3. Grade Distribution of CalCA Central Valley as of October 2019.



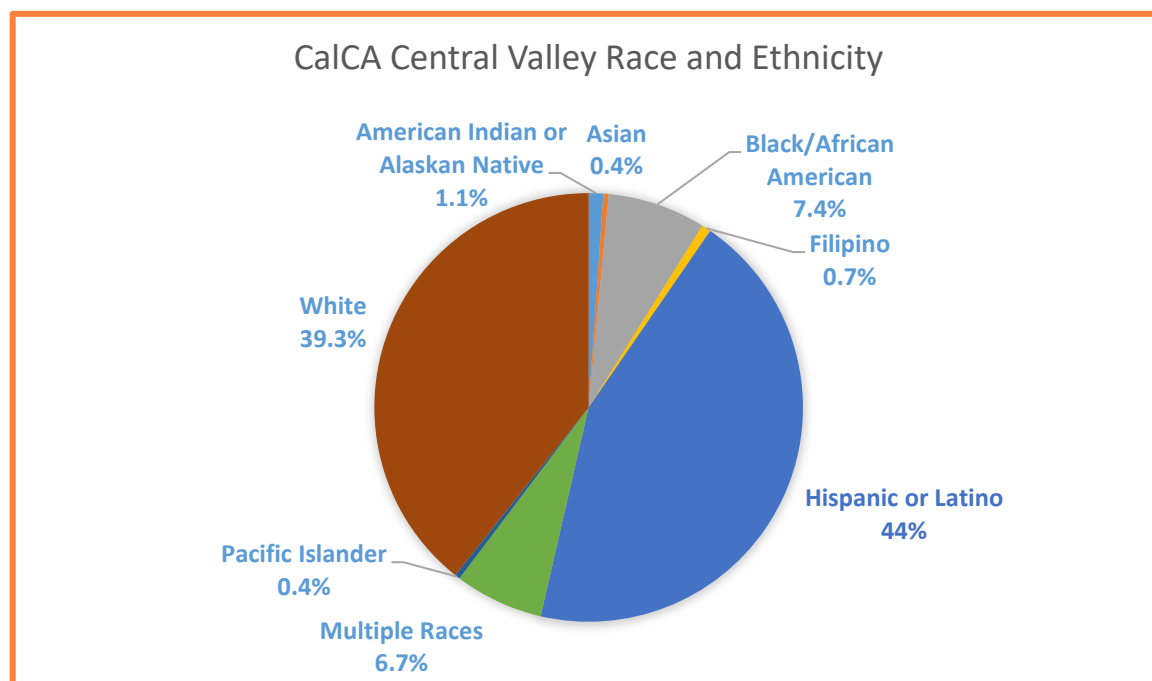
In addition, approximately 65% of the students served by the CalCA Central Valley school (as of October 2019) are socio-economically disadvantaged, when measured by family income eligibility (defined as qualifying for free or reduced price meal benefits), as illustrated in **Figure 4**. Please note that this number is an estimate as 8% of families choose not to report this information.

Figure 4. Percentage of Enrolled Students Meeting Free and Reduced Lunch Criteria as of October 2019.



CalCA Central Valley also serves a diverse student population with 44% of students identified as Hispanic/Latino, 6.7% of students identified as Multiple Races, 0.8% of students identified as Asian or Pacific Islander, 1.1% identified as American Indian or Alaskan Native, and 7.4% of students identified as African American, as of October 2019 as illustrated in **Figure 5.**

Figure 5. Race and Ethnicity Breakdown of CalCA Central Valley as of October 2019.



ACADEMIC ACCOUNTABILITY

California Accountability

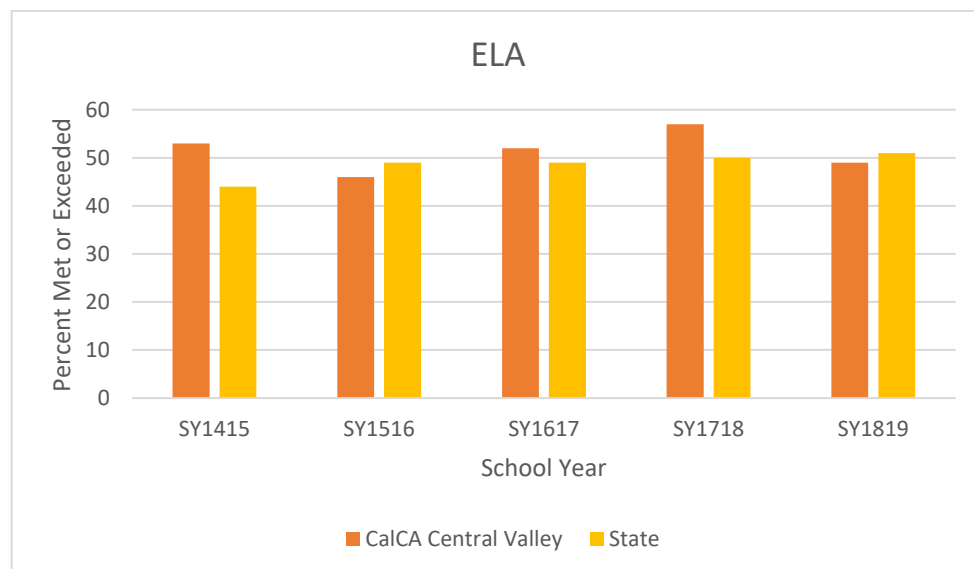
The following information shows that the school has demonstrated pupil academic achievement over its charter term. Additional academic and other achievements are also listed in the Accomplishments section. With the passage of AB 1505, which went into effect July 1, 2020, the criteria for charter renewal was sorted into three categories or “tracks” based on a charter’s performance on in the state’s accountability system, made up of state and local indicators. Analysis of the school’s performance on the State Dashboard in 2018 and 2019 leads to a recommendation of charter renewal under Education Code section 47607.2(b) as a school performing in the middle track. This analysis is supported by the California Department of Education’s review of the school’s performance, which can be viewed at <https://www.cde.ca.gov/sp/ch/ab1505.asp>.

A review of performance on the California School Dashboard from 2018 and 2019 reveal that CalCA Central Valley had multiple academic Dashboard indicators for the school as a whole which met or exceeded the state. Of particular note is that the state academic indicator for English Language Arts (ELA) in 2018 was green, which exceeded the state. On the other three academic indicators from the 2018 Dashboard, CalCA Central Valley matched state performance. On the 2019 Dashboard, CalCA Central Valley matched state performance on three of the four academic indicators. In addition, an analysis of the student group performance shows that in 2018, five of seven student groups identified performed better than the state average.

In addition to the academic state indicators, CalCA Central Valley also demonstrated success within the state’s accountability system through its performance on other indicators. All local indicators for all years on the Dashboard are “standard met”. In addition, for the Suspension Rate state indicator, the school has been blue, which is the highest performance level, every year.

Based on a more detailed review of test data from the past several years, CalCA Central Valley students overall have outperformed the state in English Language Arts three of the last five school years. **Figure 6** shows overall school performance on the state ELA assessments administered in the school years from 2014-2015 to 2018-2019. The chart shows a comparison of the percentage of students who exceeded or met the standard on the Smarter Balanced Assessment. A few things are important to note when looking at the school’s overall results on the state assessments. Due to the small size of the school, most grade levels tested did not have enough students to perform a more detailed analysis. In addition, the state has used several methods in calculating the school’s scores on the CAASPP tests that create a negative impact for any student who does not participate. For example, those students may be assigned the lowest possible score when calculating the school’s overall academic performance. Currently the Academic indicator on the Dashboard is negatively impacted when families do not participate in testing. Due to the challenges of setting up in-person testing locations, as well as the challenge of many parents who elect to “opt out” of state testing, the school’s test scores may be negatively impacted by these and other methods of calculation in use by the CDE.

Figure 6. SBAC English Language Arts/Literacy State Test Proficiency Five Year Comparison.⁶



In addition, the school conducts internal diagnostic assessments on an ongoing basis. As the state assessments have become more rigorous and adaptive, the school has searched for better diagnostic assessments. For example, for grades 9-12, the school is using NWEA MAP (see [Section III](#), for a description) effective as of the 2020-2021 school year.

Starting in the 2019-2020 school year, the school began using i-Ready⁷ for grades K-5 and has expanded through grade 8 in the 2020-2021 school year. i-Ready defines Typical Growth as the average annual growth for a student at their grade and placement level. This is then a measure of whether the school achieved measurable increases in academic achievement, as defined by at least one year's progress. For students assessed with the i-Ready diagnostics in the 2019-2020 school year, 82% achieved Typical Growth in reading and 77% achieved Typical Growth in math at the end of the school year.

Initial i-Ready results are encouraging. For the purposes of targeting instruction, i-Ready identifies students by tiers utilizing the common three tier approach with Tier 1 students being on grade level and Tier 3 students needing the most intensive intervention. Diagnostic 1 was given in September of 2019 and diagnostic 2 was given in December of 2019. With one exception, 3rd grade reading, all other grade levels K-5 experienced a decrease in students identified in Tier 2 and a corresponding increase of students identified in Tier 1 for both reading and math, meaning

⁶ For [figure 6](#), our comparisons include data from the CDE CAASPP website and are limited to grades that CalCA Central Valley served and where a sufficient number of students were tested. Our state-level performance includes those same grade-levels as opposed to all students tested in the state of California.

⁷ See [section II.B](#) for a description and note that i-Ready is on the state's list of approved sources of data for charter renewal.

the school's instruction program was proving to positively impact student academic achievement. Figures 7 and 8 show the percentage change of student distribution in the tiers between the first and second administration of the assessment.

Figure 7. i-Ready Reading Intervention Tiers 2019-20.

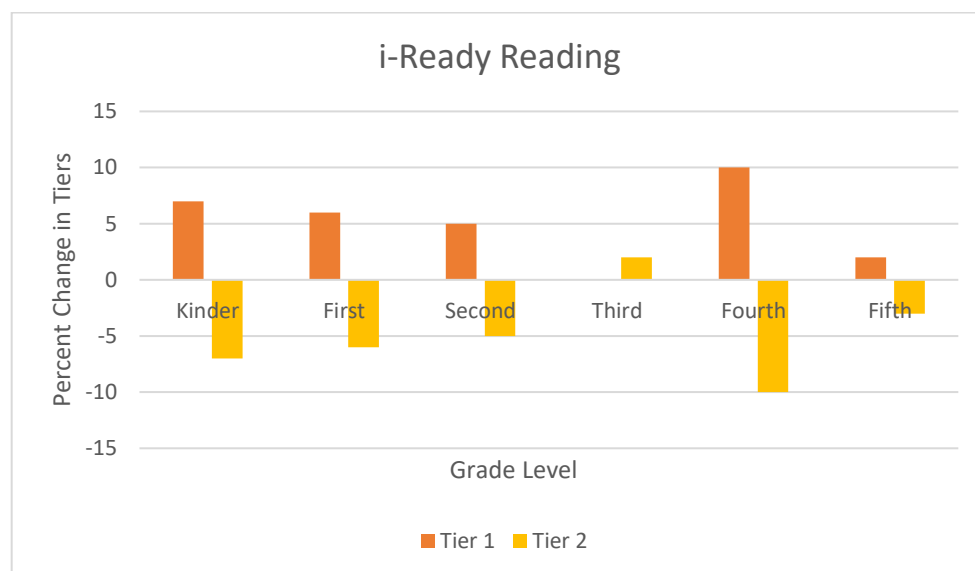
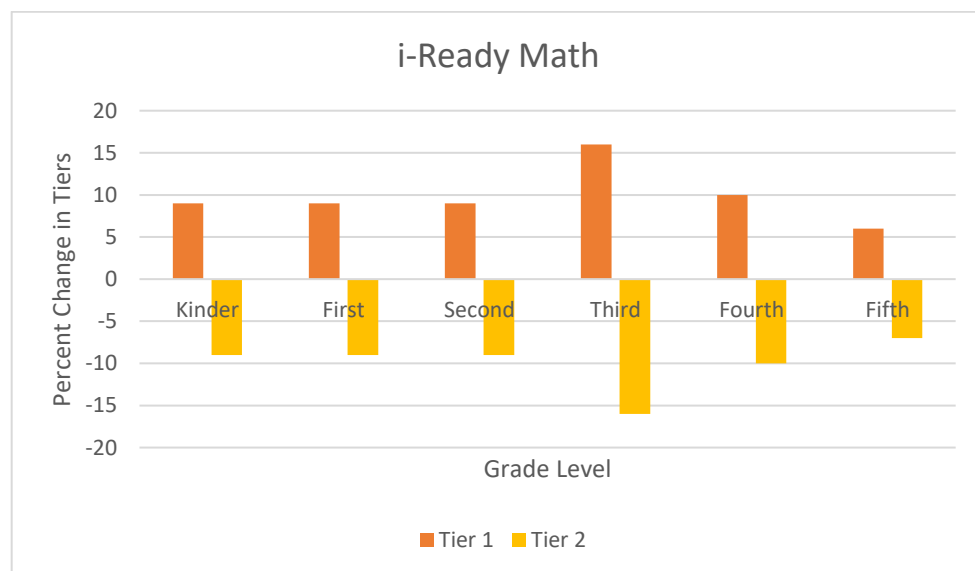


Figure 8. i-Ready Math Intervention Tiers 2019-20.



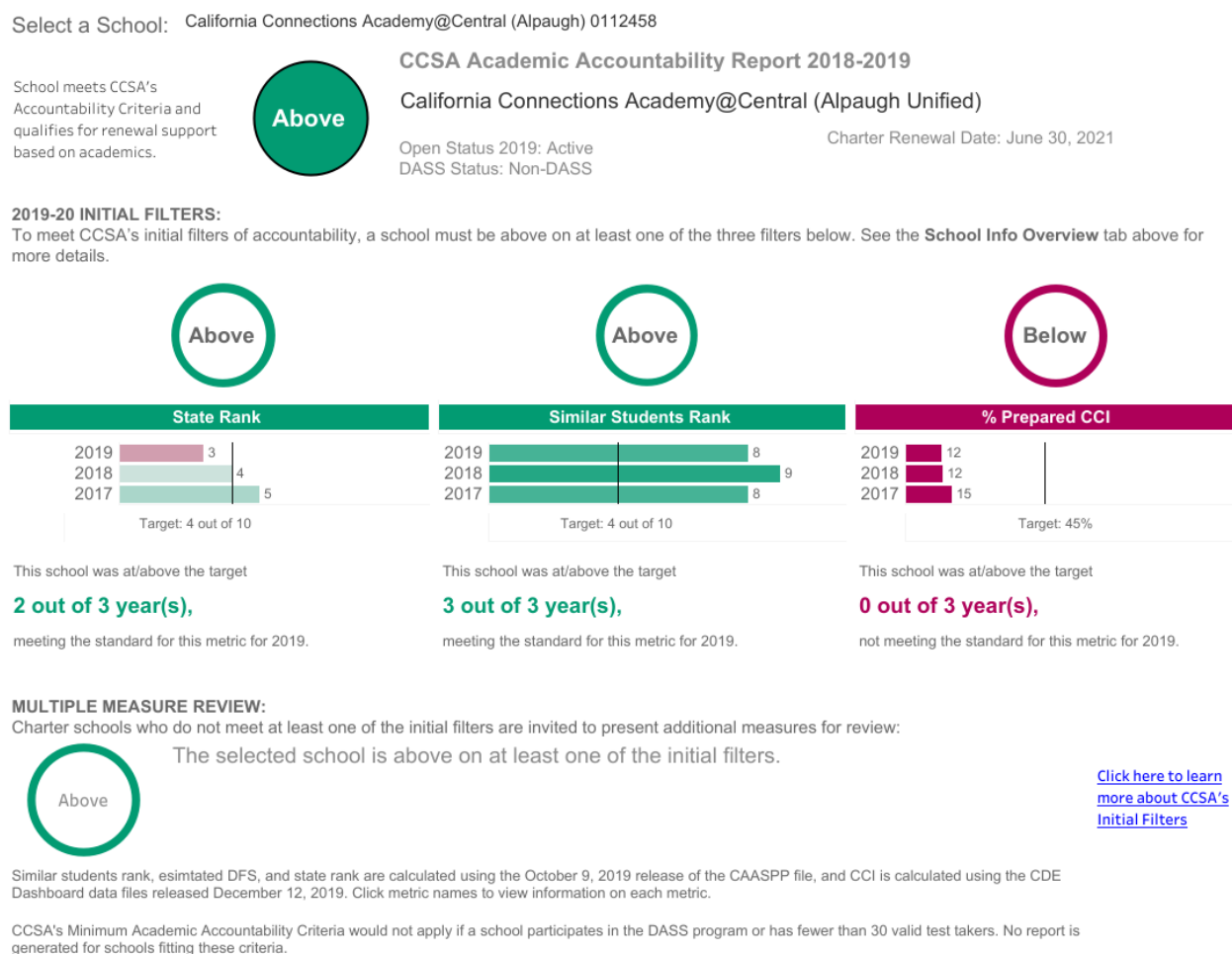
Another important factor to consider is how the school is performing relative to other schools that serve similar populations of students. There are not many schools which serve students in all grades K-12 and which would therefore have comparable academic data. One previously

available method used to analyze how a school is doing relative to other schools was the state's Similar Schools Ranking.

While the state has not yet devised a replacement for the similar schools ranking, it is expected that when the state data does provide school to school comparisons, CalCA Central Valley's academic performance relative to other schools which serve similar student populations will demonstrate that it is doing well educationally with the students it is serving. The California Charter School Association (CCSA) has developed an initial method to compare data between schools, including both charter schools and traditional public schools. Based on their complex analysis, CalCA Central Valley scored an 8, when compared to other public schools serving similar demographics (See **Figure 9** "Similar Students Rank" section) in 2017, scored a 9 out of 10 in 2018, and an 8 out of 10 in 2019. CCSA's ranking system is very similar to the former Academic Performance Indicator ranking, which means CalCA Central Valley performs significantly better than other schools which serve similar student populations. There is also a ranking given by CCSA (See **Figure 9** "State Rank" section) where CalCA Central Valley is compared to all public schools in California and on this measure, the school has been ranked right around the state average, ranging from 3 to 5 on that measure over the past several years.

Given that the school is small and mobility rates are relatively high, this method of looking at school performance demonstrates that while the overall performance on some of the state indicators may show up below state averages, the school actually exceeds expectations when demographic factors are taken into account. **Figure 9** is one illustration of the CCSA Academic Accountability reports, which can also be found on the CCSA public website (www.ccsa.org/advocacy/accountability). Based on CCSA's independent evaluation of CalCA Central Valley's academic performance, the school meets their renewal standards.

Figure 9. CCSA Academic Accountability Report 2018 – 19 for CalCA Central Valley (formerly CalCA @Central).



Student Mobility

Student mobility and growth rate are important factors in analyzing academic performance, especially in a small school.

Due to the unique virtual school program offered, which uses an independent study model, the school experiences student turnover both during the year, as well as from year to year. Many students and families choose a virtual school program to serve a unique need for a particular period of time, i.e. medical reasons, sports, family move, bullying, public health concern, and so forth. Their intent is to enroll in a virtual school only for a limited time and to return to a traditional school once their need has been met.

Due to the relatively small size of CalCA Central Valley, as well as the relatively rapid growth rate each year, it is particularly susceptible to enrollment fluctuations which have an impact on academic performance data.

To provide additional context for reviewing the academic performance of CalCA Central Valley, reviewing national level data can be helpful. In the context of the study conducted of representative Connections Academy schools nationally for students enrolled during the 2013–2014 to 2015–2016 academic years, the following comparative statements about the efficacy of Connections Academy schools have been validated:

- There was no statistical difference in percentage scoring proficient in math and reading between student cohorts in Connections Academy schools and cohorts in brick-and-mortar schools that were matched on prior achievement; and after adjusting for district-mean student mobility and school-mean student socioeconomic status and other demographic factors.
- Student cohorts in Connections Academy schools statistically outperformed (by 7.9 percentage points) cohorts in other virtual schools (matched on prior achievement) in terms of the percentage scoring proficient in reading on state assessments.
- There was no statistical difference in percentage scoring proficient in math between student cohorts in Connections Academy schools and cohorts in other virtual schools that were matched on prior achievement.

To look at mobility specifically through the lens of CalCA Central Valley, data demonstrates that, as of 2019-20, 58% of CalCA Central Valley high school students attending the school could be considered “highly mobile”, meaning that they were previously enrolled in multiple other schools before finding CalCA Central Valley. For example, 52% of our high school students were previously enrolled in 4 to 7 other schools, while 6% were previously enrolled in 8 or more other schools. This data suggests that CalCA Central Valley can be a good option for highly mobile students who have been moving in and out of schools, however it does create challenges when analyzing student academic performance and such things as graduation rate.

Student Performance

Student academic achievement is a focused priority for CalCA Central Valley. Over the past several years, the school has put in place several significant interventions to ensure that student performance exceeds the growth targets, especially among the subgroup populations. These activities have been included in the school’s improvement planning, including the Western Association of Schools and Colleges (WASC) Action Plan and the Local Control and Accountability Plan (LCAP). These include:

- Supporting school staff in implementing a math growth mindset;
- Analyzing in-depth assessment data on individual students, which is now even more readily available to teachers and school leadership at the click of a button;
- Targeting intervention courses for students who are underperforming;
- Adding specialized staff dedicated to providing intervention type instruction;
- Expanding the existing intervention programs;

- Implementing Professional Learning Communities (PLCs) within the faculty;
- Adding targeted professional development for teachers aimed at areas of greatest student need; and
- Adding academic resources and supplemental materials for students who are struggling, especially in math.

Regularly evaluating the academic performance of students, using student performance data to drive changes and improvements to the school program, increasing use of PLCs, and developing annual goals and plans to increase student academic achievement all demonstrate a dedication and focus on student performance

PARENT SATISFACTION

CalCA schools consistently received high ratings on annual parent surveys. Parents are surveyed annually; the results are compiled by an independent third-party research firm, and presented to the school staff and Board. **Figure 10** presents the most recent compiled parent satisfaction survey results from all six of the California Connections Academy schools.

Figure 10. California Connections Academy Parent Satisfaction Survey Results.

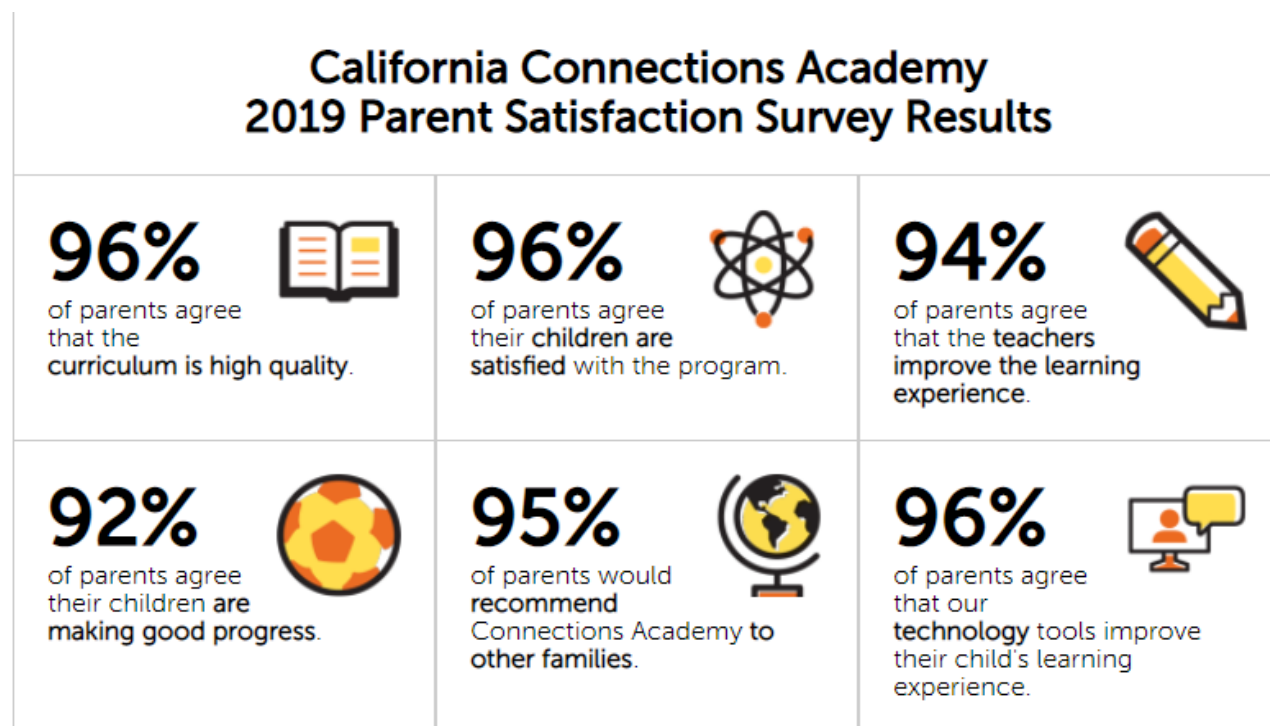


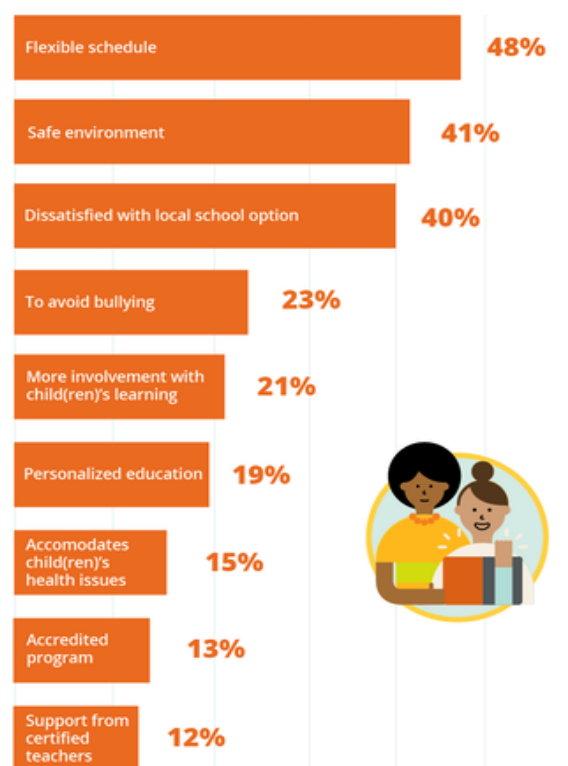
Figure 11 displays the various reasons why families enroll their children in CalCA Central Valley. The top three responses show that families are in need of a flexible schedule, a safe learning

environment, and a school option which meets their needs. CalCA Central Valley is an option that satisfies these needs for students and their families.

Parent surveys provide quantifiable data by which the school leadership can work towards improving various aspects of the school. It also provides a valuable source of parent input into the planning process for school improvement, such as the development of the Local Control and Accountability Plan (LCAP). The percent of parents who responded to surveys from CalCA Central Valley in 2019-20 was 78%. In other years, participation rates have been well over 90%. Therefore, the results of these surveys are considered reflective of the overall experience of the families. The results have consistently demonstrated over time that the school is meeting the parent satisfaction goal that has been part of the charter specific goals since inception.

The following data represents additional parent satisfaction survey results for 2019-20 which are specific to CalCA Central Valley families. While the total number of parents who responded for CalCA Central Valley leads to a smaller sample size, the results are similar to those seen for all the CalCA schools combined.

Figure 11. Reasons Families Enroll in CalCA Central Valley.



2019 Connections Academy Parent Satisfaction Survey

- 93% of CalCA Central Valley parents surveyed said that they would recommend Connections Academy to parents whose children were not enrolled in the program
- 94% of CalCA Central Valley parents surveyed said that their child is satisfied with the Connections Academy program
- 97% of CalCA Central Valley parents surveyed were satisfied with the helpfulness of their child's Connections Academy teacher
- 98% of CalCA Central Valley parents surveyed said that their child had enough contact with their Connections Academy teacher, and 88% of parents surveyed felt that they had enough contact with their child's teacher

Testimonials

The following testimonials are from students and parents who are enrolled in CalCA Central Valley or who have recently graduated from CalCA Central Valley. The testimonials were unsolicited and represent a sample of the kudos that the teachers and school receive on an ongoing basis. Some of the testimonials have been slightly revised for privacy purposes. Additional testimonials are available upon request.

Exploring Opportunities

A current 10th grade student in CalCA Central Valley is a professional tennis player who travels internationally to compete in tournaments. While much of her time is devoted to tennis, she also enjoys playing the piano and she hopes to attend the United States Naval Academy and become an astronaut.

"Connections Academy has been great for me because it allows me to travel the world for my tennis, while still keeping up with my studies."

- CalCA Central Valley Student

Support for Struggling Students

A current CalCA Central Valley student who previously struggled in a brick and mortar school for three years is now receiving As and Bs in all of his classes. His mom says that he credits his math teacher as being instrumental in his success by offering 1:1 assistance through virtual meetings and phone calls to guide him through his school work.

"We started with CalCA Central Valley and my son has gone from failing every subject for three years straight to getting As and Bs so far. He finally sees a payoff to his hard work! It brings tears to his eyes and mine when he sees his grades."

- CalCA Central Valley Parent

Flexible Schedules

Graduating from CalCA Central Valley in 2019, this student's parent says that her son is a successful motocross racer who travels across the United States to compete. Her son credits his success to California Connections Academy for allowing him the flexibility to complete assignments while pursuing his passion of racing.

"We love the program. "It has given him the flexibility to do school on the road without having to worry."

- CalCA Central Valley Graduate Parent

Individualized Instruction

"My daughter is a junior at Connections and a sophomore in Community College majoring in Physics. She began thriving...emotionally and academically. This is all because of the flexibility, and the one on one attention Connections provides.

But two years ago...she was a very timid, depressed young lady who believed she'd never go anywhere in life. She had no self-esteem, had never made A's and had no passion for her future. Today, I not only have zero regrets, but I have one thousand percent gratitude.

There are so many advantages they're too long to list. "

- CalCA Central Valley Parent

Fostered Learning

"My son is a learning demon and we are so proud of him and very happy I happened to come upon Connections Academy. Thank you all for the time and work you put into teaching our children and being so nice to us Learning Coaches."

- CalCA Central Valley Parent

New Excitement for Learning

"The school takes a lot of time and patience, but my boy has been improving so much in his reading. It makes me feel encouraged, that we chose this option for school this year. I homeschooled him last year for kindergarten with another program and it was so hard to get him to do school, and with this program he's been excited about it."

- CalCA Central Valley Parent

Connecting with Teachers and Peers

"I love the Live Lessons and the relationship you get to have with your teachers. When you need help, they respond faster than any teacher would at a normal high school. Every day I find Connections Academy more and more amazing in different ways. Just when I can't seem to think there's more, I get surprised every time. I love the clubs and how you connect with other students. Another great day at school! Clubs are amazingly fun, and the classes give you everything you need to succeed! Thanks, Connections Academy."

- Current CalCA Central Valley Student

Exceeds Online Learning Expectations

"Connections Academy has been such a breath of fresh air and such a blessing to us, it's even brought us closer together as a family. It's a flexible, safe, engaging program that has so much to offer students, both academically and socially. My children are thriving with this program. It's so well structured and has by far succeeded my expectations of online learning. Connections Academy never ceases to amaze me with all they do and all that they have to offer. Academically my children are doing better than they have ever done before. Socially they have broken out of shells I never thought they would, and in the process they have made some really good new friends. The staff is very hands on, interactive, very quick at getting back to students and/ or their learning coaches, and truly do care about their students and their education. I could not be any happier with Connections Academy, my only regret is not starting with this school sooner!"

- CalCA Central Valley Parent

Addressing Individual Student Needs

"We first enrolled our son to California Connections Academy for one semester due to the need of a flexible program since our family traveled a lot at that time; however, we had chosen another online school for the following school year for a family reason. Only after one semester, we have decided to return to California Connections Academy. Our son loves the live lessons, the interactions with teachers and other students, and the flexibility of their program. As a parent, I like the solid academic programs, the safe learning environment, and the caring teachers and counselors. A great example was that we have transferred back at the beginning of 2nd semester, but the teachers and counselors have gone way beyond our expectations to make sure the transition was smooth – the school has even switched counselors and classes, and assigned a "personalized" teacher to follow through in order to accommodate my son's academic needs. We feel confident about the teachers, the counselors, the academic programs, and we highly recommend California Connections Academy to others."

- CalCA Central Valley Parent

Independent Learning

"I have really enjoyed my time at Connections Academy. I have been a student at the program for 2 and a half years. I feel the school has really showed me how to be independent. I am able to work at my own pace and that makes me really comfortable. I've learned strategies to stay on track and to not crumble under stress. My parents say this school is preparing me for college and teaching me responsibilities of living on my own."

- CalCA Central Valley Student

Working at Your Own Pace

"My oldest son has ADHD and has always struggled in school. He is very smart, but would always have a hard time focusing in class and remembering to bring homework to or from school. So we looked in to online school and found Connections Academy. After finding out all about it we decided to give it a try, not only for him but for our two other school age kids as well. All three of my children like that they can work at their own pace and if they want a three day weekend, etc, they can work ahead. My kids have met a lot of kids through CA and spend as much time with friends as they did when they were in traditional school. When my four year old is ready to start kindergarten she will be a Connections Academy student as well. We love Connections Academy."

- CalCA Central Valley Parent

Students Recommend Connections Academy

"Connections Academy is a life-changer! It has allowed me to work at my own pace; I'm able to get ahead in my classes. The teachers are honestly the best. They want you to succeed, and they are willing to work with you one-and-one. You can take school along with you whenever you go. I feel like I've learned a lot more, I'm able to challenge myself by taking more rigorous courses. It has taught me how to be independent and self-motivated, and not dependent on my learning coach. I recommend Connections Academy!"

- CalCA Central Valley Student

The Best Choice for Students

"We came to know Connections Academy because my daughter's grades were dropping and she was being bullied. I found Connections Academy during an online search and I am so glad I did!

It was the BEST choice that I had made for my daughter academically! Since my daughter started she has gone back to being an A student. She LOVES doing her work and adores all of her teachers and get excited for her live lessons. She is able to work at her own pace and get one on one help from her teachers! Another thing is that the curriculum is amazing and taught very well. There are also so many opportunities for the student as well as classes to prepare them for college.

We've been with Connections Academy since 6th grade. My daughter is now a 9th grader who will be graduating early because of all the opportunities that are offered! We are so grateful to have found and grown with Connections Academy. "

- CalCA Central Valley Parent

ACCOMPLISHMENTS

Academic and educational achievements and other alternative measures show increases in academic achievement. CalCA Central Valley is proud of its accomplishments:

- When analyzing state testing data through the matched cohort of students, meaning a comparison of only students enrolled in 2017-2018 and again in 2018-2019, CalCA Central Valley students are showing growth or at least a matched performance school wide. In ELA, only the 6th grade cohort decreased performance. In math, only the 3rd grade and 6th grade cohorts decreased performance. This data shows that as students stay in the school, they achieve academically.
- CalCA Central Valley students have shown growth on internal assessments designed to demonstrate annual academic growth in Math and English Language Arts.
- When compared to other schools serving similar demographic populations, the California Connections Academy Schools show that they outperform these comparator schools. This was evident in the similar schools' rankings given by the state in past years. Since that ranking has been discontinued, the comparisons done by CCSA have continued to show that the California Connections Academy Schools are providing a high-quality education for the students served, based on high Similar Student Measure rankings and CCSA's similar school ranking metric (see also the Academic Accountability section). CalCA Central Valley scored an 8 out of 10 in 2019 when academic performance was analyzed using other demographically comparable schools.
- CalCA Central Valley had a high performance rating (green) in English Language Arts on the California School Dashboard in two of the last three years.
- CalCA Central Valley has received positive reports from the Western Association of Schools and Colleges (WASC). In the most recent WASC visit, a mid-cycle review, conducted in spring of 2018 by a WASC team led by one of the Coordinators from the WASC office, the school received affirmation of all aspects of its program as well as for its ongoing and consistent efforts towards school improvement.
- The CalCA Central Valley 2020 spring graduating class included 2 students graduating with the highest honors with GPAs of 4.0 or higher, as well as 13 additional students graduating with honors (GPA 3.0 to 3.99).
- In June 2020, 38 high school seniors graduated from CalCA Central Valley.
- CalCA Central Valley had been an LEA member of the Tulare Special Education Local Plan Area (SELPA) since inception, and recently transferred to the El Dorado Charter SELPA. CalCA Central Valley has been successfully managing its Special Education program through its own Local Education Agency (LEA) membership in a Special Education Local Plan Area (SELPA) since it first opened.
- California Connections Academy Schools implement a quality Special Education program in a virtual environment, which includes having a Special Education Director, three Assistant Directors, and multiple Education Specialists on the school staff. On the most

recent parent satisfaction survey, where 94 parents of children with an Individualized Education Program (IEP) responded, over 83% of those parents agree that they are satisfied with special education services provided through CalCA Central Valley.

- Throughout the last few years, the state of California has been shifting from the CELDT to the ELPAC to measure students' English language acquisition. The 2019 CA Dashboard shows that 45.5% of CalCA Central Valley's English learner students were making progress toward English language proficiency. This is a rating of medium, which is the middle range as defined by the CA Dashboard.
- California Connections Academy Schools have implemented an Advancement via Individual Determination (AVID) program to support students in grades 6–12 in order to further prepare them for college and other post-secondary options. Grade 12, along with a credit bearing AVID course, was recently added in 2018-19.
- CalCA Central Valley has successfully implemented and expanded programs for Gifted and Talented students (GATE).
- OBL is a University of California (UC) approved provider, and has over 100 courses on the approved "a-g" course list, covering all four core content areas as well as many electives. CalCA Central Valley then uses most of these courses for its own approved a-g list.
- Over 40 Career Tech Education (CTE) and Visual/Performing Arts courses received "a-g" approval, allowing California Connections Academy students to more easily meet the "a-g" requirements while enrolled in an online school setting.
- More than eighty courses offered by OBL meet National Collegiate Athletic Association (NCAA) approval.
- California Connections Academy Schools implement and continuously improve instructional materials, methods, strategies, technology, and course offerings in the virtual setting.
- California Connections Academy Schools hire, retain, and promote excellent staff with all teachers meeting state and federal credentialing requirements.
- California Connections Academy Schools consistently increase the offerings and effectiveness of staff training and professional development.
- California Connections Academy Schools enroll many high school students who are credit deficient or who have been out of school altogether for a period of time. While this creates a group of students who are off their cohort for graduation, the schools are able to successfully support many of these students so that they are ultimately able to graduate.
- Students who graduated from schools supported by CalCA Central Valley have been accepted at the colleges listed in **Figure 12**.

Figure 12. College Acceptances CalCA Central Valley Graduates 2018 – 2020.

College Acceptances for Recent CalCA Central Valley Graduates	
•	Bakersfield Community College
•	Brigham Young University
•	California State Polytechnic University
•	California State University – Bakersfield
•	California State University – Fresno
•	California State University – Fullerton
•	California State University – Long Beach
•	Central Washington University
•	College of the Sequoias
•	Clovis Community College
•	Humboldt University
•	San Diego State University
•	San Francisco State University
•	San Jose State University
•	Southern Adventist University
•	Stanford University
•	University of Arizona
•	University of California Merced
•	University of California San Diego
•	University of Oregon
•	University of Southern California
•	University of Wisconsin – Madison

OTHER ACHIEVEMENTS

- 97% of CalCA Central Valley parents were satisfied with helpfulness of their teachers according to the 2019-20 Parent Satisfaction Survey.
- School climate and culture are strong across all California Connections Academy schools. Multiple indicators, aligned with the state’s educational priorities, demonstrate this. For example, both staff members and families report a very positive experience with the school. Annual surveys show that California Connections Academy schools earn a high level of parent, staff, and student satisfaction.
- CalCA Central Valley has had the highest performance rating (blue) on the California School Dashboard on the Suspension Rate indicator for all years that the Dashboard has been published.
- School suspension rates are always very low and there have been no expulsions since the inception of CalCA Central Valley.
- CalCA Central Valley has increased the number, location, and type of field trips offered to families each year. During the 2019 – 20 school year, CalCA Central Valley had 18 field trips with 262 student and family attendees. Examples of field trips included: Tulare County Office of Education Planetarium and Science Center, Children’s Museum in Visalia,

Murray Farms in Kern County, Fresno Zoo, and a college tour of the College of the Sequoias.

- CalCA Central Valley hosts a joint in-person graduation ceremony each year, along with other CalCA schools, for their graduates. Since the school opened in 2014, the number of senior graduates from CalCA Central Valley that attended a commencement ceremony has increased each year. In person promotion ceremonies are also offered for 8th grade students. For the 2020 graduating class, due to COVID-19, virtual graduation ceremonies were held in place of in-person ceremonies in adherence with state regulations regarding safe social distancing practices.
- Families attend multiple school functions, such as school festivals (formerly known as picnics) and celebrations. Each school typically offers three picnic events each year to allow family members to meet each other and to meet staff in person. During the 2019-20 school year, a fall festival took place at Rollerama West in Kern County with 112 student and family attendees, and a mid-year festival took place Bolero in Tulare County with 69 student and family attendees.
- For several years, CalCA Central Valley teachers have led students aged 9-14 in the Central Valley's First Lego League which combines the engineering challenges of a robotics competition with real-world problem-solving and inventing. Students learn science and technology skills, as well as valuable employment and life skills. CalCA Central Valley's team earned the "Core Values" award in November 2019.
- The California Connections Academy Schools have an active chapter of both the National Honor Society (NHS) and National Junior Honor Society (NJHS) to further enhance opportunities for both students as well as the communities served by the school.
- CalCA Central Valley enjoys a strong partnership with the existing California Connections Academy non-classroom-based "sister" charter schools located in other areas of the state, which allows the allocation of various resources to maximize access for all students to a comprehensive, full-service program, while minimizing fiscal impact.
- CalCA Central Valley serves socioeconomically, racially, ethnically, and geographically diverse student populations.
- CalCA Central Valley builds strong school communities through both face-to-face and virtual interactions.
- CalCA Central Valley performs outreach and participates in many community events, and also collaborates with community organizations. Examples of community involvement include:
 - CalCA Central Valley has participated in multiple community events such as the annual Big Fresno Fair, the Fresno State Vintage Days Festival, Bakersfield KidsFest, Bakersfield Green Expo, as well as The City of Hanford's Market Night and Old Town Clovis Friday Farmer's Market.
 - CalCA Central Valley has worked closely with the Fresno Grizzlies Baseball Club as a

team sponsor, as well as the Visalia Rawhide. Each has hosted numerous information sessions and August “School Prep” parties in the cities of Fresno, Visalia, and Bakersfield.

- CalCA Central Valley participates annually in a holiday card party for veterans which gives students and parents the opportunity to mingle with veterans while creating holiday cards for those unable to attend the event.
- Students in the school’s chapters of the National Junior Honor Society and National Honor Society work in their own communities with individual service projects such as 4H-Club participation.
- School staff members routinely speak at conferences on online learning as well as other charter school topics. For example, administrators from the school have regularly presented at various conferences, including the Educating for Careers conference and the International Conference on Learning, the Advanced Placement Annual Conference, and the California Charter Schools Association conference.
- CalCA Central Valley is fiscally stable as evidenced by balanced budgets, adequate cash flow, and a stable reserve balance.
- Each of the annual audit reports for CalCA Central Valley since the last renewal has been completed with no findings.
- CalCA Central Valley implements thorough attendance accounting procedures to allow accurate recording of student attendance in a non-classroom-based school.
- CalCA Central Valley complies with the requirements of state and federal law as applicable to charter schools.
- CalCA Central Valley complies with the terms of its charter including, but not limited to such areas as Governing Board composition and Governing Board policy, health and safety, human resources, financial reporting, insurance, audits, educational offerings, academic outcomes, and so forth.

I. FOUNDING GROUP

Describe the founding group for the proposed charter school, providing evidence that the applicant(s) possess(es) the necessary background in the following areas critical to the charter school's success and/or that the founders have a plan to secure the services of individuals who have the necessary background in these areas:

- Curriculum, instruction and assessment;
- Finance, facilities, and business management; and
- Organization, governance, and administration

I.A GOVERNING BOARD

CalCA Central Valley is governed by the non-profit Governing Board, California Online Public Schools (CalOPS).⁸ The Governing Board has extensive experience functioning as a charter school Governing Board as well as expertise in business, education, technology, and finance. The Governing Board currently consists of the following individuals:

- **Ms. Elaine Pavlich, Board President:** Elaine Pavlich served on the School Site Council and with the PTA at her daughter's first school, and enrolled at the CalCA SoCal school very soon after it first opened. Her daughter was enrolled for 11 years, during which Ms. Pavlich was a proud and devoted Learning Coach. Her daughter graduated in 2017 while Ms. Pavlich continued in her role on the Board. Ms. Pavlich has been serving on a CalCA Governing Board since 2008, at various times in the roles of Secretary, Treasurer, and now President. She is passionate about helping bring educational choice to other families and finding ways to be sure they are successful in the online program. Ms. Pavlich also volunteered with the outreach team to communicate with newly enrolled or families interested in enrolling with a California Connections Academy School to learn the perspective of the Learning Coach. She has an extensive background in the retail industry.
- **Ms. Diana Rivas, Board Vice President:** Diana Rivas is an involved parent representative in the California Connections Academy program. She served as a Learning Coach to several students in the CalCA Central Valley school. She has a wealth of experience as a manager, team leader, and motivator, including experience in the food service industry. Ms. Rivas has dedicated her life to serving the community, including a local Girl Scout Troop, Venture Crew, local youth sports, church groups, and serving food to those less fortunate. From her experience as a Learning Coach, Ms. Rivas understands how children learn differently and how they correlate their growing knowledge to the world around them. Her goal is to continue representing the needs and interests of students and parents. Ms. Rivas started serving as a parent representative in the spring of 2017.

⁸ In August of 2018, all three existing non-profit corporations were merged to form California Online Public Schools which now governs all the California Connections Academy schools.

- **Mr. Michael Henjum, Board Treasurer:** Mike Henjum is a life-long educator, serving in various private schools in Orange County for the past 26 years as a teacher, coach, and principal. He is currently the Head of Schools for Stone Ridge Christian High School. Mr. Henjum earned his B.A. from Vanguard University, his M.Ed. in Educational Leadership from Grand Canyon University, and has completed additional post-graduate work at Portland State University and UC Irvine. Mr. Henjum chose to join this board because of his dedication to schools that provide a rigorous, college-prep curriculum to students and his belief that school choice is an effective way to achieve greater student achievement, with charter schools being one of the most effective vehicles to accomplish this goal. Mr. Henjum first started serving on CalCA boards in 2012 and he has served as Board President and Vice President in past years.
- **Mr. Adam Pulsipher, Board Secretary** Adam Pulsipher is currently employed as a hospital Controller for Prospect Medical Holdings. Previously, Mr. Pulsipher served as the Assistant Administrator for the California Department of Veterans Affairs- Lancaster Home where he worked with disabled Veterans from 2015-2020. He has enjoyed a career in the operations of Healthcare Facilities for over 20 years. He is a small business owner and received his Master's in Business Administration in 2015. As a father of five children, quality education is a key part of his family's life. Mr. Pulsipher chose to serve on the Board of Directors to stay connected with the changes in curriculum, teaching styles and modalities, and as a way to serve in his local community. He has been a Board member since 2017.
- **Mr. Dave Souza, Board Member:** Dave Souza has extensive experience in business management. He earned an Associate's degree in Business Marketing and an Associate's degree in Fire Science from Chabot College. Mr. Souza continued his education with Cal State University, receiving his Bachelor's Degree in Business Administration. Throughout his professional career, Mr. Souza was a firefighter for four years, a Facilities Manager at Renaissance Old World, an Outside Sales Manager for Settco, Inc. in Fresno, and Director of Operations for Tesei Petroleum in Madera for ten years. He has served on a California Connections Academy Board for the past fifteen years and has served as Board President.
- **Ms. Brooke Watkins, Board Member:** Brooke Watkins is the mother of four children, and was formerly a Learning Coach to two of her children who were California Connections Academy students. Mrs. Watkins holds a Bachelor of Science degree in School Health from California State University, Long Beach. Mrs. Watkins is an entrepreneur, who owns her own business, has five years of experience volunteering for the Cub Scouts, and plans the annual summer camp at her local church.

- **Mr. Paul Hedrick, Board Member:** Paul Hedrick is a public high school math teacher who has been in education for 19 years. He graduated from Brigham Young University with a Bachelor's Degree in Mathematics and then earned a teaching credential in the state of California through Chapman University. He received a Master's in Education with an emphasis on Educational Technology from National University. He has worked in the Natomas Unified School District and is currently employed in the San Juan Unified School District. Mr. Hedrick has participated in textbook adoptions and with leadership groups as part of his educational career. His desire to serve on the Board comes from the feeling that students need multiple options in regards to education.

I.B SCHOOL LEADERSHIP

CalCA Central Valley has a strong and experienced leadership team to serve students. The following individuals demonstrate the quality of the leadership team who are responsible for creating high expectations for student achievement and collaboration among all stakeholders.

- **Dr. Richard Savage, Executive Director:** Dr. Savage joined California Connections Academy Schools in 2013 and currently leads the organization as Executive Director. Prior to joining the organization, he served as a Principal for three years at Calistoga Junior-Senior High School (CJSHS), a small rural school located at the northern end of the Napa Valley for students in grades 7–12. At CJSHS, Dr. Savage coordinated a Distinguished School Award, a successful six-year Accreditation from WASC, and a school-wide Project Based Learning implementation. CJSHS had an 80% Free and Reduced Lunch and 50% limited English proficient (LEP) student population. Dr. Savage taught high school Spanish and coached soccer and volleyball for five years. He served as a Vice Principal at an urban socioeconomically challenged high school in Southern California for six years. Dr. Savage earned his Bachelor's degree in Spanish Secondary Education with a minor in Physical Education and Coaching at Brigham Young University. He earned a Master's degree in Education Administration at California State University, Bakersfield and earned a Doctorate Degree in Organizational Leadership at the University of La Verne.
- **Kara Mannix, High School Principal:** Ms. Mannix serves as the High School Principal for the California Connections Academy Schools. She has been with the organization for five years. Her background in education is diverse, with teaching experience in grades 3–12, and administrative experience at elementary, middle, and high school levels. She began her teaching career with Teach for America, and served as a high school Spanish teacher in rural Louisiana. Upon returning to California, Ms. Mannix taught grade 3 in East Palo Alto. She was a middle school math teacher and later an administrator with KIPP Bay Area Schools, and most recently, served as the Vice Principal in Calistoga at both the high school and elementary level. She earned her Bachelor's degree in Psychology from University of California, Davis and her Master's degree in Educational Psychology from Columbia University.

- **Leslie Dombek, High School Assistant Principal:** Ms. Dombek serves as one of the High School Assistant Principals for the California Connections Academy Schools. She has been part of the school organization for over 15 years. She began her teaching career at CalCA SoCal in Southern California in 2005 as an elementary school teacher, teaching grades K–5, and has held several leadership roles within the school, including Master Teacher. She was also previously an Assistant Principal for grades K–8. She earned a Bachelor of Arts degree and her teaching credential from the University of California, Riverside.
- **Dan Hertzler, High School Assistant Principal:** Mr. Hertzler was promoted for the 2020-21 school year to serve as one of the High School Assistant Principals for the California Connections Academy Schools. He started with the organization in the Spring of 2019 as a Social Studies teacher. Mr. Hertzler started his teaching career as an Academic Recovery teacher in Compton, CA. Over the next ten years, he moved into administration for that organization, and held Assistant Principal, Principal and Director positions. He also served as a Middle School Assistant Principal for Green Dot Public Schools in East Los Angeles for two years. Mr. Hertzler loves working with “at risk” and marginalized populations of students. He holds a bachelor’s degree in Biblical Studies with an emphasis in Youth Ministry, a Single Subject teaching credential in Social Studies, as well as a Master’s degree in Educational Leadership.
- **Lauren Weed, High School Assistant Principal:** Ms. Weed serves as one of the High School Assistant Principals for California Connections Academy Schools. Ms. Weed has been involved in education for over 12 years. She began her teaching career working in the brick and mortar setting as a 2nd and 5th grade teacher in Capistrano Unified School District. She joined California Connections Academy in August of 2008 and taught 3rd grade, including gifted and talented, for nine years. During her time at California Connections Academy, she moved up the positions on the career ladder as a lead, coordinating, and then master teacher and was eventually promoted to Assistant Principal. Ms. Weed earned two Bachelor’s degrees in Psychology and Sociology from University of California, Santa Barbara, her Multiple-Subject Teaching Credential and Reading Certificate from Cal State Fullerton, and is currently working on earning her Master’s degree in Educational Leadership from National University.
- **Amy Hunt, High School Assistant Principal:** Ms. Hunt serves as one of the High School Assistant Principals for the California Connections Academy Schools. She first started with the organization in 2012 and was instrumental in getting the California Connections Academy Ripon school operational that year. She has extensive experience working with Connections Academy schools, including High School Principal for Nevada Connections Academy and advisory teacher for California Connections Academy Ripon. Her teaching career spans over ten years, providing support for students in elementary schools and resources centers. Ms. Hunt earned a Bachelor degree in Recreation Administration from

Chicago State University, and is certified in the areas of elementary education and teaching, administrative services, and educational leadership and administration.

- **Heather Tamayo, Middle School Principal:** Ms. Tamayo is the Middle School Principal for the California Connections Academy Schools. Prior to joining the organization in 2012, Ms. Tamayo spent the previous seven years working at the middle school level with Palm Springs Unified School District. In that time, she worked largely with English Learners of every stage of language acquisition. She found herself in many different roles, her most rewarding one being in the classroom with the students, forming relationships with them and watching them become fluent English speakers. She earned a Bachelor's degree in History from California State University, Long Beach, and a Master's degree in Educational Administration from California State University, San Bernardino, and a Master's degree in Cross-Cultural Education from National University.
- **Tracy Pinckney, Middle School Assistant Principal:** Ms. Pinckney serves as one of the Middle School Assistant Principals for the California Connections Academy Schools and has been in her position with the organization since 2016. She started her career as a High School English and AVID teacher as well as a coach in Fresno. She then transitioned into administration, holding several positions such as Dean of Curriculum and Instruction and Student Activities Director, and then most recently as a High School Assistant Principal for five years in Northern California. She takes great pride in the work she has done helping to implement intervention programs and Professional Learning Communities within her schools. One of the most rewarding aspects of her career so far is working with the AVID program and watching students transform into college students before her eyes. Ms. Pinckney earned her Bachelor's degree in Communications from California State University, Fresno and her Master's degree in Educational Administration from National University.
- **Cameron Shepherd, Middle School Assistant Principal:** Mr. Shepherd recently joined the organization as one of the Middle School Assistant Principals for the California Connections Academy Schools. Mr. Shepherd serves as one of the Middle School Assistant Principals for the California Connections Academy Schools. He joined the organization in June 2020 and is enthusiastic about starting his journey as an Assistant Principal. Mr. Shepherd began his career as a history/social science educator in Long Beach Unified School District. During this time, he held many leadership positions including Social Science Department Chair, serving as a member of School Site Council, and serving on the Instructional Leadership Team. Mr. Shepherd earned his B.A. in History from California State University, Long Beach and his M.A. in School Leadership from California State University, Dominguez Hills.

- **Marcus White, Elementary School Principal:** Mr. White is the Elementary School Principal for the California Connections Academy Schools. He joined California Connections Academy in 2013 as an Assistant Principal and has served in his current role for six years. He was principal of Burton Elementary School in California's Central Valley for three years where he worked to improve student test scores on the California state tests by 20%. He also led his staff to develop a systematic benchmark testing process and provided software training in data analysis to his staff. Mr. White also served as a Vice Principal for two years and was an elementary classroom teacher for three years. In addition, he coached youth sports for six years. Mr. White earned his Bachelor's degree from Chapman University before earning a teaching credential. He earned a Master's degree in Teaching from Chapman to more effectively drive student achievement.
- **Marissa Carter, Elementary School Assistant Principal:** Ms. Carter serves as one of the Elementary Assistant Principals. Ms. Carter started her teaching career at a blended school in San Diego County and was hired as a teacher with California Connections Academy Schools in 2009. As a California Connections Academy teacher, Ms. Carter taught grades 4 and 5, taught the PACE (Program for All Children to Excel) program for language arts and math, served as an Elementary Master Teacher, and was the California Connections Academy's Director of State Testing for California Connections Academy Schools before being promoted to Assistant Principal. Ms. Carter has been impressed with the opportunities teachers at California Connections Academy Schools have to support students and families on an individual basis, and to form strong relationships with them. Ms. Carter earned her Bachelor's degree in Library Arts from San Diego State University and her Multiple Subject Teaching Credential from National University.
- **Ashley Taylor, Elementary School Assistant Principal:** Ms. Taylor was recently promoted to the position of Elementary Assistant Principal. She started with the organization in 2013 as an elementary teacher and served in a variety of leadership roles, including Teacher on Special Assignment. Ms. Taylor came to the school with teaching experience from pre-school to 7th grade, and experience teaching at both public and private schools. During that time, she implemented a Response to Intervention Program (RTI), developed a Home Life course for middle school students and more. Since joining the California Connections Academy Schools, she has taught Kindergarten through 2nd grade and RTI before moving into a Teacher on Assignment position in 2018 and was promoted to Assistant Principal in 2020. Ms. Taylor earned her Bachelor's degree in Child and Adolescent Studies from California State University, Fullerton and is expecting to earn her Master's degree in Educational Administration from National University in the Spring of 2021.

- **Mia Hardy, Director of Counseling Services:** When Ms. Hardy joined the California Connections Academy Schools as the Manager of Counseling Services in 2012, she brought extensive school counseling experience at every level: elementary, middle, high school, and post-secondary education. She earned a Master's degree in Educational Counseling and Guidance from California State University, San Bernardino and, in support of her degree, she earned a Pupil Personnel Services (P.P.S.) credential. Ms. Hardy takes proactive therapeutic approaches in order to promote academic, social, and behavior development among all students. She is skilled in working with students of diverse backgrounds, including underrepresented student populations such as African American students, Native American students, and Hispanic/Latinx students from elementary school through undergraduate levels of education. She specializes in program planning and implementation, college readiness, and group counseling.
- **Tanya Gustin, Director of Student Services (Special Education/504):** Ms. Gustin joined California Connections Academy in 2017 as the Director of Student Services. Ms. Gustin has worked in the field of Special Education for over 20 years. She started her career as a behavior technician at a non-public school for students with Autism. Ms. Gustin earned a Bachelor's degree from Sacramento State University, and a Master's degree in Special Education from National University. Over the course of her career, Ms. Gustin has held many positions in the Special Education field including paraprofessional, in-home Applied Behavior Analysis tutor, and Special Day Class Teacher for students with Autism from preschool to postsecondary settings. As an administrator, Ms. Gustin served as a Program Specialist at the SELPA level. In this role, Ms. Gustin worked closely with multiple agencies to create programs for students in her community with special needs, such as the Collaborative Autism Diagnostic Clinic which is associated with the Central Regional Center. Ms. Gustin brings a wealth of knowledge on various special education topics, allowing her to provide ongoing trainings at many levels and present at conferences, such as the statewide Association of California School Administrator (ACSA) conference for Special Education. Just prior to joining the staff of California Connections Academy Schools, she was Principal for an alternative small school that provided intensive academic and behavior supports for students with Autism and other social/emotional disorders. Her philosophy of special education is that teaching independence and creating independent learners opens doors and opportunities for all students. She encourages compassion, resiliency, grit and positivity in her staff, colleagues, her students and their families.

- Lachelle Carter, Director of Finance:** Ms. Carter originally worked for OBL as the Senior Manager of Compliance and Revenue Services from 2008 – 2018, and has served in her current role of Director of Finance with California Connections Academy Schools since 2019. She previously managed the Education Compliance Monitoring program to analyze student demographic enrollment data to support reporting needs of various teams. Throughout her 15-year career, Ms. Carter has excelled in data, compliance, and revenue analytics and is skilled in examining qualitative and quantitative data for accuracy, consistency, and verities to certify compliance and to develop clear, understandable, and actionable next steps. As an Assistant Director for the University of Maryland Global Campus (formerly the University of Maryland University College), she oversaw the Graduation Services team and ensured students' academic compliance and course completion, as well as managed budgetary matters and vendor relations. Ms. Carter earned a Master of Science degree in management from the University of Maryland Global Campus, and a Bachelor of Arts degree in sociology from Howard University in Washington, D.C.
- Dr. Richie Romero, Director of Student Achievement:** Dr. Romero is the Director of Student Achievement for California Connections Academy Schools. Prior to joining the team in 2018, he spent 20 years serving communities as a high school science teacher, high school co-administrator, and middle and high school principal. Most recently, Dr. Romero served as the principal of William J. "Pete" Knight High School for three years, a large high school with 3,000 students, 80% of whom receive free or reduced lunch. During his tenure there, Dr. Romero and his team were able to achieve revalidation as an AVID National Demonstration School. In addition, the school's Career Technical Education academy was recognized by Advance CTE as the best STEM based program in the nation for 2018. Before Knight High School, Dr. Romero was the principal of Keppel Academy Middle School for five years. This is a small rural middle school, also with 80% of its students receiving free or reduced lunch. In 2010, when Dr. Romero arrived, the school was on the brink of state sanctions. In 2015, the school was honored as a Gold Ribbon School. Dr. Romero earned his Bachelor's degree in Chemistry from the University of California, Irvine. He earned a Master's degree in Educational Administration from California State University, Bakersfield. Most recently, he earned his doctorate in Organizational Leadership from the University of La Verne. He also currently serves as an adjunct professor for ULV in the Secondary Education Department teaching in the credentialing program.

- **Dr. Franci Sassin, Director of Business Services:** Before joining California Connections Academy as an administrator in 2013, Dr. Sassin performed financial and compliance consulting work for over ten years for three charter schools, including the California Connections Academy Schools. Dr. Sassin began her professional career as a veterinarian. After becoming a parent, however, she began directing her energy into the field of education and has been working with charter schools for over 20 years. Dr. Sassin was one of the founders of the first start-up charter school in Orange County, and was subsequently employed as the school's Business and Operations Manager for two and a half years. Dr. Sassin also served several terms on the Board of Directors of that charter, including terms as President and Treasurer. She earned her Bachelor's degree from the University of California, San Diego and a Doctor of Veterinary Medicine (DVM) degree from the University of California, Davis and continues to provide veterinary services to her community through volunteer activities.

I.C OTHER SUPPORT

- Assisting the Governing Board will be the legal team at **Procopio, Cory, Hargreaves and Savitch, LLP**, a law firm with extensive experience in charter school law. Lead counsel is Greg Moser, Esq. Mr. Moser and the other attorneys at Procopio have many years of experience in public agency law as well as non-profit corporation law. In addition, Mr. Moser is one of the foremost experts in charter school law in the state. He has been a legal advisor to the California Charter Schools Association since its inception. He leads a team of attorneys who specialize in charter school law and who provide expert assistance on a wide variety of matters that affect the school.
- **CliftonLarsonAllen, LLP:** Also providing assistance for the Governing Board is the audit firm of CliftonLarsonAllen. CliftonLarsonAllen employs more than 5,400 people, including more than 700 principals and 2,300 CPAs, in more than 110 locations across the United States. The firm is approved by the California Department of Education to audit charter schools and has extensive experience with non-profit accounting and auditing.
- **Support Agencies:** CalCA Central Valley is a member of both **California Charter School Association (CCSA)** and **Charter School Development Center (CSDC)** and accesses many resources for charter operators from both of these statewide charter support organizations.

II. EDUCATIONAL PHILOSOPHY AND PROGRAM

II.A MISSION

Provide a clear and concise mission statement that defines the purposes and nature of the charter school. Describe here, as well as within other applicable elements of the application, how the charter will improve learning for the targeted population and increase learning opportunities for its students.

This statement should be written for understanding by the charter authorizer and the general public.

[Ref. Criteria for Review; CCR-5, §11967.5.1(f)(1)(B)]

The mission of CalCA Central Valley is to educate and empower compassionate global citizens by leveraging 21st century education resources on behalf of students who need a more personalized approach to learning to maximize these students' potential and meet the highest performance standards. This mission is accomplished through a uniquely individualized learning program that combines the best in virtual education with real connections among students, family, teachers, and the community to promote academic and emotional success for every learner. Every student has a Personalized Learning Plan and an entire team of experts committed to the student's successful fulfillment of that plan. CalCA Central Valley is a high-quality, high-tech, high-interaction virtual "school without walls" that brings out the best in every student through personalized performance learning.

II.B EDUCATIONAL PHILOSOPHY

A description of the educational program of the school, designed, among other things, to:

- *Identify those whom the school is attempting to educate;*
- *What it means to be an “educated person” in the 21st century; and*
- *How learning best occurs.*

The goals identified in the program must include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. [Ref. California Education Code §47605 (b)(5)(A)(i)]

Definition of Terms and Elements: CalCA Central Valley’s instructional methods, educational philosophy, and program include unique elements provided by Connections Education LLC dba Pearson Online & Blended Learning K-12 USA (OBL) through a Statement of Agreement. OBL provides specific educational products and services, always with the oversight and approval of the Governing Board. The following section provides descriptions of OBL’s unique core model elements that explain how the needs of the student population will be met and also explains terminology used throughout this application. OBL has shown that it is always committed to continual improvement. Accordingly, OBL’s systems and techniques are routinely updated to incorporate best practices and lessons learned. OBL continually improves its offering to ensure the needs of students and families are being met. Many of the elements listed below are also described in more detail in later sections.

- **Collaboration Among Students:** Using Adobe Connect™ in LiveLesson® sessions, teachers may group students into break-out rooms to facilitate collaboration. Teachers then "visit" each room to observe student collaboration and provide targeted instruction. This audio/video web conferencing tool allows teachers the flexibility to group students, conduct small-group instruction, utilize a whiteboard for illustration, and allows students to work together in a collaborative space. Additionally, for each section of students that a teacher teaches in a course, the teacher will create a section message board. On the section message board, teachers assign additional collaboration opportunities or have students work together in the online space to share information, post documents, and respond to one another. Students are graded on both the content of the projects and their participation in collaborative activities.
- **Curriculum-Based Assessments:** Teachers conduct curriculum-based assessments (CBAs), via telephone conversation or through one on one LiveLesson sessions, as a quick and effective way to gather information on students’ understanding of concepts. CBAs are used to validate a student’s understanding of concepts against the collected formative data within the EMS, and identify areas where they may need additional support or practice. CBAs also assist teachers in verifying that students are doing their own work. CBAs pinpoint strengths and weaknesses in student mastery of concepts and verify that student learning.

- ***Education Management System (EMS):*** The EMS is the platform for organizing and supporting the school's entire educational environment. This web-based platform and software delivers assignments and tracks activities (whether conducted online or offline) while monitoring the completion of individual lessons as well as mastery of discrete skills and knowledge, under the watchful eye of administrators, teachers, and Learning Coaches. The EMS operates within a secure, robust technology infrastructure protecting data from loss and intrusion while maintaining a safe environment. Students, teachers, administrators, and Learning Coaches access the EMS to organize, document, and interact, ensuring an unprecedented level of time-on-task documentation. The EMS is continually updated and improved upon for the success of schools and families. All new releases and updates of the EMS are automatically provided without interruption to users.
- ***Interactive Reviews:*** Interactive reviews are additional practice opportunities embedded in the curriculum and serve to give students targeted feedback on concepts and skills.
- ***Student Engagement Indicators:*** These indicators are displayed in the teacher's Gradebook to facilitate a teacher's identification of students who may be in need of additional instruction or intervention. The indicators facilitate teachers' abilities to ensure that all students learn at high levels of achievement. Student Engagement indicator codes are used to identify students who may be at-risk of failure due to poor lesson performance or off pace lesson completion rates. They are the first alerts a teacher receives and are a signal to the teacher that a student may need intervention supports to successfully complete the course.
- ***i-Ready Assessments (K-8):*** i-Ready is a comprehensive assessment and instruction program that connects diagnostic data and personalized instruction that provides teachers with clear reports and actionable data to understand a student's strengths and areas of need and to determine each student's on-grade proficiency based on state and national standards.
- ***Learning Coach:*** A parent, extended family member, or similarly qualified adult designated by the parent or guardian work in person with the student as a Learning Coaches under the guidance of a credentialed teacher. The Learning Coach and the student interact with the teacher via telephone, e-mail message, LiveLesson sessions, and other forms of communication as needed. CalCA Central Valley promotes and supports this significant role of parents by providing a wide array of resources for parents and multiple avenues for communication. Learning Coaches initially complete an online orientation designed to familiarize them with the important role they play in supporting their student as a learner. As part of the California Connections Academy program, the Learning Coach Support Team then offers supports for Learning Coaches.
- ***LiveLesson Session:*** A real-time, interactive web conferencing tool, LiveLesson sessions allow teachers to work synchronously and directly with individuals or groups of students using voice-over IP, chat, electronic whiteboard, and shared web surfing based on Adobe® Connect.

- **Measures of Academic Achievement (MAP):** MAP is a norm-referenced measure of student growth over time. MAP assessments, joined with other data points, provide detailed, actionable data about where each child is on his or her unique learning path. MAP assessments differ from other data sources used by the HCPSS to inform instruction by being nationally normed, by tracking student progress throughout a year and across school years, and by being linked to software tools which can assist teachers and administrators in planning instruction. MAP tests are based on a continuum of skills from low skill levels to high skill levels. MAP assessments help teachers identify the instructional level of the student and also provide context for determining where each student is performing in relation to local or state standards and national norms. MAP reports allow teachers to better target instruction based on students' strengths and needs.
- **Multi-tiered Instruction:** The school employs a multi-tiered instruction framework based upon the Response to Intervention (RTI) model that deeply links curriculum, standards, assessments, and interventions that have a direct impact on student mastery and resulting standardized test performance. Through this model every student has access to the resources they need to be successful: Tier I Core Curriculum with Differentiation, Tier II Supplemental Instructional Supports and Tier III Supplemental Instructional Supports. Student Support teams (SST) and IEP teams meet regularly to develop an intervention plan and strategies for improvement for students who need more frequent, targeted learning support.
- **Personalized Performance Learning:** This instructional process creates a unique learning experience for each student. During enrollment, academic placement advisors and/or School Counselors review students' past records and performance to properly place them in the school. Throughout the year, teachers monitor students' progress and discuss this process with families as needed to adjust where students need to improve and areas in which they can build on their strengths.
- **Graduation Plan:** Within the platform, the Graduation Planning tool assists school staff and families to define and track graduation requirements tailored to the diploma type and student post-graduation goals.
- **Student Performance Reporting:** Reports provide real-time student performance data on assessments. The reports identify the student score and the performance against each item. For some courses, objective level performance data is also provided. Teachers can use this data to determine which students need more help with a particular concept. They may then participate in individual or small group tutoring virtually with these students targeting specific skills.
- **Synchronous Contact:** In a virtual school setting, synchronous contact is defined as a live interaction occurring in real time interaction between teachers and students which allows for real communication helps to build a relationship between teachers and students. Teachers schedule LiveLesson sessions, in addition to other synchronous interaction (e.g.,

phone calls), for students. Teachers document all synchronous contact with a student within the student's log in the EMS.

Teachers document all synchronous contact with a student within the student's Log in the EMS. Students must contact teachers in accordance with school policy and the Master Agreement (see also **Exhibit C and Section III.C below.**)

- **Teacher:** The school employs fully qualified, California-credentialed teachers, as required by applicable law, who are also specially trained in online delivery and personalized instruction. Teachers primarily work remotely to deliver instruction to an online classroom of students and work one-on-one with students through highly interactive, technology-facilitated communication tools and quality timely feedback on assignments. Teachers maintain a one-on-one relationship with each student.
- **Tutorials:** Tutorials are interactive, asynchronous graphic/video/audio tutorials, and are incorporated into lessons to provide students a dynamic, fun, and engaging way to learn the concepts they need in order to master learning objectives and standards.
- **Email:** The email system is securely located within the EMS. Students and teachers use it to communicate with each other, protecting them from spam, contact from those outside of the EMS, and other mainstream email issues.

What is an “educated person” in the 21st century?

Children in the 21st century must become literate and articulate, mathematically competent, scientifically and technologically adept, and have the opportunity to develop their creative and physical abilities. CalCA Central Valley recognizes its responsibility to generate enthusiasm and excitement for the lifelong process of learning by providing a curriculum that is relevant, integrated, and age-appropriate, and at the same time aligned to California Common Core State Standards.

Students, including many who have not thrived in the traditional classroom, engage in a challenging learning program tailored to their individual needs and focused on equipping them for success in the 21st century. The curriculum and instructional programs fulfill all of the frameworks put forth by the Partnership for 21st Century Learning⁹ which are:

- **Mastery of key subjects:** Students master the key subjects which include English, reading, or language arts; world languages; arts; mathematics; economics; science; geography; history; and government and civics.
- **Incorporation of 21st century interdisciplinary themes into academic content:** The curriculum incorporates global awareness; financial, economic, business and entrepreneurial literacy; civic literacy; health literacy; and environmental literacy.

⁹ The Partnership for 21st Century Skills, “Framework for 21st Century Learning,” May 2015, <http://www.p21.org>

- **Use 21st century tools to develop learning and innovation skills:** As the Partnership recommends, students develop proficiency in creativity and innovation; critical thinking and problem solving; and communication and collaboration.
- **Use 21st century tools to develop information, media, and technology skills:** Students develop information literacy; media literacy; information, communication, and technology literacy.
- **Students will develop life and career skills:** Students develop adequate life and career skills, including flexibility and adaptability; initiative and self-direction; social and cross-cultural skills; productivity and accountability; and leadership and responsibility.
- **Use 21st century support systems to ensure student mastery of 21 century skills:** 21st century standards, assessments, curriculum and instruction, professional development, and learning environments are aligned to produce a support system that produces 21st century outcomes for today's students.

The individualized and supported educational program facilitates the development of self-direction and personal responsibility among its students. In these ways, CalCA Central Valley meets the objective of producing students who are self-motivated, competent, lifelong learners.

How does learning best occur?

Children learn best in a safe, positive environment in which they are respected, accepted, valued, and nurtured as unique individuals and are challenged to achieve their full potential.

From this, it follows that students learn best when the instruction is tailored to their unique needs and when they are supported by adults who are committed to their success.

Personalized Learning

Students learn best when instruction matches their interests, needs, and goals. Through the placement process, pre-, and post-test assessments, and continuous progress monitoring, students in CalCA Central Valley are provided with curriculum materials and instructional resources appropriate to their academic needs.

Students, Learning Coaches, and teachers meet throughout the year to review progress, modify the student's program, and adjust goals as needed. Examples of differentiation include small group sessions, one-on-one instruction, intervention and extension activities, manipulatives, virtual labs and/or graphic organizers, as well as supplemental instructional support programs.

The personalized performance learning process includes:

- **Review of Student Background and Interests.** Teachers meet with parents/guardians and/or Learning Coaches as well as students to discuss students strengths, interests, learning preferences and previous school performance data during Welcome Calls.

- **Placement and Course Selection.** Starting at the time of placement and course assignment, information given during the enrollment process will be used to select courses based on state requirements and each student's individual learning needs.
- **Regular Communication.** At the start of school, teachers establish a regular communication schedule, at least once every two weeks with students. Teachers review progress daily and communicate with students and Learning Coaches (as appropriate) frequently. Students are encouraged to contact their teachers as often as they wish or find necessary.
- **Universal Screening.** Students in grades K-11 participate in universal screening and benchmark measures at least two times a year to ensure that students are able to keep pace with grade level skills and standards. Students who are not keeping pace with skills and standards, may be identified as in need of interventions to close the achievement gap and ensure that students are able to receive individualized support.
- **Student Engagement and Performance.** In addition to universal screening tools, teachers regularly review student performance and engagement data including lesson pacing, course performance, and curriculum based assessments to ensure that students are achieving success in their courses and are able to meet the demands of the online learning environment. Students who are not able to remain on track with student engagement and performance metrics may be identified as in need of interventions to support their individualized needs.
- **Setting Goals.** Goal setting is based on all of the information gathered in the initial process and some initial student work samples. Teachers and students work together to set goals and to accomplish these during the school year. Learning Coaches participate in goal setting discussions as well.
- **Schedule Modifications and Electives.** Once the school year gets started, teachers help personalize the learning schedule. For students in grades K-8, teachers inquire about the student's daily routines and make adjustments to the student's online learning schedule. They also add an elective course when students are ready to handle the additional challenge. Students in grades 9-12 have a six-week add/drop period that can be used to adjust their schedule, as needed.
- **Differentiated Leveled Courses.** As part of a student's personalized performance learning process, teachers or Academic Placement Advisors may recommend that students in 3-8 needing additional support take Essential level courses, and that students needing higher level work have access to Gifted & Talented mathematics, English Language Arts, and science courses. For grades 9-12, students needing additional support may take Foundations level courses. Those students needing a higher level of challenge may take Honors or Advanced Placement® courses.
- **Multi-Tiered System of Support.** CalCA Central Valley utilizes a Multi-tiered System of Support (MTSS) so that individual students receive the support they need in academic and

behavioral areas. Data is used throughout the school year to identify, document, and implement an MTSS model for all students. Students' responses to interventions are monitored, and adjustments to the type, frequency, and intensity of support are made as needed.

Key Facets of Instructional Model

An individualized and supported educational program facilitates the development of self-direction and personal responsibility among its students. CalCA Central Valley implements an instructional model which incorporates key facets such as 1) the Learning Triad (teachers, Learning Coaches, and curriculum); 2) School Counselor Support; and 3) Student Motivation.

1. The Learning Triad: The instructional model relies on the support of a) fully qualified teachers, b) supportive Learning Coaches, and c) a high-quality, standards-aligned curriculum. The Learning Triad consists of these three elements. Each student has a staff of experts, including California-certified teachers, working together to leverage the school's myriad resources – technological, instructional, and interpersonal – for success. Learning Coaches are also encouraged to, and typically serve as, an integral part of the student's learning team.

a) Fully Qualified Teachers – Student learning benefits from committed educators and involved parents who provide total support. Each student has certified California teachers specially trained in teaching in an online environment, the OBL curriculum, and specific instructional methods. In each of the elementary grade levels or secondary level core subjects, students are taught by a certified teacher with expertise in a particular grade level, grade band, or content area. Teachers work closely with each student on a one-on-one basis using innovative technology tools. The teacher is responsible for teaching, evaluating assignments and work products, providing instructional assistance, assigning and scoring assessment activities, and providing feedback on the student's performance. Based on a student's demonstrated mastery of the material, teachers add, expand, or replace assignments; they also grade students in each subject for the Grade Book, and make promotion or retention decisions. Depending on the needs of the learner, teacher direct contact – via telephone, LiveLesson session, and/or email – with the student and Learning Coach may be as frequent as several times a day, and at minimum twice per month. Teachers view the student's attendance, participation, performance, and overdue lessons on a daily basis via the teacher's home page, as shown in **Figure 13 and Figure 14**. Teachers do not wait to be contacted; they are proactive participants in their students' learning plans. Teachers in virtual schools often comment that they understand their students better in the virtual environment than in a traditional classroom since they most often work with students one-on-one.

Figure 13. Teacher's Home Page.

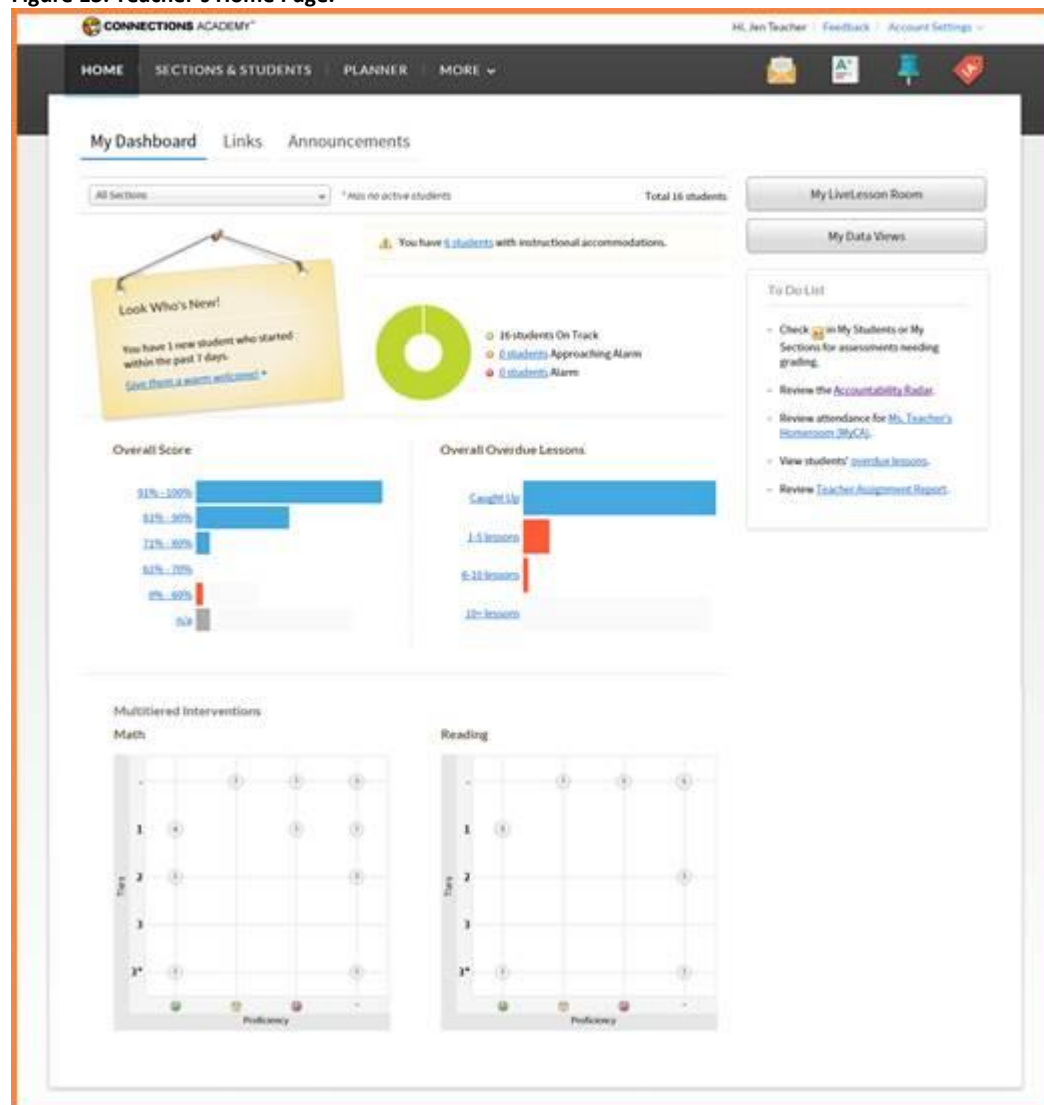


Figure 14. Students with Overdue Lessons.

ID	My Students	Days Enrolled	Grade	Attendance	Overall Score	Total Overdue	Alerts	Intervention
100661	Demo, Stella	179	10	On Track	80%	0	0	M-R
128788	Demo, Dee	179	6	On Track	88%	6 Lessons	0	M-R, L-R, L
146122	Demo, Chelsea	179	9	On Track	100%	0	0	M-R, R-L
157915	Demo, Meghan	179	7	On Track	90%	5 Lessons	0	M-R, L-R, L
216090	Demo, Anderson	179	12	On Track	80%	8 Lessons	0	M-L, R-L
216091	Demo, Jackson	179	8	On Track	95%	4 Lessons	0	M-R, L-R, L
216092	Demo, Olivia	179	11	On Track	80%	0	0	M-R

b) Supportive Learning Coaches – Each student has a Learning Coach who is encouraged to work in person with the student. Typically, a Learning Coach helps keep students motivated and on track and regularly communicates with the students' California-certified teachers. At the high school level, the Learning Coach is less involved with daily instruction but continues serving in an important supervisory role for the student.

c) A high quality, standards-aligned curriculum – The California Connections Academy curriculum is aligned to the California Common Core State Standards and Next Generation Science Standards. The developmentally appropriate curriculum increases its integration of technology as students advance through the grades. The Connections Academy program e-guide can be viewed online at <https://mydigimag.rrd.com/publication/?m=1702&i=665855&p=12>. Additional information about the curriculum is provided in **Section II.E, Overview of Curriculum, Technology, and Materials** as well as in supplementary materials provided.

2. School Counselor Support: Each high school student is assigned a credentialed school counselor who provides an extra layer of monitoring for the whole student. This educator, in collaboration with the Learning Coach, develops graduation plans for each student, and closely tracks the student's overall academic progress. Counselors work with students via the phone, email, and LiveLesson sessions. The student's school counselor provides support in academic, social-emotional, and college and career readiness. Counseling support is also available to students in grades K-8.

3. Student Motivation¹⁰: Teachers are trained to apply three engagement strategies to their instruction to create a motivational online learning environment: 1) making instruction fun and engaging, 2) providing a safe way to respond, and 3) helping students succeed.

- *Make Instruction Fun and Engaging:* Teachers are trained to make synchronous learning sessions fun and engaging by using games, music, and virtual collaboration tools (e.g., virtual whiteboard, polls, and breakout rooms).
- *Provide a Safe Way to Respond:* Teachers are shown how to create a welcoming and safe online environment where students can feel free to express their ideas and needs without being judged. The more comfortable the student feels, the more productive and engaged he or she will be.
- *Help Students Succeed:* It is incredibly rewarding for teachers to witness their students succeed! They know firsthand how gratified a student feels when he or she grasps a challenging concept or subject, or does well on an assignment. Celebrating student success and achievement increases student motivation.

Asynchronous Model with Synchronous Support

CalCA Central Valley utilizes an asynchronous model that uses synchronous support.¹¹ In synchronous learning, students and teachers work together at the same time in the same virtual place (e.g., LiveLesson rooms). Typical synchronous instruction involves teacher-facilitated lessons, targeted small group lessons to teach difficult concepts, group projects, and class discussions. In asynchronous learning, students work at their own pace and place, completing coursework within defined time limits. Students and instructors are not necessarily interacting in real time. Schoolwork that students perform on their own time typically includes:

- Viewing pre-recorded online classroom sessions¹² at home
- Reviewing course materials online or offline
- Completing lessons and course assessments
- Collaborating with other students via secure message and discussion boards

Some students thrive with one-on-one attention while others crave the space to work through problems independently at their own pace. Offering a combination of the two learning approaches allows virtual schools to create a more personalized learning experience¹³ that supports different learning preferences.

¹⁰ <http://www.connectionsacademy.com/blog/posts/2015-02-11/The-Fundamentals-of-Online-Classroom-Motivation.aspx>

¹¹ <http://www.connectionsacademy.com/blog/posts/2014-09-26/Real-Time-or-Anytime-Learning-Synchronous-and-Asynchronous-Learning-Explained.aspx>

¹² <https://www.connectionsacademy.com/online-school/technology/classroom-demo>

¹³ <http://blog.connectionsacademy.com/the-secret-of-individualized-education/>

There are many benefits to asynchronous learning. Through asynchronous instruction and materials, students are provided the flexibility to:

- Learn at their own pace and place at a time best suited for them;
- Work at their own academic level within a specific time frame (which may vary by course), moving as quickly or slowly through course content as needed;
- Review challenging content as needed; and
- Explore supplemental resources that may be unavailable in the traditional classroom.

There are also several benefits to synchronous learning. Interactivity is the key to synchronous instruction allowing:

- Students to:
 - demonstrate their knowledge and practice their communication skills
 - ask questions to deepen their understanding
 - build relationships with their teacher and fellow classmates
- Teachers to:
 - engage students in discussions, problem solving, and group projects
 - focus class time on bridging skills gaps
 - build more personal relationships with students

Teachers record class discussions and instructional sessions as asynchronous resources to reinforce learning or accommodate student scheduling conflicts. Together, these two approaches provide teachers and students the best of real-time and any-time learning.

Learning Coaches

Parents/guardians or other parent-designated caring adults serve as Learning Coaches and play an active role in the learning process, providing input, and communicating regularly with teachers. CalCA Central Valley promotes the significant role of parents by providing a wide array of resources for parents and multiple avenues for communication. Learning Coaches initially complete an online orientation designed to familiarize them with the important role they play in supporting their student as a learner, and to introduce all the ongoing resources and support systems made available to help Learning Coaches and students succeed. The school offers supports for Learning Coaches through a variety of resources, including an online resource that is available 24/7 as well as teachers who specialize in family support who meet with Learning Coaches in one on one appointments. Throughout the year, teachers are able to refer Learning Coaches to these extra layers of support when needed. The Learning Coaches also have access at any time to a toll-free number to speak with a technical support representative. This support is available for help with initial set up and for troubleshooting.

Support for Learning Coaches

Enrolling with a new school raises many questions. To help, CalCA Central Valley has dedicated teachers and staff members known as Learning Coach Mentors who work directly with Learning Coaches by providing additional support to those who may be struggling with some aspect of the program. Support provided by the team includes:

- Hosting August/September “School Prep” parties designed to help new families transition in the school’s unique virtual environment.
- Offering personal one on one support for Learning Coaches throughout the school year with individuals who may have questions about the EMS, socialization opportunities, grade level processes and more.
- Managing a California-specific online tool dedicated to supporting new and returning Learning Coaches by offering critical state specific resources.
- Moderating virtual socialization opportunities through closed school social media groups as well as hosting virtual social hours specifically for parents.

In addition to the California specific online training and resources offered to Learning Coaches by CalCA Central Valley teachers and staff, OBL offers both assistance and reassurance by providing extensive information about online education. The OBL Learning Coach Support Team helps families prepare for a successful school year through such resources as the Learning Coach Central website, a combined Learning Coach and student orientation course, and the Learning Coach Success Series.

- **Learning Coach Foundations for Success Series Sessions** – To prepare for their new role as Learning Coach and the school year, new Learning Coaches can get started by participating in this onboarding series of live, webinar-style sessions. This series helps families plan, organize, and gain confidence as they prepare for their first days of school. Sessions include Getting Ready for the First Day, First Days: What to Expect, and Beyond the First Days.
- **Learning Coach Central** – This award-winning website, accessed from the EMS, provides multiple resource documents, and video Quick Clips that support Learning Coaches in their role and providing instructional support to their student.
- **Learning Coach Link** – This online monthly communication is sent to Learning Coaches with features on Learning Coach best practices, EMS updates, tips and strategies, and information about upcoming Learning Coach Success Series sessions.
- **Learning Coach Frameworks for Success Series** – These online sessions are designed to provide strategies for all Learning Coaches to work with and support their students. Sample session topics include online clubs and activities, motivation, learning principles, college and career, and the exceptional learner.

II.C HIGH SCHOOL PROGRAMS

If the proposed charter school will serve high school students (any of grades nine through twelve), the petition must describe how the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements.[Ref. California Education Code, §47605(b)(5)(A)(iii)]

As required by law, CalCA Central Valley notifies parents annually, via the School Handbook (See **Exhibit B**), of the transferability of courses to other high schools as well as the eligibility of courses to meet college entrance requirements.

Since CalCA Central Valley is accredited by WASC, all of its high school courses are considered transferable to other California high schools. CalCA Central Valley is listed as an online charter school by the University of California Office of the President on the UC Doorways website, following the extensive process for online and independent study programs. CalCA Central Valley has received “a-g” approval for the majority of the high school course list, offering more than 100 courses in all core content areas, including electives, which are already approved through the OBL course provider approval process.¹⁴

Most courses are also approved through the National Collegiate Athletic Association (NCAA) through a rigorous approval process to meet requirements for initial-eligibility for college athletes. NCAA Eligibility Center has certified more than 80 of the high school core and elective courses as meeting NCAA Eligibility Center requirements. Because the school has partnered with OBL and follows the Connections Academy instructional model, and is included in the Connections Academy “district” with the NCAA, it is able to offer these courses to its student athletes.

The NCAA Eligibility Center approves courses in the areas of language arts, math, science, social studies, and electives that are needed to meet NCAA graduation requirements (a total of 16 core courses are required).

¹⁴ <https://hs-articulation.ucop.edu/agcourselist/institution/2450>

II.D STUDENTS TO BE SERVED

Identify the proposed charter school's target student population, including, at a minimum, grade levels, approximate numbers of students, and specific educational interests, backgrounds, or challenges. [Ref. California Education Code §47605 (b)(5)(A)(i) and Criteria for Review; CCR-5, §11967.5.1(f)(1)(A)]

CalCA Central Valley's virtual educational model serves students in grades TK–12 who reside throughout Tulare, Fresno, Inyo, Kern, and Kings counties. Enrollment for the 2021-22 school year is expected to approximately 650 students and the school plans to continue to grow responsibly in order to meet the demand of the community. Enrollment targets notwithstanding, CalCA Central Valley makes every effort to serve as many students as possible who apply.

CalCA Central Valley addresses a growing need for students to be educated outside of traditional brick-and-mortar schools. This need is substantiated by the steady growth of charter schools and other alternative educational programs including non-classroom based schools in California. There are many reasons why students seek education outside of traditional brick-and-mortar schools: they may be gifted and need very challenging curriculum and faster pacing; be struggling academically; be homebound; be seeking a sheltered school environment; be grappling with social, discipline, health and/or other issues; or they may be elite athletes or performers needing flexible scheduling for education.

Since its model has broad appeal among mainstream California families — and yet offers a very different learning experience for those already exploring the virtual charter option — CalCA Central Valley's demographics typically mirror both the region's and state's school-age population. The grade distribution and demographic makeup of the current CalCA schools was previously shown in **Figures 3 and 4.**

CalCA Central Valley's families include many of modest means (with approximately 65% meeting the federal income guidelines for free- or reduced-price meal benefits) as well as single parent/dual-working parent households who participate in this program. For more information about tracking demographic data, **see Section VI.B.**

II.E CURRICULUM AND INSTRUCTIONAL DESIGN

Include a framework for instructional design that is aligned with the needs of the pupils that the charter school has identified as its target student population. Describe the basic learning environment (e.g., site-based matriculation, independent study, technology-based education). Discuss how the chosen instructional approach will enable the school's students to achieve the objectives specified in the charter and master the academic content standards in core curriculum areas as adopted by the State Board of Education pursuant to Education Code Section 60605. The discussion of instructional design should include, but not be limited to, curriculum, teaching methods, materials, and technology. [Ref. Ref. California Education Code §47605 (b)(5)(A)(i) and Criteria for Review; CCR-5, §11967.5.1(f)(1)(C-E)]

CalCA Central Valley's instructional model is built upon the core components of the personalized performance learning model. The three primary components are:

- 1) Parent involvement
- 2) Individualized instruction
- 3) High-quality teaching

CalCA Central Valley provides a learning environment that is well-supported by both the Learning Triad and by a sophisticated technology component. This basic foundation is further enhanced by a proven curriculum, a focus on high-quality teaching, and ongoing staff training and professional development opportunities.

Supporting Research for Personalized Performance Learning

Support for the need to expose students to online learning is evident in the 2015 article, *The Effectiveness of Online Learning: Beyond No Significant Difference and Future Horizons*, when Tuan Nguyen states "... about 92% of all distance and online education studies find that distance and online education is at least as effective, if not better, than traditional education."¹⁵

High-quality Teaching: Teachers are equipped with skills and technology to maximize student learning. Research, focusing on online learning, echoes the critical importance of teacher quality and preparation. In November 2015, Mary F. Rice, Theron (Bill) East and Daryl F. Mellard published a study (*Teacher Preparation and Promising Practices in Online Learning*¹⁶) which analyzed effective teacher preparation and practice for the online learning environment. In the study, "...administrators indicated teacher preparation and ongoing support (e.g., coaching and professional development) was very critical. In fact, they agreed this topic was one of the most critical of all topics covered in the forum. Administrators considered teacher preparation and support very important because they believed that teachers are the most important component of successful online learning once devices are in students' hands and working properly."

¹⁵ Nguyen, Tuan (2015). "The Effectiveness of Online Learning: Beyond No Significant Difference and Future Horizons," MERLOT Journal of Online Learning and Teaching, 11(2). http://jolt.merlot.org/Vol11no2/Nguyen_0615.pdf

¹⁶ http://centerononlinelearning.org/wp-content/uploads/Superintendent_Topic_7_Summary_November2015.pdf

Through an award-winning Professional Learning model,¹⁷ teachers have gained an understanding of their role as facilitator, distinguishing changes to the online environment and its impact on student learning, and adapting to those changes while transitioning to their role as an online instructor at CalCA Central Valley. According to Rick DuFour and Douglas Reeves in their article, *Professional Learning Communities Still Work (If Done Right)* (October 2015),¹⁸ educators "...prefer professional development that helps them plan and improve their instruction, is teacher-driven, includes hands-on strategies relevant to their classrooms, is sustained over time, and recognizes that teachers are professionals with valuable insights." Teachers are most satisfied when they are part of a learning community focusing on lesson planning, using data to personalize instruction, designing engaging content, and ensuring that all curriculum is aligned to state and national standards.

Timely and Actionable Feedback: The unique ability of an online teacher to communicate one-on-one with students and offer timely and actionable feedback is key to student success in an online learning environment. According to a 2014 study,¹⁹ 77% of students view face-to-face comments as "very" or "extremely effective." Whether the teaching is online or face-to-face, as described in this study, feedback is a critical element in supporting student learning. Feedback has a powerful impact on student learning, placing it into the top ten influences on achievement.²⁰ Professional learning topics delve deeply into ways that teachers can reach students individually at CalCA Central Valley, so that students are receiving timely and actionable feedback. Teachers at CalCA Central Valley use collaboration in professional learning to discuss topics such as "...the main purpose of feedback is to improve the student's ability to perform tasks he or she has not yet attempted...In other words, we need to start from where the learner is, not where we would like the learner to be. We need to use the information we obtain from looking at the student's work—even though that information may be less than perfect—and give feedback that will move the student's learning forward."²¹ In his 2012 article, *Seven Keys to Effective Feedback*, Grant Wiggins notes, helpful feedback is goal-referenced; tangible and transparent; actionable; user-friendly (specific and personalized); timely; ongoing; and consistent."²² These qualities and instructional strategies are characteristic of the type of feedback that teachers provide to students.

¹⁷ In April 2015, the Connections Professional Development Model was recognized with a silver award for Best Practices for Distance Learning Programming by the United States Distance Learning Association (USDLA). In May 2016 Connections was recognized as a Codie Award finalist for Best Professional Learning Solution for K-20 Faculty and Administrative Staff.

¹⁸ <http://www.edweek.org/tm/articles/2015/10/02/professional-learning-communities-still-work-if-done.html>

¹⁹ Turnitin.com (2014). Instructor Feedback Writ Large: Student Perceptions on Effective Feedback

²⁰ Hattie, J., Fisher, D., & Frey, N. (2017). *Visible learning for mathematics: What works best to optimize student learning*. California: Corwin.

²¹ <http://www.ascd.org/publications/books/111001/chapters/Setting-Objectives-and-Providing-Feedback.aspx>

²² <http://www.ascd.org/publications/educational-leadership/sept12/vol70/num01/Seven-Keys-to-Effective-Feedback.aspx>

Personalized Instruction: Students clearly benefit from instruction that is personalized in terms of pace, content, sequence, and style. In a study published in 2016,²³ students in a developmental math class experienced between a 13% and 27% increase in course completion using personalized learning in a digital platform. Robert Marzano and Michael D. Toth explain that “Within classrooms, there should be ample evidence of students wrestling with new content as they build the stamina required to reach higher levels of thinking. Without the opportunity to struggle with a problem or decision, for instance, students may attain surface-level knowledge of a concept, but be unable to utilize that knowledge in meaningful ways.”²⁴ A goal of personalization via online instruction is for the student to demonstrate increased content knowledge and critical thinking. Research evidence suggests that application of a math concept, in varying contexts or in ways that offer critical thinking opportunities, is more effective in building fluency than doing repeated manipulations of numbers.²⁵ Instruction is personalized for every student, every day and professional learning supports teachers in implementing instructional practices that maximize student performance. Students work together on collaborative projects as well.

Data-Driven Instruction: Research on data-driven decision-making states “...educators should consult and factor in multiple sources and type of student data to get a more complete view of student progress or achievement. These additional sources of data may be formal (e.g., chapter tests, class projects, or performance assessments) or informal (e.g., class discussions, homework assignments, or formative assessments). Looking at a broader array of data can help teachers avoid putting too much weight on a single measure of student performance and, therefore, reduce the risk of making inaccurate and invalid decisions about student learning and teaching effectiveness.”²⁶ Training and professional development guide teachers through this process and help to ensure teachers are comfortable with the importance of using data to personalize instruction. At CalCA Central Valley, teachers are provided with tools and clear guidance on how to analyze and use student performance data to provide targeted instruction, intervention, lesson modifications, remediation, and enrichment.

²³ “Using personalized learning, a developmental math professor increases her course passing rate”. Website blog. Pearson Education Blog. Pearson Education, 2016.

²⁴ www.marzanocenter.com/files/Teaching-for-Rigor-20140318.pdf

²⁵ National Council of Teachers of Mathematics. (2014). *Principles to actions: Ensuring mathematical success for all*. Reston, VA: Author

²⁶ Mertler, Craig A. Introduction to Data-Driven Educational Decision Making (2014), http://www.ascd.org/publications/books/sf114082/chapters/Introduction_to_Data-Driven_Educational_Decision_Making.aspx

Parent Involvement: According to the 2015 study *Parent and Student Perceptions of Parent Engagement at a Cyber Charter High School*,²⁷ Borup and Stevens identify five primary type of parental engagement: nurturing relationships and interactions (with both their students and the teachers); advising and mentoring; organizing; monitoring and motivating; and instructing. The study also provides several examples of how parent engagement can be enhanced in a virtual school setting, especially when parents are given the additional tools to help reinforce the engagement. CalCA Central Valley provides Learning Coaches with tools (e.g., orientations, tutorials, synchronous webinar-type sessions, recordings, and more) to better engage with their students. Based on the intimate knowledge parents have of their students, they are better able to offer their students a continuum of assistance, as needed in varying degrees, and be more strategic in how to help and engage with them.²⁸

Curriculum and Instructional Design Principles

The CalCA Central Valley research-based²⁹ curriculum uses the following proven instructional principles:

- Curriculum fosters breadth and depth of understanding in subject areas;
- Content is aligned to the California Common Core State Standards, and the Next Generation Science Standards
- Curriculum is supported by quality, reputable, recently published textbooks and/or proven instructional resources and materials
- Content and assessments are accurate and unbiased
- Content is current, relevant, and provides real-world applications
- Content is appropriate for the learner (age, ability, background, reading level, style);
- Instructional design is adaptable and flexible to meet individual needs
- Instructional design provides students opportunities to improve learning skills using technology (virtual labs and instruments, interactive tutorials, business software, online calculator)
- Navigation is intuitive and age-appropriate
- Scope of course is appropriate with regard to amount of content, length of course and lessons, and course requirements
- Lesson introduction is effective and presents lesson objectives, accesses prior knowledge, sets expectations, and motivates

²⁷ <http://files.eric.ed.gov/fulltext/EJ1085792.pdf>

²⁸ Borup, J. & Stevens, M.A. (2015). Parent and Student Perceptions of Parent Engagement at a Cyber Charter High School, Online Learning, Volume 19, Issue 5, pp. 75-83.

²⁹ American Psychological Association's Learner-Centered Psychological Principles: A Framework for School Reform and Redesign <http://www.apa.org/ed/governance/bea/learner-centered.pdf>

- Background information prepares students to access new content, skills, and strategies
- Curriculum includes opportunities for developing problem-solving and critical thinking skills and real-world applications, collaboration and independent study, and developing oral and written communication skills
- Curriculum incorporates ongoing formative assessment and provides timely and appropriate feedback to students and teachers
- Curriculum promotes active learning through interactive elements in each course (including online and/or offline interaction) that address diverse learning preferences, including textual, visual, auditory, and/or hands-on

Overview of Curriculum, Technology, and Materials

CalCA Central Valley combines proven and rigorous educational content and materials with the best in technology-enhanced learning such that a significant portion of the curriculum is delivered through the Internet and other electronic means. The curriculum is aligned with California Common Core State Standards and Next Generation Science Standards. In addition to initial development of state standards alignment by the OBL curriculum specialists, the teaching staff at CalCA Central Valley collaborate on an ongoing basis to review the California Common Core State Standards for each core course (as applicable) and provide additional material or lessons to fully meet standards or address areas that need additional support based on a student's previous school or course performance.

The curriculum is updated regularly, based on a rigorous analysis of student performance on state standards as measured by state testing results and internal assessments. The Governing Board annually reviews and approves the major elements of and changes to the curriculum. The curriculum as described herein represents the most recent curriculum developed.

CalCA Central Valley offers a comprehensive educational program that utilizes researched-based resources and strategies to focus on student learning and to give students opportunities for extending their learning. Over the past several years, the AVID program has been developed and extended to all grades 6-12. These courses provide supports to ensure that students are college and career ready. The AVID program is showing success and AVID strategies are being implemented even more broadly to support more students.

Student facing lesson plans, teacher supports, and supports for Learning Coaches are all contained within the course and platform and can be accessed digitally.

The tools and strategies used to meet the needs of all learners are outlined above under Section II.B Educational Philosophy. Data tools, such as student performance reporting, provides real-time data on assessments so that teachers are able to differentiate their instruction to meet the needs of their students. These types of reports contain such data as the number of students who have mastered or not mastered each objective and the ability to view the list of students in each category, and the ability to see how this real time performance data is aligned to the California Common Core state standards.

Teachers use the student performance data to examine which students are mastering essential skills and standards and which students are in need of re-teaching or reinforcement. The report can also assist teachers with targeted and small group instruction.

This data informs the personalized plan for each student. As noted in Section II.F., student engagement indicators are displayed in the teacher's Gradebook to facilitate a teacher's identification of students who may be in need of additional instruction or intervention. They should be one of the data points used by a teacher to identify students who may be in need of additional instruction or intervention. The indicators facilitate teachers' abilities to ensure that all students learn at high levels of achievement. Student Engagement indicator codes are used to identify students who may be at-risk of failure due to poor lesson performance or off pace lesson completion rates. They are the first alerts a teacher receives and are a signal to the teacher that a student may need intervention supports to successfully complete the course.

Students who are working below grade level based on performance on mandated assessments also benefit from intervention programs that focus on building proficiency in reading and math skills. Parents are notified if their student would benefit for these additional online supplemental instructional support programs which are assigned and monitored by their teachers. Students may also be asked to attend more frequent LiveLesson sessions with their teacher focusing on areas needing improvement.

Elementary and Middle School Curriculum

The program of instruction for students in grades K–8 has the ability to be individualized, personalized, and delivered in a non-traditional environment to give students the best pathways to success. The high-quality proprietary curriculum integrates resources, instructional activities, and technology-based content. The school uses a variety of multimedia and interactive practices to reinforce standards for language arts and math at each grade level. LiveLesson sessions provide for real-time direct instruction with individuals and small groups of students using voice-over IP, chat, electronic whiteboard, and shared web surfing. These sessions allow teachers and students to interact with one another in real time in an online classroom. In addition, LiveLesson sessions may be recorded and saved for students to revisit at a later date if they had scheduling conflicts or want to refresh themselves on the topics covered.

CalCA Central Valley focuses on developing and nurturing a culture of math acceptance and empowerment. With a focus on student engagement and learning, activities and practices combine to create an awareness of and appreciation for math in the students' everyday lives; make math more approachable for students, parents, and teachers; build pride and confidence in math effort and achievements; and make math connections with college and career planning. Specific activities include student reflection and goal setting activities in math courses, certificates of effort and achievement, parent resource sessions, teacher training sessions, and highlighting math connections in everyday school and life activities.

World language instruction is available, including Spanish, Chinese, and Sign Language for students in grades K–8. Advanced middle school students also have the option to take high school level world language courses, such as Spanish or American Sign Language. Language courses integrate proven-effective online materials with a unique audio recording tool that allows teachers to hear and grade actual student speech. Courses may also include LiveLesson session direct instruction for maximum student-to-teacher and student-to-student interaction.

The curriculum also includes unique electives such as Home Life, which provides fun, hands-on, skill-building projects in which the whole family can participate. These activities include cooking, crafts, sewing, home maintenance, family outings, and genealogy. Home Life modules have been added periodically, including such additions as The Name of the Game: Discovering and Designing Board Games; What It Means to Be Green: Creating a Positive Impact on the Environment; Model Bridge Building; and Orienteering (navigation with map and compass).

Educational Technology courses are available for students in grades K–8. These courses provide not only a comprehensive set of technology skills ranging from basic productivity tools to web page development, but also reinforce national and state academic standards, online study skills, and Internet safety.

A popular elective amongst elementary school students is music. Available for different grade and experience levels, this elective is aligned to the National Core Arts Standards. With audio, visual, and interactive technologies, the K–8 music courses provide a unique and advanced learning experience. Students use critical listening skills to analyze music while participating in interactive experiences. This elective expands the student's knowledge of the foundations of music.

Gifted and Talented Courses (Grades 3-8)

CalCA Central Valley also offers a selection of Gifted and Talented (GATE) courses in math, science, and language arts. With individualized lessons, special GATE courses, and specialized teachers, an environment is created where talents are nurtured and potential is realized. The gifted and talented experts also create programs for "twice-exceptional" students, those who are gifted but also have special education needs.

CalCA Central Valley provides gifted students the opportunities and challenges they need to be successful while learning at their own pace. GATE courses incorporate the same educational

standards as the standard offering, but also include enrichment activities that expand upon lesson topics and promote higher-level thinking and understanding. These courses allow students greater opportunities to interact with the teacher and other students, explore above grade-level content, and participate in extension projects that promote higher-level learning.

High School Curriculum

CalCA Central Valley provides a balanced, challenging high school experience focused on students pursuing paths that lead to success, whether via college, vocational studies, or an immediate career choice. A student's personalized path is monitored along the way by the student, parents, teachers, and school counselor as appropriate.

CalCA Central Valley provides a comprehensive program with four levels of academic coursework: Foundations, Standard, Honors, and Advanced Placement. While all levels are designed to meet standards and provide students rigorous courses, the different levels enable differentiation based on student needs and college and career goals. Students work with their school counselor to determine proper course level placement. The high school curriculum currently consists of approximately 250 courses, including a wide variety of electives and intensive world language instruction.

High school courses integrate digital versions of textbooks from major publishers with enhanced multimedia, interactive materials and resources, discussions, and communication/conferencing tools. In addition, students have offline assignments, projects, and practice work.

High school courses incorporate graphics, video, and audio to engage students with the concepts and ideas they need to complete the lessons. Along with the use of LiveLesson sessions, tutorials increase the effectiveness of the secondary school instructional model. In addition, the high school courses incorporate graded asynchronous online discussions. This assessment creates important opportunities for collaboration and interaction among students, increases writing skills, and provides opportunities for a "real-world" audience.

Honors and Advanced Placement® (AP) courses are also available for high school students. High school students have access to rigorous college preparatory courses and are able to choose from dozens of Honors courses and more than 15 College Board–approved online AP courses. By enrolling in these demanding college-level courses, students demonstrate their commitment to higher education, which may give them a competitive advantage during the college application process.

The CalCA Central Valley high school program also includes a host of services and procedures to address credits, transcripts, and counseling. It is important for students to start early on planning for graduation and post-secondary education or the world of work. Without early planning, students run the risk of missing crucial courses that might thwart their plans or aspirations.

Course Selection and Credit Transfer

CalCA Central Valley is accredited by WASC, allowing its courses to be transferable among other California schools. For students transferring into CalCA Central Valley, school counselors and/or school registrars carefully analyze student transcripts and educational history to provide the maximum allowable “transfer credit” into the program. Upon graduation or withdrawal, students receive their CalCA Central Valley transcript detailing both the credits earned at CalCA Central Valley as well as any transfer credits which have been verified. The curriculum uses a standard whereby one credit equals approximately 180 hours of instruction (this is equivalent to a full-year course in a traditional high school and is sometimes also referred to as Carnegie Units).

CalCA Central Valley parents and students have an opportunity during the course placement process to review and select courses based on their student’s academic level, previously completed high school level courses, and plans for higher education and/or career. These selections are analyzed along with the student’s prior academic record by the school counselors who then either accept these selections or recommend some modifications.

Instructional Delivery and Scheduling

CalCA Central Valley students who enroll in the K–8 program and elect to continue into high school will notice that the high school introduces increased structure and a pacing system that encourages all the students in a single class to move forward at a similar speed. The high school program includes a significant amount of computer-facilitated learning. Students may take courses that are completely online, and are provided with all materials needed to complete online courses. Unlike the K–8 program which is largely asynchronous/user scheduled (parents set the schedule and lessons can be done in any sequence and pace), in high school the pacing for core courses may follow an asynchronous/fixed schedule (the schedule is fixed and students all move at a similar pace). This does not take away the ability of teachers to personalize the curriculum for students; however, it does add accountability, structure, and significant peer interaction that is necessary for a quality high school program.

Area and Subject Requirements

Each CalCA Central Valley student must successfully complete a minimum of 22 credits in order to graduate. Credits completed will meet or exceed the California graduation requirements. The subject area and overall graduation requirements are reviewed annually to ensure the school remains in compliance with state requirements, and the requirements are also approved by the Governing Board and incorporated into the School Handbook.

Promotion, Graduation, and Passing Grades

Students in grades 9–12 are typically enrolled in at least five credits over the course of the school year, as the CalCA Central Valley program is a full-time public school program (see the School Handbook Supplement in **Exhibit B** for more information.) A typical high school student has six courses or the equivalent of six credits per academic year. To stay on track for graduation in four years, prior to grade 10, students should have earned (or transferred) a minimum of 5 credits, prior to grade 11 students should have earned (or transferred) a minimum of 10 total credits and prior to grade 12 students should have earned (or transferred) a minimum of 16 total credits. Students only receive credit for classes passed with a grade of “D” or better. To graduate and receive a diploma from CalCA Central Valley, a student must be enrolled during the semester immediately prior to graduation, must have earned a minimum number of credits at CalCA Central Valley, and must have met any applicable state requirements for a diploma. Each student should successfully complete a minimum of 22 credits to graduate.

These promotion policies, including additional details and any future changes, are incorporated into the School Handbook and approved by the Governing Board.

Technology and Socialization

In addition to working with the curriculum materials, students have the opportunity to participate regularly in both face-to-face and virtual community activities. Face-to-face activities include field trips, college tours, and community outings³⁰ facilitated by both CalCA Central Valley faculty and parent volunteers such as Club Orange members. Club Orange brings together parents of students attending schools supported by OBL across the country. Club Orange members are encouraged to reach out to engage with their local communities.

The school offers weekly national LiveLesson sessions for high school students focused on academic achievement, personal/social growth and college and career readiness topics throughout the school year. These are also currently offered twice monthly for middle school students. Nationally, several other college and career readiness-focused LiveLesson sessions are offered; there is always time before and after for socialization via chat pods.

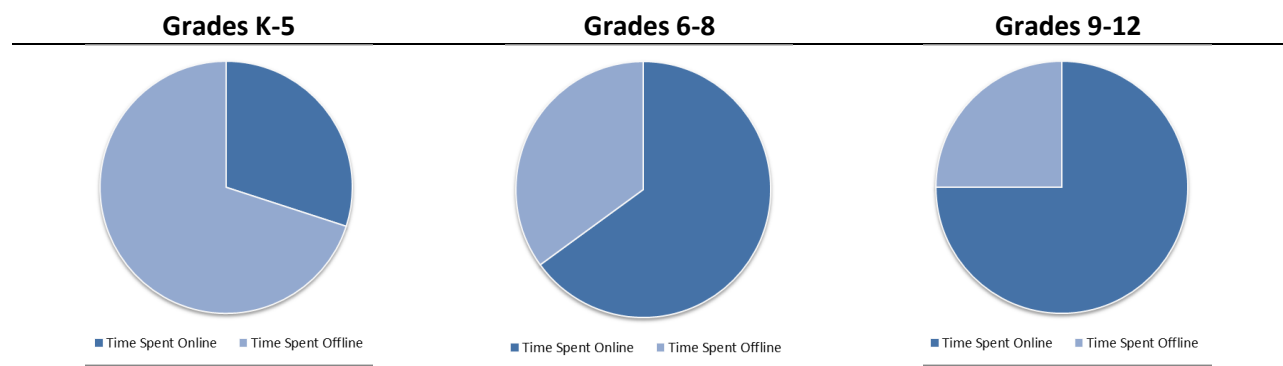
CalCA Central Valley’s technology-based activities include online bulletin boards/forums (such as “Math Problem of the Week”); book chats; teacher-led small-group discussions using real-time “groupware” technology that integrates electronic whiteboard and voice-over IP; learning-focused email; and student communication through email regarding virtual group projects. All of the collaborative online activities and communications tools are restricted for use only by members of the California Connections Academy community; parents can feel comfortable that their children are experiencing this technology safely within the protected environment of CalCA Central Valley.

³⁰ Face-to-face activities are subject to compliance with California state and local public health orders.

The Learning Coach onboarding program (as described previously in Section II.B) was developed to assist students and parents who are interested in finding opportunities to connect with other school families. In addition to in-person field trips and online clubs and activities, this program offers socialization tips for virtual school families, increased opportunities for students to interact online with classmates and teachers, the Club Orange parent booster organization, and private Facebook groups where parents and Learning Coaches can “meet” to arrange study groups and other informal gatherings.

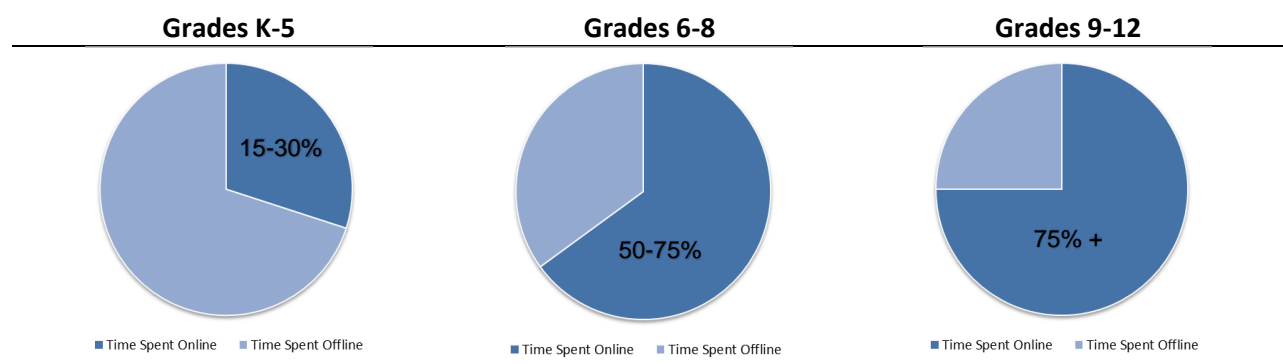
Given the balance of modes and media for learning at CalCA Central Valley, actual time spent working online for students varies according to each student’s developmental level, learning needs, and learning preferences.

Figure 15. Time Spent Online by Grade Span.



As illustrated in Figure 15, students in grades K-5 may spend 15-30% of their school day online; students in grades 6–8 may spend about 50-75% of their school day online; and students in grades 9–12 may spend 75+% of time online.

Figure 15. Time Spent Online by Grade Span.



Clubs and Activities

As an integral part of the academic program, students are also offered access to a wide range of nationally-facilitated virtual clubs and special events throughout the school year. National Clubs are academically-focused and teacher facilitated. Students may also petition to form their own school based clubs, subject to approval by the school Administration. CalCA sponsors a chapter of Mu Alpha Theta Math honor society.

From Arts and Crafts to Debate Club, CalCA Central Valley has something to spark every student's interest at all grade levels. Participation in these virtual clubs and activities enhances students' feeling of connectedness, provides socialization opportunities, and improves academic achievement and school retention rates. All clubs and activities are non-credit and have no impact on student grades.

Students who participate in clubs are involved in events similar to a brick-and-mortar school such as First in Math, chess matches, a student-managed blog, guest speakers, and college and career planning. Some of the clubs last throughout the school year, while others act as special Pop Up Events that range in duration and subject matter.

The following provides a sampling* of some of the clubs currently offered:

- **Art Club** is designed to spark a student's creativity by exploring two-dimensional and three-dimensional art, photography, and graphic design through techniques and styles associated with each medium. Students have the opportunity to create original designs and artwork, share their artwork with peers, learn about appropriate critique guidelines, and provide feedback to other club members. (Grades: 6-12)
- **Arts and Crafts** encourages students to create crafts using materials found at home and in nature. Through the topics of culture, science, and math, students work on projects from the course as well as monthly special craft challenges. (Grades: K-8)
- **Author's Corner** students have the opportunity to create and share original stories using LiveLesson sessions and on the Message board. Students can also collaborate on the message boards to give critiques of student writing, create round robin stories, and discuss favorite book genres. (Grades: K-12)
- **Chess Clubs: Introduction and Advanced** members learn, socialize, and play in an atmosphere of friendly competition using an exclusive gaming site. After completing a tutorial, students are matched with competitors of the same skill level, and the online games begin. There are also monthly presentations by a Grandmaster from the University of Maryland, Baltimore County in our advanced club, and an end-of-year tournament for all skill levels. (Grades: K-12)
- **Debate Club** members learn best practices and put them into practice during LiveLesson sessions. Members learn the art of public speaking and critical thinking while working in collaborative teams. Research, reasoning, and understanding opposing perspectives form the foundation for real time debates. (Grades: 6-12)
- **Gaming and Technology Club** allows students who have an affinity for technology and gaming to explore and discuss gaming styles and genres, careers in the gaming and technology industry, and share their original work in LiveLesson sessions. Individual and collaborative projects may include creating elements of video games and investigating Internet safety and virtual threats. (Grades: 6-12)
- **Leadership Club** members learn valuable leadership skills through monthly LiveLesson sessions. They also put their new skills to good use through special opportunities as student leaders. Students who complete enough activities can earn a Leadership Certificate. (Grades 6-12)

- **Math Club I** members take part in a math competition by playing interactive games on the First in Math website. The online play reinforces a wide range of skills, from simple addition to solving for x- and y-variables. Students work at their own pace, and earn points as they master various concepts and practice test-prep exercises geared to appropriate grade levels. (Grades: K-8)
- **The Monitor: Student Blog** is a student-managed, student-staffed blog. The writers and editors work together to write and organize content for sections of the blog, including news, entertainment, sports, and advice. (Grades: 6-12)
- **Robotics Club** members learn how robots are used in popular culture, scientific studies, and commercial enterprises. Their creativity is encouraged as they plan, design, and submit drawings of their ultimate robots. No previous computer coding experience is required, and no materials are required for participation. (Grades: K-12)
- **Science Sleuths: Weird Science** is for elementary students who want to investigate the weirder side of science. Students complete hands-on activities that will amaze. Club members can also collaborate through discussions and sharing experiment results on the message boards. (Grades: K-5)
- **Science Sleuths: Wild Weather** is for elementary students who want investigate weather's wild side. Students complete hands-on weather experiments and learn how to prepare in emergencies. Club members can also collaborate through discussions and sharing results on the message board. (Grades: K-5)

**Specific club offerings are subject to change.*

CalCA Central Valley students are also able to participate in the established chapters of both National Honor Society and National Junior Honor Society.

Students can navigate to the 'Activities' tab on their home page to view and join available clubs and activities.

The Education Management System (EMS)

The Educational Management System (EMS) is the platform for organizing and managing the entire educational environment. It is an online EMS developed by OBL specifically for virtual school use. This web-based software allows CalCA Central Valley to deliver every assignment, track every activity, and monitor the completion of individual lessons, as well as mastery of discrete skills and knowledge.

The EMS operates within OBL's secure and robust technology infrastructure which protects all data from loss and intrusion while maintaining a safe environment in which students, parents, and teachers can interact with each other. OBL provides the EMS on an Active Server Page (ASP) basis – hosting the software, automatically installing all updates, and ensuring continuously updated support.

The EMS is fine-tuned on a regular basis throughout the school year with a comprehensive update each year prior to the beginning of school. Additional hardware and software extensions are added as required so that the system does not have any restrictions on its ability to serve added users.

The EMS is available 24/7/365 (except for normal off-hour scheduled maintenance periods) to CalCA Central Valley students and their families and to other authorized users according to their permissions. With this system, CalCA Central Valley provides an unprecedented level of time-on-task detail while benefiting from robust communication, collaboration, and course delivery tools.

California-Credentialed Teachers

Each student is assigned at least one California-credentialed program teacher specially trained in the curriculum and instructional methods. In the secondary grades, each student is typically assigned to more than one fully qualified subject teacher depending on the courses taken. These teachers are responsible for evaluating assignments and work products, providing instructional assistance, assigning and scoring assessment activities in the program, and providing feedback on the student's performance. Based on a student's demonstrated mastery of the material, teachers can add, expand, or replace assignments; they also grade students in each subject for the student report cards and make promotion or retention decisions.

Depending on the needs of the learner, teacher contact with the student and Learning Coach — most often via telephone or email — may be as frequent as several times a day and at minimum once every two weeks. Teachers do not wait to be contacted, they are proactive participants in their students' learning plans. Teachers also interact with students during synchronous Live Lessons, field trips, community activities and during proctored test sessions. CalCA Central Valley also has California-credentialed special education teachers on staff to assist in the implementation of the school's special education program.

Supporting the program teachers in their work are OBL curriculum specialists, who are highly trained in online instruction methodologies and the best practices in online curriculum development. In addition to the regular curriculum specialists, CalCA Central Valley has the option of accessing OBL specialists who are credentialed in special education and can serve as resources for program teachers as they develop/adjust IEPs for students with disabilities in the CalCA Central Valley program. Curriculum specialists are available by telephone, email, and instant messaging to the CalCA Central Valley teachers during regular school hours for assistance in addressing particular curriculum topics or in customizing curriculum for particular student needs.

School Day, School Calendar, and Instructional Minutes

CalCA Central Valley follows a traditional school year calendar that has always included 180 days during which instruction is provided by school staff (surpassing the current minimum requirement of 175 days). The curriculum is notably rigorous, and the time commitment it requires of students is comparable to that of a traditional school day. Since learners do not face the distractions and interruptions of a typical school setting — from lining up in the hallway to waiting out the teacher’s handling of disruptive peers — they may use their learning time much more efficiently.

The in-depth application of concepts that is often relegated to homework in a conventional school setting is an integrated part of the learning day; discrete skills and extended projects, remedial and enrichment activities are all part of the daily routine for students and their Learning Coaches. The program provides for and offers more than the legally mandated minimum instructional minutes for every grade.

Independent Study

CalCA Central Valley adheres to all applicable California Independent Study Regulations in accordance with CCR Title 5, Sections 11700-11705, as may be amended from time to time. This includes creating and executing Master Agreements (see **Exhibit C** for a sample Master Agreement), creating and adopting Governing Board policies regarding independent study, appropriately maintaining work products, and staffing that complies with the required pupil to teacher ratios and compliance with the geographic limitations on the place of resident of the pupils. In addition, CalCA Central Valley complies with California Education Code provisions regarding Independent Study, including section 51747.3, and therefore does not provide any “thing of value” to pupils that a school district could not legally provide to its pupils.

II.F PLAN FOR STUDENTS WHO ARE ACADEMICALLY LOW-ACHIEVING

Indicate how the charter school will identify and respond to the needs of students who are not achieving at or above expected levels. [Ref. Criteria for Review; CCR-5, §11967.5.1(f)(1)(F)]

CalCA Central Valley is well-equipped to respond to the needs of students who are lagging academically. Experience has shown that appropriate placement is critical for student success in an online environment so that academic gaps can be addressed immediately. Therefore, the first step is the placement process, where these students are provided with the curriculum materials and teaching resources appropriate to their achievement level as a starting point for learning, with the goal of attaining at least one year's academic progress within the school year.

Teachers also implement a Response to Intervention (RTI) Model (as described below) a systematic approach to instruction, ensuring that all students receive the necessary level of instructional and behavioral supports throughout the learning process.

Students who are working below grade level based on performance on state standardized assessments also benefit from intervention programs that focus on building proficiency in reading and math skills. Parents are notified if their students qualify for these programs, and their cooperation is secured for a series of intensive LiveLesson sessions with the student and their teacher focusing on areas needing improvement. The student continues in the regular curriculum while receiving intervention as the LiveLesson sessions allow for focused remediation on topics likely to be problematic on the next state standardized assessment.

Data Visualization

The EMS displays data to facilitate a teacher's identification of students who may need additional instruction or intervention. These indicators are data-driven codes and are the first step of multi-tiered instruction. The indicators facilitate teachers' abilities to ensure that all students learn at high levels of achievement. Data is used to identify students who may be at-risk of not being proficient on state assessments or unsuccessfully completing a course.

This method accomplishes the following: enhances the multi-tiered instruction model; identifies essential skills and standards by subject/grade level; identifies how and where these essential skills and standards are assessed within the program; adheres to the RTI model; provides access to and analysis of real-time data to determine mastery/proficiency; incorporates data-driven decisions throughout instruction; maximizes use of the instructional support programs, resources, and data; identifies the need for tiered interventions for non-mastered/proficient skills and standards; and identifies students' responses to the implemented interventions.

Multi-Tiered System of Support Including Response to Intervention

CalCA Central Valley utilizes an aligned Multi-tiered System of Support (MTSS) which ensures individual students receive the support they need in academic and behavioral areas. Data is used throughout the school year to identify, document, and implement an MTSS model for all students.

Students who may not be successful in the standard curriculum with differentiation (or Tier I), receive additional support via supplemental and alternative instructional programs in Tier II and Tier III and may also include more frequent, or individualized, teacher-facilitated LiveLesson sessions. Students' responses to interventions are monitored, and adjustments to the type, frequency, and intensity of support are made as needed.

This process is facilitated by data from the EMS to help identify students' instructional and behavioral needs that may require intervention. Also, CalCA Central Valley has a Student Support Team (SST) and an on-going process of identifying student intervention needs; assigning those instructional and behavioral interventions; tracking their success; and escalating, if necessary, from Tier I to Tier II to ultimately Tier III. If the student does not respond to Tier III interventions, and/or is suspected of having a Specific Learning Disability, then the student may be referred to the Special Education team for an evaluation.

Approach to Implementing Tiered Instruction and Intervention

Tier I

Tier I is the first level of a multi-tiered system of support. Tier I includes a research-based core curriculum aligned with the California state standards. In addition to core coursework, the core curriculum includes teachers' use of differentiated instruction that meets the needs of all students throughout the school year. All students have the opportunity to do the following: access the core curriculum; work through their lessons; engage with interactive content such as videos, virtual labs, and manipulatives; and demonstrate their understanding through assessments such as quizzes, curriculum-based assessments (CBAs), portfolios, quick checks, and unit tests. Teachers use a variety of instructional resources and strategies to enhance and extend learning through differentiated and personalized instruction. These instructional tools also allow teachers to fill in skill gaps and extend learning while providing additional evaluative data on student achievement.

Differentiation involves thoughtful planning for the following: instructional design used to deliver content to students; lesson content used to support and extend concepts and skills; instructional practice used to provide targeted instruction and actively engage students; assessment used to evaluate student learning; and instructional activities to meet the needs of individual and small groups of students. When Tier I differentiation strategies fail to produce adequate progress, Tier II intervention is considered.

Tier II

Tier II begins after a general education teacher has attempted a variety of instructional supports and differentiation strategies over a four-week time frame and has documentation indicating that the student is not progressing as expected in the standard curriculum and would benefit from additional support.

Tier II targeted interventions can use many of the same instructional strategies and/or research-based programs that were used for differentiation as part of Tier I; however, it is the increase in the frequency and intensity of their use that defines the intervention as Tier II. Tier II intervention is explicit, systematic, and targeted to the greatest area of student learning needs. Frequent and formal logged progress monitoring noting student performance in the EMS is a critical part of the implementation of this tier. Teachers may elect to assign students a supplemental instructional support program as part of Tier II intervention. These programs provide students with additional instruction and practice in the foundational skills needed to be successful with grade level work.

Supplemental programs provide teachers with reports for progress monitoring. Tier II instructional support is typically provided a minimum of three times a week for 20–30 minutes per session. Teachers use the student's Log to document student performance and response to the instructional intervention every two weeks. The frequency of intervention, and documentation of progress monitoring, is determined by the school administration for Tier II progress monitoring.

Tier III

Tier III includes the most intensive level of intervention prior to Special Education and is the next step in the multi-tiered approach for students who have not been successful in the Tier I core curriculum and Tier II targeted interventions. Tier III interventions are facilitated and monitored by the general education teacher who may provide more frequent, or individualized, LiveLesson sessions along with implementing instructional strategies and research-based programs that are explicit, systematic, and targeted to specific student learning needs.

Students participating in the Tier III level of intervention typically receive targeted instruction for four to five days a week in order to focus more intensively on skill deficits and areas of concern. Teachers use the student's Log to document student performance and response to the instructional intervention every week. The frequency of intervention, and documentation of progress monitoring, is determined by the school administration for Tier III progress monitoring.

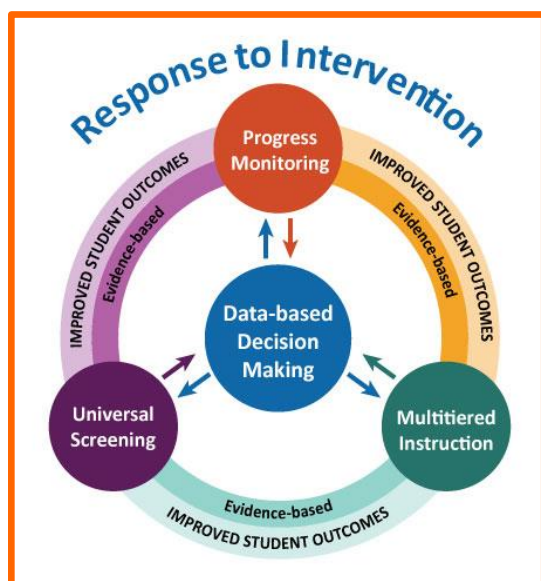
Response to Intervention (RTI)

CalCA Central Valley uses the MTSS in alignment with an RTI framework, which ensures that individual students receive the support they need in academic and behavioral areas. The provision of Tier II and III interventions are decisions made in the cooperation with the school's Student Support Team (SST). This team typically consists of the student's teacher, RTI specialist(s), administrator(s), and parent(s) (when possible). The SST meets regularly, with the frequency based on student need, to evaluate student progress and make additional recommendations. If the SST determines the student is in need of Tier III support, a special education teacher becomes part of the team to assist with interpreting data, making recommendations, and possibly recommending a referral for an assessment.

The SST is part of the RTI process that is illustrated in **Figure 16**. The EMS provides teachers with real-time data and reports to implement a multi-tiered instruction model in language arts and/or

math so that every student has access to the resources they need to be successful. The process of identifying student intervention needs, assigning interventions, tracking their success, and communicating with parents, is ongoing. All efforts are made to meet each student's needs within the general education program.

Figure 16. Response to Intervention.



In a virtual environment, students working below grade level are shielded from the negative social attention that struggling students often face in a brick-and-mortar environment and are thus able to concentrate on intensive learning. Taking advantage of the leadership team's experience in remediation for mastery of essential skills, CalCA Central Valley has access to all needed data and expertise in addressing the needs of low-achieving students.

II.G PLAN FOR STUDENTS WHO ARE ACADEMICALLY HIGH-ACHIEVING

Indicate how the charter school will identify and respond to the needs of students who are academically high achieving. [Ref. Criteria for Review; CCR-5, §11967.5.1(f)(1)(G)]

Just as the personalized learning approach benefits struggling students, high achievers also thrive at CalCA Central Valley. High achievers may include students working above grade level, or those who have been identified as gifted at their previous school, or they may be identified by their teachers due to high scores on standardized test and/or a high GPA. CalCA Central Valley implements a robust Gifted and Talented program for students in grades 3-8 and offers Honors and Advanced Placement (AP) options for high school students.

The Gifted and Talented courses are offered in math, science, and language arts. Honors and AP courses are offered across all subject areas. With individualized lessons, special courses for Gifted and Talented students, and specialized teachers, an environment is created where talents are nurtured and student potential is realized. The Gifted and Talented experts also create programs for "twice-exceptional" students, those who are gifted but also have special education needs.

The placement process provides gifted learners with the most appropriate curriculum, pacing, and teaching approach from day one. Teachers work closely with curriculum specialists and Learning Coaches to ensure a steady flow of enrichment activities for students working above grade level. In a virtual environment, students are able to work significantly above grade level without fear of ostracism or other negative social repercussions that gifted students sometimes face in a more traditional school setting.

The Gifted and Talented program provides gifted students in grades 3-8 the opportunities and challenges they need to be successful while learning at their own pace. Students are identified as gifted through formal evaluation in the areas of intellectual ability, subject matter aptitude/achievement, creativity/divergent thinking, and problem solving/critical thinking. Once identified, students are provided the services necessary for the fulfillment of their exceptional potentials. The Gifted and Talented program incorporates the same educational standards as the standard offering but also includes enrichment activities that expand upon lesson topics, promote higher-level thinking and understanding. Gifted learners are grouped together and given opportunities for group interaction through LiveLesson sessions.

The Gifted and Talented program offers a great level of flexibility, as gifted students may be placed in different curriculum levels for different subjects to support a specific need. For example, a sixth grader with a high aptitude in math could be placed in Gifted and Talented Math 6 where students engage in eighth grade math content, while continuing to take sixth grade level courses in other subjects.

CalCA Central Valley also offers an exclusive online version of Junior Great Books® where students enjoy age-appropriate works and participate in online literary shared inquiry as well as discussions with other high-ability students. In addition, students are able to choose from a wide variety of electives and club activities to supplement their learning. For students identified as highly gifted, whole grade acceleration, and acceleration in individual subjects may also be considered.

The high school program offers a rigorous college preparatory curriculum that provides an opportunity for students to enroll in Honors/AP courses. High school students may choose from dozens of Honors/AP courses. Honors courses offer advanced students opportunities to participate in extension projects, investigations, and activities that require integrated skills application and higher-level thinking. Counselors carefully review each student's transcript to determine when an Honors or AP course is appropriate. With counselor recommendation, high school students are also encouraged to take concurrent college courses in order to receive both high school and college credit.

Course selection is made in close consultation with students and their parents. Administrators monitor the success of intellectually gifted students by reviewing and assessing performance on state assessments, internal assessments, AP exams, ACT/SAT tests, and by tracking college applications and acceptances of high school seniors.

II.H PLAN FOR ENGLISH LEARNERS

Indicate how the charter school will identify and respond to the needs of English Learners. [Ref. Criteria for Review; CCR-5, §11967.5.1(f)(1)(G)]

CalCA Central Valley uses state-required criteria and procedures to identify English Learner (EL) students. All incoming students are required to fill out the California Home Language Survey. Based on the information in this form, students may be referred for further language testing to identify their specific level of English proficiency. The testing and placement occur using tests required by California (such as the English Language Proficiency Assessments for California (ELPAC)) using trained test administrators. CalCA Central Valley also reviews the past school history for evidence that a student has been identified as an EL in a previous school, and then conducts assessments and provides support accordingly.

In a virtual school, students with special learning needs, including English Learners, enjoy individualized instruction without being isolated from the mainstream curriculum or their peers. The individualized pace of the program allows students to move more quickly through subjects where language is less of a factor and spend more time on reading and writing activities. An EL Lead with ESL/LEP/EL training works with CalCA Central Valley teachers, Learning Coaches, and students to adapt the core material for EL students. The instructional framework, known as the Sheltered Instruction Observation Protocol (SIOP) framework, is used to instruct ELs, and EL teachers also provide appropriate supplemental resources, including various technologies that can facilitate language acquisition while supporting academic advancement.

CalCA Central Valley offers credit bearing courses for EL students in high school to further assist the older EL students, including students categorized at Long Term English Learners (LTEL), to be reclassified as fluent in English while earning high school credit.

The adopted curriculum provides quality instructional, social, and academic language instruction based on scientific research for English acquisition. Children who are becoming fluent in English, as well as Long-Term English Learners, are simultaneously learning academic content, so that they are not left behind. Based on their identified level of proficiency and needs, students receive a planned program of English as a Second Language instruction (ESL) to facilitate the acquisition of English language skills and provide an instructional program appropriate to the student's developmental and instructional level.

To meet the needs of EL students with less English-speaking proficiency, CalCA Central Valley deploys a comprehensive instructional approach, including adapted materials as well as special training for teachers with California ESL endorsement (CLAD/BCLAD). The team of EL teachers regularly attends internal and external trainings and workshops to further their understanding of EL instruction and curriculum, and also participates in a special PLC that focuses on support for EL students.

LiveLesson sessions are used in this effort as well. The program provides specially designed academic instruction in English Language Arts (SDAIE) to address the language acquisition needs of students in a virtual learning environment through the integration of technology and the support of credentialed teachers. Instructional support helps students attain proficiency in listening, speaking, reading, and writing. Services include teacher consultation with Learning Coaches to guide instructional practice, teacher modification of content lessons and/or assessments, and direct instruction via LiveLesson sessions.

The school has policies in place for determining when an EL student should be considered for re-designation as fluent in English. This consideration happens throughout the school year as students enroll and are evaluated. Multiple factors are taken into account, including current language testing results, academic performance, state test results, teacher feedback, and parental input. Once the student has been re-designated as fluent, the student is closely monitored, and additional supports are provided as deemed necessary. For example, for re-designated elementary grade students, the school's EL team pays particular attention to students flagged for Tier II and Tier III interventions. For re-designated students in middle school and high school, the EL team pays particular attention to the list of students who are in "escalation" status.

CalCA Central Valley conducts the required ongoing assessments of progress regarding English proficiency for its EL students. All mandated state tests for EL students are administered as required by law. Support for families of EL students includes coordinating written translations of school documents or an interpreter to act as a liaison between the school and the family in their home language when needed.

II.I PLAN FOR SPECIAL EDUCATION

Indicate how the charter school will identify and respond to the needs of students with disabilities. Fully describe the charter school's special education plan, including, but not limited to, the following:

- *The means by which the charter school will comply with the provisions of Education Code Section 47641;*
- *The process to be used to identify students who qualify for special education programs and services;*
- *How the school will provide or access special education programs and services;*
- *The school's understanding of its legal responsibilities for special education students; and*
- *How the school intends to meet those obligations.*

CalCA Central Valley is committed to serving students with disabilities whether such students are currently or newly identified as having an exceptionality. Through a combination of appropriate certifications among core California-based teaching staff and contracted specialized providers, CalCA Central Valley effectively coordinates with its SELPA resources to meet the needs of special learners.

CalCA Central Valley has elected the option under California Education Code section 47641 to be deemed an LEA for Special Education purposes. The school has provided verifiable assurances of its ability to fulfill all obligations in this capacity, as well as assurances that it participates in the El Dorado Charter SELPA which is approved by the State Board of Education. CalCA Central Valley is a member of the El Dorado Charter SELPA as an LEA. CalCA Central Valley reserves the right to request membership in another SELPA if it deems that a different SELPA would better serve the needs of the students and the school.

CalCA Central Valley enrolls all students who meet admission requirements as stated in this charter. The school does not deny admission to students on the basis of disability; any student with an IEP who otherwise qualifies for enrollment eligibility may apply and be enrolled. CalCA Central Valley complies with and follows California Education Code § 51745 (c) which states that an individual with exceptional needs shall not participate in independent study unless the student's Individualized Education Program (IEP) indicates that independent study is an appropriate educational setting. Therefore, the IEP team, including parents, may need to meet to discuss, determine, and document placement in a virtual independent program as appropriate based on student need, which may include amending the student's IEP to reflect independent study. Similarly, if an enrolled student's existing IEP does not provide for independent study, CalCA Central Valley will convene an IEP meeting to discuss the student's needs and determine whether independent study is appropriate.

Since CalCA Central Valley is a program focused on individualization, flexibility, and personalization, it is often a good fit for students with special needs. Thus, CalCA Central Valley can be an appropriate setting for students with special needs by providing:

- 1:1 Individualized instruction
- A team of adults focused on student success
- Ongoing consultation with educators, credentialed teachers, and curriculum specialists to assist with adapting and modifying assignments to meet specific student needs
- Personalized Learning Plans
- A safe and directed environment
- Reduced environmental distractions
- Frequent progress checks, evaluations, and reports
- Flexible schedule that allows for students to move at their own pace
- Ability to separate academics from socialization
- Recommendations for/provision of software (e.g., keyboarding or speech recognition software) or other technology to facilitate communication, organization and skill development and to address special needs
- Supplemental, research-based online reading and math programs to address skill deficit areas at the student's instructional level

As soon as a student begins attending, CalCA Central Valley secures the additional services required including, but not limited to designated instructional services (DIS) service providers.. The school has an extensive list of providers in place, and also works with the SELPA and local counties, districts, and other agencies when needed to secure these services.

As a public school, CalCA Central Valley, through its policies and procedures, complies with all applicable state and federal laws in serving students with disabilities, including, but not limited to AB 602, the Individuals with Disabilities Education Improvement Act of 2004 (IDEIA), 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). As its own LEA, CalCA Central Valley, not the authorizing district, is responsible for the charter school's compliance with all applicable state and federal laws. To support enrolled students with IEPs, CalCA Central Valley:

- Holds Annual Reviews of the IEP including a review of student progress within the existing IEP, creation of new IEP goals, and obtains parent consent for and approval of new IEP
- Employs a Director of Student Services who is a qualified administrator to oversee all elements of the Special Education program

- Conducts Triennial Reviews, in which students may be formally reassessed, or, if no new data is needed, then a review of the records may take place
- Holds IEP meetings when a student has received an initial assessment; when a student demonstrates a lack of anticipated progress; or when a parent or teacher requests a meeting to develop, review, or revise a student's IEP
- Conducts an IEP meeting within 30 days of the student's start date, when a student identified with disabilities transfers into CalCA Central Valley
- Invites appropriate SELPA staff and/or staff from the student's resident district to participate in this process, when needed
- Provides and/or arranges for related services per the IEP
- Provides training and professional development for teachers and administrators regarding identification and support of students with IEPs

Referring Students for Special Education Services

When the school suspects that a student requires Special Education services, the following procedures are initiated. If needed, coordination with the appropriate SELPA staff may also occur.

- The program teacher consults with the school's student services team and implements suggested accommodations, modifications, lesson adaptations, and alternative instructional strategies. The program teacher documents all accommodations and modifications and the student's level of success with each. The parent of any student suspected of needing or qualifying for special education services may also make a referral for an evaluation at any time.
- The student is then referred to the Student Study Team (SST) to brainstorm and implement additional Response to Intervention strategies for student success and to monitor the progress of those interventions. The school's SST meets and discusses what interventions have been tried, what worked, what didn't, and what new interventions should be implemented. If deemed appropriate by the team and a disability is suspected, the SST team invites a member of the student services team (or designee) to the meeting to discuss their concerns. If the student is making good progress and responding well to the interventions, the general education program and appropriate supports remains in place with further suggested interventions.
- If CalCA Central Valley concludes that an assessment is appropriate, parental consent for the student evaluation is requested via an assessment plan. Parents are sent a copy of Procedural Safeguards. Assessments to determine eligibility are performed only upon receipt of written parent permission. When the assessment plan is returned, the appropriate evaluations based on suspected student need are arranged. Assessment procedures are conducted in the student's primary language, and an interpreter is provided if needed. The parent is invited to the IEP team meeting to review the

assessment results. The team determines if the student has a disability and whether the student requires supports and services in the Least-Restrictive Environment (LRE).

- The IEP team, including the parent, develops goals to meet student need, determines corresponding services, and agrees upon an offer of Free Appropriate Public Education (FAPE). After IEP goals are formulated and service time is determined, the IEP is implemented. A copy of the IEP is given to the parent in accordance with state laws and SELPA policies.
- If a parent requests a special education evaluation, the process typically occurs concurrently with the SST/RTI process in order to support the student in the greatest area of need.

Special Education services are provided in several ways including, but not limited to consultative services by phone or videoconference, direct instruction via LiveLesson session, collaboration utilizing our general education staff and Education Specialists together in LiveLesson sessions, and DIS services which may be provided online or in person depending on what is appropriate and available near the student. All Special Education services are typically provided by CalCA Central Valley's Special Education team or by contracted DIS providers as appropriate. The Director of Student Services oversees all DIS service providers and ensures that student needs are being met and services are being delivered.

CalCA Central Valley places each student with an IEP in the Least Restrictive Environment to maximize the student's time within the general education setting and with typical peers. Education Specialists partner with identified general education teachers and collaborate to ensure accommodations and service minutes are delivered to students with IEPs in a supported environment with their general education peers. Students may also receive additional service minutes directly from their special education teacher in a small group or one-on-one setting according to the students' IEP.

In order to make efficient use of staff resources, IEP meetings are generally conducted using teleconferencing or through LiveLesson sessions or other web conferencing options, in order to allow all parties to participate. IEP meetings may also be held at the school office or another location. Specific arrangements are made on a case-by-case basis and are in accordance with all applicable law. CalCA Central Valley maintains responsibility for tracking and implementing IEP timelines and requirements as per the appropriate laws and regulations for charter schools and in accordance with SELPA policies.

As a public school, CalCA Central Valley, through its policies and procedures, complies with all applicable requirements of the Individuals with Disabilities Education Act, 20 U.S.C 1400 et. (IDEA), Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act. CalCA Central Valley, in association with the SELPA, provides FAPE to students with disabilities including, but not limited to, identifying, evaluating, planning educational programs, and implementing placements in accordance with applicable federal and state laws.

Services under Section 504

CalCA Central Valley is solely responsible for compliance with Section 504 of the Rehabilitation Act of 1973 (Section 504) and the Americans with Disabilities Act (ADA) with respect to eligible students. CalCA Central Valley develops, maintains, and implements policies and procedures to ensure identification of and service to students who may require Section 504 accommodation(s)/modification(s), and/or placement and related services. The school uses teachers or counselors to act as Section 504 Coordinators, and includes teachers, administrators, and other specialists when needed on the Section 504 team. Parents are also an integral part of the Section 504 team. Parents are provided documentation and Procedural Safeguards regularly and after each meeting. CalCA Central Valley also provides professional development to assist teachers with identification and support of students with Section 504 plans.

III. ASSESSMENT AND USE OF DATA

III.A MEASURABLE PUPIL OUTCOMES

Describe the measurable pupil outcomes that will be used by the charter school. "Pupil outcomes," for the purposes of this part, means the extent to which all pupils enrolled in the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school's educational program. The pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served [Ref. California Education Code § 47605 (b)(5)(B)] The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. [Ref. California Education Code § 47605 (b)(5)(A)(ii)]

A crucial part of CalCA Central Valley's plan for overall excellence is the establishment of clear academic and related goals for each student and for the school, as well as clear ways to measure progress toward those goals. The outcomes and goals described herein are intended to be achieved over the term of the charter. The school tracks progress towards these long term goals. Recognizing that California is still undergoing a major change in assessment and accountability, CalCA Central Valley complies with all new regulations and expectations regarding the Local Control and Accountability Plan (LCAP). The required components are substantially addressed by CalCA Central Valley in this charter and in the school's day-to-day operations and planning.

In addition, the school's LCAP was developed to be consistent with current state guidelines and requirements, including the legal requirements in California Education Code section 47606.5 and associated regulations, for both content and timing, and is updated annually. The LCAP describes further detail on annual goals for student achievement, among other things. However, the LCAP and its annual updates does not require a material amendment to the charter, as the required state priorities applicable to CalCA Central Valley are integral parts of this charter. More information about the annual performance goals for each academic outcome, as well as the actions designed to achieve the following goals can be found in the annual LCAP for the school.

Academic Outcomes

CalCA Central Valley has established several core academic goals, measurements, and performance criteria. These are in alignment with the state's pupil achievement priorities as well as the mission and purpose of the school.

Goal I: Academic Performance

CalCA Central Valley uses standardized testing to calibrate student performance and improvement on a yearly basis. CalCA Central Valley is fully accountable for its students' achievement in keeping with current California accountability laws, including California Education Code § 52052, as well as in applicable federal law and any other applicable statutory achievement requirements for charter schools.

Goal I: Aligns with State Priorities 2 and 4

Goal I: Measurement: CalCA Central Valley expects and encourages students to participate in all state-mandated testing, including the standardized assessments based on the California Common Core State Standards, known as the California Assessment of Student Performance and Progress (CAASPP). Participation in standardized testing is addressed in the Parent/Legal Guardian (Caretaker) Acknowledgment (see **Exhibit D**) and/or the Master Agreement (see sample in **Exhibit C**). CalCA Central Valley will measure student performance on the state standardized assessments by analyzing the percentage of students who met or exceeded the standard.

Goal I: Performance Criteria: CalCA Central Valley actively works to meet or exceed English Language Arts and Mathematics academic performance when compared to demographically similar groups of students (when available), as well as the state's average performance. The school also strives to continually increase student academic achievement both schoolwide and by any applicable subgroup. In addition, CalCA Central Valley actively works to meet other applicable standardized test performance targets established for charter schools. The schoolwide performance will be compared to the overall state average and the applicable subgroup performance will be compared to the state average performance for that subgroup.

Goal I: Planned Actions: PLCs analyze academic data; Math Support Program; ELA Intervention strategies; and AVID Program.

Goal II: Student Progress

Based on a value-added model of academic growth, each student should demonstrate a year of academic growth for each year in school. While not every student starts or ends the year at the same place students demonstrate growth at different rates, and the personalized approach to learning at CalCA Central Valley can support catching up or acceleration for an individual student. Students master a set of learning objectives in the core subject areas outlined for each grade level and aligned with California Common Core State Standards. Students reach this level of achievement with a mastery loop approach—that is, when students do not meet initial performance targets, CalCA Central Valley intervenes and provides additional support until an acceptable level of achievement is reached.

Goal II: Aligns with State Priorities 2 and 4

Goal II: Measurement: K-11 Student will be administered a pre and post norm-referenced diagnostic assessment (such as i-Ready or MAP) in ELA and Mathematics, and results will be analyzed to demonstrate student academic growth.

Goal II: Performance Criteria: CalCA Central Valley actively works towards meeting the goal of having the majority of its K-11 students, including each numerically significant pupil subgroup, demonstrate a year of academic growth on an annual basis. For subgroup calculations, this performance measure only applies to subgroups that are numerically significant as defined in California Education Code section 52052 (or its successors).

Goal II: Planned Actions: PLCs analyze academic data; Math Support Program; ELA Intervention strategies; and AVID Program.

Goal III: High School Post-Secondary Plans

Based on Post-Secondary Plans, high school students are prepared to pursue educational/career opportunities after graduation.

Goal III: Aligns with State Priorities 5, 7 and 8

Goal III: Measurement: CalCA Central Valley works to ensure that full academic year students in grade 12 (students who are enrolled in CalCA Central Valley by the October state census date) who are no more than two classes behind in credits are qualified for — and actually apply to — one or more two- and/or four-year colleges or universities, and/or accredited vocational schools, and/or military service branches. Developing a post-secondary plan that is tailored to the circumstances of the student will help demonstrate this career and college readiness.

Goal III: Performance Criteria: 90% of full academic year students in grade 12 will complete their post-secondary plan prior to the end of the school year. This performance criterion will apply to all numerically significant student subgroups as well as to the school as a whole.

Goal III: Planned Actions: Credit checks and Four Year Plans; Credit Recovery Program; Enhance and Expand a-g Curriculum; Develop Career and Technical Education (CTE) and College and Career Access Pathways, and Summer School Program.

Academic Support Outcomes

CalCA Central Valley has also established important goals for aspects of the school that go beyond core academic learning activities but clearly support student achievement and are in alignment with the state priorities for student achievement. All academic support outcomes apply to the entire school but may not be disaggregated for student subgroups.

Goal IV: Attendance

CalCA Central Valley students will maintain high attendance rates. Attendance is a measure of student and parent engagement and can be an indicator of success in the school.

Goal IV: Aligns with State Priority 5

Goal IV: Measurement: CalCA Central Valley integrates multiple methods for tracking attendance, including instructional days completed, time-on-task, teacher contact, lesson completion, and completed work products. Attendance is monitored by teachers regularly via a parent attendance log in the EMS and teachers then make a final determination of attendance credit for each student each school month. Final attendance credit is determined based on verification of both daily attendance as well as “time value” of the work done over the school month. Intervention strategies are implemented if a student’s attendance falls below the expected target. Different grade bands have different attendance rates, with attendance rates typically decreasing as the students enter high school.

Goal IV: Performance Criteria: CalCA Central Valley targets an average school attendance rate of 90% over the school year averaged across all grade levels.

Goal IV: Planned Actions: High School Homeroom Model; Attendance Committee; and Learning Coach Support System.

Goal V: High-Quality Teaching

CalCA Central Valley provides its students with excellent teaching by teachers who are dedicated to a specific teaching task and who work closely together to ensure the success of students.

Goal V: Aligns with State Priority 1

Goal V: Measurement: Teacher recruitment, retention, qualifications, and performance on staff evaluations.

Goal V: Performance Criteria: CalCA Central Valley makes every effort to hire teachers that meet all of the qualification guidelines established by the charter. CalCA Central Valley also hires teachers who meet the state credentialing guidelines for charter schools and who are assigned to teach the subject matter in alignment with their credential(s). CalCA Central Valley sets high standards in its evaluation of teachers. As an example, using the current system, “Effective” is an

excellent rating and only a handful of teachers are rated “Highly Effective” each year. CalCA Central Valley actively works to ensure that retention of “Effective” and “Highly Effective” teachers meets or exceeds 90% of teachers each year, and that the overall teacher performance ratings on the CalCA Central Valley evaluation provide evidence of a strong teaching faculty. The goal is that at least 90% of returning teachers have “Effective” or “Highly Effective” ratings on the school’s evaluation system.

Goal V: Planned Actions: Staff professional development; and enhance staff recruiting and retention through compensation and Career Ladder.

Goal VI: Parent Satisfaction

CalCA Central Valley parents and students are satisfied with their school experience, community, and culture.

Goal VI: Aligns with State Priorities 3 and 6

Goal VI: Measurement: In order to understand the perception of parents and students and to include their input in making decisions for CalCA Central Valley each year, families participate in a parent satisfaction survey administered by an independent, third-party firm with results reported to all stakeholders.

Goal VI: Performance Criteria: CalCA Central Valley works to ensure that families report an average of 85% or more positive responses across the 21 Parent Satisfaction Survey questions that are most directly affected by school staff. These 21 questions are included each year as part of an annual, independent parent satisfaction survey.

Goal VI: Planned Actions: Learning Coach Support System; High School Homeroom Model; and enhance field trips and events.

III.B ACADEMIC ACCOUNTABILITY SYSTEM

Where applicable, include a plan for attaining improvement in pupil outcomes and addressing the state's evaluation rubrics (The California School Dashboard).

CalCA Central Valley complies with all applicable state laws regarding academic accountability for public schools, including the CAASPP standardized assessments which are based on the California Common Core State Standards. California has a relatively new accountability system that is based on multiple measures. The state has selected these measures as a way to determine the charter school's progress toward meeting the needs of its students. The measures are based on factors that contribute to a quality education, including high school graduation rates, college/career readiness, student test scores, English Learner (EL) progress, suspension rates, and parent engagement. With the implementation of the new California School Dashboard (the Dashboard), CalCA Central Valley receives ratings on multiple areas each year based on the status and growth of any given measure, and based on both state and local. The performance on the state indicators is determined by the California Department of Education (CDE). CalCA Central Valley participates in all assessments and reports all data needed to generate the Dashboard results.

Part of each year's evaluation of the school program by the Governing Board, in coordination with school leadership, includes information on whether CalCA Central Valley attained its stated accountability targets. The staff of teachers, education specialists, and administrators annually evaluate whether the CalCA Central Valley program needs to make any adjustments in order to meet its targets. A report is presented annually to the school's Governing Board regarding student performance on state standardized testing as well as the Dashboard results and other relevant metrics. Based on the results, the school leadership team creates school goals for the upcoming year and presents those goals to the Governing Board as part of the School Improvement Cycle. Following approval or modification, this plan is then implemented for the upcoming school year. The annual update for the LCAP is also considered part of the School Improvement Cycle, and LCAP goals and actions are developed using results from an analysis of school needs. Through the School Improvement Plan (as well as the WASC Action Plan) annual performance goals are set and monitored which align with the state priorities, the state's Dashboard metrics, the LCAP goals and the charter's student outcomes which are designed to be more long term.

III.C METHOD(S) OF ASSESSMENT

Describe the proposed method(s) by which student progress in meeting the desired pupil outcomes will be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card [Ref. California Education Code §47605(b)(5)(C)] The school's plan should describe a variety of assessment tools that are appropriate to the grade level, subject matter, skills, knowledge, and/or attitudes being assessed, including, at a minimum, tools that employ objective means of assessment that are frequent and sufficiently detailed enough to determine whether students are making satisfactory progress. Assessments should include annual results from the California Assessment of Student Performance and Progress (CAASPP) program and any other statewide standards or student assessments applicable to students in non-charter public schools, including, but not limited to, the California English Language Development Test or English Language Proficiency Assessments for California (ELPAC), and the physical performance test. [Ref. Criteria for Review; CCR-5 §11967.5.1(f)(2)(A), §11967.5.1(f)(3)(A-B) and California Education Code §47605(c)(1) and §47605(b)(5)(B)].

Student Assessment Strategies

CalCA Central Valley adheres to the same accountability measures, administers the same state assessments, and follows the same proficiency measures as all public charter schools in California, in addition to using its own internal assessment tools. CalCA Central Valley's various assessments combine with top-quality curriculum and instruction to improve student achievement and maintain a high level of accountability.

CalCA Central Valley's assessment efforts begin with a thorough placement process and progress review, including online placements tests, where indicated, which help to customize the student's academic program and formulate the Personalized Learning Plan. CalCA Central Valley also utilizes ongoing online and offline assessments to measure student progress on the curriculum and a technology-based assessment tool to measure student gains over the school year. The following describes the specific assessments CalCA Central Valley uses to evaluate the progress of students.

- **Student Performance Reporting:** Reports provide real-time student performance data on assessments. The reports identify the student score and the performance against each item. For some courses, objective level performance data is also provided. Teachers can use this data to determine which students need more help with a particular concept. They may then participate in individual or small group tutoring virtually with these students targeting specific skills.
- **Placement Tests:** Following enrollment in the program, each new student takes part in a placement process that includes review of previous school records and assessment results, review with parents, and use of placement tests as needed to help evaluate the appropriate set of courses for the student. Advisors and CalCA Central Valley's counselors then determine a grade-level and/or course placement in consultation with parents/guardians.

- **Diagnostic Assessments:** CalCA Central Valley utilizes a variety of diagnostic assessments selected for their appropriateness for each grade level. These assessments will align with state standards as well as the curriculum. Currently, i-Ready is used for students in grades K-8 while Measures of Academic Progress (MAP) assessments are used for students in grades 9-11 for Math and English Language Arts, providing essential diagnostic information for developing and planning instruction. As the school continues its cycle of continuous improvement, the specific programs and tools used for internal benchmark assessment may be modified to best meet student and staff needs.

- **i-Ready (K-8)**

i-Ready is a comprehensive assessment and instruction program that connects diagnostic data and personalized instruction to better develop differentiated instruction. Built to address the rigor of the new standards, i-Ready helps students in grades K-8 make real gains. i-Ready collects a broad spectrum of rich data on student abilities that identifies areas where a student is struggling, measures growth across a student's career, supports teacher-led differentiated instruction, and provides a personalized instructional path within a single online solution.

i-Ready:

- Provides user-friendly dashboards and clear reports with actionable data that gives teachers a foundational understanding of a student's strengths and areas of need
- Enables educators to determine each student's on-grade level proficiency based on state and national standards
- Allows teachers to create lessons that provide tailored instruction and practice to accelerate growth

- **Measures of Academic Progress (MAP) (9-11)**

MAP is a norm-referenced measure of student growth over time. MAP assessments, joined with other data points, provide detailed, actionable data about where each student is on his or her unique learning path. MAP tests are based on a continuum of skills in Mathematics and English from low skill levels to high skill levels. MAP assessments help teachers identify the instruction level of the student and provide context for determining where each student is performing in relation to local or state standards and national norms. MAP reports allow teachers to better target instruction based on a student's strengths and needs.

In grades 9-11, students would take the Northwest Evaluation Association (NWEA) MAP test at the beginning, middle, and end of the year. The MAP test identifies areas of strength and need in the student's learning profile and measures student growth during the school year to help formulate learning goals and monitor student progress.

These same two diagnostic assessments help identify academic growth during the school year. These assessments provide an early predictor of performance on mandated state tests and reports key accountability data on progress throughout the academic year. They are also helpful for assessing students who are either significantly ahead of or behind their grade level peers.

- **Ongoing Informal Assessments:** Students engage in several formative assessments that tap into all levels of student learning such as scored daily assignments, and daily checks for understanding which require students to apply and integrate new skills in a thoughtful manner. Other more subjective assessment activities include written journal responses and group discussions.
- **Unit Assessments and Offline and Online Portfolio Assignments:** Throughout each logical unit of study, students are required to complete a series of offline and online assessments. Offline assessments include written compositions, science lab reports, essays, book responses, and a variety of work samples. These assessments require direct teacher evaluation. Online assessments include quizzes and unit tests. While the quizzes are brief and frequent the more comprehensive unit tests occur at the end of an entire unit. Online assessments provide students and families with immediate objective feedback while offline assessments provide valuable reflection, feedback, and expertise from credentialed teachers. Student progress reports and grades include a combination of quizzes, tests, work samples, and teacher feedback.
- **Curriculum-Based Assessments:** Teachers conduct curriculum-based assessments (CBAs), via telephone conversation or through one on one LiveLesson sessions, as a quick and effective way to gather information on students' understanding of concepts. CBAs are used to validate a student's understanding of concepts against the collected formative data within the EMS, and identify areas where they may need additional support or practice. CBAs also assist teachers in verifying that students are doing their own work. CBAs pinpoint strengths and weaknesses in student mastery of concepts and verify that student learning.
- **Baseline Achievement Data:** Whenever possible, standardized test results are integrated into an incoming student's basic information in the EMS. Likewise, results for the state's standardized tests that students take while enrolled at CalCA Central Valley, which are proctored face-to-face at a physical location when required by the state, are included in the EMS along with internal pre- and post-test data. This data is used to track student progress from year to year and within the year and to inform course placement and instructional needs of students.

- **State-Mandated Assessments:** CalCA Central Valley is dedicated to meeting and exceeding all of California's goals and grade level requirements. With state required proctoring, CalCA Central Valley students participate in proficiency (CAASPP) tests and all other assessments required by California. Results of these annual assessments are reported through the CDE as well as communicated directly to parents when required. Participation in the state testing program allows for comparisons to the state averages. Because the tests must currently be administered face to face, and because a significant percentage of parents exercise their right to opt out their students, participation rates in state testing can be a challenge.

School Assessment Policies

Responsibility for monitoring, evaluating, adjusting, and adhering to the school's assessment policies and practices follows a traditional model. Teachers have primary responsibility for administering assessments and providing feedback to administrators.

The Executive Director and Principals oversee the assessment program and work with the Leadership Team as well as education specialists in evaluating and making recommendations for changes.

The Governing Board has ultimate responsibility for ensuring that the school is fulfilling the expectations and obligations under charter school law, the charter, and approved school policy.

CalCA Central Valley's assessment program utilizes solid baseline security, as described below, and integrates a variety of forms of assessments – offline as well as online, qualitative as well as quantitative, direct and indirect, informal and formal. The school has multiple opportunities to ensure that students are doing their own work and are not being inappropriately helped by a parent or other family member.

Basic security is provided by the Parent/Legal Guardian (Caretaker) Acknowledgement (see [Exhibit D](#)) which requires signed assurances of academic integrity, and also through a unique user name and password provided to each student, distinctive from that of parents and Learning Coaches, which assures proper access to online assessments. Students are instructed about the school's Honor Code, as laid out in the School Handbook (see [Exhibit B](#)), and are reminded of and acknowledge their agreement to submit original work at the start of each online assessment.

CalCA Central Valley uses plagiarism-prevention tools like CheckMyWork, a plagiarism-checking tool (based on UniCheck™) to help teachers and students identify and correct inappropriate re-use of content. Following established guidelines, students may be required by their teacher to run their essays and other authentic assessment documents through CheckMyWork before submitting these assignments to the teacher and attaching the CheckMyWork report URL to their submissions. This gives students an opportunity to correct any unintentional plagiarism and allows teachers to see at a glance where academic integrity issues may exist.

The variety of assessment forms also promotes security. Frequent online quizzes, periodic online and offline unit tests, (some of which are randomized and/or timed), CBAs, and the standardized pre-and post-tests are compared against the student's portfolio samples to detect any mismatches. Teachers are specially trained in telephone and email questioning techniques to evaluate student mastery of concepts.

Students suspected of inappropriate assessment behavior are confronted immediately and subjected to standard disciplinary action as specified in the School Handbook (see **Exhibit B**). All students are required to sign the school Honor Code indicating their understanding of the expectations of academic honesty. Cheating, plagiarizing, or other acts of academic dishonesty are directly counter to the principles of academic excellence and harm most those students who engage in such activities — they cheat themselves of the opportunity to fully develop their intellectual abilities. The Honor Code serves to reinforce students' commitment to academic excellence, and all students must acknowledge the Honor Code.

School-wide Assessment Strategies

In addition to assessment of students, CalCA Central Valley uses a variety of measures for determining the success of the overall school program.

School self-assessment/evaluation: CalCA Central Valley has very specific and measurable objectives for success, based upon the academic progress of its students and the school's performance on several academic support measures. The school administration use the EMS to watch each of these variables very closely to monitor the school's overall success. The Executive Director, in collaboration with the staff and with the school Leadership Team, develops a list of measurable annual school goals that are designed to ensure continuous school improvement.

Teacher and administrator evaluation: The purpose of the performance evaluation system is to create a high performance school by encouraging staff to put forth their best effort, focusing everyone on the school's main goals (as determined by the school leadership in collaboration with the Governing Board and based on the school's charter), rewarding and retaining staff based on outcomes/results, and providing continuous feedback for professional development.

Teachers and administrators normally receive a formal mid-year review in December or January, and a formal end-of-year review in May or June. They also receive periodic feedback both formally and informally from their manager throughout the school year.

Teachers and administrators are evaluated based on competencies. The professional competencies align with the core standards for teaching, and may vary by type of teaching position (e.g., Special Education) or administrative position (e.g., Principal). Competencies are reviewed with staff and are available for viewing and comment throughout the school year.

The core teaching competencies typically include the following (additional competencies may be assigned based on position, responsibilities, and job level):

- Ensure high quality instruction
- Personalize students' programs
- Monitor student performance and provide timely feedback and intervention
- Monitor student participation
- Communicate frequently
- Conduct and document all required contacts
- Collaborate and develop professionally

Competencies are evaluated in the context of the school's goals, which evaluate student growth and achievement metrics, and observations of a teacher's or administrator's proficiency within each competency are evaluated using various methods including parent and student feedback, observations of lessons and interactions, and review of relevant documentation and data. Competencies are evaluated using a standardized scale and include comments from the supervisor. The scale currently in use has the following levels of performance:

- Highly Effective
- Effective
- Needs Improvement
- Ineffective

Teachers and administrators may receive an Overall Individual Rating on the end-of-year review based on evaluation of the competencies and goals. All compensation increases, after an initial salary offer, are based on performance. Teachers and administrators may receive an annual merit increase based on evaluation of competencies, and the Overall Individual Rating.

The outcome of an individual's evaluation may affect future decisions regarding staff retention, promotional opportunities, or disciplinary action and termination decisions. A teacher or administrator needing improvement is placed on an individualized Performance Improvement Plan (PIP) and given opportunities for professional development, specifically in the areas requiring improvement.

III.D USE AND REPORTING OF DATA

Outline the plan for collecting, analyzing, and reporting data on student achievement to school staff, parents, and guardians. Also describe the plan for utilizing the data continuously to monitor and improve the charter school's educational program.

The EMS captures all needed data about students, including information about their participation and their performance. This data is accessible for viewing by school staff, teachers, and parents/guardians on a moment-by-moment, day-by-day basis. In addition, this data is used for formal reporting to various stakeholders on the students' - and the school's - instructional progress.

Grade Books and Data Tools

A key aspect to assessments is the detailed feedback provided by the teachers beyond the simple right/wrong grading of many traditional assessment vehicles. CalCA Central Valley also utilizes a variety of advanced data visualization tools that provides students, parents, teachers, school administrators, district partners, regulators, and researchers with views of how students are performing.

In addition to formal graded assignments, teachers continuously monitor student work via the EMS. Teachers note performance on computer-graded quizzes and checks for understanding. Teachers may also reach out to students via synchronous telephone or LiveLesson sessions based CBAs to verify student work and/or diagnose difficulties in mastering discrete skills and concepts. The EMS tracks teacher response time and teacher-student/teacher-parent communications. The EMS provides school leadership with rich, actionable data on this key aspect of teacher performance.

Also, a feature in the EMS sends auto-generated email notifications to students and their Learning Coaches when teachers enter feedback in all assessments. Automatic email notifications direct students and Learning Coaches to the specific assessments for which the feedback is provided, creating a continuous loop of communication on student learning.

Figure 17 is a view of the student's grade book where they can track their progress.

Figure 17. Student View Grade book.

CONNECTIONS ACADEMY | Hi, Anderson Demo | Feedback | Account Settings

HOME | PLANNER | VIRTUAL LIBRARY | MORE

Full Transcript | High School Transcript

User Grade Book for Anderson Demo (ID 216090)

Show me sections

Grade Book Details

Section Summary: Click a section name to view details.

Section	Score	Grade	Lesson Completion	Teacher	Objectives
Calculus B	87%	B+	40/43 (90%)	Teacher, Jen	29 objectives
English 12 B	92%	A	25/57 (45%)	Teacher, Jen	35 objectives
Living Music I	93%	A	37/46 (90%)	Teacher, Jen	
Marine Science B	97%	A+	35/41 (89%)	Teacher, Jen	
Psychology B	75%	C	34/35 (99%)	Teacher, Jen	
Web Design I B	97%	A+	15/21 (79%)	Teacher, Jen	
Overall	87%		201/243 (84%)		

Progress Reports

- [October 1 2015](#)
- [October 1 2015](#)
- [October 1 2015](#)
- [October 30 2015](#)
- [October 30 2015](#)
- [October 30 2015](#)
- [October 20 2015](#)
- [October 20 2015](#)

Local Control and Accountability Plan (LCAP)

Annually, in accordance with the legal and regulatory requirements for charter schools, the school accounts for its progress against its performance measures to its stakeholders through updates to the Local Control and Accountability Plan (LCAP), submitted to the charter school Governing Board for input and approval, and then to Alpaugh Unified and the Tulare County Office of Education (see also [Sections III.A and VIII.A](#)).

All Required Academic Reports

The EMS is fully customizable to meet school, district, county, state, and federal reporting needs in the form best suited for integration with existing information systems. By using the EMS, school leaders can gather, monitor, analyze, and report more granular data about the virtual school's effectiveness than most traditional, brick-and-mortar schools find necessary.

The EMS was designed specifically for a full-time virtual school and is intended to provide 360-degree accountability through comprehensive data collection, analysis, and reporting to all stakeholders.

For example, the LCAP is developed annually by CalCA Central Valley staff and often uses data collected from the EMS. The LCAP is then made available to the Governing Board, parents, district staff, and members of the public through a posting on the school public website.

In addition, the school reports student data to CALPADS (California Longitudinal Pupil Achievement Data System) as required, using a state approved student information system which is populated with data from the EMS. CalCA Central Valley fully complies with its CALPADS obligations, submitting information independently of the District.

The school maintains student records in accordance with state, local, and federal requirements. All student record information is the sole property of the school and subject to applicable law. Student cumulative files are maintained both electronically and at the school office and are processed in accordance with applicable legal requirements and school policies.

CalCA Central Valley fully complies with the requirements of the Family Educational Rights and Privacy Act (FERPA), a federal law that gives parents/legal guardians and students certain rights regarding the student's education records. Included is the right to the protection of a student's personally identifiable information in their education records from unauthorized disclosure. In addition to the requirements of FERPA, the Individuals with Disabilities Education Act (IDEA) may provide additional privacy protections for students who are receiving special education and related services. Part B of the IDEA incorporates and cross-references FERPA. CalCA Central Valley is aware of the cooperation between FERPA and IDEA and adheres to the applicable requirements of both. CalCA Central Valley complies with the Protection of Pupil Rights Amendment (PPRA) and the Children's Online Privacy Protection Act of 1998 (COPPA).

IV. GOVERNANCE

Describe the planned governance structure of the school, including the process to be followed by the school to ensure the involvement of parents and guardians on behalf of the school's students. [Ref. California Education Code §47605(b)(5)(D)] and Ref. Criteria for Review; CCR-5, §11967.5.1(f)(4)] Specifically illustrate how the school will be organized – and how that structure is designed to support student success. Describe respective roles of the board and administration, the domains for which each will be responsible, and how their relationship will be managed. In addition, provide details of how the charter school's board will be developed, in terms of supplementing necessary skills and providing training in effective board practices.

Describe how the design of the governance structure reflects a seriousness of purpose necessary to ensure that: (1) the charter school will become and remain a viable enterprise; (2) there will be active and effective representation of interested parties, including, but not limited to parents and/or guardians; and (3) the educational program will be successful. Evidence of the organization's incorporation should be provided as an Attachment, as necessary. [Ref. Criteria for Review; CCR-5, §11967.5.1(f)(4)]

IV.A GOVERNANCE STRUCTURE

Corporate Status

Pursuant to California Education Code section 47604(a), CalCA Central Valley is operated by California Online Public Schools (CalOPS)³¹, a California non-profit public benefit corporation. CalOPS shall comply with all provisions of the charter, as approved by Alpaugh Unified School District, with respect to all activities and operations of the charter school. CalOPS may, consistent with its Articles of Incorporation and charitable purposes for which it was formed, carry out other activities which are complementary with, supportive of and not inconsistent with its charter school's operations.

Roles and Responsibilities

The Governing Board governs the charter school.³² The Board sets policy and is responsible for assuring that all aspects of the financial and programmatic accountability systems fulfill CalCA Central Valley's charter with Alpaugh Unified as well as its obligations to the California Department of Education. Alpaugh Unified shall not be responsible or liable for the operations of CalOPS. The school will be governed pursuant to this charter (current Bylaws and Articles of Incorporation are attached in **Exhibit E**). The Governing Board adopts all policies as required for the independent study program of CalCA Central Valley.

- The roles and responsibilities of the Governing Board include, but are not limited to:
 - Protecting the legal interests of the charter school

³¹ In August of 2018, three existing non-profit corporations were merged to form California Online Public Schools, which now governs all the California Connections Academy Schools.

³² In this document, use of the term "Board" or "Governing Board" refers to the California Online Public School (CalOPS) Governing Board (the school's Board) unless otherwise specifically indicated as the ALPAUGH USD Board (the district's Board).

- Determining the vision/mission of the school
- Setting Board policy
- Managing and governing the operations of the school
- Exercising sound legal and ethical practices and policies
- Managing liabilities wisely
- Advocating good external relations with the community, school districts, media, neighbors, parents, and students
- Hiring and evaluating the Executive Director
- Providing oversight and/or approval of major contracts as consistent with the Governing Board's responsibilities and the school's policies and procedures
- Complying with state and federal reporting requirements
- Practicing strategic planning
- Approving an annual budget and interim reports as required by law
- Ensuring adequate resources and managing them effectively
- Assessing the organization's performance

The Board has contracted with Connections Education dba Pearson Online & Blended Learning K-12 USA (OBL) to provide certain services to the school under the terms of a "Statement of Agreement." The contract was designed to have a term that coincides with the term of the charter, consequently, following charter approval, the Board plans to proceed with renewal of the Statement of Agreement with OBL for the next five years, consistent with California law. The current Statement of Agreement is included as **Exhibit F**. The Board is responsible for ensuring the performance of OBL or its successor in accordance with its obligations under the Statement of Agreement. Further information about the Statement of Agreement is provided in **Sections IV.C and VII.I.**

The Board currently holds nine regular meetings per school year. The Board meetings are posted and typically held telephonically in compliance with California Government Code section 54953 and 54954. The CalOPS Board continues to seek out training and review best practices for charter school Board meetings. The Board annually reviews its meeting schedule to be sure that the business of the organization can be effectively carried out. In addition, adjustments to the meeting schedule may be made in order to comply with any new regulations for charter schools. The Board has procedures to call a Special Meeting as needed and in accordance with the open meeting rules. The Board also periodically plans Board retreats for strategic planning, training, and other important organizational needs.

Pursuant to the Ralph M. Brown Act, the agenda for regular meetings are publicly posted at least 72 hours in advance of the meeting, including a public posting on the school website. The public may directly address the Board at meetings, and members of the public, including parents, are

also able to attend Board meetings via teleconference upon request or from any teleconference location.

Board Composition

The members and officers of the Governing Board are selected in compliance with the Bylaws. The Governing Board, in selecting future Board Members, strives to ensure potential members are committed to the school's mission, are willing to actively support and promote the organization (both the corporation and any of its charter schools), and are dedicated to its educational endeavors.

In addition, the Board evaluates the potential members' credibility and integrity within the community. The Governing Board actively recruits Board Members who have professional skills that complement or add to the existing Board composition. The Board endeavors to seat at least one board member who is a representative of each charter school operated by the corporation, such as someone who resides in the local area and/or a county served by that charter school, as well as a community leader in an area served by the school(s) operated by the corporation. The Board also considers members' professional, educational, and practical experience. The Board also makes an effort to appoint someone with expertise in education. In order to ensure parental involvement in the governance of the school, the Board also makes efforts to recruit a qualified parent of a current or former student who is/are/were enrolled in a charter school operated by the corporation to serve as a Board member. One board member may satisfy multiple categories.

As per the Bylaws, the Board members vote to fill positions with new or continuing Board Members, with a majority vote required. The sponsoring district of any charter governed by the Governing Board may add a representative to the Board (reference California Education Code section 47604(b)). Alpaugh Unified may choose instead to select a Board liaison who would be included in all meeting notifications, meeting agendas and open session materials, and who may also have time allocated on the agenda to provide Alpaugh Unified updates to the charter school Board.

Any current employee of CalOPS will not be eligible to serve on the Governing Board. No current employees of OBL are eligible to serve on the Governing Board.

Board Training

In order to ensure smooth operations and effective Board practices, the Governing Board members may participate in various training sessions in state (Annual California Charter Schools Conference) and national (National Charter Schools Conference) similar conferences, as well as other training opportunities provided by the Charter Schools Development Center (<http://www.chartercenter.org/>) and California Charter Schools Association (<http://www.ccsa.org/>). In the recent past, the CalOPS Board participated in two in-person retreats, a governance best practice training, and a strategic planning session. Additional sessions to thoroughly review the status of strategic planning initiatives and further develop governance practices are planned to continue periodically as needed.

Training topics include but are not limited to charter school operation fundamentals, non-profit management, conflicts of interest, budgeting and financial oversight, effective meetings, policy development, human resources oversight, and long-term strategic planning. In addition, when Board Members participate in the California and National Charter School conferences and workshops, they are able to network with other charter Board members and access additional resources in order to further their development as effective Board members.

Compliance with Corporate Law

The Board adheres to all applicable laws for non-profit public benefit corporations operating charter schools including, but not limited to the laws regarding interested parties and conflict of interest. In addition, since the Governing Board assumes responsibility for a public charter school, the Board agrees to conduct its business in compliance with the relevant sections of the Ralph M. Brown Act. CalOPS shall conduct all operations of CalCA Central Valley including Board meetings in accordance with applicable sections of the Ralph M. Brown Act as set forth in California Government Code § 54950, *et seq.* and applicable provisions of the Education Code.

The Board has adopted and regularly updates a Conflict of Interest Code (see **Exhibit E**) consistent with the Political Reform Act which reflects CalCA Central Valley's full commitment to financial transparency and service. The Conflict of Interest Code requires Board members and key designated employees to annually file financial disclosure statements (known as the Form 700).

CalOPS' Conflict of Interest Code adopts the California Fair Political Practices Commission's Model Code and is approved and periodically updated by the CalOPS Board and is also sent to the Fair Political Practices Commission (FPPC) for final approval. Updates will be submitted to the District Superintendent or designee following approval by the FPPC.

CalCA Central Valley and CalOPS shall be subject to the Political Reform Act of 1974 (Government Code § 87100, *et seq.*, the "PRA") and any attendant regulations as they may be amended from time to time, and all conflict of interest laws and prohibitions applicable to California non-profit corporations and/or California charter schools.

Operating Structure

The operating structure of the school includes an Executive Director (who also may be referred to as the Lead School Administrator or School Leader) who oversees a Leadership Team made up of school principals and assistant principals, and other administrators. The Leadership Team supervises the teachers and administrative staff. The Executive Director and Leadership Team act according to the policies and procedures as approved by the Board. They also act in an information and advisory capacity to the Board, and are responsible for implementing Board policies in the day-to-day operation of the school. All personnel decisions concerning the Executive Director will ultimately be the responsibility of the Board.

IV.B PARENTAL AND STUDENT INVOLVEMENT IN DECISION-MAKING

To promote student success, CalCA Central Valley strives for a high level of parental involvement. This extends beyond the central role parents play in their own children's day-to-day learning and allows parents/guardians to also be integrally involved in shaping CalCA Central Valley and making certain that it fulfills its overall mission. Parents have the opportunity to serve on the Governing Board. Parents, staff, and students may also serve in ad hoc work groups and committees as needed to advise the Board or the school administration on specific matters of interest and concern. In addition, parents may function as community influencers and school choice advocates through local school family outreach efforts. While parental involvement is highly encouraged and critical to student success, parental involvement is not a requirement for acceptance, or continued enrollment at, CalCA Central Valley.

In keeping with the state's new accountability strategies under the Local Control Funding Formula, CalCA Central Valley engages the school community in the development and review of the school's LCAP. This process includes soliciting feedback from parents. One route for parent feedback is the annual Parent Satisfaction Survey (more information is provided in [Section VIII.A](#)).

Since the school's goal is to provide all parents with the opportunity to be informed about and participate in school level decision-making, information about the Board meetings, agendas, and activities is readily available to all families. For example, all agendas as well as contact information for Board members, are posted on the school website. In addition, CalCA Central Valley provides for ongoing interaction with parents via electronic feedback tools and regular parent surveys. The Governing Board typically holds its meetings telephonically to ensure that the community has the ability to easily attend meetings. Parents and members of the public can easily attend the Board meetings via teleconference. Regular meetings of the Board are held according to the schedule adopted by the Board, and the agenda for regular meetings is posted on the website and at any physical location (as well as teleconference locations, if required) where the meeting will be held, at least 72 hours in advance.

Additional details of the various ways that parents participate in CalCA Central Valley, include:

- **Parents Involved in Planning:** Prospective parents are invited to attend one of the many Information Sessions offered. Parents are represented on the School Advisory Committee, which is designed to gather input from parents on key school issues such as the Local Control and Accountability Plan, as well as the specialized academic programs such as the English Learner and academic intervention programs.
- **Parent Representation on the Board:** The bylaws provide for one position to be held by a parent. The parent position could be a parent or guardian of a student currently enrolled, formerly enrolled, or intending to enroll at the school. These parent members benefit from intensive Board training geared toward making them optimally effective representatives of parent interests. Parent Board members are encouraged to seek officer positions and may be appointed to provide close review/feedback on key documents such

as the School Handbook, Parent/Learning Coach Agreements, and other materials for parents before full Board action.

- **Public Comment:** Parents (as well as any other members of the public) may attend and may make public comments during public portions of all Board meetings.
- **Parent Volunteers:** The school may create volunteer positions for parents called Community Coordinators. In either this more formal volunteer role, or through informal engagement between families, parent volunteers play a critical role in the school by developing a vibrant and active school community to serve the needs of families distributed across a wide geographic region. In addition to facilitating family get-togethers and participating in formal field trips, the parent volunteers and/or Community Coordinators serve as an important communication link between families and the school, ensuring that school staff are attuned to parent community needs and vice versa. Volunteering is never a requirement for any parent.
- **Parent Club:** Parents can also join an exciting club named “Club Orange” which brings together parents of enrolled students who reach out to their local communities to spread the word about CalCA Central Valley. Through the years, Club Orange parents have also provided support and encouragement to newly enrolled parents at local school functions.
- **Parent Survey:** Parent surveys are administered annually by an outside third-party administrator.

IV.C SCHOOL SERVICES CONTRACT

CalCA Central Valley contracts with OBL for certain services. The current Statement of Agreement between OBL and CalOPS, the school’s non-profit Board, is attached in **Exhibit F**. CalOPS operates the charter school and maintains responsibility for ensuring that the charter school program meets all educational, fiscal, and programmatic goals laid out in this charter.

The non-profit Board regularly reviews OBL’s services to ensure it is meeting the required accountability standards. CalOPS is not operated by or affiliated with OBL except in a vendor capacity as stated in the parties’ written agreement. The non-profit Board is a completely independent entity from OBL. The IRS recently reconfirmed the tax exempt status of the organization.

By conferring this status to the non-profit Board, the IRS validates the independence of the school and its Governing Board from OBL.

IV.D GOVERNANCE FOR SUCCESS

The governance structure was designed to ensure success for CalCA Central Valley. The non-profit Board is the legal entity that holds the charter. This independent non-profit Board has overall governance authority over the charter school. The Board adds additional members based on the criteria outlined in the Bylaws. The Board Members embrace the roles and responsibilities of an effective charter school Board. The Governing Board represents a diverse array of experiences

and qualifications including parents, educators, business and community leaders who are committed to deliver high-quality, highly accountable virtual schools in California.

The Board ensures that the school receives input in decision making from all stakeholders: the district, parents, staff, and other community members.

CalCA Central Valley has provided a stable high quality virtual educational choice for families in Tulare County and the surrounding counties and seeks to continue to do so under this renewal charter.

V. HUMAN RESOURCES AND SAFETY

V.A QUALIFICATIONS OF SCHOOL EMPLOYEES

Describe the standards that will be used in hiring teachers, administrators, and other school staff, including, but not limited to the general qualifications for the various categories of employees the school anticipates hiring and the desired professional backgrounds, depth of experience, and other qualities to be sought in their selection. [Ref. California Education Code §47605(b)(5)(E)] Show how those qualities will help the school implement its vision, and how they will satisfy any requirements for fully qualified teachers under state or federal law. The qualifications should be sufficient to ensure the health and safety of the school's faculty, staff, and students. Identify positions that will be regarded as "key" in each category and specify the additional qualifications expected of individuals assigned to those positions.

Include an assurance that all requirements for employment set forth in applicable provisions of law will be met, including, but not limited to credentials. [Ref. Criteria for Review; CCR-5, §11967.5.1(f)(5)]

CalCA Central Valley strives to offer a work environment that provides opportunities for each employee to maximize their potential and meet the highest performance standards. Incorporated in this organizational culture are core values:

- We value creativity in all aspects. We expect and support employees to be creative with their ideas, their work environment, and their approach to their jobs.
- We value the health and comfort of our employees.
- We recognize and reward exceptional performance.
- We are available to answer questions or take suggestions from any employee.
- We appreciate employees' ideas. We firmly believe the person doing a job is in the best position to think of ways of doing it more easily, efficiently, and effectively.
- We value and support education and expect everyone to undertake life-long learning.
- We expect everyone to work very hard, but we value family above all else. We will always work to make sure that we provide the flexibility and support in our work environment so that our employees can attend to family emergencies and educational needs.

Teacher Certification

The school employs teaching staff who hold appropriate California teaching certificates, permits, or other documents issued by the Commission on Teacher Credentialing, as required by state law for charter schools. The school also monitors and, when required, adheres to California's implementation of federal qualification guidelines for teachers under Every Student Succeeds Act (ESSA) or its successors. These teachers teach the core academic courses in mathematics, language arts, science, and history/social studies. These teachers are responsible for overseeing the students' academic progress in the core subjects and for monitoring grading and matriculation decisions as specified in the school's operational policies. Credentialed staff

members are also responsible for determining and recording students' attendance each month based on school policies and procedures.

All credential documents are on file at all times and are available, upon authorizer request, for inspection.

In limited circumstances, such as when a student or small group of students select a course that does not warrant a full-time teacher, CalCA Central Valley may utilize the teaching resources of Pearson Online Academy (formerly International Connections Academy), a fully accredited online private school. The school may also employ non-California-credentialed instructional support staff in any case where a prospective staff member has an appropriate mix of subject matter expertise, professional experience, and the demonstrated capacity to work successfully in the virtual environment. Instructional support staff may provide support for a credentialed teacher, or may provide certain other services or instructional support. All staff members possess experience and expertise appropriate for their position within the school, as outlined in the school's staffing plan and the school's adopted personnel policies.

Staff Recruitment

The school recruits staff through a variety of channels, including traditional methods for posting job opportunities, plus networking with area colleges, charter schools, and charter school organizations; and special outreach to teachers and administrators who are seeking a more flexible or alternative environment.

Human Resource Issues

In accordance with the law and in keeping with its goals of providing exceptional talent in the service of California children and their families, CalCA Central Valley assures adherence to clear guidelines regarding such human resource issues as equal opportunity employment, harassment, personnel files, and other legally required issues. All of these issues are documented in the Employee Handbook that is available to staff as part of the hiring process as well as available online at any time.

Staff Qualifications

CalCA Central Valley has set the following experience and qualifications standards for personnel:

- **Principal and/or other Instructional Administrators** – This professional should hold an advanced degree and an administrative credential. He or she should have a minimum three years management or administrative experience; a former principal or teacher is ideal. This professional must be technology literate and have good communication skills. He or she must be able to build consensus and inspire teachers to teach, students to learn, and parents to engage in their child's learning while following the mission of the school.

- **Teaching Staff** – Teachers hold an active California teaching credential (or other document issued by the California Commission on Teacher Credentialing) as required by state law for charter schools. The school prefers to hire teachers with teaching experience, ideally three or more years. Teachers must be skilled at teaching a standards-based curriculum and incorporating innovative approaches to instruction. Teachers should demonstrate good communication skills and be technology literate. The school pays special attention to applicants who have experience in individualized instruction, virtual teams, and distance education. Teachers responsible for providing Special Education services have experience and/or hold a valid California certification in Special Education. Additionally, EL teachers are qualified to teach EL students, as required by applicable state law, and have experience teaching EL students. EL teachers are also sought who are bilingual.
- **Administrative Support Staff** – These staff members are responsible for daily administrative tasks such as answering phones and emails, receiving visitors, entering data into the online student information system, scheduling appointments, generating reports, performing enrollment, attendance and registrar duties, executing state reporting duties, assisting administrators and teachers with administrative tasks, filing, and other duties as assigned. These staff members have excellent communication and interpersonal skills and work well as part of a team.

Virtual Education Support Center

Teachers have access to a variety of curriculum and instructional resources and support staff through a virtual Education Support Center (also known as the Education Resource Center or ERC). This support system includes a mix of dedicated and shared-use personnel who deliver support to CalCA Central Valley. This support not only provides the CalCA Central Valley community with unparalleled level of educational expertise and experience, but also enables CalCA Central Valley to expand support for students and parents beyond the traditional school day.

The array of services includes:

- School support help desk to answer teacher questions regarding the platform, curriculum, assessments, or general instructional support questions;
- Instructional consultation support for teachers in personalizing learning, implementing multi-tiered instruction, using supplemental instructional support programs, engaging and motivating students, and differentiating instruction; and
- Assessment support services including assistance with the selection of testing instruments, test creation, test preparation strategies, and the analysis and use of test data.

Staffing Plans

CalCA Central Valley has developed staffing plans and recruits and hires staff so that the school can meet the legally required student-to-teacher ratios in California under Ed Code Section 51745.6 (e). The projected budget is developed each year based on the required student-to-teacher ratio. While the annual budget is developed to be sure the school will be in compliance with this requirement, staffing may need to be adjusted to hire additional Full-Time Equivalent (FTE) staff during the year as additional students attend, in order to maintain a compliant ratio. The ratio currently set by the state for charter schools is 25:1, and the school has historically averaged a ratio of approximately 22.5:1 (see also [Section VII.A](#) for more details about student teacher ratio).

The school also complies with any applicable California regulations regarding the student-teacher ratio. The staffing plans also identify how many administrative and support positions are available at the school each year and lays out the allocation of staff between all of the California Connections Academy schools for that year.

Staff Training

Prior to the opening of school each year, CalCA Central Valley, with support from OBL, provides a complete training program for teachers, the school Leadership Team, and other staff who have direct contact with students. Training topics include the curriculum, technology, monitoring student performance, and virtual school instructional techniques. Throughout the year, staff members have multiple opportunities to participate in professional development activities for the school, as well as opportunities to collaborate with teachers at other schools supported by OBL nationally. Teachers have daily access to curriculum specialists for “just-in-time” training on particular curriculum issues. The teachers and school leaders may also provide their own informal ongoing professional development.

Onboarding Training and Teacher Orientation

CalCA Central Valley’s newly hired teachers participate in a series of synchronous and asynchronous activities with OBL’s Training Support Team to transition from teaching in a brick-and-mortar school to teaching in a virtual school. During the synchronous sessions, teachers learn the “how to”s — the basic tools and skills that teachers need to know and understand to teach in an online environment, navigate EMS (e.g., how to access the Grade Book, how to modify a lesson), and complete the tasks associated with the School Year Cycle of activities. Returning teachers have courses assigned to them that provide updates on tools and resources, and engage them in deeper learning about how to be an effective teacher in an online school environment. The Teacher Orientation Course, designed for new and returning teachers, is another current resource which serves as an asynchronous handbook available throughout the year, providing teachers with deeper learning about effectively facilitating instruction in an online school environment.

Ongoing Professional Learning

Research on effective professional learning indicates that professional development must be intensive, ongoing, and connected to practice. Teachers need to try out new ideas and strategies with their students and to reflect on the results of these strategies. Intensive professional development, especially when it includes application of knowledge to planning and instruction, has a greater chance of influencing teaching practices, and in turn, leading to gains in student learning.

Professional learning is:

- **Intensive** – Participants identify the purpose of educational practices and examine how they can be implemented in the virtual environment. Participants collaboratively discuss strategies that can be implemented with students.
- **Ongoing** – New instructional strategies and the latest learning science research are connected to topics presented and discussed in prior sessions to demonstrate how specific educational practices form the “big picture” of effective instruction. Further discussion and exploration at the school level strengthens these connections.
- **Connected to Practice** – Following each session, participants apply what they have learned to their professional practice. They integrate precise, targeted strategies into their planning and instruction, and reflect on the outcomes through a virtual portfolio which allows them to document their attendance and upload resources related to their professional learning.

Teaching in a virtual environment offers flexibility and allows for a greater level of professional learning throughout the school year.

Although designated professional development sessions will have a specific focus, additional professional learning support will be available on a daily basis. Teachers will have multiple opportunities for seeking assistance and support with instructional strategies for engaging students and families, making decisions based on data, and completing school year cycle tasks in a timely and efficient manner. CalCA Central Valley receives multiple levels of support from the OBL’s Training and Support team, including the School Support Teacher Help Desk. OBL provides a team of specialists dedicated to meeting the needs of CalCA Central Valley.

CalCA Central Valley teachers are provided with ongoing professional learning activities throughout the year, delivered by the OBL’s Training Services team. Teachers have the opportunity to attend monthly sessions virtually on topics such as:

- Using effective teaching practices and communication skills for a virtual environment;
- Implementing specific research-based instructional strategies;
- Utilizing the state and national standards to inform instruction;
- Using technology to engage students in collaborative learning activities; and

- Using data to guide instruction.

The school's leadership team has developed a systemic plan to approach professional learning for all staff. Topics for professional learning are selected based on school goals, student performance data, national initiatives in education, legal requirements, and research-based best practices.

Professional learning sessions include an evaluation survey to elicit teacher and administrator feedback. Audits, evaluations, and in-person meetings are used to gauge the effectiveness of the training and to ensure initiatives are implemented with high fidelity.

Professional Learning Communities (PLCs)

As a continuation of synchronous online professional development sessions, CalCA Central Valley teachers are expected to continue the conversation within their vertical and horizontal Professional Learning Communities (PLCs). This allows for true application of new strategies and resources as teachers strive to personalize instruction and make data-driven decisions.

In addition to the systematic approach toward onboarding, training, and professional learning, teachers can connect to the latest educational conferences, webinars, online courses, professional organizations, and research/education updates through pertinent school news and announcements from the weekly issues provided by the Human Resources' Communications team.

Additional Instructional Resources

During the school year, ongoing professional development opportunities are also offered based on teacher feedback from surveys completed after professional learning sessions, and other needs as identified by the School Leadership Team at CalCA Central Valley. In addition, the following resources are available to all school staff to support their professional goals and growth plans:

- **The School Interactive Program Handbook:** The Program Handbook is a resource for teachers and school personnel to use all year. It contains policies, procedures, and "how to" components that aid the teachers on a day-to-day basis. These "how to" components also have accompanying on-line tutorial segments that visually demonstrate each process.
- **Teacher Central:** Teacher Central is a website that is easy to navigate and serves as a one-stop shop for teachers and staff to find guidance on instructional practices, professional learning, and training resources. Each section contains links to resources to support teacher effectiveness, best practices, and tools designed to personalize the learning experience for students.
- **The Scoop:** All teachers receive a weekly electronic newsletter that highlights improvements to the curriculum and the EMS, teacher tasks associated with the School Year Cycle, new procedures, shared tips, and community-building activities.

Additional training in health and safety areas may be included as needed to comply with the school's health and safety policies and/or with state law.

V.B COMPENSATION AND BENEFITS

Provide an explanation of how the school will structure employee compensation. Describe the manner by which staff members of the charter school will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, and/or federal social security; or how the school will create a system of its own to accommodate employees' retirement funding. Include the specific positions to be covered under each system and the staff designated to ensure that appropriate arrangements for that coverage are made. [Ref. California Education Code §47605(b)(5)(K) and Criteria for Review; CCR-5,§11967.5.1(f)(11)]

The Governing Board regularly approves a compensation plan for teaching staff. The plan includes the base salary and may also include additional compensation incentives. A salary range for the various teaching positions is determined and re-evaluated regularly based on research of market compensation and financial considerations. Employment offers are based on specific criteria including years of experience, education, and other relevant skills/qualifications. After the initial hire, compensation increases are based on the factors described herein.

The staffing plan is approved annually as part of the budget, and, in addition, the Board also reviews and ratifies changes to the staffing plan as necessary.

Teaching Positions

Teachers may receive an annual salary increase contingent upon performance of the individual. The Board has the ability to adjust annual increase percentages in the event that the school does not meet financial expectations, state allocations are reduced, or required spending targets are not being met.

Teachers can also apply for the following career ladder roles annually. The career ladder levels which may earn additional compensation are currently as follows:

- Coordinator Teacher – base plus 4%
- Lead Teacher – base plus 9%
- Specialist Teacher—base plus 12%
- Master Teacher – base plus 15%

Non-Teaching and Administrative Positions

A salary range for non-teaching positions is determined and re-evaluated regularly based upon research of market compensation and financial considerations. Initial employment offers are based on specific criteria, including years of experience, education, and other relevant skills/qualifications.

Shared Services

The Board employs a wide range of staff, who may be shared across all its other schools as needed. All staff costs are allocated to each school on a pro-rata basis in order to accurately allocate costs to each charter school operated by the corporation for the appropriate amount for staffing. Under this arrangement, staff serving CalCA Central Valley students may be located outside of the counties served by CalCA Central Valley, since staff members primarily interact with families virtually. This maximizes the school's ability to offer a wide range of online offerings and to employ the highest quality, geographically diverse and experienced staff. Administrators routinely travel across all areas served by the schools. This staffing plan maximizes quality, increases course offerings, maximizes resources, allows flexibility in staffing, and assures the financial stability of the school.

Retirement

The Board has elected to participate in the State Teachers' Retirement System (CalSTRS) for credentialed staff, including credentialed teachers and credentialed administrative positions which support the instructional program (eligibility for participation in CalSTRS is based on CalSTRS guidelines). The Board and administration coordinate such participation, as appropriate, with the social security system or other reciprocal systems. For participation in the CalSTRS systems, CalCA Central Valley makes appropriate arrangements with a county office of education to ensure proper reporting. The Orange County Department of Education currently handles CalSTRS reporting for all of the California Connections Academy schools.

The current option for other staff at CalCA Central Valley is participation in the federal Social Security system. This option may be required by law for any staff members who are not eligible to participate in a state retirement system that is a replacement for social security (such as CalSTRS). Staff members may also have access to other school-sponsored retirement plans according to policies developed by the Governing Board and adopted as the school's employment policies. The Board retains the option to elect participation in the Public Employees' Retirement System, but has no plans to do so at this time.

The school and Board also retain the right to create its own retirement system, within the parameters allowed by law, to provide equivalent retirement benefits to its employees.

The Board ensures that there is a process to identify which staff qualify for which retirement systems and ensures that all staff members are fairly covered.

Benefits

CalCA Central Valley provides an extensive benefits package which may include benefits such as:

- Comprehensive health benefits (medical, dental, vision, prescription drug coverage);
- Health Care Flexible Spending Account and Dependent Care Flexible Spending Account;
- Employer paid life insurance, accidental death and dismemberment insurance, short term disability insurance, and long term disability insurance, and business travel accident insurance;
- Paid time off;
- Employee Assistance Program (resources for seniors, emotional well-being, parenting and child care, and pet care among other resources);
- Retirement savings plan with an employer match;
- Tuition reimbursement programs (currently up to \$5,250 per calendar year);
- Identity theft program; and
- Health advocate (a resource for employees to find health specialists, help transfer medical records and explain coverage among other services).

This robust benefits package is provided to eligible full time teachers and administrative staff. Other benefits for employees are detailed in the Employee Handbook and Benefits Guide, published annually. The Board retains the right to review and revise the benefits offered to its employees as may be necessary and/or appropriate from time to time.

V.C RIGHTS OF SCHOOL DISTRICT EMPLOYEES

Provide, as applicable, a description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school. [Ref. California Education Code §47605(b)(5)(M) and Criteria for Review; CCR-5, §11967.5.1(f)(13)]

Return Rights

If an employee leaves district employment to work at the charter school, the collective bargaining agreements and Board policies of that district will govern the return rights of such employees.

CalCA Central Valley may negotiate with a district to “loan” employees who would then retain their status and benefits through the district, but who would work under CalCA Central Valley’s employment policies. Neither the district nor the charter school are obligated to agree to such a loan, but may do so if mutually agreeable. If a district employee is working at CalCA Central Valley, the school will notify the district prior to March 15 of each year, if any such employee is not going to be re-employed by the school the following year.

Exclusive Public Employer

The non-profit corporation, California Online Public Schools (CalOPS), which operates CalCA Central Valley is deemed the exclusive public school employer of the employees of the charter school for the purposes of Educational Employment Act [Chapter 10.7 (commencing with section 3540) of Division 4 of Title 4 of Title 1 of the Government Code] [Ref. California Education Code section 47605(b)(6)].

V.D HEALTH AND SAFETY

Describe the procedures that the school will follow to ensure the health and safety of students and staff, including how the school will provide for proper immunization, as well as vision, hearing, and scoliosis screening for students; and the steps the school will take to ensure that criminal background checks are collected from all school personnel. [Ref. California Education Code §47605(b)(5)(F) and Criteria for Review; CCR-5, §11967.5.1(f)(6)]

Describe how the school will maintain safety on the school campus, including, but not limited to, disaster preparedness, visitor procedures/security and emergency drills. Also describe how the school will maintain a learning environment free of sexual harassment in accordance with applicable federal requirements. If district facilities will be requested for use by the charter school, include a statement that the school will require that all students and parents comply with school district safety policies on the school campus, and that the school will enforce the policies to the full extent possible. Describe how staff will receive training and how safety-related information will be communicated to parents and students.

The Governing Board for CalCA Central Valley has adopted a comprehensive set of health, safety, and risk management policies, which have been implemented by the school. These policies are reviewed regularly by the Governing Board to ensure they meet the needs of the school.

The policies and procedures address and/or include, but are not limited to, the following topics:

- A requirement that all enrolled students provide records documenting immunizations to the extent required for participation in an independent study program of a California public school
- Policies relating to preventing contact with blood-borne pathogens and providing training to employees on such prevention
- A policy regarding staff requirements and training in CPR, first aid and/or emergency response
- Policies relating to the administration of prescription drugs and other medicines
- A policy that if the school has a permanent classroom facility, it will have received state Fire Marshal approval and will have been evaluated by a qualified structural engineer who has determined that the facilities present no substantial seismic safety hazard, and that the school will maintain appropriate facility compliance documents on file
- A policy establishing that the school functions as a drug, alcohol, and tobacco free workplace
- A requirement to comply with the employee criminal background check requirements for employees, contractors, and volunteers, per California Education Code sections 44237, 45125.1 and 35021.1
- A policy regarding health screenings for students, such as vision, hearing, etc.

- Policies regarding visitors to any school facility and/or school activities, and other school security issues
- Policies to ensure the school is in compliance with federal sexual harassment prevention guidelines and is maintaining a learning and work environment that is free from sexual harassment
- Policies regarding safe student use of the Internet and prevention of cyberbullying
- A policy requiring mandatory annual training for school staff, and other persons working on behalf of the school who are mandated reporters, on child abuse, which shall occur within the first six weeks of each school year, or within the first six weeks of a person's employment if employed after the beginning of the school year, in accordance with the requirements of AB 1432 and per California Education Code section 44691

These policies have been incorporated, as appropriate, into the school's student and staff handbooks and are reviewed on an ongoing basis in the school's staff development efforts and Governing Board policies. Staff members receive regular training regarding safety issues, including Internet safety, child abuse, and workplace harassment prevention. The Health and Safety Policies are available at any time from the school upon request. The school posts information about Title IX on its website, in accordance with Education Code 221.6. In addition, the Governing Board has adopted a Suicide Prevention Policy.

Pursuant to AB 1747 (2018), CalCA Central Valley has developed a school safety plan, which includes the topics listed in California Education Code section 32282(a)(2)(A)-(H) and procedures for conducting tactical responses to criminal incidents. The school safety plan is reviewed and updated by March 1 of every year by CalCA Central Valley staff and/or Governing Board.

V.E DISPUTE RESOLUTION

Provide a description of the procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter. Describe how the costs of such a dispute resolution process, if needed, will be funded. [Ref. California Code §47605(b)(5)(N) and Criteria for Review; CCR-5, §11967.5.1(f)(14)]

Disputes with the Authorizer

In the event of a dispute between CalCA Central Valley and Alpaugh Unified regarding the terms of this charter or any other issue regarding the school and district relationship, both parties agree to apprise the other, in writing, of the specific disputed issue(s). In the event the initiating party believes the dispute relates to an issue that could potentially lead to revocation of the charter, CalCA Central Valley requests that this will be specifically noted in the written dispute statement.

Within 30 days of sending written correspondence, or longer if both parties agree, the Executive Director of CalCA Central Valley and the Alpaugh Unified Superintendent, or their designees, will meet and confer in an attempt to resolve the dispute. The designees must be identified and confirmed in writing ahead of time, and the parties' initial responses to the dispute should be included in this written correspondence. If this joint meeting fails to resolve the dispute, the charter representative and the district representative will meet again within 15 days, or longer if both parties agree, to identify a neutral, third party mediator to assist in dispute resolution. The mediation will incorporate informal rules of evidence and procedure unless both parties agree otherwise. Unless jointly agreed, the process involving assistance of a third-party mediator will conclude within 45 days from selection of the mediator.

All mediation costs and all other costs associated with dispute resolution will be shared equally by CalCA Central Valley and Alpaugh Unified, except that each party will bear and be solely responsible for all of its own attorney costs and fees. The school is entitled to receive funds throughout the term of the charter. In the event of a dispute between the school and Alpaugh Unified, Alpaugh Unified will not be permitted to withhold, as a remedy or otherwise, any funds received on behalf of the charter school.

In the event that the third-party mediation process does not result in resolution of the dispute, both parties agree to continue good faith efforts. If the dispute remains unresolved, either party may pursue any remedy available under law. If the District indicates in writing that the violation constitutes a severe and imminent threat to the health and safety of the school's pupils, the District reserves the right to take any action it deems appropriate to ensure the safety of students. The school reserves the right to seek legal redress for any such actions under the law.

This dispute resolution process may be clarified as needed. Any and all necessary additional details may be included in the Memorandum of Understanding (MOU) with Alpaugh Unified (see Exhibit G).

Internal Disputes

In addition to these processes, the Governing Board, has developed, adopted, and maintained updated policies and procedures for resolving internal and external disputes. These procedures are included in the School and Employee Handbooks. The school has adopted a Uniform Complaint Procedure, the school's formal complaint procedure, which is posted on the school website and referenced in the School Handbook (see **Exhibit B**).

Alpaugh Unified agrees to refer all complaints regarding the school's operations to the CalCA Central Valley staff and/or Governing Board for resolution in accordance with the school's adopted policies.

All disputes or complaints that are not resolved by the school in accordance with its complaint procedures and which are related to the school's provision of Special Education services, including complaints regarding the initial placement or enrollment of students with disabilities in the school, will involve the school's SELPA, which is currently the El Dorado Charter SELPA.

VI. STUDENT ADMISSIONS, ATTENDANCE, AND SUSPENSION / EXPULSION POLICIES

VI.A STUDENT ADMISSION POLICIES AND PROCEDURES

Describe the policies and procedures the school will develop and implement for the admission and enrollment of students, including any proposed timetable or calendar and the extent to which the school will develop a random lottery process, where applicable. Include assurance that the charter school will be nonsectarian in its programs, admission policies, employment practices, and all other operations, and will not charge tuition nor discriminate against any student based on ethnicity, national origin, gender, or disability. [Ref. California Education Code §47605(b)(5)(H), §47605(d) and Criteria for Review; CCR-5, §11967.5.1(f)(8)]

Outreach and Recruitment

CalCA Central Valley actively recruits families that represent the full cultural, demographic, and socioeconomic range of California communities. In order to leverage the additional visibility of other CalCA schools and to address the mobility of 21st century families, the school may use the name "California Connections Academy" or "CalCA" for outreach purposes. In order to best inform parents, the school may also use a geographical reference such as (but not limited to) "Central California", "Central Valley" or "Central" along with the California Connections Academy name.

CalCA Central Valley uses a variety of means to inform families about its services and provide them an opportunity to enroll including:

- **Website:** OBL, as one of the services provided to the school, maintains a website for CalCA school information (<https://www.connectionsacademy.com/california-online-school>). The website contains information about the school, the learning approach, and curriculum. The site also contains a regularly updated set of Frequently Asked Questions and their answers. The site includes enrollment information and procedures, required postings such as the LCAP, the UCP and a link to the SARC, and many useful tools for prospective students and their families. CalCA Central Valley purchases web hosting services from OBL.
- **Telephone/e-mail information service:** CalCA Central Valley, through its contract with OBL, maintains a toll-free information line (800-221-2720) and an email information service to answer parents' questions about the charter school.

- **Information Sessions:** Throughout the calendar year, CalCA Central Valley conducts multiple teacher and staff-led virtual school information sessions. CalCA Central Valley uses these sessions to provide a complete array of information about its program including its curriculum, teaching methods, technology resources, and testing requirements. Families attend the session from home via their computers or other devices. In the past the school hosted several in-person sessions each year in cities such as Visalia, Fresno, Bakersfield and others; however, due to current circumstances and the fact that more families have expressed interest in attending these sessions online, the school now hosts these virtually.
- **Direct outreach:** CalCA Central Valley may conduct direct mail campaigns announcing the charter school to families with children throughout Tulare County and its contiguous counties. In a typical mailing, CalCA Central Valley sends out a postcard inviting parents to attend parent-led virtual sessions, as well as virtual and/or in-person information sessions, visit the website, and/or contact the call center. CalCA Central Valley also uses email to communicate with people who approach CalCA Central Valley and request information. CalCA Central Valley may also use email to supplement or replace its physical mail campaign. Email correspondence includes valuable information to help prospective families understand if the program is right for them.
- **Community and youth services partnership:** As part of its outreach process, CalCA Central Valley provides information about the charter school to community, family, and youth-serving organizations through community outreach activities, seeks partnerships with parents and organizations for young actors, dancers, and athletes.
- **School district referrals and outreach:** CalCA Central Valley takes every opportunity to brief school district administrators and guidance personnel on CalCA Central Valley as an alternative for students who might benefit from individualized instruction in a non-classroom setting.
- **Media outreach:** CalCA Central Valley makes use of paid media, including broadcast announcements, cable and/or digital and/or print advertisements and/or social media. The school also takes full advantage of the local media's interest in raising awareness of California Connections Academy schools and celebrates the accomplishments of the students and teachers.
- **Referrals/Word of Mouth:** As CalCA Central Valley grows, it anticipates that an increasing number of families who come to the school enroll due to positive feedback received from their families, community members, traditional school leaders and family. More than 93% of CalCA Central Valley parents reported that they recommend the program to other parents they know.
- **Digital Media:** CalCA Central Valley will link to leading Internet search engines with local reference capability to help families looking for a virtual school option to find this high-quality school. The school will benefit from Facebook, Twitter, and other social media campaigns to interact with families with an interest in learning from home.

Nondiscrimination in Admissions

California Connections Academy is committed to a policy of educational and workplace equality. CalCA Central Valley does not exclude, deny benefits to, or otherwise discriminate against any person on the basis of race, color, creed, religion, national origin, sex, marital status, pregnancy, familial status, disability, sexual orientation, age or genetic information, , or any other category protected by federal or state law in the admission to, participation in, or receipt of the services under any California Connections Academy educational programs and activities, or in its employment practices.

This statement is in accordance with the provisions of Title VII of the *Civil Rights Act of 1964*, Title IX of the *Educational Amendment of 1972* (Title 9), Section 504 of the *Rehabilitation Act of 1973* (Section 504), the Age Discrimination Act of 1975, and the *Individuals with Disabilities Education Act of 2004* (IDEA).

CalCA Central Valley does not discourage a student from enrolling or seeking to enroll for any reason, including, but not limited to academic performance of the student or because the student exhibits any of a list of characteristics:

- Academically low-achieving
- Economically disadvantaged (determined by income eligibility for any free or reduced price meal program)
- English learner
- Ethnicity
- Foster youth
- Homeless
- Nationality
- Immigration status
- Neglected or delinquent
- Race
- Sexual Orientation
- Pupils with disabilities

CalCA Central Valley complies with state requirements regarding enrollment and disenrollment for charter schools, including those contained in Education Code section 47605.

No Tuition

As a public school, CalCA Central Valley does not charge tuition or any fees that are prohibited. CalCA Central Valley complies at all times with the terms and requirements of the free schools' guarantee of the California Constitution, Article IX, Section 5, in all aspects of the CalCA Central Valley's program. Outreach communications and the School Handbook inform families that the school is tuition-free. The School Handbook (see **Exhibit B**) contains Board-approved policies regarding fees including statements about any allowable fees, as well as explanations about how the school provides a free public school program.

Non-Sectarian

As a public school, the charter is non-sectarian in its programs, admission policies, employment practices, and all other operations.

Place of Residence

Admission to the charter school is not determined according to the place of residence of any pupil, or his or her parent or guardian, within California, except for such restrictions or preferences that are required or allowed by law. As an independent study school, geographic restrictions are required and are followed by the school. Students are only eligible to attend if they provide evidence of residency within the counties served by the school. Students are eligible to enroll in CalCA Central Valley if they reside in one of the following counties: Fresno, Inyo, Kern, Kings, and Tulare.

Admission Methods and Eligibility Criteria

Through its recruitment/marketing and application guidance activities, CalCA Central Valley regularly discloses full details about its program and encourages families to carefully consider its academic rigor and practical implications before applying. CalCA Central Valley also provides tools (such as contact with other parents and contact with a CalCA counselor if desired) to help parents decide whether CalCA Central Valley is truly the right fit for their children and themselves.

In accordance with admission and enrollment rules for California charter schools, minimal information is requested of parents in order to submit an application for enrollment.

This means that there are additional tasks which must be completed in order for the student to complete registration and start school, including meeting all eligibility guidelines and any enrollment or re-enrollment deadlines for the school. These additional tasks may include such things as completing online information forms, providing various documents such as proof of residency, proof of age, a Master Agreement for independent study, and immunization records or exemption information for the student. Parents must agree to and uphold all necessary school-family agreements (such as an Independent Study Master Agreement similar to what is shown in **Exhibit C and/or the PLCA in Exhibit D**). Students are subject to the age and geographic restrictions for California public school admission and funding. The school's policies regarding age eligibility are included in the School Handbook (see **Exhibit B**).

CalCA Central Valley complies with all laws establishing the minimum and maximum age for public school enrollment for purposes of ADA funding. Students with an existing IEP are subject to Education Code § 51745 (c) which requires that the IEP state that independent study is an appropriate educational setting for the student.

Timetable/Lottery

As a non-classroom based school, CalCA Central Valley has historically been able to accommodate all eligible students who apply and complete the registration process. Enrollment (and re-enrollment) for the following school year generally opens on or around March 1, and enrollment for the current school year closes around that same time. However, if demand for enrollment exceeds the school resources, the Board ensures that students are admitted in a fair and transparent manner. In order to accomplish this, the Board may set an enrollment cap and an open enrollment window, and then develop and implement a detailed public lottery procedure in accordance with California Education Code section 47605 (d)(2)(B). The Board also would address any applicable federal requirements for the lottery process.

In accordance with California Education Code section 47605 (d)(2)(A) and section 47605 (d)(2)(C), CalCA Central Valley, in partnership with Alpaugh Unified, makes every reasonable attempt to accommodate all the students who wish to attend the charter school. Since the school anticipates that it will be able to accommodate all eligible students who apply during the open enrollment window, development of a more detailed public lottery process is not necessary at this time. If the school adopts a lottery process, it will conform to all applicable federal and state requirements regarding how to weight or exempt various types of applicants and how to hold the lottery. There has not been a need to conduct a lottery in any past years, however the school is prepared to do so if necessary.

Once a student starts attending CalCA Central Valley, they become “existing pupils of the charter school” for purposes of any lottery. They therefore have admission priority as enrolled students and are exempt from any lottery, as long as they submit all updated registration documents in a timely manner and continue to meet the school’s eligibility requirements in subsequent enrollment periods.

Enrollment Window

The Board may annually select a date to close enrollment to the charter school. Typically, enrollment for the school year closes shortly after the beginning of the second semester. The school reserves the right to admit a student to the school after the open enrollment period, upon approval of the exception by the Executive Director or designee. For example, students moving from another geographic area who attend a different school supported by CalCA may be allowed to transfer after the open enrollment window has closed. The Board may also set a time frame(s) to accept applications in order to determine if a lottery will be necessary.

VI.B NON-DISCRIMINATION AND RACIAL BALANCE

Describe how the charter school will ensure a racial and ethnic balance among its students that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. [Ref. California Education Code §47605(b)(5)(G) and Criteria for Review; CCR-5, §11967.5.1(f)(7)]

The California Connections Academy schools typically reflect the statewide racial and ethnic balance, and CalCA Central Valley actively works to do the same. Through extensive community outreach and full disclosure about the school's program, CalCA Central Valley attracts those students and families who are most committed to student success in a virtual school setting. The eligibility requirements for admission do not discriminate, and allow any family access to the school.

In addition, CalCA Central Valley has developed administrative procedures to ensure that the school's outreach, recruitment, and enrollment procedures do not discriminate against students based on physical, mental, emotional, learning disability or handicap, or any other legally protected classification. As part of that process, CalCA Central Valley provides parents with a clear and accurate picture of the CalCA Central Valley learning experience so they can make the most appropriate choices for their children.

CalCA Central Valley utilizes a broad reaching student recruiting effort, thereby ensuring outreach to families with a wide variety of racial, ethnic, academic and socioeconomic backgrounds. In particular, the school will focus on achieving a student population reflective of the geographic areas served including students with disabilities, and English Language learners, including students who have been re-designated as fluent in English. In order to accomplish this, certain subgroups may be targeted for extra recruitment efforts in order to achieve a pool of potential students that reflects a balanced student population. Partnerships and outreach efforts using a variety of community and youth organizations aid in this process.

The EMS allows accurate collection and analysis of the school's demographic data. The data collected in this way are used to generate reports to the Board, Alpaugh Unified, and the California Department of Education. It may also be used to evaluate and modify the school's outreach and recruiting strategies when necessary.

VI.C PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

As applicable, describe the public school attendance alternatives for students in the district who choose not to attend the charter school. At a minimum, specify that the parent or guardian of each student enrolled in the charter school will be informed that the students have no right to admission in a particular school of any local education agency as a consequence of enrollment in the charter school, except to the extent that such a right is extended by the local education agency. [Ref. California Education Code §47605(b)(5)(L) and Criteria for Review; CCR-5, §11967.5.1(f)(12)]

District students who choose not to attend the charter school may attend other district schools or may pursue an inter-district transfer in accordance with existing district enrollment and transfer policies. More information about district attendance alternatives is available from the district administrative offices. No Alpaugh Unified student is required to attend CalCA Central Valley.

If a pupil who is subject to compulsory full-time education pursuant to Education Code § 48200 leaves the charter school without graduating or completing the school year for any reason, CalCA Central Valley notifies the Superintendent or designee of the school district of the pupil's last known address within 30 days, and shall, upon written request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information.

Students enrolled in the charter school have no right to admission in a particular school of any local education agency (LEA) as a consequence of enrollment in the charter school, except to the extent that such a right is extended by the LEA.

VI.D SUSPENSION/EXPULSION PROCEDURES

Describe the procedures by which students can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present his or her side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be 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, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii). [Ref. California Education Code §47605(b)(5)(J)] Include a preliminary list of the offenses for which students in the charter school must (where non-discretionary) and may (where discretionary) be suspended or expelled, respectively.

Identify the procedure by which students can be suspended or expelled and the process by which parents/guardians and students will be informed about the reasons for any such actions and their due process rights. Explain how the charter school will take into account the rights of students with disabilities in regard to suspension and expulsion. Outline how policies and procedures regarding suspension and expulsion will be periodically reviewed and, when necessary, modified. Outline the process for notifying the school district in the case of suspension or expulsion of a student. [Ref. Criteria for Review; CCR-5, §11967.5.1(f)(10)]

CalCA Central Valley has established suspension and expulsion policies. As part of the initial registration process, and annually thereafter, parents/guardians confirm they have been provided access to and agree they are bound by the terms of the school handbooks, including suspension/expulsion procedures.

Handbooks (general and supplement applicable to CalCA Central Valley – see **Exhibit B**) are available in the EMS and updated as needed. The policies may be modified at any time, as

necessary, by action of the Board. The school's discipline, suspension, and expulsion policies are in accordance with students' rights and with applicable law.

As a charter school, the delineated suspension and expulsion offenses contained in California Education Code section 48900 et. seq. are not applicable to the school. However, the Board has reviewed those sections of California Education Code and utilized similar guidelines when they were deemed appropriate to the desired disciplinary environment of the school.

Code of Conduct

Appropriate conduct is expected of all students. The student's code of conduct is explained in the School Handbook (see **Exhibit B**) and includes steps to be followed in the event of misbehavior.

Academic Honesty

Academic Honesty is detailed in the General Handbook and California Connections Academy Schools Handbook Supplement (see **Exhibit B**). The school regards academic honesty as key to its mission, and academic honesty is essential in the virtual environment. It is expected that students adhere to the Honor Code throughout the year and that all schoolwork submitted in order to meet course or class requirements represents the original work of the student.

All individuals involved with the school are important contributors to upholding the academic honesty of the school and are held accountable for violations of the principles of academic integrity. Any form of academic dishonesty may cause a student to be subject to disciplinary action. The following principles are critical to maintaining academic honesty:

- Students must not submit work of any kind that is not their own work.
- Students must not plagiarize in any work (written, multimedia, oral, creative, etc.).
- Students must not post assessments, assignments, answers to assessments or assignments, or any other curricular materials on any media that can be seen by other students or other third parties.
- Students must not give or receive unauthorized assistance on assessments.
- Learning Coaches must not give excessive assistance on assessments.
- Students must not present any forged document or signature to the school.
- Learning Coaches must not present any forged document or signature to the school.

Board Policies

CalCA Central Valley follows formal due process procedures to deal with the discipline of students. Students are guaranteed due process of law as required by the Fourteenth Amendment to the Constitution. The discipline policies have been developed to identify the types of conduct subject to discipline, to offer an opportunity for a hearing in which the student may present evidence to defend his/her actions, and to ensure due process for the student. The School

Handbook (see **Exhibit B**), including the discipline policies, has been approved by the Board and is reviewed regularly. The Board reviews the policies to be sure they are within all current legal guidelines and that they are consistent with the school's mission and educational program.

CalCA Central Valley does not discipline pupils protected under Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. 794 (sec. 504), the Individuals with Disabilities in Education Act, 20 U.S.C. 1400 et. seq. (IDEA), the American with Disabilities Act, 42 U.S.C. 12101 et. seq. (ADA) unless CalCA Central Valley complies with the requirements of those acts.

Suspensions or expulsions for children designated as exceptional follow all appropriate state and federal policies, regulations, and laws. If a student with a disability violates a code of conduct, they will be disciplined according to the discipline measures described herein. Upon subsequent violations that result in suspensions that exceed 10 days per school year or upon any recommendation for expulsion, the school determines if the behavior manifested from the student's disability. If the school determines that the violation is not a manifestation of the student's disability, the school will apply the discipline procedures to the student in the same manner and for the same duration as the procedures would be applied to students without disabilities. However, if it is determined that the violation manifested from the student's disability, the school will conduct a functional behavior assessment and develop a behavior plan to address the behavior violation so that it does not recur.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student, but does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff, or other persons or to prevent damage to school property.

Suspension (not more than nine days)

The Executive Director or grade level principal, following the due process protocol, may suspend students for up to nine days. A suspension consists of removal or restriction of access to school activities including access to the EMS. The student is expected to continue their schoolwork during this time. Violations that may lead to suspension include, but are not limited to the following breaches of conduct, whether committed electronically or in person:

- Bullying or harassment
- Abusive or threatening language or conduct
- Vandalism
- Theft and robbery
- Harassment or sexual harassment
- Violation of academic honesty code
- Violation of acceptable use policy

- Repeated violations of any discipline issue

The due process protocol that is included in the School Handbook includes first convening an informal hearing with the student, parent/caretaker, grade level principal or assistant principal, and other staff members as appropriate. The grade level principal (or assistant principal if designated) informs the student and parent/caretaker of the allegations and provides an explanation of the evidence that supports the allegations. The student is provided with an opportunity to present his or her version of the occurrence.

If the principal (or assistant principal if designated) determines that the incident(s) justifies suspension, written notice will be provided to the student and his/her parent/caretaker. The student will be provided all due process as required by law. The principal (or assistant principal if designated) has the authority to make a decision to suspend a student for up to nine days. The exact protocols to ensure due process are subject to change via changes to the Board-approved School Handbook and/or Board-approved discipline policies.

Expulsion

For more serious violations (see below) or for conduct that warrants suspension of ten or more days or expulsion, the following process is used. A student may be expelled by the Executive Director after providing an opportunity for a hearing before a neutral school official appointed by the school's Governing Board (the "Hearing Officer"). At a minimum, the Hearing Officer will comply with the "neutral officer" requirements under Education Code section 47605(b)(5)(J)(ii)(II). Suspensions or expulsions for children designated as exceptional will follow all appropriate state and federal policies, regulations, and laws.

Violations that may lead to expulsion include, but are not limited to any behavior that indicates that a student is a serious threat to the safety of others in the school, including possession of firearms, dangerous weapons, bombs, or explosives, criminal behavior, arson, possession of or sale of controlled substances or paraphernalia at the school (including through online communication) or at any school-sponsored event.

The due process protocol for expulsions as described here has been incorporated in the School Handbook. The process starts with the grade level principal. If the grade level principal believes that a student has committed an offense that may lead to expulsion, the principal may suspend the student for up to nine days pending further proceedings and/or a hearing. During this time, the principal will refer the case to the Executive Director, who may then request a hearing by the Hearing Officer to discuss the possible expulsion of the student. Upon a recommendation for expulsion, the Executive Director or grade level principal will determine whether the suspension should be extended while the expulsion process continues.

If the Executive Director determines that a student's conduct may warrant expulsion, the Executive Director will provide timely written notice to the parent/caretaker of the student of its determination and an explanation of the student's basic rights, including the right to a hearing.

Such notice includes:

- (1) the date, time and location of hearing;
- (2) a description of the incident(s) and charge(s) that is are subject of the hearing;
- (3) a description of student's right to a fair opportunity to present their version of the incident(s), present testimony and evidence, call witnesses, cross-examine witnesses and be represented by counsel or an advocate;
- (4) notice that the student and/or Caretaker have a right to review the student's school records prior to the hearing; and
- (5) a description of the hearing process, which shall be adjudicated by a neutral officer, and explanation of the consequences of an expulsion.

At this hearing, the allegations and supporting evidence will be reviewed. As described in the above notice, at the hearing, the student will have the right and a fair opportunity to present their version of the incident(s), present testimony and evidence, call witnesses, cross-examine witnesses and be represented by counsel or an advocate.

The Hearing Officer, in coordination with the Executive Director, will provide notification to the student and parent/caretaker of the Hearing Officer's decision and discipline determination. The decision of the Hearing Officer is final.

The exact protocols to ensure due process for expulsions are subject to change via changes to the Board-approved School Handbook and/or Board-approved discipline policies.

Due Process

The School Handbook (see **Exhibit B**) and Board policies lay out the due process for students with disciplinary issues. The discipline process has three levels: Warning, Suspension, and Expulsion. A warning is issued when a student has demonstrated a breach of conduct that is not as serious as those listed for suspension or expulsion. A warning ultimately results in written documentation. Due process for suspensions and expulsions includes informing students and parents of the charges, of their rights, and of the due process protocols, holding hearing(s) with appropriate persons/parties, allowing the student and parents to present their version of the occurrence, and written documentation of the results. Examples of the current due process protocols are described previously in this application.

In compliance with applicable law, no student shall be involuntarily removed (e.g., disenrolled, dismissed, transferred, or terminated) by the school unless the parent or guardian of the student has been provided written notice of the intent to remove at least five school days before the effective date of the action. The written notice shall inform him or her of the right to request a hearing before the effective date of the action. If a hearing is requested, the student will remain enrolled until the school issues a final decision.

Notification

The Board is notified, in closed session or confidential correspondence as appropriate, of any expulsion decisions. Designated school district staff is notified in a timely way of any expulsions by a designated member of the CalCA Central Valley staff. In addition, the school includes data regarding suspensions and expulsions in reports to the state. Documentation of student discipline is maintained in the student's school records.

VII. FINANCIAL PLANNING, REPORTING, AND ACCOUNTABILITY

VII.A BUDGETS

Provide a detailed proposed first-year operational budget, including startup costs, that includes: Reasonable estimates of all anticipated revenues and expenditures necessary to operate the school – including special education; Budget notes that clearly describe assumptions or revenue estimates, including, but not limited to the basis for average daily attendance estimates and staffing levels, including salary and benefit assumptions. Also provide cash flow and financial projections for the first three years of operation; and plans for establishment of a reserve. [Ref. California Education Code §47605(g) and Criteria for Review; CCR-5, §11967.5.1(c)(3)(B)]

CalCA Central Valley annually develops a budget which is submitted each year of operation to Alpaugh Unified and the Tulare County Office of Education by the deadline established by the state. This deadline may be earlier if mutually agreed to between the charter and district in order to allow adequate time for review, but in no case will it be later than July 1 each year, in accordance with California Education Code section 47604.33. CalCA Central Valley adheres to the charter school requirements of the state's Local Control Funding Formula (LCFF) statutes including compliance with LCAP requirements (see also [Section VIII.A.](#)).

Budget Development

The Executive Director, working with the school's Director of Finance and/or Business Services, prepares and submits a proposed budget for the upcoming fiscal year to the Governing Board at a public meeting. The Board reviews and modifies the budget as needed. Following Board approval, this preliminary budget is submitted to Alpaugh Unified staff in keeping with timelines outlined in the MOU and any legally required timelines. A copy of the preliminary budget is also submitted to the County Office of Education following approval by the Governing Board. A revised school budget is typically developed, adopted, and submitted to Alpaugh Unified following the start of the new school year.

Fiscal Year

The fiscal year for CalCA Central Valley is July 1 through June 30, as stated in the corporation Bylaws (see [Exhibit E](#)).

Budget Highlights and Assumptions

The attached three-year budget, which starts with the 2021-22 school year, demonstrates a school with sound financial planning (see [Exhibit H](#)).

Cash Inflows and Reserves

Revenue is based on conservative estimates of available ADA funding and conservative attendance estimates. Enrollment figures are based on the projections for school growth based upon enrollment history for CalCA Central Valley, enrollment history for other California Connections Academy schools, and thorough market analysis.

Under the state Local Control Funding Formula, the general purpose revenue includes three sources: the Education Protection Act funds, the state aid portion, and the local in-lieu of property tax payments. The LCFF revenue amount for the 2021-22 school year budget has been derived from an LCFF calculator which uses estimated state target per pupil funding rates, the anticipated annual cost of living adjustments, and the school's projected demographics.

Estimates of the rates and the methods of calculation of LCFF revenue are obtained from agencies such as the California Department of Education, the California Charter School Association, the Fiscal Crisis and Management Assistance Team, and School Services of California. Lottery funds are estimated conservatively. CalCA Central Valley is eligible for Federal Title funds and can access these programs annually. When federal funds are received, CalCA Central Valley then insures compliance with any applicable portions of the Every Student Succeeds (ESSA) Act. Since the school is a member of the El Dorado Charter SELPA, the school receives state and federal special education revenue directly from the SELPA. If other state categorical programs are available, the school will apply for those whenever eligible.

A cumulative reserve has been projected based on the current financial status of the school and the projected budgets for future years. The beginning fund balance is estimated based on the most recent financial projections. The Board, per the fiscal policies, keeps all reserve funds as "undesignated/unassigned" to insure maximum flexibility. Due to the fiscal situation across the state in 2020-21, the school's reserve amounts are lower than they have been historically. The three-year budget plan will bring the reserve amounts up to XX, which is in line with the Board approved fiscal policies.

Cash Outflows

Expenditure distributions are designed to ensure that the majority of funds are spent on instruction related costs, and therefore meet the requirements for full funding.

The program provides for the following:

- **Teaching and administrative staff:** Staff budgets and staffing numbers are prepared to meet requirements for full funding. This budget provides for a student to teacher ratio of 25:1 or less. This ratio aligns with past years, which has been less than 25:1, the state's current charter school pupil-to-teacher ratio for an independent study program. Should these ratios require that an adjustment be made, the Governing Board reserves the right to apply for a waiver with the appropriate agencies. Complete benefit packages are assumed at approximately 24.5% of salary. Payroll taxes and STRS contributions are also

included, using the state's current STRS contribution rate chart. The costs for teaching and administrative services, including salary and benefits, are allocated as appropriate with CalCA Central Valley's sister schools through the employment arrangements.

- ***High quality instructional program including materials and technology tools:*** Costs for these items are determined through the Statement of Agreement with OBL and the annually adopted budget and fee schedule. A number of the school's expenses are directly drawn from the fee schedule. The fee schedule includes fees for all of the instructional materials. In addition to complete lesson plans provided for every subject, additional materials are provided, which may include such items as high-quality electronic textbooks, online licensed content, interactive lesson components, synchronous instruction tools, science and art kits, and state of the art technology training, test preparation and assessment tools. Note that due to fluctuations in available funding in California and funding allocation requirements, certain adjustments may have to be made to the regular program. These are determined by agreement between the Governing Board and OBL. OBL provides an EMS that includes, among other things, a student information system, lesson scheduling tools, accountability tools, email, instant messaging, chat, video and audio streaming for selected lessons and a school and local activities message board/forum.
- ***Facility:*** The school does not currently have a local office, however, some administrative functions, including housing of student records, take place at the organizations Northern California office located in Ripon, CA. Most teachers work from locations other than an office in accordance with the school's work at home policy. The Northern California administrative office facility includes work spaces for administrative staff. California Connections Academy provides Internet access and technical support for staff while they are working from the office, as well as laptop computers that can be used from the office or from home. The lease costs, which are the school's portion of pro-rated facility costs, are shown in the budget along with all utilities, including phone and Internet, which are budgeted separately due to the higher cost of these services in a virtual school.

- **Special Education:** The CalCA Central Valley budget includes expenditure items to provide for special education staff and services to fully meet the needs of students with disabilities. The charter is an LEA in the El Dorado Charter SELPA and works with that SELPA regarding fiscal arrangements and reporting.
- **Administrative costs:** The school has a full range of administrators and administrative support staff as employees, and in addition, the school contracts with OBL for some administrative services. These services are shown in categories in the budget and include such general administrative services as enrollment, records management, human resources, payroll services, accounting, facility management, regulatory reporting support, general administration, marketing services, financing services, student and parent satisfaction assessment, Board support and resource services, etc. In addition to the high-quality curriculum, OBL offers a wide range of administrative support services to assist the school. Examples of items covered in the educational administrative services are: education program design, analysis, and revision; curriculum planning and selection services; school handbook development; professional development planning; school leader development; and so forth.
- **Other operational costs:** The school budgets for many other expenses necessary for school success such as teacher professional development, copier costs, student testing and assessment, loaned technology for students, technology support costs, insurance, audit fees, legal fees, banking costs, dues and memberships, STRS reporting fees, Board training, district oversight fees, and so forth. Each of these is shown in detail on the budget. The audit fees include the cost of annual tax filing for the non-profit corporation.
- **Oversight fees:** Expenses related to the sponsoring District include the 1% District oversight fee. The details of the fiscal arrangement and the distribution of responsibilities are included in the MOU with Alpaugh Unified (see **Exhibit G**), along with any District services that may be agreed upon on a fee-for-service basis. The District shall charge CalCA Central Valley for supervisory oversight of CalCA Central Valley, up to any maximum permitted by law (currently described and limited in Education Code § 47613), currently set at 1%.

The budget is prepared to maximize cost efficiency and to leverage the resources available through CalCA Central Valley's relationship with OBL as its primary vendor, as well as through the relationship with the other California Connections Academy schools, with the goal of maximizing the amount of funds that are spent on items that directly support student learning.

All items in the budget are directly linked to essential elements of the educational program described in this charter and are components of a successful virtual school model. The majority of the school's resources are directed to the places where they have the most impact on students (i.e., applied to the teaching staff and to the curriculum).

Overall Cash Flow

CalOPS contracts with OBL as a vendor providing various products and services for California Connections Academy Central Valley, as laid out in the Statement of Agreement. OBL invoices CalOPS on a monthly basis for products and services provided in accordance with SOA and the school budget. The CalOPS Board Treasurer and Director of Finance review the invoices, and those invoices are then also approved by the Governing Board as an open session agenda item prior to payment to OBL.

In accordance with the SOA, CalOPS may defer/delay payment of any invoices owed to OBL if the school is experiencing cash flow issues. Therefore, due to this favorable arrangement between CalOPS and this service provider, any additional delays in state payments, such as the current deferrals of state payments, , has limited negative effect on the charter school and the school is able to maintain positive cash balances at all times.

Due to potential variability of state and federal funding and the annual expenditures of the charter school, CalOPS and OBL agree to negotiate, in good faith, a reduction in the fees, as needed. If the school's expenditures are projected to exceed its funding and would result in a cumulative net asset deficit on its audited financial statements, with the negotiated reduction in fees, the school will maintain overall positive net assets. Any reduction in fees is limited to the year for which such reduction is negotiated, except if otherwise noted.

Funding Determination

As is required of all non-classroom-based programs, CalCA Central Valley continues to submit a funding determination application to the California Department of Education (CDE) by the mandated deadlines. CalCA Central Valley most recently requested a multi-year funding determination from the Advisory Commission on Charter Schools in 2019, which was approved for four years. The current Funding Determination expires at the end of the 2022-23 school year. The budgets are always prepared to meet or exceed all of the tests required for full funding. In the event that full funding is not granted at any point, the school will work with the California Advisory Commission on Charter Schools and the CDE staff to modify the budget so that the school can receive full funding.

Alternatively, the school may modify its revenue and/or expenditure assumptions to ensure a balanced budget. In the event that full funding is not granted, CalCA Central Valley will submit a revised budget to Alpaugh Unified for approval by July 1 for the following fiscal year. The CalCA Central Valley educational program, as outlined in the charter petition, is of the highest quality. CalCA Central Valley is committed to providing this full program to its students and also to ensuring that funds are spent to carry out the mission of the school.

VII.B FINANCIAL REPORTING

Describe the systems and processes by which the school will keep track of financial data and compile information needed for the annual statement of receipts and expenditures that is due to the school district.

Financial Reports

CalCA Central Valley's Director of Finance provides regular financial reports to the Board. Following review by the Board, financial data is reported to the District and the County Office of Education in a manner and timeline detailed in the MOU and in accordance with existing charter school law and district and state policy. CalCA Central Valley submits all documents, reports, and information to the District and Tulare County Office of Education as required by law, including but not limited to, all reports required pursuant to Education Code § 47604.33.

In accordance with current legally mandated timelines, the first interim report, which reports on budget and actuals through October 31, is submitted annually to the District and the County Office of Education no later than December 15 each year. The second interim report, which reports on budget and actuals through January 31, is submitted annually to the District and the County Office of Education no later than March 15 each year. An annual update of certain school expenditures is provided on or before July 1 as part of the LCAP, in accordance with California Education Code sections 47605.33(a) and 47606.5.

As per California Education Code section 42100, on or before September 15 of each year, the Board will approve, in the format prescribed by the State Superintendent of Public Instruction, an unaudited annual statement of all receipts and expenditures for the preceding fiscal year. This statement is then filed with Alpaugh Unified and the Tulare County Office of Education by September 15 and sent to the California Department of Education following certification by Alpaugh Unified.

Financial data for the charter school is reported to the state via the District, except in cases where the law requires charter schools to report directly to the state. For example, the year-end unaudited actual financial report is approved by the Board and submitted by CalCA Central Valley to Alpaugh Unified and the County Office of Education by the agreed upon deadlines each year, who in turn submit it to the state. In other situations, such as the annual independent audit, the school submits copies directly to the District, the County Office of Education, and the California Department of Education, among other parties, as required by law.

School financial records are accessible to Alpaugh Unified as the authorizing agency at any time, upon request. The school responds promptly to such requests.

Fiscal Policies

The Board has adopted and regularly review its fiscal policies, including adequate internal control policies, and also requires that OBL maintain adequate internal control policies and practices. In order to ensure responsible fiscal management, CalCA Central Valley consults with its independent auditor and reviews charter school best practices when reviewing these policies. As part of the Board's responsibilities, oversight over these policies and the internal controls occurs.

Attendance Accounting

Accurate attendance accounting is crucial to the fiscal well-being of an independent study charter school.

In order to minimize risks to the school's revenue, CalCA Central Valley utilizes accurate and sophisticated systems for documenting student attendance. CalCA Central Valley's attendance accounting procedures will comply with California Independent Study requirements, and with the district's requirements for certifying the charter school's ADA. In addition, CalCA Central Valley will transfer all attendance data to a state approved attendance accounting program (e.g., Aeries) in order to generate the data required for the state's Principal Apportionment Data Collection forms. Alternatively, the attendance accounting data may be supplied in a format and level of detail similar to the Aeries program to allow efficient certification of the charter school's ADA.

CalCA Central Valley maintains accurate and current written records that document all pupil attendance and makes these records available for audit and inspection. Each year during the school's annual audit, the attendance procedures and attendance records are audited for compliance and accuracy, and have always been found to be in full compliance with state law and the audit guide. The attendance records are maintained for at least three years.

VII.C INSURANCE

Agree that the school will acquire and finance general liability, workers compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance, and provide evidence that the cost and availability of such insurance has been researched by the petitioners. [Ref. Criteria for Review; CCR-5, §11967.5.1(c)(3)(C)]

Insurance

Under the terms of the Statement of Agreement, CalOPS will be included as an additional insured on all insurance policies where appropriate for the 2021-22 school year and will continue with the arrangement in future years. The CalOPS Board may also seek out and obtain separate insurance policies for the school if the coverages are in alignment with the charter requirements and there is a benefit to the organization to do so.

The school maintains the following levels of coverage, among others:

- Commercial General Liability: \$1,000,000 per occurrence, \$2,000,000 aggregate;
- Automobile: \$1,000,000;
- Excess umbrella liability: \$5,000,000;
- Worker's Compensation: Complies with current statutory limits in accordance with California Labor Code

The Board has obtained a Director's & Officer's Liability policy that provides \$1,000,000 in coverage. The current certificate of insurance is included as a sample in **Exhibit I**.

Note that annually Alpaugh Unified will also be issued a certificate of insurance as an additional insured, if required through the MOU (see **Exhibit I** for a sample of the current certificates of insurance). Additional details of insurance coverage may also be addressed in the MOU and updated there as needed.

CalCA Central Valley and its vendors will continue to maintain and keep in force such insurance, or self-insurance, as Worker's Compensation, Liability and Property Damage, as will protect it from claims under Worker's Compensation Acts and also such insurance, or self-insurance as will protect CalCA Central Valley from any other claims for damages for personal injury, including death, and claims for damages to any property of CalCA Central Valley, or of the public, which may arise from school operations, whether such operations be by CalCA Central Valley or by any subcontractor or anyone directly or indirectly employed by any of them.

VII.D ADMINISTRATIVE SERVICES

Describe the structure for providing business/administrative services (including, at a minimum, personnel transactions, attendance accounting; accounting, and payroll) that reflects an understanding of school business practices and expertise needed to carry out administrative services or a reasonable plan and timeline to develop and assemble such practices and expertise. For any contract services planned to serve the school, describe the criteria and procedures for the selection of contractors. [Ref. California Education Code §47605(g) and Criteria for the Review; CCR-5, §11967.5.1(c)(3)(A)]

The Executive Director, with the assistance of School Leadership Team, manages the school's day to day operations as its administrative manager, including supervising certificated and non-certificated personnel. The Director of Finance, with oversight from the Board Treasurer, manages budgeting and accounting for the school. The CalOPS administrative team may utilize contracted data management technology and related services from OBL, as consistent with the Statement of Agreement.

VII.E FACILITIES

Describe the type and potential location of any facility/ies needed to operate the size and scope of educational program proposed in the charter. If (a) specific facility/ies has/have not been identified, provide evidence of the type and projected cost of the facility/ies that may be available in the location of the proposed charter school(s). Facilities plans must reflect reasonable costs for the acquisition or leasing of facilities to house the charter school. [Ref. California Education Code §47605(g) and Criteria for Review; CCR-5, §11967.5.1(c)(3)(D)]

As a virtual charter school, CalCA Central Valley does not require a physical facility for day-to-day learning. Students can work from the setting of their families' choice, such as the home or a supervised community location. The school may also arrange for the use of temporary facilities for short term face to face activities, such as state testing. As a non-classroom-based charter, the school is not eligible to request facilities from the District under Proposition 39 regulations.

Staff members log in and work to support students in a variety of ways, using a combination of both office based as well as home based support. It is anticipated that most staff members will continue to work from remote locations.

Administrative support may be provided from various locations in accordance with various contracts for administrative services. Funds for administrative facilities and services are incorporated into the school budget.

The CalCA Central Valley budget includes funds for lease and operations of its shared costs for administrative office facilities, based on the current lease agreement(s).

If CalCA Central Valley needs to open a new office facility at some point in the future, it would plan to locate such a facility in accordance with the applicable geographic and site limitations of California Education Code section 47605.1 and other relevant provisions of the Charter Schools Act.

In the future, the school reserves the right, under the terms of California Education Code section 47605.1(c), to open resource centers if there is a need for them as determined by input of staff and families, and if allowable by law. CalCA Central Valley will provide all required notification to the district and county of all facilities that it operates.

VII.F TRANSPORTATION

Provide a description of the arrangements, if any, to be made for transportation of students, including expected level of need, proposed contracts, and adequate types and levels of insurance.

Students at CalCA Central Valley do not require transportation services for regular school activities. While the school helps facilitate local extracurricular and recreational activities among CalCA Central Valley students and their families, the families is responsible for providing their own transportation for these activities. The school assists families with arranging transportation to the greatest extent possible, and complies with all legal requirements that may apply for transportation for students with special needs in order to access special education services. The only school event that requires students to report somewhere other than their home or immediate neighborhood is state- or school-mandated examinations, which students must currently take at proctored locations.

If CalCA Central Valley provides transportation for any special event, school administrators will assure that such transportation meets all applicable safety standards and bears any motor vehicle insurance required under California state law. Any parent or guardian (or their designee) transporting students in their car, and/or any student driving themselves to school organized events will sign appropriate waivers/release forms if required by school policy. The School Handbook (**Exhibit B**) also discusses parental responsibility for transportation to school events.

VII.G AUDITS

Describe the manner in which annual, independent financial audits, as required by law, will be completed by December 15 following the close of each fiscal year, and the anticipated timeline in which audit exceptions and deficiencies (if any) will be resolved to the satisfaction of the school district. [Ref. California Education Code §47605(b)(5)(I) and Criteria for Review; CCR-5, §11967.5.1(f)(9)] Additionally, describe who will be responsible for contracting and overseeing the independent audit, including a specification that the auditor will have experience in education finance. Outline, as applicable, the process for providing audit reports to the State Board of Education, California Department of Education, or other agency as the State Board of Education may designate. [Ref. Criteria for Review §11967.5.1(f)(9)]

Annual Independent Audit

CalCA Central Valley is audited annually by an independent, certified public accounting firm according to the guidelines applicable to public charter schools in California.

The Board commissions the audit and engages an auditor with experience in public school finance. The cost of the independent audit is borne by CalCA Central Valley. Copies of the audit are submitted to the District, the County Office of Education, the state controller's office, the California Department of Education, and any other agency as required by law within 180 days of the end of the fiscal year and in no case later than December 15 of each year. The Governing Board may choose to appoint a standing or ad hoc Audit Committee to engage the auditor, review the audit, and make decisions on resolving any audit findings. If there is no Audit Committee, these functions are the responsibility of the Board.

Audit Exceptions and Deficiencies

The California Connections Academy schools have not historically had audit findings, exceptions, or deficiencies. A copy of the annual audit, including any auditor's findings is forwarded to the Board, or if appointed, to a standing or ad hoc Audit Committee of the Governing Board. If so appointed, The Audit Committee and/or the Governing Board would review any audit exceptions or deficiencies and then report to the Governing Board with recommendations on how to resolve them. This report would include timelines and deadlines for resolving the exceptions or deficiencies. The Board then would report to Alpaugh Unified regarding how the exceptions and deficiencies have been or will be resolved. Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process contained in Section V.E. The District may elect, at its own cost and expense, to have its accountants review the audit exceptions and deficiencies.

VII.H CLOSURE PROTOCOL

Provide a detailed description of the procedures to be used in the case of a decision by School District or State Board of Education to revoke the school's charter, a decision by the school district not to renew the charter, or a decision by the school voluntarily to close, including plans for a final audit of the school; disposition of net assets; communication of the closure to parents and staff; and maintenance and transfer of student records. [Ref. California Education Code §47605(b)(5)(O)]

In the event that CalCA Central Valley ceases operation for any reason, CalCA Central Valley and its Governing Board are responsible for school closure procedures and will cooperate with Alpaugh Unified and the California Department of Education to the extent necessary to provide an orderly return of the students to their local schools or a school of choice. CalCA Central Valley follows the charter school closure procedure regulations from the California Department of Education [CCR-5 §11962].

In the event of school closure, all assets of the school, including but not limited to all leaseholds, personal property, intellectual property, and all ADA apportionments and other revenues generated by students attending the school, remain the sole property of CalOPS. If for any reason CalOPS was dissolved, the disposal of any net assets remaining after the liabilities of all of its charter schools have been paid or otherwise addressed shall occur in accordance with applicable law and the corporation's Articles of Incorporation and Bylaws.

- Any grant funds and restricted categorical funds shall be returned to their source as required by the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, and
- Any donated materials and property shall be returned in accordance with conditions, if any, established when the donation of such materials or property was accepted.

The decision on distribution of the school's assets will be made by the Governing Board. If CalCA Central Valley does not have sufficient assets to pay all of its bills at the time it ceases operation, neither Alpaugh Unified, the Tulare County Office of Education, nor will the CDE be responsible for its unpaid bills.

Other Closure Procedures

The decision to close the charter school will be documented by an official action of the school's Governing Board and the District's Governing Board. The action will identify the reason for closure. In addition, the following would occur:

- A notice of school closure will be sent to parents/guardians, Alpaugh Unified, the California Department of Education, the County Office of Education, the school's SELPA, and any retirement systems in which the school's employees participate (e.g., the State Teachers' Retirement System), the accrediting body WASC, the University of California a-g office, the NCAA, as well as all other agencies as required. This notice will contain all

relevant and required information, including, but not limited to the effective date of closure; the name and contact information for the person reasonable for responding to inquiries regarding the closure; the students' school districts of residence; and the manner in which parents/guardians may obtain copies of student records, including specific information on completed courses and credits that meet graduation requirements.

- Parents/guardians and students will be notified in writing and will be provided with or have access to student information or records necessary to facilitate transfer to another school.
- Other school districts that may need to provide services to the charter school students may be notified in writing.
- The school's Governing Board or its designee shall create a list of students in each grade level and the classes they have completed, together with information on the students' district of residence, and will provide that to the person/entity responsible for closure activities.

A process for transfer of student records, state assessment results and any special education records will be established and followed. In addition, a plan for the maintenance of school and student records for a reasonable period of time following the closure will be made. All student records will be turned over to the students' district of residence, when known, unless otherwise agreed in the adopted plan. Personnel records will be transferred or maintained as required by law.

- An independent audit of the school will be completed as quickly as feasible, but not later than six months following closure of the school to determine the net assets and liabilities of the charter school, and will include at least the following:
 - An accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value.
 - An accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation.
 - An assessment of the disposition of any restricted funds received by or due to the charter school.
- Any required final financial or other reports will be submitted to the CDE and other applicable agencies.
- Copies of all financial and attendance records will be provided to the sponsoring district according to state and federal requirements, unless otherwise agreed upon by both the Board and Alpaugh Unified's Governing Board.
- If financial liabilities are incurred during the closure procedures, CalCA Central Valley will be fully responsible for payment of these, according to the Board adopted financial plan.

This closure protocol shall survive the revocation, expiration, termination, cancellation of this charter or any other act or event that would end CalCA Central Valley's right to operate as a charter school pursuant to this charter or cause CalCA Central Valley to cease operation.

VII.I SCHOOL SERVICES CONTRACTS

The current Statement of Agreement with Connections Education dba Pearson Online & Blended Learning K-12 USA (OBL), is provided in **Exhibit F**, and includes, as some examples:

- Licensing of OBL's curriculum for use by CalCA Central Valley
- Access to resources and assistance designed to enhance teacher effectiveness in creating Personalized Learning Plans for each student, as required to meet or exceed any educational standards established by the State of California or otherwise required by the authorizer
- Access to student assessment tools
- Access to assignment management and tracking tools, including the EMS
- Communication via multiple technologies, including phone, email, and chat
- Access to technology tools for students, teachers, and other school staff
- Training materials for Learning Coaches and teachers
- Student record management tools
- Support regarding special needs accommodations of the curriculum

CalOPS intends to continue the current Statement of Agreement with Connections Education d/b/a Pearson Online & Blended Learning K-12 USA to cover the term of this renewal charter, consistent with California law under AB 406. The Statement of Agreement may be modified through negotiation of both parties in the future and an updated copy of the current agreement is available to the authorizing district upon request.

Financial Reporting and Controls

The school's budget is developed and managed by CalCA Central Valley staff and approved by the school's Governing Board.

OBL provides some administrative and fiscal support services. CalCA Central Valley staff, plus the Board Treasurer and Board are responsible for reviewing, evaluating, managing, and/or approving these items, and for providing them (through their designees) to the appropriate state and local agencies (see also Section VII.B.).

Term, Termination, and Renewal

In order to promote the charter school's mission of delivering an education program that is of high quality and is accountable, detailed language regarding termination and renewal is included in the Statement of Agreement. In order to provide a stable educational program for CalCA

Central Valley families, the term of the Statement of Agreement is intended to cover the five years of the renewal charter term. This agreement will be renewable.

While termination is not desirable, the current Statement of Agreement provides for several different reasons that termination could occur. For example, the Board may terminate its agreement with Connections Education dba Pearson Online & Blended Learning K-12 USA (OBL) if it determines OBL has not performed as expected or if it determines that OBL has failed to provide educational services that meet California independent study requirements. OBL may terminate the agreement if CalCA Central Valley does not meet its financial obligations to OBL. Either party may terminate if there is breach of contract. The breaching party would be given an opportunity to respond and cure, and written notification is required at all times. In addition, both parties can terminate if they agree in writing to do so. In order to minimize disruption of students and staff, any termination would be planned to occur at the end of an academic year if possible.

Payments

Payments are made by the charter school to OBL under the terms of the Statement of Agreement. Currently, payments are made on a periodic basis, and while invoices are typically due within 30 days of approval by the Governing Board, the actual payment timeline may be extended to account for the timing of receipt of revenue by the charter school from state, local, and private agencies.

The determination of fees includes: disclosure between the charter school and OBL of estimated revenues and expenditures, development and approval of budgets, and an annual negotiation of fees based on the SOA. Payments are made on a periodic pro-rated basis, and the payment timeline is tied to receipt of revenue by the charter school from state, local and private agencies.

VIII. CHARTER SCHOOL ACCOUNTABILITY, RENEWAL AND REVOCATIONS

Include a statement reflecting the conditions under which the charter may be revoked and/or may not be renewed. [Ref. California Education Code §47607]

VIII.A ACCOUNTABILITY REPORTS

In order to ensure adequate progress towards renewal of the charter, CalCA Central Valley compiles and provides a Local Control and Accountability Plan (LCAP) to Alpaugh Unified as well as to any other required agencies as required by law (currently found in California Education Code section 47606.5). The format and evaluation of the report or plan adheres to state laws (currently laid out in California Education Code sections 52064, 52064.1, and 52064.5). Additional information regarding the LCAP is found in [Section III.A](#). The LCAP includes any state required elements, including a summary of progress towards the goals developed for the LCAP, or other alternative accountability reports may include other optional data, such as:

- Summary data showing student progress toward the goals and outcomes specified in [Section III.A](#) from the assessment instruments and techniques in [Section III.C](#).
- An analysis of whether student performance is meeting the goals specified in [Section III.A](#). This data may be displayed on both a school-wide basis and by subgroups, which are disaggregated by numerically significant racial and ethnic and other categories. Additional accountability measures related to the charter school's performance are listed herein and may be included in the SARC, the California School Dashboard, the Local Indicator reports and/or other accountability reports
- Data on the level of parent involvement in the school's governance (and other aspects of the school, where applicable) and summary data from an annual parent and student satisfaction survey
- Data regarding the number of staff working at the school and their qualifications
- Information on the racial, ethnic, and socioeconomic composition of the school, and a demonstration of whether the school implemented the means listed in charter [Section VI.B](#) to achieve a racially and ethnically balanced student population
- Information regarding the school's outreach and admissions practices during the year and data regarding the numbers of students enrolled
- Data on the number and resolution of disputes and complaints under the school's Uniform Complaint Procedures
- Other information regarding the educational program and the administrative, legal, and governance operations of the school relative to compliance with the terms of the charter generally
- The annual audit and other relevant financial information

In addition to meeting any requirements of the state, in particular for the LCAP, CalCA Central Valley may seek input from Alpaugh Unified to jointly develop content, evaluation criteria, timelines, and process for any additional accountability reports.

When needed, these arrangements are laid out in the MOU with Alpaugh Unified.

The school and District may also jointly develop an annual site visitation process and protocol to enable the District to conduct its oversight responsibilities, gather information needed to confirm the school's performance and compliance with the terms of this charter. Because the school does not have a physical facility, the MOU with the District will lay out the means of conducting oversight visits by the District.

VIII.B TERM OF THE CHARTER

The term of the charter will be five years, commencing on the first day of the fiscal year following the date that the charter is approved by the Alpaugh Unified Governing Board, and expiring five school years later, unless renewed. This charter is not intended to expire prior to the end of the fifth school year following the approval.

VIII.C OVERSIGHT AND RESPONSE TO INQUIRIES

Alpaugh Unified may inspect or observe any part of the school at any time, but will provide reasonable notice to the Executive Director or Site Administrator, to the extent practicable prior to any observation or inspection. Alpaugh Unified will provide such notice at least three working days prior to the inspection or observation unless the school's Governing Board or Executive Director agrees otherwise. Inspection, observation, monitoring, and oversight activities may not be assigned or subcontracted to a third party by Alpaugh Unified without the consent of the Governing Board, which shall not be unreasonably withheld.

The school agrees to promptly respond to all reasonable inquiries, including requests for financial records, from the District, County Office of Education, or the California Department of Education. CalCA Central Valley agrees to permit the District to inspect and receive copies of all records relating to the operation of the charter school, including financial, personnel, attendance accounting, and pupil records, subject to FERPA and employee privacy laws. CalCA Central Valley shall promptly comply with all reasonable inquiries from the District in accordance with Education Code § 47604.3. CalCA Central Valley shall be subject to the California Public Records Act.

VIII.D REVOCATION

Prior to commencement of revocation proceedings, Alpaugh Unified and CalCA Central Valley may first endeavor to resolve any dispute under the dispute resolution process set forth in **Section V.E**. If, following the completion of that process, the Governing Board of the District believes it has cause to revoke this charter, the District agrees to notify the Governing Board of the school in writing, noting the specific reasons for which the charter is in danger of being revoked, and grant the school reasonable time to respond to the notice and take appropriate corrective action. In accordance with California Education Code section 47607(c)(1) and 47607.3, the following items may be considered violations that could lead to revocation or non-renewal of the charter:

- Failure to meet or pursue the pupil outcomes identified in the charter;
- Failure to meet generally accepted accounting principles;
- A material violation of any of the conditions, standards, or procedures set forth in the charter;
- Fiscal mismanagement; and,
- Violation of the law.

CalCA Central Valley and Alpaugh Unified agree to follow the interventions explained in California Education Code section 47607.3 regarding failure to meet pupil outcomes. If the charter school disputes the cause(s) for revocation, the dispute procedures listed in **Section V.E** will apply. Notwithstanding any other provision of this charter, the District shall comply with applicable laws and regulations regarding revocation proceedings.

All attempts will be made to avoid school closure due to revocation in the middle of a school year. In the event that the school is closed, the closure protocols and processes as described in **Section VII.H** will be followed.

VIII.E RENEWAL AND AMENDMENT PROCESS

The Governing Board of CalCA Central Valley may request from the Alpaugh Unified Governing Board a renewal or material revision of the charter at any time prior to expiration. However, renewal requests ideally should be presented by the school to the district no later than 120 days prior to the expiration of the charter. It will be the goal of CalCA Central Valley to submit the necessary documentation for each renewal request any time between July and December of the final year of operations approved hereunder. This timing provides CalCA Central Valley and the District an adequate opportunity to focus on the renewal request, while taking into account all years of performance. Such renewal request shall include, but is not limited to, a complete charter that has been revised and updated to meet all legal requirements and reflect the current status and practices at CalCA Central Valley, including an electronic version of the revised charter and attachments thereto, and printed versions upon request of the District. The school will work with Alpaugh Unified to follow District policy regarding charter renewals.

The Alpaugh Unified Governing Board agrees to hear and render a renewal decision pursuant to the charter petition review timelines and processes as specified in the California Education Code section 47605(b) and CCR Title 5, Section 11966.4.

The charter may be materially revised at any time using a process similar to the renewal process. Any material revision of the charter requires an amendment that must be approved by the Governing Board of the District prior to taking effect. Non-material amendments to the charter may occur by approval of the charter school Governing Board and notification to and review by Alpaugh Unified staff.

CalCA Central Valley and Alpaugh Unified must agree on whether an amendment is material or non-material. The charter school agrees to contact the District Superintendent when any amendment, either material or non-material, is proposed. The charter school and Alpaugh Unified do not anticipate that language regarding student performance, student outcomes, school finances or any other elements of the LCAP or its annual updates will constitute or create material revisions to the charter. The school will work with Alpaugh Unified to follow District policy regarding charter amendments.

IX. IMPACT ON THE CHARTER AUTHORIZER

Provide information regarding the potential effects of the charter school on the school district, including, but not limited to, the facilities to be utilized by the charter school, the manner in which administrative services of the charter school are to be provided, and potential civil liability effects. [Ref. California Education Code §47605(g)]

IX.A ALPAUGH UNIFIED'S MISSION

Alpaugh Unified's mission states that "the mission of Alpaugh Unified is to meet the educational need of every student. The vision is every student will receive and work to attain a common core knowledge and the life skills necessary to make the transition to the next level of education and/or career."³³

CalCA Central Valley supports and enhances this mission by providing each student with a Personalized Learning Plan which challenges individual students to excel and succeed through a differentiated educational path. When students work at a challenging but realistic level that fits their educational needs and goals, they develop academic confidence, feel positive about their school experience, and in turn realize their potential and are empowered in their success. This allows students to become contributing citizens in a diverse and global society. CalCA Central Valley also promotes strong parent partnerships and offers a safe learning environment for all students.

IX.B BENEFITS

There are many benefits that Alpaugh Unified receives through sponsoring CalCA Central Valley. One of the most significant benefits is being able to serve students who were underserved or not being served within the community. Providing access for students to fully qualified teachers and to innovative, interactive 21st century curriculum meets the goals and mission of Alpaugh Unified. It also provides an opportunity for Alpaugh Unified to reengage students in a charter sponsored by Alpaugh Unified who may have chosen other virtual or charter opportunities.

The school district and community benefit from the teaching and administrative positions that are created at CalCA Central Valley. This has an economic impact on the local community.

The District provides supervisory oversight as required by law, in exchange for an oversight fee of up to 1% of the portion of the charter school's annual public revenue, as defined in California Education Code section 47613 (f).

CalCA Central Valley represents an outstanding virtual educational choice for families in Tulare County and contiguous counties and this builds awareness of Alpaugh Unified's innovative approach to learning. Increased awareness of Alpaugh Unified is of benefit to Alpaugh Unified's own community outreach efforts.

³³ <https://alpaughusd.com/District/portal/mission-statement>ALPAUGH USDALPAUGH USD

IX.C FACILITIES

CalCA Central Valley has no negative impact on the district with respect to facilities. As a non-classroom-based program, CalCA Central Valley is not eligible for facilities under Proposition 39. The school agrees to comply with all applicable laws related to jurisdictional limitations to the locations of its facilities and any legally required notices regarding school sites.

IX.D ADMINISTRATIVE SERVICES

CalCA Central Valley staff cooperate fully with District staff in the preparation and reporting of all required data and financial information. The District and the charter school may enter negotiations during the MOU process to provide services to the charter school. Neither party is obligated to provide or accept such services, but may do so by mutual agreement. The Superintendent or designee of the District is authorized to negotiate and enter into an agreement to provide services to the charter school.

IX.E CIVIL LIABILITY EFFECTS

Since the school is operated by a non-profit public benefit corporation, CalCA Central Valley is legally independent from Alpaugh Unified. In addition, CalOPS maintains adequate insurance coverage to further limit liability of the district. Internal dispute processes are in place to decrease the incidence of legal disputes. CalCA Central Valley and CalOPS have retained services of attorneys familiar with charter school legal issues to prevent legal problems from arising.

X. ASSURANCES

Governing Law, Construction, and Compliance with Law

This Charter shall, in all respects, be governed by the laws of the State of California applicable to agreements executed and to be wholly performed within the State of California. Nothing contained herein shall be construed so as to require the commission of any act contrary to law.

This assurances page is intended to be signed by a duly authorized representative of the applicant and submitted with the full charter application.

As the authorized representative of the applicant, I hereby certify that the information submitted in this application for a charter renewal for California Connections Academy Central Valley, is true to the best of my knowledge and belief; and further I understand that if awarded a renewal of the charter, the School:

1. Will meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. California Education Code Section 47605(c) (1)].
2. The California non-profit public benefit corporation which operates California Connections Academy Central will be the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act [chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code.] [Ref. California Education Code Section 47605(b)(6)]
3. Will be nonsectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. California Education Code Section 47605(d)(1)]
4. Will not charge tuition or other prohibited fees. [Ref. California Education Code Sections 47605(d) (1) and 49010 et seq.].
5. Will admit all eligible students who wish to attend the school, and who submit a timely application, unless the school receives a greater number of applications than there are spaces for students, in which case each applicant will be given equal chance of admission through a random lottery process. [Ref. California Education Code Section 47605(d)(2)]
6. Will comply with all laws establishing the minimum and maximum age for public school enrollment and funding. [Ref. California Education Code Section 47612(b), 47610(c)]
7. Will not discriminate against any student on the basis of ethnic background, national origin, immigration status, gender, gender identity, gender expression, disability, or any other basis protected by law. [Ref. California Education Code Section 47605(d)(1)].
8. Will adhere to all provisions of federal law relating to students with disabilities, including the IDEA, Section 504 of the Rehabilitation Act of 1974, and Title II of the Americans with Disabilities Act of 1990, that are applicable to it.

9. Will notify the superintendent of the school district of the pupil's last known address within 30 days if a pupil is expelled or leaves the school without graduating or completing the school year for any reason, and the school shall, upon written request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. California Education Code § 47605(d)(3)].
10. Will, on a regular basis, consult with its parents and teachers regarding the school's education programs. [Ref. California Education Code § 47605(c)(2)]
11. Will meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary [Ref. Criteria for Review, section 11967.5.1(f)(5)(C)] and including the criminal record background check and summary required by Ed Code 44237.
12. Will ensure that teachers in the school hold a California Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers (as defined in this charter). [Ref. California Education Code Section 47605(l)] The school will also insure that copies of these credentials will be kept on file at the school and available for inspection upon request.
13. Will at all times maintain all necessary and appropriate insurance coverages.
14. Will comply with any applicable jurisdictional limitations and requirements set forth in the Education Code. [Ref. California Education Code §§ 47605 & 47605.1]
15. Will submit an annual accountability plan to the authorizer as laid out in California Education Code § 47606.5.
16. Will follow any and all other federal, state, and local laws and regulations that pertain to the operation of the charter school.
17. Will comply with all regulations regarding independent study programs that are applicable to charter schools.
18. Will comply with all state audit and other state reporting requirements for charter schools.
19. Will comply with all applicable portions of the Elementary and Secondary Education Act and the Every Student Succeeds Act.
20. Will comply with the Public Records Act.
21. Will comply with the Family Educational Rights and Privacy Act.
22. Will ensure that meetings of the Governing Board for the school shall comply with the applicable sections of the Ralph M. Brown Act.
23. Will maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. California Education Code Section 47612.5(a)]
24. Will respond to all inquiries regarding records, both financial and other, and will provide

access to the district to such records.

Signature

Date

Dr. Richard Savage

Printed Name

Executive Director

Title

EXHIBITS

- A General School Handbook 2020-21 & California Connections Academy School Handbook Supplement
- B Master Agreement (Sample)
- C Parent/Legal Guardian (Caretaker) Acknowledgement (PLCA) (Sample)
- D California Online Public Schools (CalOPS) Documents
- E Statement of Agreement (Current)
- F Memorandum of Understanding (Current)
- G Business Plan, including Budgets and Cash Flow Narrative
- H Insurance Certificates Samples

MEMO

DATE: December 1, 2020

TO: California Online Public Schools Board of Directors

FROM: Richie Romero, Ed.D., Director of Student Achievement

RE: Granting High School Diplomas to Students who meet the Requirements of AB1350

BACKGROUND

The California legislature recently updated AB1350. This assembly bill was originally passed to authorize a high school district, unified school district, county office of education, or the governing body of a charter school to retroactively grant a high school diploma to persons under specified conditions, including, among others, a person who was interned by order of the federal government during World War II. The recent update authorizes a high school district, unified school district, county office of education, or the governing body of a charter school to retroactively grant a high school diploma to a person who was in their senior year of high school during the 2019–20 school year; in good academic standing and on track to graduate at the end of the 2019–20 school year, as of March 1, 2020; and unable to complete the statewide graduation requirements as a result of the COVID-19 crisis.

Board Review and Consideration for Approval

CalCA staff have audited student records. Staff has compiled a list of students who are identified to have been in their senior year of high school during the 2019–20 school year; in good academic standing and on track to graduate at the end of the 2019–20 school year, as of March 1, 2020; and unable to complete the statewide graduation requirements as a result of the COVID-19 crisis. It is respectfully requested that the board consider the approval of granting diplomas to these students to be dated January 4, 2021 as allowed by statute.

Pearson Connexus Path Forward

Introduction

Earlier this year, during April and May board meetings, Pearson Online & Blended Learning (OBL) provided information about a new ecosystem of applications called Pearson Connexus (PCx) to support the learning and operations of a full-time virtual school. We want to provide all boards an update on the path forward for PCx and how it impacts the schools that partner with OBL.

In the version launched this fall, PCx was composed of four applications:

- A new learning management system based upon an existing product called Buzz;
- A new enrollment experience based upon an existing product offered by Salesforce;
- A new student information system based upon an existing product called Alma; and,
- An identity management system based upon an existing product called ForgeRock.

PCx Launch in SY 2020-2021

This fall OBL and three schools – Arizona Connections Academy, Arkansas Connections Academy and Wyoming Connections Academy – launched PCx as described above. California Connections Academy began its school year using the new enrollment experience, but not the other components of PCx.

Our vision for how we support schools is supported by four pillars:

1. Developing students with a growth mindset;
2. Focusing on learning outcomes;
3. Attracting the best educators and giving them the best tools to improve teacher effectiveness; and,
4. Building the world's best virtual learning ecosystem.

One of the things we learned from the PCx launch was the amount of change was too much to introduce, manage, and implement at one time. We heard from families, teachers, school leaders, and board members that the academic experience should be the priority over operational improvements, even though those improvements had value.

PCx Path Forward for SY 2021-2022

After considering and contemplating the feedback we received from the PCx schools, we believe it is in the best interests of the partnerships with you – our customers – to chart a different path forward for Pearson Connexus. This path includes the following changes:

- All schools will use the Connexus 2.0 (V2) learning management system and its student information system for SY 2021-2022. There are planned enhancements to V2.
- Schools in Arizona, Arkansas, California, and Wyoming will use the new enrollment experience and the identity management system for SY 2021-2022. It is our intent to offer these two applications of PCx to all schools for the SY 2022-2023 enrollment cycle. There are planned improvements to the enrollment experience all schools will benefit from in SY 2021-2022.

To summarize, the replacement of the current PCx learning management and student information systems enable OBL and schools to work better together to improve the academic experience by using a familiar and reliable platform like Connexus 2.0. The new enrollment experience and identity management system have demonstrated some positive improvements, such as a streamlined experience that is mobile friendly and allows pictures to be used for document uploads. With another year of development work, these experiences will be enhanced and ready for all schools after the next school year enrollment cycle.

Some of the planned enhancements to V2 for SY 2021-2022 include:

- Improved Scheduler & Planner;
- Improved Lesson Viewer user experience;
- Synchronous session automatic attendance & scheduling;
- Improved loading times for data views, reports, courses and LiveLesson® sessions;
- Pilot the use of Zoom as an additional tool to facilitate LiveLesson® sessions; and,
- Hosting V2 “in the cloud” to increase data security and reliability.

Course customization functionality is a critical piece of the path forward for PCx. The new courses released for this school year, sometimes referred to as the Polaris courses due to the project name to create new curriculum, allow a level of customization not previously available in older courses because they are built in a modular way. There will be an increased number of new courses with the new curriculum design for SY 2021-2022 and we will be building more capabilities in the learning management system that allow schools to customize courses for SY 2022-2023.

Enrollment Experience Improvements

We are pleased to share the enrollment experience will begin a transformation in preparation for SY 2021-2022 with a reorganization of the entire Marketing and Enrollment Department. This has already begun by streamlining operations in order to better serve the families enrolling in your school. One of the centerpieces of this transformation is to organize teams by serving only a certain set of schools. For example, this means enrollment call center agents will answer calls only from their assigned schools so they will have more in-depth knowledge about each school they support, its unique offerings, and specific state requirements. We'll share more information about this initiative closer to the beginning of the SY 2021-2022 enrollment cycle.

Conclusion

We strongly value each partnership with each school and want to provide you and your families the highest quality products and services. As our customers and partners, your feedback and experiences shape how we support you and with what products we offer. We believe Pearson Connexus, a flexible ecosystem of applications to operate and support a full-time virtual school, remains our guiding north star to supporting great academic, social, and emotional experiences for students.

We take your feedback to heart and make changes based upon it, so we will continue to seek out input from schools, teachers, families, and board members. We commit ourselves to more frequent communication in the 2021 calendar year about the support we provide your school, and look forward to additional conversations about the path forward for Pearson Connexus.

EXHIBIT A

General School Handbook 2021-21 & California Connections Academy School Handbook Supplement

In this exhibit, we provide the following:

- School Handbook, General Portion
- California Connections Academy School Handbook Supplement



CONNECTIONS
ACADEMY®

School Handbook General Portion

2020-2021

Welcome to your Connections Academy virtual school!

Your school is designed for students to learn at the highest levels possible. Our rigorous curriculum, personalized learning approach, and engaging virtual classroom sessions make learning challenging and relevant. Our student-centered approach means that each child receives the educational support he/ she needs to succeed. Whether it's one-on-one discussions with our highly-trained team of professionals who are focused on your student's well-being; virtual sessions using LiveLesson® session technology; supplementary educational opportunities; clubs and activities; or our rigorous, standards-based curriculum, everything your school provides revolves around ensuring student success.

Your school's dedicated teachers and administration are focused on your student's well-being and fulfilling the Connections Academy mission: *to help each student maximize his/ her potential and meet the highest performance standards through a uniquely individualized learning program.*

Parents/guardians (Caretakers), your role in a Connections Academy school is unique in public education. You are a true partner in your student's education and have unprecedented access to your student's teachers and other school personnel. You must also ensure that you and your student comply with all school policies outlined in this Handbook and in the School-Specific Handbook Supplement. Sections in this Handbook marked with an asterisk (*) have additional information in the Supplement. Please read both of these documents carefully and contact your school or Connections Academy Customer Care with any questions you have. To reach your Connections Academy school, visit www.connectionsacademy.com, enter your zip code, and then select Visit School Site. Learning Coaches and Caretakers can see detailed school contact information from their Connexus® login page. Your School-Specific Handbook Supplement, found in the Virtual Library in Connexus, also contains complete school information. To contact the Connections Academy central office, call 800-382-6010, or send an email to support@connexus.com.

Congratulations on joining the Connections Academy family. Together, we can ensure your student has a safe and successful experience at your Connections Academy school.

We look forward to working with you and wish you a successful -2020-2021 academic year!

Getting Ready: Quick Tips

Get to Know Connections Academy's Policies

Please take some time before the school year starts to understand the policies in this General Handbook and your School-Specific Handbook Supplement. You and your student are bound by the policies in these documents, so please refer to these handbooks throughout the year to ensure you and your student are in compliance with Connections Academy policies and procedures.

Getting Ready for the School Year

Learning Coaches and students should check their To Do list on their home page in Connexus every school day. **Be sure to complete the assigned orientations and trainings** you find there; this will help ensure that you and your student get off to a great start for the school year.

Setting up your student's "learning area":


- Dedicate a space for keeping school materials and supplies organized
- Place your student's "classroom" in a quiet area that is free of distractions
- Create a filing system for portfolio assessments, student work, and important papers
- Create a showcase area to display your student's work
- Review your calendar, set a schedule, and post the daily routine

If you're waiting for a computer delivery from Connections Academy, review the set up requirements and make sure everything you need is in place, including broadband internet service, so when your computer arrives, you are ready to go. Please note that you can access assignments and complete work in Connexus without receiving your materials first. If you are using your own computer, take time to review the system requirements in Connexus Help (accessed via the **MORE** tab on the Toolbar) to ensure you are set up properly. As soon as you are enrolled and set up with your internet access, you can get started with your schoolwork!

Learning Coaches can also prepare for their role by exploring the many family support resources Connections Academy offers. From the Home Page, select the Links tab, then select Learning Coach Central. This is where you'll find a "Getting Started Checklist," a link to the "Prepare for Success" website, announcements about LiveLesson sessions designed specifically to help Learning Coaches support their students in adjusting to virtual learning, and much more!

Need help?

Our Connexus Help has a lot of the answers! Select the **MORE** tab on your toolbar in Connexus and then select the Help button. You can also call Connections Academy at 800-382-6010 or send a WebMail message to Technical Support if you have any issues with your computer, Connexus, or accessing the internet.

If you want to get to know your teacher(s), check out the Teacher Communication Data View. To access this Data View, select your student's name from your Home Page. From there, you will see the courses your student is taking. Select the  icon beside the teacher's name and then select and view the teacher's Teacher Communication Data View information. Review the teacher's prior experience and qualifications, courses taught, contact information, and more!

Welcome to Connections Academy! We hope you have a great year.

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1 INTRODUCTION

This handbook has been approved by each of the Connections Academy schools' Governing Boards or other authorizers as required. The most current version of this General Handbook, and its companion document, the School-Specific Handbook Supplement, is available online in the School Handbooks section of the Virtual Library in Connexus.

Sections of the General Handbook that have additional information in the School-Specific Handbook Supplement are denoted by an asterisk (*) in the table of contents. Please be sure to refer to your School-Specific Supplement for additional, school-specific information on these topics. All policies in this General Handbook apply to grades K–12 unless otherwise noted. However, as high school programs vary from state to state, information related to high school is found in the School-Specific Handbook Supplement.

2 SCHOOL MISSION AND OVERVIEW

2.1 *Mission Statement**

It is the mission of Connections Academy schools to help each student maximize his/ her potential and meet the highest performance standards through a uniquely individualized learning program. Check your School-Specific Handbook Supplement for your school's individual mission and/or vision statements.

2.2 *Program Overview*

Connections Academy's high-tech, high-touch, virtual "school without walls," combines the best in virtual education with very real connections among students, families, teachers, and the community. The program combines a first-class curriculum, high-quality teachers, state-of-the-art technology, community connections, and a personalized learning approach that work together to maximize student learning.

2.3 Non-discrimination Statement

Practices that exclude, deny benefits to, or otherwise discriminate against any person on the basis of ethnic group identification/ethnicity, marital status, race, color, national origin, ancestry, sex, sexual orientation, gender identity, religion, physical or mental disability, athletic performance, language proficiency in English or another language, prior academic achievement, or age in the admission to, participation in, or receipt of the services under any of the Connections Academy and its affiliated entities educational programs and activities, or in employment practices, or any other area protected under federal or state law are strictly prohibited. Age limitations may only be imposed in response to mandatory state-specific requirements established by the laws of the state under which that particular Connections Academy school operates.

The non-discrimination policy is in accordance with the provisions of Title VII of the *Civil Rights Act of 1964*, Title IX of the *Educational Amendment of 1972* (Title 9), Section 504 of the *Rehabilitation Act of 1973* (Section 504), the *Age Discrimination Act of 1975*, and the *Individuals with Disabilities Education Act of 2004 (IDEA)*. Individuals who are designated to coordinate Connections' compliance with these laws are detailed in the Connections [Non-discrimination Policy](#). Please also review the Virtual Library for certain state specific Non-discrimination policies as required by state law and/or school authorizers.

Schools are required to adopt and publish grievance procedures providing for prompt and equitable resolution of any complaints alleging any action that would be prohibited by state and federal law. See your School-Specific Handbook Supplement for additional information.

2.4 The Connections Academy Commitments*

Each Connections Academy school has high expectations for its students and their families and requires them to commit to the rigorous educational program that has been implemented. In return, each Connections Academy school holds itself to high standards and makes the following commitments:

- The school will contact the student and his/ her Caretaker on a regular basis and treat them as valued and respected partners in the common goal of student academic success.

- The school will partner with the student and family to provide a Personalized Learning Plan (PLP) to meet the student's individual learning needs.
- The school will provide a quality instructional program, including curriculum, instructional materials, and a certified, well-trained teaching staff.
- The school will support the student and family with the training needed to learn how to use Connexus and provide encouragement needed to fulfill their responsibilities.
- The school will make a strong effort to incorporate all stakeholders' feedback for the continued improvement of the program.
- The school will encourage the student's social interaction with other school students and families by supporting community coordinators and school staff in their efforts to organize various field trips and community events. The school's Get Connected! program will help facilitate these opportunities to connect, and at some schools, will provide private Facebook groups where Caretakers and Learning Coaches can "meet" to arrange study groups and other informal gatherings.
- For students with disabilities, the school will follow Individualized Education Programs (IEPs) to provide a Free and Appropriate Public Education (FAPE). The school will also follow students' Section 504 plan requirements for accommodations to address each eligible student's individual needs as required by law or regulation. See your school's Handbook Supplement for details.
- The school will support Caretakers in providing school records or other required information when seeking to transfer their student to another educational program where proper procedure is followed in accordance with state and federal law.
- The school will comply with the provisions of the Family Educational Rights and Privacy Act (FERPA). (See Appendix 2 for the Connections Academy FERPA policy [FERPA Notification](#).)
- The school will comply with the provisions of the Children's Online Privacy Protection Act of 1998 (COPPA). (See Appendix 4 for the Connections Academy Privacy Policy, including COPPA statement).
- The school will provide approved Caretakers access to student records and related school information through Connexus in accordance with applicable federal and state law.
- The school will always operate with the best interests of the student in mind, and in accordance with state and federal law.

3 SCHOOL ORGANIZATION AND ROLES

This section provides information about how your school is organized and on the various roles and responsibilities for everyone involved in the school.

3.1 Roles and Responsibilities

Caretaker (Parent or Legal Guardian)

Connections Academy schools apply the term “Caretaker” to the student’s parent(s) and/or legal guardian(s) who enrolls the student and satisfies the student’s enrollment requirements. All Caretakers are automatically given “Learning Coach” (see below) access in Connexus so they are able to perform the Learning Coach duties. Caretakers must agree to and sign the Parent/ Learning Coach Acknowledgement (PLCA) as part of the enrollment process. While Caretakers automatically have the Learning Coach access, they may also designate another adult or adults as Learning Coach(es) either *in addition to or in place of* the Caretaker by completing and submitting the Designated Learning Coach Agreement form. Even if the Caretaker designates another adult or adults as Learning Coach(es), the Caretaker will continue to have the Learning Coach access in Connexus. The Caretaker always has full and final responsibility for the child’s education and educational decision-making with the school, and therefore must be available to the school staff as needed for discussions related to the student’s educational and other school-related needs.

Learning Coach

The Learning Coach is the adult who performs tasks such as recording attendance, reviewing lessons, providing supervision, and communicating with teachers. Each student will have at least one Learning Coach who is generally the student’s Caretaker. However, Caretakers may designate another adult or adults as the student’s Learning Coach(es), either in addition to or in place of the Caretaker, for daily oversight of the student’s school work and school-related activities, by completing the Designated Learning Coach Agreement form. As noted above in the definition of Caretaker, the Caretaker always has full and final responsibility for the child’s education and educational decision-making with the school, and therefore must be available in a timely manner to the school staff as needed for discussions related to the student’s educational and other school-related needs.

The duties and responsibilities of the Learning Coach are detailed in this Handbook and in the School-Specific Handbook Supplement, so it is important that both Caretakers and Learning Coaches read both documents carefully.

The Get Coaching! Program is designed to assist Learning Coaches and Caretakers in understanding and fulfilling their role in their student's education at a Connections Academy school. Through the Get Coaching! Program, we provide Learning Coaches and Caretakers with ongoing support, provide access to resources and facilitate connections with other Learning Coaches. The Get Coaching! Program resources are available under Links on the Learning Coach and Caretaker Home Page.

Under certain circumstances, students who are 18 years of age or older, or an emancipated minor, may request to be their own Learning Coach. To discuss this option, students should contact either the Connections Academy Enrollment Team during the enrollment process, or the School Leader once enrolled.

Student

The student's role in a Connections Academy school is to learn to the best of his/ her abilities. Therefore, students should expect to take age-appropriate individual responsibility for their own learning. This is accomplished by applying themselves to their studies in a focused and serious manner, working hard, becoming engaged in the lessons and activities, asking questions, exploring their personal interests, improving areas of academic weaknesses, and capitalizing on strengths. Students at all times are expected to complete their own work and uphold the principles of the Connections Academy Honor Code (Appendix 1).

Eligible Student

"Eligible student" at Connections refers to students over eighteen (18) years of age and emancipated minors. Other uses of 'eligible student' will be qualified with the area of eligibility; for example, "504-eligible students."

School Leader

This individual is responsible for the administration of the school and ensuring students are provided with the support and assistance they need. The School Leader's title may vary from school to school such as principal or executive director. Check your School-Specific Handbook Supplement for your School Leader's contact information.

Homeroom Teacher (Elementary Students)

Each elementary student is assigned a homeroom teacher (depending on program implementation, a Family Connections Coordinator may provide support in lieu of a homeroom teacher). The homeroom teacher serves as the family's central point of contact with the school and works with students and their Learning Coaches to develop and implement the Personalized Learning Plan (PLP). Generally, the homeroom teacher will also be the teacher for most or all of the student's subjects. The homeroom teacher is responsible for making instructional decisions such as providing instructional interventions; interacting synchronously with students for instructional purposes; verifying the student's course work; providing timely feedback to students on their academic work; issuing final course grades; reviewing and approving adjustments to students' schedules (such as vacations and/or field trips); and making recommendations regarding promotion and retention to the school leadership. Homeroom teachers or Family Connections Coordinators may assist with things such as confirming and arranging standardized testing plans (dates, times, locations, etc.) working with Learning Coaches to run the Scheduler (adjusting the student's Planner within Connexus), addressing basic technical concerns, and assisting with the process for marking and/or changing student attendance. The name of the teacher for each of the student's courses is listed next to the course name on the Connexus home page and in the Grade Book so that students and Learning Coaches can easily identify and contact teachers as needed.

School Counselor, Homeroom Teachers, and Advisory Teacher (Middle and High School Students)

Each middle and high school student has an Advisory Teacher, Homeroom Teacher, and/or School Counselor (titles may vary by school). The Advisory Teacher, Homeroom Teacher, or School Counselor assists students and Learning Coaches with course selection, student transfers, graduation requirements, college and career planning, interpersonal counseling, course placement changes as needed, and general academic guidance. A School Counselor or other qualified staff member is available to assist with high school credit or college/career questions or to help with post-high-school plans including career, college/university, the military, or the workforce.

Subject-Specific Teacher

The subject-specific teacher is the primary contact for students and Learning Coaches for subject-specific questions. These teachers are responsible for handling the following instructional issues:

- providing timely and relevant feedback on student work including grading and updating progress reports
- facilitating instruction using research-based strategies and resources to address skill gaps with a particular assessment or concept
- managing the course scope, pacing, and sequence to ensure a student's academic success
- personalizing the curriculum, including modifying lessons and assessments
- proctoring state and/or federally mandated tests

Subject-specific teachers proactively monitor each student's progress using Connexus and through regular contact via phone, streaming audio and video (LiveLesson sessions), and WebMail messages (our Connexus-based email system). Subject-specific teachers provide small and large group instruction to their students on key concepts and skills; add, expand, or modify assessments based on the student's demonstrated mastery of the material; assign and score assessments and portfolio items; and provide feedback on the student's performance to the student, Learning Coach, and Family Connections Coordinator, or homeroom/advisory teacher. Teacher feedback is provided through the use of rubrics, assessment grades, phone conferences, WebMail messages, and LiveLesson sessions. Depending on a student's needs and grade level, subject-specific teachers provide instruction in a variety of ways to address the needs of each student. Subject-specific teachers evaluate students in their corresponding subject area(s), provide instructional resources based on the student's learning needs, prepare student progress reports (at schools that issue them), verify the student's course work, issue final course grades, and make promotion or retention recommendations (for students in grades K–8).

Generally, middle and high school students will have a different subject-specific teacher for each course. Elementary students will have the same subject-specific teacher for most subjects; these teachers may also be the student's homeroom teacher.

Substitute Teachers

Substitute teachers are teachers who meet the state requirements for being substitute teachers in their state. They serve as homeroom and/or subject-specific teachers when the regular Connections Academy teacher is not available for an extended period of time (on military or medical leave, etc.). Substitute teachers perform all of the duties of a teacher or subject-specific teacher.

Teaching Assistants

Teaching assistants may perform many of the duties of a homeroom teacher or subject-specific teacher, as defined above. However, teaching assistants are not permitted to issue final course grades and they must work under the supervision of a certified teacher.

Family Connections Coordinators (FCC)

Depending on program implementation, the Family Connections Coordinator (FCC) serves as a single point of contact between the family and the Connections Academy school to provide support to families and students for non-teaching tasks.

Community Coordinators (Caretaker Volunteers)

Community Coordinators are typically Caretakers of students in the school. Some schools do not have community coordinators and have events planned by the school staff – they are referred to as School Event Representatives. Community Coordinators, and/or School Event Representatives, help create opportunities for community projects, field trips, and group meetings with other students and families. They also serve as a clearinghouse for information about local extracurricular activities and events. Schools provide information to families at the start of the school year about how to become a Community Coordinator and will distribute the Community Coordinator's contact information to families. If you have a question or a suggestion related to a local activity or opportunity, contact your assigned Community Coordinator or the School Event Representatives.

Student Support Team

The Student Support Team (SST) consists of a number of individuals with various roles at the school, with the goal of supporting struggling students' academic and behavioral needs. The SST may be comprised of teachers, staff members, administrators, school counselors, intervention specialists, parents as needed, and others at the school who may have knowledge

of student performance and needs. The SST meets regularly to discuss individual students referred to the team by school staff or parents. Concerns may be related to academic, performance, engagement, or physical and mental health. This Team may also go by another name, such as Response to Intervention (RTI) or Student Assistance Team (SAT). Students are identified as needing additional support based on universal screening assessments conducted with all students, teacher and/or Learning Coach observation and knowledge of the student, and/or a review of the student's academic performance, participation, and/or attendance levels documented in Connexus.

The Student Support Team shares information among its members about a student's academic and/or other challenges and makes recommendations for implementation of instructional or other interventions. SST members also perform regular data collection on progress of these interventions, and other relevant information. The team develops and recommends additional instructional strategies and resources for the student's teacher(s), Caretaker, and Learning Coach, and then follows up to ensure that these strategies are indeed helping the student make adequate progress and show academic improvement. Caretakers are kept informed regarding interventions and student progress.

3.2 Required Student Safety Trainings for School Staff *

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

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

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

3.3 School Information*

Contact information for your school is found in the School Specific Handbook Supplement.

3.4 School Schedule

Connections Academy students and/or their Learning Coaches may develop their own schedule to fit their specific needs, both in how they structure each school day and their overall schedule, as long as no state or local regulations are violated. However, students must still attend school regularly, meet their school's specific attendance and/or instructional hour requirements, correspond with their teachers, and complete lessons and assessments as expected. (See your School-Specific Handbook Supplement for specific requirements.)

Students must also be available during regular school hours for any required phone conferences or participation in LiveLesson sessions, unless school-approved alternate arrangements can be made. Most teachers are available only during regular school business hours. Students will be informed of these hours and any individual variations in teacher schedules at the beginning of each course and through the Teacher Communication Data View.

3.4.1 The 2020-2021 School Calendar*

Your school's calendar is in the School Specific Handbook Supplement.

3.4.2 Required Instructional Hours*

This information is in the School Specific Handbook Supplement.

3.4.3 Emergency Closure Plans*

Note that some schools may have a separate Emergency Closure Plan.

If a school's office(s) closes due to an emergency such as hazardous weather conditions, the school will send Caretakers a "Must Read" WebMail message explaining the details of the office closure. The school will also record a voice mail message announcing the details of the office closure and the availability, or lack of availability, of teachers and other school services.

Please note that Connections Academy Centralized Support Services and some teachers are located in different areas of the country where conditions may be different from those in the local school office location. Such services may be occasionally interrupted even when school operations are running as usual, or vice versa.

Even if a school's office(s) or Centralized Support Services closes due to hazardous weather or other emergencies, students should still plan to complete lessons and mark their attendance for the day if they are able to work either online or offline, unless otherwise notified by their school.

3.5 Enrollment, Withdrawal, and Transfers

Specific state requirements for enrollment eligibility are available on your school's page on the Connections Academy website. To find these requirements, select the Enrollment tab at the top of the page, and then select Eligibility Requirements.

All Connections Academy schools abide by all federal, state, and local policies and guidelines for student admission and do not impose admission requirements that are inconsistent with these policies and guidelines. These policies and guidelines include compliance with the McKinney-Vento Act regarding homeless students, including but not limited to, enrolling homeless students in a timely manner even if the student is unable to produce records normally required for enrollment (e.g., proof of residency or previous academic records), and providing those students with services comparable to services offered to students not experiencing homelessness. The School Leader or their designee shall serve as the liaison for homeless students.

At various times during the school year, to comply with mandated enrollment caps, state regulations and reporting, and/or testing processes and requirements, some schools may temporarily “pause” enrollment by holding students who have completed Stage 2 of the enrollment process on a wait list for a defined period of time. After the temporary “pause” of enrollment is over, students will again be able to move forward with completing the enrollment process. The school board or authorizer has delegated to the School Leader the authority to define and implement these temporary “pauses” of enrollment periods. These temporary “pause” dates will be posted on the school’s website where information about enrollment can be found.

Some schools also have enrollment caps and therefore may implement a lottery system. Schools may also close enrollment at some point in the year, as permitted by state or local regulations. Check your school’s website for more information.

3.5.1 Returning Students

Currently enrolled students whose Caretakers plan for them to continue with Connections Academy for the next academic year must communicate their plans for the next school year in the “Tell Us Your Plan” Data View which is made available on the Caretaker’s To Do List each year. Please follow the timeline presented to you by the school for submitting your response. Caretakers will be provided with detailed information on how to complete these tasks, **which should be completed as soon as the Caretaker knows that the student intends to return** the following year (but no later than the end of the current school year or specific deadline as indicated).

Caretakers of students who have withdrawn from a Connections Academy school but wish to return to the same school for a different school year should contact the Enrollment department at 800-382-6010 to determine what information is needed to reactivate the student’s account.

Students enrolled in a Connections Academy school who wish to enroll in a different Connections Academy school for the next year, should call the Enrollment Department at 800-382-6010 for detailed enrollment instructions regarding state requirements appropriate to their situation.

If a student wishes to return during the same school year to a Connections Academy School after withdrawing, the Caretaker should contact the Enrollment Department at 800-382-6010 -to

initiate the re-enrollment process. Note that these students should not complete a new online registration. Additional documents may be required for reenrollment. Please see the School-Specific Handbook Supplement for information specific to each school.

3.5.2 Kindergarten and First Grade Admissions*

This information is found in your School-Specific Handbook Supplement.

3.5.3 Enrollment after the Start of the School Year or Semester*

Students may generally enroll after the start of the school year if (1) space is available, subject to any other local limitations, and (2) the open enrollment period for the school year has not passed. Students who enroll after the start of the school year or semester will be placed at the appropriate starting point in the curriculum based on work already completed, the school's specific enrollment policy, and discussions between the family and the school's teachers and/or school counselor. Students may also participate in a special orientation course for students who enroll after the start of the school year.

3.5.4 Dual Enrollment in another K-12 Program*

Information pertaining to dual enrollment may be found in the School-Specific Handbook Supplement.

3.5.5 Dual Enrollment in a College or University

Interested students who are academically and socially ready may wish to consider supplementing their Connections Academy curriculum with college-level courses in schools where dual enrollment in a college or university is available. While this option will apply primarily to high school students, some advanced middle school students may also wish to consider this option where permitted. All students should consult with their school counselor or advisory teacher prior to enrolling in college courses to be sure they are fully informed about specific state requirements as well as the benefits and responsibilities of adding one or more college course(s) to their workload.


3.5.6 Withdrawing from School*

Students may withdraw from the school at any time, provided that the Caretaker provides Connections Academy with either evidence of homeschool registration consistent with state

requirements or the name and location of another public or private school that the student will attend.

Prior to withdrawing, the Caretaker and/or Eligible student (in the case of an emancipated minor) should discuss with a school staff member the student's reason(s) for withdrawing as it may be possible to address issues so that the student does not need to withdraw. If a student or Caretaker is experiencing a problem with a teacher, he/ she should contact the School Leader or Assistant Principal, or their designee to discuss possible solutions other than withdrawal.

The student's Caretaker and/or Eligible student generally may begin the withdrawal process in either of two ways; however, please note that some states may only offer one option.

- 1) From the Caretaker home page in Connexus, select the student's  and go to the Initiate Student Withdrawal Data View. Complete the requested Next Schooling information and select Save and Finish to submit the form.

Please note that this method should not be used to indicate that a student does not intend to return for the following year. Use of the Initiate Student Withdrawal Data View will result in the immediate withdrawal of the student for the current year.

- 2) Contact your teacher by phone or WebMail message and inform your teacher of your intent to withdraw your student(s). If you use the WebMail system, be sure to include the date of the student's expected exit from the school and the name of the qualified educational program that your child will be using instead. You will then be contacted by the school to acknowledge your intent to withdraw your student.

See Section 10, Educational Materials Provided by the School and Technology, for information concerning the return of school equipment and materials as part of the withdrawal process.

3.5.7 Location Change*

Connections Academy defines four types of "Location Change" and has specific policies related to each type. Any time a student engages in a Location Change, the Caretaker must contact the school to discuss the change and ensure the student remains compliant with all Connections Academy, state, local, and other applicable regulations and policies. The four types of Location Change, and the related policies, are listed below:

1. Permanent In-Area Location Change: change of residence within the school's service area. Example: The family purchases a new home during the school year. For this type of location change, the Caretaker must:

- a. Contact the Connections Academy Enrollment Department to notify them of the location change as soon as possible, but no later than thirty (30) days after the move. The Caretaker must provide new proof of residency documentation and updated student contact information to the Connections Academy Enrollment Department within thirty (30) days of the move. Failure to provide an updated proof of residency may result in withdrawal from the school, as permitted or required by federal, state, or local policies and guidelines for enrollment.
- b. Inform the student's homeroom, or advisory teacher, or Family Connections Coordinator, as appropriate.
- c. Continue to meet the school's eligibility requirements as long as the student moves within the school's service area.

2. Temporary Location Change: Travel or relocation away from student's residence for longer than three (3) weeks. Example: The family stays with a relative in another state for two (2) months. For this type of location change, the Caretaker must contact the School Leader prior to the Location Change for permission to make the Location Change. The School Leader will make a determination per state requirements if the student can make this Location Change and remain eligible to stay enrolled in the school. Please note that location changes may also affect support services, dependent upon state law.

If the School Leader grants permission for the Location Change, the Caretaker will be required to complete a Location Transfer Request Form available in the Enrollment section of the Virtual Library and submit it to the school. The School Leader or designee will sign the form and provide the Caretaker with a copy of the form. This copy will serve as formal written approval from the School Leader for the student to remain enrolled during the Temporary Location Change.

- a. Note: Stationary computer equipment (desktop computers and monitors) may never be taken out of the state for Temporary Location Changes. Laptops, where

provided, may move temporarily with the student, as long as the student remains actively enrolled in the school and updated address and contact information for temporary location has been received by Connections Academy.

3. Alternate Learning Location(s) Change: Student learning regularly occurs in an alternate location but there is no change in the student's residence. Example: The student's Learning Coach is a neighbor, and the student regularly works at the Learning Coach's home. For this type of location change, the Caretaker must contact the School Leader prior to the location change to confirm that this Location Change will not affect the student's enrollment eligibility.
 - a. If the School Leader grants permission for the Location Change, the Caretaker will be required to complete a Location Transfer Request Form and submit it to the school. The School Leader or designee will sign the form and provide the Caretaker with a copy of the form. This copy will serve as formal written approval from the School Leader for the student to have an alternate learning location or locations. Note: Caretakers are always responsible for Connections-provided equipment and materials, regardless of where the materials/equipment are located. See Section 10, Educational Materials Provided by the School, for more information.
 - b. In any of the above types of Location Change, the student must continue learning activities, required communications, and must still comply with all state testing and other state and school requirements.

4. Permanent Out-of-Area Location Change: Move to another state.

If a student moves out of state, all computer equipment and curriculum materials must be returned to Connections Academy, even if there is another Connections Academy school that operates in the state where the student is moving.

The following actions related to Location Change may cause the student to be immediately withdrawn from the school:

- engaging in any type of Location Change without notifying the School Leader and/or the Connections Academy Enrollment Department team.

- failure to complete and submit any required Location Change forms.
- failure to provide the Connections Academy Enrollment Department team and/or the school with any additional required documentation.
- failure to receive specific written permission to remain enrolled when engaging in any form of Location Change.

If a family moves to another state where there is a Connections Academy school and the family would like to enroll in that school, the Caretaker should contact the Connections Academy Enrollment team as soon as the Caretaker knows when and where the family is moving. The student will need to be withdrawn from the current school and then enrolled in the new school, if eligible for enrollment in the new school. Eligibility requirements may differ between the schools, and some states provide different rules for members of the military, so it is important that the family contacts the Connections Academy Enrollment team as soon as possible to determine if the student is eligible to enroll in the new Connections Academy school. The Caretaker should also notify the school that the student is moving.

While Connections Academy will do its best to accommodate students wishing to enroll in another Connections Academy school, this enrollment cannot be guaranteed. Each school is governed by state-specific enrollment rules and procedures, and Connections Academy must comply with these rules and procedures (e.g., the school in the new state may have an enrollment cap that has already been met and/or may have a waiting list.)

Note: For students with an IEP, the family is encouraged to contact the Special Education Director in the new Connections Academy school prior to enrollment to discuss the special education services provided in the new school.

3.5.8 Learning Environments and Working with Multiple Students

It is essential that the Learning Coach designated to support students in the Connections Academy virtual school environment fully understand their responsibilities and is able to perform them as required. Additionally, if the group learning environment requires the transfer of Connections Academy equipment or materials, Caretakers must complete the Location Transfer Request Form (as described in the Location Change section in this handbook) and be granted permission to move materials/equipment.

3.6 Assessment

It is essential that student performance is regularly assessed. Your school uses the following types of assessments to determine students' skill levels, to evaluate performance, assign educational plans, and to develop a permanent school record.

3.6.1 Pre-testing, Mid-testing, and Post-testing to Measure Academic Progress

At the beginning, middle, and end of each academic year, the school may administer the Longitudinal Evaluation of Academic Progress™ (LEAP) or other evaluation tools as pre-, mid-, and post-assessments to students in grades K–12. These assessments provide instructional guidance for teachers and Learning Coaches, help teachers to construct and implement the Personalized Learning Plan (PLP), and measure the student's academic gains over the year.

Exempting Alternate Assessment Students from LEAP Participation

If a student's IEP designates alternative state testing and alternative curriculum, the student is exempt from mandatory Pre-testing, Mid-testing, and Post-testing. However, at the Learning Coach's request, the student may still complete the testing and receive scores as these assessments can be a useful diagnostic tool.

3.6.2 Assessments within the Curriculum

As they progress through their courses, students will engage in many different types of formal and informal assessments. All assessment types are listed below, though not all courses or grade levels will have all of these assessment types. Note also that some assessment types count more heavily towards the student's final course grade than others. For example, the grade a student earns on a Unit Test or Portfolio has a bigger impact on the student's final grade than a Quiz. (Assessments are listed in alphabetical order).

Weighted Assessments

Discussion: Discussion assessments are found in grades 3-12 and allow students in the same section to communicate with each other during a semester; each student's contribution to the discussion is graded by the teacher based on the discussion rubric. The discussion window remains open throughout the semester. After the semester closes, students must send WebMail messages directly to their teachers to reply to discussion posts.

Draft Assessments: Draft assessments allow teachers to monitor students' work as it progresses. For example, students may be required to submit rough drafts or other precursor components of portfolio items by sending them to their teacher.

Final exam*: Final exams test students on the course knowledge they acquired during a semester. Final exams contain multiple question types and are embedded with lesson content.

Participation: Typically, participation accounts for five percent (5%) of a student's overall grade. Some courses may contain participation assessments in which students document their participation in an activity, such as Time to Talk or a LiveLesson session; in these instances, participation may account for greater than five percent (5%). Whether to include participation in the student's grade, and the requirements to earn full participation credit for a course, are determined by each Connections Academy school.

Portfolio: A portfolio is an assessment type that requires students to submit documentation (e.g., essays, presentations, reports, graphic organizers) to their teachers electronically through the Drop Box or via physical mail**. Students in grades 9-12 are expected to submit their portfolios through the Drop Box. Portfolio items are reviewed and graded by the teacher.

Most portfolios include a rubric designed to help the student understand the expectations for this lesson. Note: Not all courses use these conventions.

Practice for AP® Exam*: This assessment appears in some Advancement Placement courses as preparation for the AP® Exam. It features multiple choice questions and practice writing opportunities. Students receive immediate feedback to guide their review study.

Pretest*: Pretests, which typically contain 10-15 multiple choice questions, assess students' prior knowledge of a subject and are customized based on the skills addressed. The questions are automatically scored, so they do not contain any type of question that requires teacher review or grading. Pretests align to the unit objectives, and they assess the major skills and concepts for that unit.

Quick Check*: Quick checks are non-cumulative assessments added to the end of some lessons in grades 1-12. Quick checks for most middle and high school courses as well as some elementary courses are graded and weighted.

Quick Checks are brief (usually 3–5 multiple choice questions), and the questions are automatically scored, so they do not contain any type of question that would be graded or reviewed by a teacher.

Quiz*: Quizzes, which typically contain 5-10 questions, are longer than Quick Checks and cover material from more than one lesson. Though some questions may require teacher grading, most quiz questions are automatically scored. Quizzes are not in all courses.

Sample Work: Sample work assessments allow teachers to monitor students' work samples as they progress. The requirements of a sample work submission vary by course and teacher. For example, Algebra 1 teachers may select specific assignment samples and request them from their students.

Unit Test*: Unit tests cover material from all lessons in a specific unit. Unit tests are longer than quizzes, contain a variety of question types, and are weighted more heavily than quizzes toward a student's final grade. Some questions on a unit test may require teacher grading.

*This assessment type must be completed in one sitting. Students cannot answer some questions, save their work, and return later to complete the remaining portion of the assessment.

** Some schools require all grades to submit portfolios electronically via Drop Box only. Please see the School-Specific Handbook Supplement for additional information.

Non-Weighted Assessments

The following assessment types are also found in the curriculum, but do not have an impact on the student's grade.

Course Survey: Course surveys are non-graded assessments that ask students for their opinions regarding a course and the student's teacher. Surveys are usually placed at the end of a course and may be linked through the student's list of Data Views.

Online Practice*: Online practice assessments allow students to answer practice questions for a particular lesson or unit so they can measure their own grasp of a subject or concept. The questions are automatically scored, and do not contain any type of question that requires teacher review or grading. These assessments are scored but do not impact a student's final

grade and may occur several times in a unit. These assessments often offer targeted feedback to the student, visible in the review guidelines after the assessment has been submitted.

Reflection*: Reflection assessments are used in math courses to get students thinking about their relationship with mathematical concepts from a unit (or preceding units) and about themselves as learners and mathematicians. These assessments contain mainly multiple-choice questions, but they may also contain short answer questions. Reflections are scored but do not impact students' final grades.

Skills Check*: These are brief assessments used to gauge students' learning in kindergarten through second grade. The Learning Coach completes these diagnostic assessments to keep the teacher updated on the student's progress. Skills checks are also used in many high school math courses as a diagnostic assessment completed by the student prior to embarking on a new lesson. Skills checks are scored but do not impact a student's final grade.

*This assessment type must be completed in one sitting. Students cannot answer some questions, save their work, and return to complete the remaining portion of the assessment at a later time.

Informal Evaluations

Informal evaluations are tools used to gauge the student's level of mastery of the material. These evaluations are not included in the student's grade but provide valuable feedback to teachers and Learning Coaches about the student's areas of strength and areas needing additional support or intervention.

- **Check for Understanding:** Questions provided by the school to the Learning Coaches to ask the students to gauge the development of certain skills.
- **Curriculum-Based Assessment (CBA)** - Synchronous, or real-time, communications between the student and the teacher used to gather formative information on students' understanding of concepts. Students are required to participate in a minimum of eight (8) CBAs a year but teachers often administer many more. Teachers conduct two types of CBAs: verified curriculum-based assessment (VCBA) and diagnostic curriculum-based assessment (DCBA).

- VCBAs are used to confirm student comprehension of concepts previously assessed and graded as successfully completed with scores of B or higher.
- VCBAs are informal phone conversations or individual LiveLesson sessions with the student in which the teacher asks a variety of questions about recently completed assignments to verify that the student has done the work independently and that the student has grasped the key components of the lesson(s). The content to be covered is not specified ahead of time, other than being part of “recently completed assignments” such as a reading passage or solving a set of mathematics problems.
- DCBAs are used to identify specific skill or concept issues students are having, develop strategies for remediation, and determine future instructional support that may be necessary to help underperforming students achieve success. These contacts occur during the regularly scheduled phone calls and are targeted toward students who receive a C or lower on an assessment or have an overall GPA of less than B.

3.6.3 Mandatory Testing*

Public schools are required by state and federal law to administer state standardized tests to students in specific grades or courses. Additionally, Connections Academy schools require all students to participate in at least one proctored test each year, which will usually be the state-mandated test. Therefore, all students enrolled in a Connections Academy virtual public school will be required to participate in the state standardized testing program, consistent with state law.

The school will work closely with Caretakers, Learning Coaches, and students as they prepare for required testing. If a student is not able to participate in testing, the Caretaker will be required to document the reason(s) for nonparticipation, and the student may be required by the school to take a makeup test.

****There are serious consequences for both the school and the student when students do not participate in state testing. Therefore, students who fail to participate in required testing may be subject to disciplinary action consistent with state law.****

3.7 Personalized Learning*

3.7.1 The Personalized Learning Process

Connections Academy teachers work with Learning Coaches and students to customize student learning experiences based on specific academic needs, learning pace, learning styles, and personal interests. This program personalization is an ongoing process that also includes the creation of a written plan (the Personalized Learning Plan, or PLP) that all members of the learning team follow.

The personalization process includes the following components: initial academic placement and course selection, performance testing, review of student work samples, detailed phone conferences, goal-setting, adjustment of student schedules and lesson pacing, lesson modifications and/or enrollment in instructional intervention programs, attendance in LiveLesson sessions, enrollment in elective courses, and strategies for families to implement throughout the year. The process also includes several goal-review and adjustment sessions including a final conference at the end of the school year to review progress.

3.7.2 Adding Elective Courses (Elementary and Middle School)*

Before requesting to register for electives, students in grades K through 8 must generally meet the following criteria:

- be enrolled in school for at least 30 days.
- have completed their initial assessments (e.g., LEAP or other pretesting, and/or state testing).
- be in good academic standing (overall grade of 70% or higher).
- maintain acceptable attendance (i.e., be “On Track”).
- have all start-up tasks complete, including completion of student orientation courses and Welcome Call (start of school year call with teacher).

Schools may define additional criteria for permitting students to enroll in electives. After these criteria are met, teachers will work with families to select appropriate electives, approve the student’s selection, and enroll the student in the elective course(s).

*Some states permit electives to be selected at other times. All criteria noted above are subject to state laws and/or regulations. Please see the School-Specific Handbook Supplement for additional information.

3.7.3 How Families Can Personalize Instruction

Students and Learning Coaches work closely with their teachers to personalize student programs, but families can also personalize their learning programs in several different ways.

- **Pacing and Scheduling**— Subject to requirements including, but not limited to, the required days of attendance and/or hours of instruction required and other applicable state or local regulations, the school allows students and their Learning Coaches to structure the school day to best meet the student's learning needs. The online Scheduler allows students in grades K–8 and their Learning Coaches to select which days of the week they would like to schedule certain courses and how many lessons of each subject per day they plan to complete. This flexibility accommodates different learning styles and needs; however, the personalization of pacing and scheduling must not impact the overall amount of work that is required of each student, which is determined exclusively by state requirements and is overseen by the school's leadership.

Most high school students have significantly decreased flexibility in the schedule so they can learn and work together (e.g., in discussions and on collaborative projects). High school students who may benefit from a more flexible schedule should speak with their advisory teacher, Family Connections Coordinator, or school counselor to make appropriate adjustments.

- **Limits to Program Flexibility** - Every student is expected to master the essential skills and standards covered by the school's rigorous curriculum, which is designed to meet or exceed each state's standards. Families may work with teachers to adjust pacing and assigned lessons for each student; however, it is imperative that students participate fully in the school's standards-based curriculum and complete the lessons and assessments assigned by the teacher(s).

3.7.4 Placement Changes during the School Year (Elementary and Middle School)*

Counselors, administrators, teachers, School Leaders, and the Connections Academy staff work together to make sure that each student's initial course placement is accurate and appropriate.

Although it is possible to request a change in placement after the student is enrolled, Connections Academy recommends that before requesting a placement change, students work in their assigned courses, look ahead in the curriculum for the year, and discuss with the school any specific challenges the student is having with the course work and/or grade level placement. The student's teacher may also be able to tailor the current curriculum to better meet the student's individual needs.

To request a placement change, the Learning Coach should contact the student's teacher. The School Leader or their designee will have final say in approving or disapproving placement changes.

*Please see the School-Specific Handbook Supplement for information on the High School Add/Drop process.

3.8 Course Completion*

Course completion definitions may vary by state but are critically important when requesting either midyear course completion or late course completion options (below).

3.8.1 Midyear Course Completion (Elementary and Middle School)

Before requesting to move on to the next course or level, students should work with their Learning Coaches and teachers to make sure they have mastered course content. Teachers can provide enrichment and extension activities for students who have the ability to reach greater depth in their studies. Electives may also be available for students who have completed a required or core course prior to the end of the school year.

The decision to advance to a new level of a subject or subjects mid-semester or midyear will be made collaboratively by the Caretaker, Learning Coach, teacher, school counselor (if applicable) and School Leader. Students may be eligible for a mid-semester or midyear placement change if they can demonstrate the following outcomes:

- mastery of current-course content
- exploration of enrichment and extension opportunities offered throughout the curriculum
- sufficient in-depth involvement with the course material as determined by the teacher

The teacher will review these criteria to determine the student's eligibility for a placement change. If the student is deemed eligible, the teacher will request the placement change on behalf of the student. Generally, if a midyear curriculum promotion occurs, the student's final grade level will remain the same. As with other placement changes, the School Leader will have final say in approving or disapproving placement changes.

Note: All schools have a deadline for shipping materials that occurs in the spring semester. After the deadline, placement changes that require shipped materials are no longer available to students. Teachers will notify Caretakers if placement change requests cannot be completed for this reason.

3.8.2 Late Course Completion

Students who require extended time to complete assessments after the school year has ended should check with their school to see if the school or state permits students to complete courses beyond the end of the school year. Students may request an extension allowing them to turn in work up to two weeks after their school's last official day of classes if there are extenuating circumstances to warrant an extension, but there is no guarantee that an extension will be granted.

Extensions will not be granted beyond two weeks after the last official day of school. Extensions will not be considered for the purpose of accelerating course studies over the summer. Unless a school operates an official summer school program (or the student qualifies for extended year services through special education services), additional services or materials will not be provided for learning activities over the summer. For students with an IEP, Extended School Year (ESY) services are determined by the student's IEP team.

4 ATTENDANCE*

Students in this virtual public school program have no physical classrooms but still must meet all regulatory requirements for attending public schools in their respective state. These requirements are documented in the School-Specific Handbook Supplement, but generally include attending school for a required number of days and/or completing a required number of instructional hours. Caretakers and students are jointly responsible for ensuring that students

meet their school's attendance requirements, and that the student's attendance is properly documented as required by the school (see the Attendance section of your School-Specific Handbook Supplement). School authorities are responsible for enforcing attendance laws. Students not attending school as mandated by law will be considered truant.

Although there is more flexibility in the Connections Academy program than in a traditional school setting, with regard to instructional time, students are still expected to follow the school calendar. Specific school calendars and the required days and hours of instruction are posted in the School-Specific Handbook Supplement.

4.1 Caretaker and Learning Coach Responsibilities for Attendance

All Grade Levels: State laws require that Caretakers take responsibility for ensuring that their student(s) attends school. Most Connections Academy programs require that the Caretaker or designated Learning Coach record attendance daily. (Refer to your School-Specific Handbook Supplement for details on attendance recording requirements.) The Learning Coach Orientation includes information on how to record attendance. In addition, all students must complete assigned lessons and submit specified assessments to their teachers. Attendance should be equated to work completion. If the student does not complete assigned lessons, then attendance hours should not be marked by the Caretaker or designated Learning Coach. Students and/or their Caretakers and/or Learning Coaches must also participate in/respond to regular telephone, WebMail message, and/or Web conferencing (LiveLesson presentations) contacts, as well as in-person contacts (if required) with a teacher during the school's regularly scheduled school hours.

Elementary and Middle School: Grades K–8 (not all grades may be available at every school): To meet attendance requirements and successfully complete their lessons, students in elementary and middle school will need assistance from a Learning Coach. The student's need for assistance will range from fairly substantial assistance to relatively minor assistance and will vary depending on the student's age, ability to be self-directed, and to comprehend the materials. In addition, students must be in a safe and secure environment, which generally requires that the student have adult supervision during the entire school day to meet health and safety regulations. Check your state's laws to determine the age when a child can be left unattended.

High School (Grades 9–12; may not be available at all schools): Students are expected to perform their school work independently. However, where attendance is required to be reported, the Learning Coach must still report daily attendance in Connexus and verify that the student has completed the assigned lessons and assessments. The Learning Coach is also expected to be available for regular teacher conferences. While students may not need adult supervision during the school day, they must still be in a safe and secure environment. Check your state's laws to determine the age when a student can be left unattended.

4.2 Marking and Verifying Attendance*

Recording, Verifying, and Changing Attendance Records in Connexus

Learning Coaches are expected to record attendance in Connexus at least weekly; at some schools, Learning Coaches are required to record attendance daily. Be sure to follow your school's requirements for recording attendance to avoid the risk of having your student in Alarm status and/or in danger of being considered truant. After the Learning Coach has entered and saved attendance in Connexus, attendance cannot be edited. If the Learning Coach makes an error marking attendance, the Learning Coach must contact the student's teacher to request an attendance record change. Before the school can change the attendance record in response to a Learning Coach request, the Learning Coach may be required to demonstrate that the original entry was an error and provide documentation to support the change. Because attendance is subject to "lockdown" (see below) at certain intervals, Learning Coaches should contact their student's teacher as soon as they discover they have made an error in recording attendance. Attendance recorded by a Learning Coach is not sufficient to properly verify student attendance. Teachers also verify attendance records on a regular basis and may change a student's attendance status if there is insufficient evidence to verify attendance, and/or if they are unable to determine if a student was participating in learning. In reviewing attendance documentation, teachers must determine that each student has met or exceeded the required amount of instructional time stipulated by each state's regulations. The School-Specific Handbook Supplement outlines how many learning hours or minutes must be demonstrated within a specific time frame.

Teachers may make changes to attendance records for the following reasons:

- Upon request by a Learning Coach to record Attendance - If requested to do so by the Learning Coach, teachers may enter the appropriate attendance code in a blank attendance field because the Learning Coach is not able to access a computer or does not have Internet access, but the student has been able to continue his/ her studies using offline materials. Teachers will note in the student's Log the reason for the Learning Coach's request and may request additional documentation that the student was engaged in learning. This method of recording attendance should only be done in exceptional circumstances.
- Upon request by a Learning Coach to correct an error - If a Learning Coach makes an error entering an attendance code, a request may be made for the teacher to enter the correct code. Teachers will note the basis for the request in the student's Log and may request additional documentation.
- Upon review by a teacher or other authorized school staff to validate attendance - A teacher or authorized school staff member will change the number of hours worked to a "0," or the "present" code may be changed to an excused or unexcused absence code, if, after communication with the Learning Coach and/or a review of the student's activity in Connexus, the teacher or staff member believes there is insufficient evidence to support that the student was in attendance (e.g., insufficient lesson completion, teacher contact, and/or assessment completion, including state test attendance).

In all cases, a teacher or another school staff member will discuss with the Learning Coach any perceived differences between the student's recorded attendance and his/ her documented lessons completed and assessments submitted. If the teacher or other school staff member makes any changes to the student's attendance record in Connexus, they will promptly inform the Learning Coach and document the change in the student's Log. Learning Coaches who have disputes related to attendance should contact the School Leader to resolve the dispute, then follow the dispute resolution procedures in the School-Specific Handbook Supplement if the issue is not resolved with the School Leader.

Attendance Lockdown

Schools are required to regularly report attendance records to their respective state education agencies. To ensure that reports are accurate, student attendance records are “locked down,” at set intervals so records can only be modified by authorized school personnel. Lockdown generally occurs every two weeks (meaning that any dates that are 15 or more days in the past can only be edited by authorized school personnel), but some schools have defined dates.

After attendance records have been locked down, teachers are not able to make changes to attendance records. Therefore, Learning Coaches should request to update attendance records as soon as they realize there is an error. To request alterations to the attendance record for days that are far enough in the past that they are “locked down,” Learning Coaches should still contact their student’s teacher, but be aware that their student’s teacher must then discuss the attendance alterations with the appropriate authorized school personnel.

The School Day

Students must complete a certain number of instructional hours per day as required by authorizer requirements and state law and regulations. Learning Coaches should check the Attendance section in their School-Specific Handbook Supplement for specific information about the school’s required daily and weekly hours of attendance. The school day is not limited to certain hours for start and end times, however the school’s teaching staff is only available during the school’s hours of operation. Learning Coaches must also be available for their scheduled phone conferences during these times.

The School Calendar

Each school operates according to a set school calendar, which includes days when teachers will not be available due to professional development (all other Support Services are available during these days), and days when the school is completely closed (no Support Services are available during these days). Student learning may continue during any days when the school is closed. (Refer to the School-Specific Handbook Supplement for your school’s calendar, and information on how to record attendance per specific state rules.) All work must be completed as of the last day of school, except as provided in the Late Course Completion section of this handbook. School work that is not completed as of the last day will receive an incomplete or failing grade.

Types of Absences

Specific attendance rules and regulations regarding different types of absences vary by school. Reasons for excused absences may include, but are not limited to, the following:

- **Health problems-** Students are unable to participate in school work due to physical or mental health problems. If a student misses more than three (3) consecutive school days, the Learning Coach or Caretaker must send a written note or WebMail message to the student's teacher(s) documenting the health issue. The school may also require a doctor's note for absences of more than three (3) consecutive days.
- **Other excused absences-** Examples of other reasons for excused absences include a family illness that requires the absence of the student, a death in the immediate family, religious holidays, family trips that can be taken only during the normal school calendar year (see the section below on extended absences), court appearances requiring the student's attendance, attendance at special events of educational value that have been approved by a teacher, and other special circumstances that show good cause, have been approved in advance by the school's leader, and for which the family provides appropriate documentation if required by the school.

If a student misses school for an excused absence, the student is still responsible for completing all required lessons and assessments for the school term.

If a family is requesting an "excused absence" for any reason, the family may be required to submit a doctor's note or other documentation supporting the request.

- **Unexcused absences-** Absences that are not approved by the school will be considered unexcused. In some states, students may be withdrawn from school for truancy if they have excessive unexcused absences. See your School-Specific Handbook Supplement Attendance section for details.

Extended Absences

If a Learning Coach is aware that a student is going to be unable to complete his/ her learning activities for more than three (3) consecutive school days, the Learning Coach should contact the teacher as soon as possible to inform the school of the planned absence and discuss a plan

to ensure the student stays on track for completing the school year successfully. The school may also request documentation of the reason(s) for the planned absence.

Varying the School Holiday Schedule

If families wish to work during the school's designated holiday period(s) and then take an equivalent number of vacation days at another time, they should contact their teachers for approval at least one (1) week prior to the requested change. Teachers and school administrators will consider factors such as mandatory school events (testing, etc.) and the school's attendance regulations when reviewing such requests. Caretakers will be notified if the request can be granted. If the request is allowed, teachers will help the family adjust learning schedules, as appropriate, to ensure proper attendance and compliance with state regulations. Please note that some states do not allow school hours to be recorded on weekends or school holidays. Please check with your teacher and be sure to read your School-Specific Handbook Supplement's attendance section before considering this option.

4.3 Escalation Status

Connections Academy Learning Coaches are required to use Connexus to regularly mark hours or days of attendance and/or document lesson completion. Attendance and participation in Connections Academy schools goes beyond daily hours spent on schoolwork and includes other criteria such as contact with the teacher and the student's rate of lesson and/or assessment completion. If a required component of school attendance and/or participation is not being met, Connexus will trigger what Connections calls "escalation." Escalation is an indicator to the student, Learning Coach, Caretaker, and teacher that the student is not compliant with school requirements. Every student is therefore always assigned one of four (4) escalation status levels in Connexus to monitor progress:

1. On Track
2. Approaching Alarm
3. Alarm
4. Exempt*

Students *meeting or exceeding* the minimum requirements for their state will show “On Track” status. Students *not meeting* the minimum requirements for their state are placed into an escalated “Approaching Alarm” or “Alarm” status. When students are in “Approaching Alarm” or “Alarm” status, teachers will notify the Learning Coach and Caretaker of their concerns, help the family understand why the student is in that status, and make every effort to work with the student and Caretaker to ensure the student returns to “On Track” status as soon as possible. Learning Coaches and Caretakers can, at any time, select the Approaching Alarm or Alarm status link, located in the Escalation column on the Learning Coach home page, for details about the student’s escalation status.

Students who are in “Alarm” status for extended periods of time may face disciplinary actions as permitted and/or required by state law, including referral to appropriate agencies for truancy. See your School-Specific Handbook Supplement for details on attendance requirements, truancy, and the escalation system.

**Exempt status is rarely used and generally only for students with serious illnesses or other major but temporary circumstances that prevents them from completing work in a timely manner, or who are expected to be able to catch up and return to “On Track” status prior to the end of the school year. Some students may also have modifications specified in an approved IEP or Section 504 plan that dictate exempt status.*

4.4 Truancy*

Students who fail to meet legal attendance requirements, which may include: reported attendance, required contact with teachers, submission of assessments, and documentation of lesson completion, shall be considered truant and the school may institute truancy proceedings, or otherwise report the student to the appropriate authorities, including courts, as is consistent with state law. Please check your School-Specific Handbook Supplement for truancy policies.

5 GRADING AND STUDENT EVALUATION*

Students are evaluated based on several types of assessments, such as quizzes, tests, portfolio, and discussions as described in *Section 3.6.2 Assessments within the Curriculum*. Teachers and substitute teachers are responsible for grading students’ work. Only the teacher or substitute teacher is allowed to issue the final grade for the course.

The Grade Book and Progress Reports

The Connexus Grade Book allows all Caretakers and/or Learning Coaches and upper-level students (students in grades three and above) to view grades from both electronic assessments (immediate and automatic postings) and written work (posted by teachers after work is evaluated). The Connexus Grade Book is available to Learning Coaches and upper-level students 24 hours a day, seven days a week (excluding regularly scheduled maintenance as noted in *Section 10.2.1 Use of Connexus*) and always reflects the student's current status in each course in which they are enrolled (overall grade, grade in each course, grades on assessments within each course, and the number and percentage of lessons the student has completed).

Some schools provide Progress Reports that are snapshots of students' Grade Book during a certain time period (e.g. the first quarter of the school year) which may include teacher feedback and comments. For those schools, Progress Reports are created and posted at certain times per year based on a schedule set by those schools which use them.

Grading Timelines

Most assessments, other than portfolio assessments, should be graded by the teacher within two (2) school days. Portfolio assessments will generally be graded by the teacher within five (5) school days of receipt and the grade posted to the Grade Book. Specific grading schedules and portfolio expectations are initially explained in the Welcome Call and then are posted on teachers' Message Boards and in student planners.

5.1 Placement, Promotion, and Retention (Elementary and Middle School)*

Placement

During the Connections Academy enrollment process, the student's Caretaker is asked to submit academic documentation for the student that includes the student's most recent academic progress. This information is reviewed and verified by the Academic Placement team, the school counselor, the manager of special education, and/or the School Leader, who then collaborate to determine the most appropriate course placement for the student. Students may also be requested to complete a skills assessment that will help determine mastery of previously completed coursework and readiness for Connections

Academy curriculum. Caretakers will review and confirm they agree to the course placement prior to students starting their coursework. Please note that through this process, Connections Academy may make a decision regarding placement that may differ from the student's prior placement; however, for students with an IEP, placement will be in accordance with the student's IEP.

Promotion/Retention of Returning Students

Near the end of the school year, teachers make a recommendation to their School Leader regarding promotion or retention for each of their students in grades K through 8. These recommendations are based on the following student performance information:

- successful completion of language arts and math courses (based on school's grading scale).
- performance across all courses.
- lesson completion across all courses.
- Attendance.
- proficiency levels on assessments, including state testing.

Generally, for third grade students to be promoted to fourth grade, they must also demonstrate proficiency in reading.

Based on state regulations or authorizer requirements, additional promotion criteria may be established for certain grade levels. Please see the School-Specific Handbook Supplement for more information.

Decisions about retaining students due to inadequate progress or lack of proficiency will be made on a case-by-case basis, and in accordance with applicable state regulations, by the School Leader. The school staff will contact the Caretaker of students who are in danger of retention in early spring and will discuss each of the options available and best suited to the individual student's needs. It is possible that a student not apparently in danger of retention in early spring may need to be retained at the end of the school year. The school will make every effort to ensure that the Caretaker is aware of this as soon as possible.

Teachers, school administrators, and School Leaders review and discuss the recommendation and work together to make a final decision about promotion/retention for each student.

Some states may have state specific regulations or school specific policies regarding the promotion and retention of students. Therefore, if there are any discrepancies between the above-listed criteria and state regulations, state regulations will be followed.

Please see the School-Specific Handbook Supplement for more information.

High School Coursework Completed in Middle School*

Students not yet in high school who are academically ready to take high school courses may do so with appropriate approval but should be aware that issuing high school credit is determined by local and/or state regulations. Furthermore, some states may require students to pass End of Course exams to receive credit for the course and/or to graduate. Please see your School-Specific Handbook Supplement - High School Programs and Policies section, and/or contact your school if you are interested in this option.

6 HIGH SCHOOL PROGRAM AND POLICIES*

Please refer to your School-Specific Handbook Supplement for complete high school policies.

Placement

During the Connections Academy enrollment process, the student's Caretaker is asked to submit academic documentation that provides a record of the high school credits the student has earned and attempted, and any courses in progress, during their high school career. This documentation is used to assist the Academic Placement team and the school counselor with determining what courses are needed for the student. Initial course placement will be based on high school credit earned and in line with graduation requirements, typical course sequences, and post-secondary goals established by the student during the enrollment process.

Caretakers review and confirm they agree to the course placement prior to the student starting coursework. Please note that through this process, Connections Academy may make a decision regarding placement that may differ from the student's prior placement; however, for students with an IEP, placement will be in accordance with the student's IEP.

High School Credit

Only high school-level classes provide high school credit toward graduation (unless required by a student's IEP team in states where permitted). A student in grade 9, 10, 11, or 12 who is taking courses from the K–8 curriculum can meet attendance requirements but will not receive credits toward graduation for K–8 courses. In some cases, students who are dually enrolled with a college or university may also earn high school credits for those courses. Check with the school counselor or the School-Specific Handbook Supplement for state-specific information.

7 SERVICES FOR SPECIAL POPULATIONS

7.1 Individuals with Disabilities Education Act (IDEA)-Eligible

Students*

The school complies with the requirements described in the IDEA as well as state special education regulations and statutes in order to provide a Free Appropriate Public Education (FAPE) to students who have a qualifying disability under the IDEA. In general, this includes (but is not limited to) identifying and evaluating the needs of students with disabilities under the IDEA, developing and revising Individualized Education Programs (IEPs), determining appropriate placements in the least restrictive environment for students with IEPs, implementing IEPs in the appropriate placement determined by the IEP team, considering continued eligibility for special education and related services, and developing and implementing transition plans to prepare for post-secondary transition after high school. When a student initially enrolls in Connections Academy with an existing IEP, the school either implements the IEP as written or provides the student with comparable services until a new IEP is developed or amended by the IEP team, unless specifically stated otherwise in the School-Specific Handbook. Specially designed instruction for students with IEPs is most often delivered in LiveLesson sessions. In the virtual environment, FAPE is provided in the LiveLesson classroom, including instruction from a special education teacher. Related services are most commonly provided in the virtual environment according to students' needs in order to provide FAPE. It is important for students receiving special education and related services to attend these sessions designed to address their IEP goals.

Connections Academy schools comply with the requirements of the National Instructional Materials Accessibility Standard (NIMAS). As of August 2006, federal law requires publishers of

K-12 curriculum to provide a digital version of textbooks and other related materials. The IDEA established the format of these digital versions as the NIMAS. The NIMAS applies to printed textbooks and related printed core materials that are written and published primarily for use in elementary and secondary schools and are required by Connections Education LLC for use by students. Students eligible to receive specialized formats produced by NIMAS files include students who are (a) blind (a visual acuity of 20/200 or less in the better eye after correction or fields less than 20 degrees), (b) visually impaired (a visual impairment with corrections and regardless of optical measurement that prevents the student from reading standard print), (c) physically disabled (a physical limitation that prevents the student from reading standard print), and (d) print disabled (having a reading disability resulting from an organic dysfunction and of sufficient severity that it prevents the student from reading printed materials).

The IEP team determines the instructional program, modifications, and accommodations needed for students with disabilities, including the need for accessible instructional materials and assistive technology. In accordance with legal requirements, accessible formats and assistive technology will be provided to students who need alternative access with these accommodations documented in an IEP or Section 504 plan.

7.2 Rehabilitation Act of 1973: Section 504 Eligible Students*

Section 504 of the Rehabilitation Act of 1973 (the “Act”), is a federal statute designed to prohibit discrimination and to ensure that disabled students have educational opportunities and benefits comparable to those of non-disabled students. A “Section 504-Eligible Student” is a student who either (a) has, (b) has a record of having, or (c) is regarded as having, a physical or mental impairment that substantially limits a major life activity such as learning, self-care, walking, seeing, hearing, speaking, breathing, working, and performing manual tasks. Section 504 plans are typically written for students who are disabled as defined in Section 504 of the Act, and who require accommodations and modifications to their instructional program (which may include services and/or assistive technology) but who do not require specialized instruction in order to receive a free appropriate public education. When a student enters Connections Academy with a Section 504 plan developed by his/ her previous school, Connections Academy will review the plan and supporting documentation and comply with Section 504 of the Act. The Section 504 team will adopt and implement the plan as is or propose revision to the plan if appropriate, due to the nature of the virtual setting. Connections Academy requires staff members to be

cognizant of the needs of Section 504 students and to ensure that students receive appropriate accommodations. Students with Section 504 plans will have periodic review of their plans and needs through Section 504 team meetings.

7.3 English Learners (EL)*

Federal and state regulations require that schools determine students' "primary or home language" and take "appropriate action to overcome language barriers that impede equal participation by [their] students in [their] instructional programs." To meet this requirement, Connections Academy asks Caretakers to complete a primary home language survey based on the regulations of the state in which they reside. Responses are then reviewed to identify all students whose primary or home language is not English. Connections Academy schools then administer English Language Proficiency assessments to determine students' language acquisition levels in compliance with federal and/or state law and to determine students' language acquisition levels. Children receive a planned instructional program of English as a second language (ESL) instruction at their developmental and instructional level to facilitate the acquisition of English language skills. This instruction is provided by each school's certified EL teacher with frequency determined by students' language proficiency levels. This may include consultation with the Learning Coach, teacher modification of content lessons and/or assessments, and direct instruction via LiveLesson sessions pursuant to state requirements. Services that promote language acquisition include instructional support to help EL students attain proficiency in listening, speaking, reading, and writing. Students with limited English proficiency receive individualized attention that facilitates fluency in English and is based on the Sheltered Instruction Observation Protocol (SIOP) framework. The proficiency of EL students is assessed annually using state-specific instruments. Students who are exited from EL programming enter into a monitoring phase.

7.4 Gifted Students*

Students may be identified as gifted during a student's initial placement process or after the student has been enrolled. Students are identified as gifted based on past performance and additional evidence as requested by the school's gifted program staff. Course placement and recommendation is completed through consultation with the Learning Coach.

Gifted students may be placed in special gifted math, science, and language arts courses in grades 3-8 and in Honors or Advanced Placement courses in high school. Students may also be assigned to above grade level courses or given accelerated course work. In some states, gifted students may also receive a Gifted IEP or other regulatory designation that may have specific requirements. See your School-Specific Handbook Supplement for additional information.

Note: Gifted Language Arts (grades 3-8) and Gifted Literature Study (for grades 3-5 as part of the English/Language Arts gifted program) use a shared inquiry model taught through LiveLesson sessions. Students in this program may be required to attend LiveLesson sessions at certain times and dates. Please check with your child's school for details before enrolling in this program.

8 NON-CURRICULAR ACTIVITIES

8.1 Clubs and Activities

The clubs and activities program offers students the opportunity to interact with other Connections Academy school students, regardless of geographic location.

Participation in clubs and/or activities is voluntary and does not impact a student's GPA. Please review the "Clubs & Activities and Talent Networks" section located on the Virtual Library for more information.

Eligibility

Not all students are eligible to register in the clubs and activities program as some states impose a maximum age in which individuals may enroll in a public school. Students must be enrolled at a Connections Academy school for thirty (30) days in order to be eligible to register

with the clubs and activities program. There is no minimum GPA requirement, nor is there a limit to how many clubs and activities in which a student may enroll.

Students eighteen (18) years of age and older are not eligible to register in the clubs and activities program; however students turns eighteen (18) after the school year commences, they may continue with their current clubs and activities until the end of the school year. Students eighteen (18) years of age and older who would like to register in the College Planning Club or Career Club should contact their school for further information.

The Connections Academy Code of Conduct applies to all clubs and activities and students who engage in prohibited or unacceptable behavior, such as bullying or harassment of other students, may be removed from the program.

Please review the “Clubs and Activities Rules Presentation” on the Virtual Library for further information on expectations and rules.

9 COMMUNITY EVENTS, TRIPS, AND ACTIVITIES*

Connections Academy strongly encourages families to get together for events, trips, study sessions, and other activities. The activities may have educational and/or socialization benefits for students and are generally organized by volunteers. Volunteers organizing events may have different titles by school, including Community Coordinators, Family Involvement Coordinators, or School Event Representatives.

Sanctioned Events vs. Non-sanctioned Events - Certain field trips are sanctioned events, sponsored by the school; others are non-sanctioned events that do not involve the school.

Information Sharing - Volunteers gather and share information (i.e., school’s community message board, Facebook group messages, invitations sent via WebMail message, or other communications channels) about events, activities, services, performances, and other opportunities that might benefit students and families. This information is strictly the personal opinion of the volunteer or other families, and the school bears no responsibility or liability for its accuracy or usefulness. Furthermore, any use of this information, or participation in an event or activity, is solely at the discretion of each individual Caretaker.

Caretaker Responsibility for Students at Events -The Caretakers assume responsibility for their safety and the safety of their student(s). The Caretaker also agrees to supervise his/ her student(s) and any other minor children in their charge in attendance. The school assumes no liability for anyone who attends an event based on information included on the school's community message board. When school staff is present, they will be responsible, in conjunction with the Caretaker, for general supervision of students, and will prioritize student safety.

Special Arrangements - Volunteers may work to develop relationships with local schools, districts, and other providers of activities (e.g., the local Boys & Girls Club), as appropriate, to arrange opportunities for student participation and access to activities.

Sanctioned Events

Sanctioned events must have educational and/or social value and must be preapproved by the School Leader or designee. The volunteer will have all adults in attendance sign the Connections Academy Sanctioned Waiver, Release, and Event Permission Form at the official event. Caretakers should complete the Media Consent and Release Data View for each student who attends an event prior to attending the event. If the adult supervising the student at a sanctioned event is not the Caretaker, that adult must provide the community coordinator or school event representative with a signed, written note from the Caretaker confirming that the designated adult has permission to supervise the student at the sanctioned event and is authorized to execute the Connections Academy Waiver, Release, and Event Permission Form as an agent of the Caretaker.

In most states, and in accordance with state or local policies, a sanctioned event may be considered part of the school day upon approval from the School Leader or their designee.

Please consult your School-Specific Handbook Supplement for more information.

After approval is granted, Caretakers may record the number of hours spent at the sanctioned event as attendance. It is not necessary for students to complete lessons on days when they attend sanctioned events, though families should plan ahead to ensure the student completes enough lessons in the day or days before and/or after the event to remain on track. Any school work scheduled on an "event" day must still be completed, though it does not have to be completed on the event day.

Sanctioned events are posted on the school's message board as "sticky" threads, which are those threads noted in green on the Message Boards. Overnight official events require special approval, and background checks on all adults and chaperones may be conducted as allowable or required by state law. Many schools require that Caretakers RSVP in advance for sanctioned events. This allows the school to send an adequate number of staff to the event, and for the school to know who planned on attending in case the event must be cancelled due to weather, etc.

Note: There may be additional fees charged in order to attend these activities, as permitted by state law.

Non-sanctioned Events

Non-sanctioned events have not been approved by the school and will *not* be counted as a school day. Non-sanctioned events may be posted on the school's Message Board but not as "sticky" threads.

Families participating in both sanctioned and non-sanctioned events do so voluntarily and assume and accept all risks associated with their participation. Families participating in these events agree to release and hold harmless the school, its affiliates, directors, officers, staff members, agents, and volunteers from any and all liability in the event of an accident or incident in route to, during, and returning from, which is related to, arises out of, or is in any way connected with the non-sanctioned event. The school will not accept financial responsibility for any necessary emergency care and/or transportation for anyone attending a non-sanctioned event.

10 CONDUCT, DUE PROCESS, AND COMMUNICATION*

Connections Academy strictly prohibits any form of bullying/cyber bullying, harassment, hazing, or any other similarly destructive behaviors toward any member of the school community, by any member of the school community, in any school environment or at any school activity. Caretakers and/or Learning Coaches who believe they or their student(s) may have been subjected to inappropriate behavior by anyone affiliated with their school should immediately contact the school leadership or the Connections Academy main support line at 800-382-6010 to report any concerns. See also related Sections of the School-Specific Handbook Supplement.

Caretakers and Learning Coaches, as well as students, are expected to abide by the Prohibited Behaviors policy in Section 9.2 of the School-Specific Handbook Supplement, and any other sections covering appropriate conduct and communication. Caretakers or Learning Coaches who engage in any prohibited behaviors, directed toward any member of the school community, may, as disciplinary action, have their access to Connexus suspended or terminated at the discretion of the School Leader. Suspension or termination of Connexus access is the equivalent of being suspended or removed from the school premises and all school activities. Therefore, Caretakers or Learning Coaches whose Connexus access has been suspended or terminated will not be permitted to contact the school staff at school, home, or other locations; to visit school premises; contact any school staff; or attend field trips or other school activities, until the disciplinary issue has been resolved and their Connexus access is restored. All communications with the school must therefore be conducted through the student, or through another Caretaker or Learning Coach responsible for that student.

The suspension or termination of a Caretaker or Learning Coach's access to Connexus will impact Connection's Academy's ability to partner with the Caretaker/Learning Coach to meet the student's learning needs. If needed, the Caretaker or Learning Coach who has been suspended or terminated from accessing Connexus may appoint another adult as the student's Designated Learning Coach by completing the Designated Learning Coach Agreement form Prior to the termination of the account, the Learning Coach or Caretaker will be notified via WebMail message of the impending suspension or termination of an account, and will be given until the end of the next school day to complete the Designated Learning Coach Form, if needed.

The Caretaker whose Connexus access has been suspended or terminated may appeal this suspension to the school's Board, where applicable, in writing by sending an email or letter to the school Board president. Only written appeals will be considered. Board contact information can be found on the school's website. If the school does not have a board, the Caretaker or Learning Coach should contact the Director of Schools in writing (see the School-Specific Handbook Supplement for grievance policy).

The school community includes but is not limited to teachers, administration, staff, Caretakers/Learning Coaches, students, volunteers, and school vendors.

10.1 Drug, Alcohol, and Tobacco-Free School

Connections Academy is a drug-free, alcohol-free, and tobacco-free environment. The use of controlled substances, alcohol, and/or tobacco is prohibited at all face-to-face school events and activities such as but not limited to field trips, testing, and graduation ceremonies. This applies to all members of the school community including students and their families, teachers, staff, and visitors.

The use of tobacco, including smoking tobacco, chewing tobacco, e-cigarettes, or snuff, or the possession of or use of any of the following by any member of the school community while on school premises or at a school event or activity as described above, will be considered a violation of this policy:

1. Alcoholic beverage(s).
2. Illegal, controlled, and/or dangerous substances and/or narcotics (unless prescribed by a physician for medical purposes, and properly documented as such), or substances purported to be such. Illegal, dangerous or controlled substances and substances purported to be such include, but are not limited to, narcotics, amphetamines, marijuana, cocaine, heroin, hallucinogens, barbiturates, prescription or non-prescription drugs of any nature and medications such as diet pills, caffeine pills, bath salts, and others.
3. Drug paraphernalia.

It shall also be a violation of this policy for any member of the school community to sell or distribute, or attempt to sell or distribute, tobacco products; e-cigarettes; drugs or drug paraphernalia; illegal, dangerous or controlled substances, or any substances purported to be such, while on school property or at school events or activities.

If a Connections Academy student attends a school event or activity under the influence of or in possession of an illegal, dangerous, or controlled substance or alcohol, the student's Caretakers and local authorities will be notified. The student's Caretakers will be notified if a student is found to be in possession of or using tobacco products or e-cigarettes. Caretakers will be required to make arrangements for immediately removing the student from the school event or activity in such event.

Any non-student member of the school community who attends a school event or activity under the influence of or in possession of alcohol or illegal, dangerous, or controlled substances or substance purported to be such will be asked to remove themselves from the school event or activity. Local authorities may be notified at the discretion of the School Leader depending on the nature of the violation. Any non-student member of the school community who attends a school event or activity and uses tobacco products or e-cigarettes will be informed of the school's tobacco-free policy for a first violation. If more than one violation occurs, further action may be taken by the school.

If a student is found to be engaged in communications arranging for the sale or exchange of alcohol or illegal, dangerous, or controlled substances or any substances purported to be such at a school event or activity, the student will be removed from the school event or activity and the school will contact both the student's Caretaker and local authorities to report this behavior. Any other member of the school community found to be engaged in communications arranging for the sale or exchange of alcohol or illegal, dangerous, or controlled substances or any substances purported to be such at a school event or activity will be removed from the school event or activity and the school will contact local authorities.

Students who fail to comply with this drug-free, alcohol-free, and tobacco-free policy will be subject to disciplinary action in accordance with the School-Specific Handbook Supplement disciplinary policies. All other school community members in violation of this policy will be asked to leave the event or activity and/or will be reported to local authorities.

In all cases, this policy will be implemented in accordance with any applicable state laws. See your School-Specific Handbook Supplement for additional information.

10.2 Bullying and other Prohibited Behaviors*

Please refer to your School-Specific Handbook Supplement for your school's policy.

10.3 Discipline and Due Process for Students*

Appropriate conduct is expected of all students at the school. Students are guaranteed due process of law as required by the 14th Amendment of the United States Constitution.

10.4 Academic Honesty*

The school regards academic honesty as key to its mission and essential in the virtual environment. Students in all grade levels (K through 12) and their Caretakers are required to review the Honor Code at the beginning of each school year and indicate their agreement to abide by it. Teachers will discuss the Honor Code and its meaning with their students and the students' Caretaker(s) at the beginning of the year. It is expected that all students will adhere to the Honor Code throughout the year and all schoolwork submitted to meet course or class requirements represents the original work of the student.

In addition, students are expected to be proactive in ensuring they are adhering to the principles of academic honesty by:

- completing, and reviewing as needed, the Academic Honesty section of their Orientation.
- agreeing to, and referring to as needed, the Connections Academy Honor Code.
- using tools provided in Connexus to 'self-check' for academic honesty (e.g. plagiarism-checking software), in accordance with their school policy.

Any form of academic dishonesty will cause a student to be subject to disciplinary action. The following principles are critical to maintaining academic honesty:

- Students must not submit work of any kind that is not their own work.
- Students must not plagiarize in any work (written, multimedia, oral, creative, etc.).
- Students must not solicit answers or post assessments, assignments, answers to assessments or assignments, or any other Connections Academy curricular materials on any media including social media or social sharing websites that can be seen by other students or other third parties, unless specifically instructed do so as part of the curriculum (e.g. a discussion assessment).
- Students must not give or receive unauthorized assistance on assessments.
- Learning Coaches must not give assistance on assessments.

- Students must not present any forged document or signature to the school.
- Learning Coaches must not present any forged document or signature to the school.

Completing School Assessments

When completing assessments on the computer or on paper, students and Learning Coaches should follow these simple guidelines to ensure that assessments are meaningful, worthwhile, and completed in accordance with the principles of academic honesty:

- Students should complete all assessments independently, and without assistance from their Learning Coach, any other persons, or any external resources. If any support is required of the Learning Coach, the assessment instructions will clearly indicate this.
- Assessments are “closed-book.” They should be completed without the support of any outside resources such as textbooks, workbooks, lesson plans, dictionaries, the internet, or the student’s Learning Coach or any other individuals. In the rare instances where assessments are not closed-book, the instructions will clearly specify that the student may use supporting materials. If you have any questions about what may or may not be appropriate for use during an assessment, contact your teacher.
- Skills Checks (in the lower grades) should be completed by the Learning Coach. These short assessments provide an opportunity for the Learning Coach to share with the teacher his/ her observations about the student’s progress.
- It is never appropriate for students or Learning Coaches to share with anyone, in any format, the contents of any Connections Academy assessments.

10.5 Grievance Procedures for Caretakers*

Please see your School-Specific Handbook Supplement for your school Grievance policy.

10.6 Communication

10.6.1 Communication Systems

Connexus contains several unique and efficient mechanisms for families and school staff members to communicate with one other. Because Connexus is a closed system, no

communication can be made to or from anybody outside of the system. Caretakers can control what, if any, of their student's information is posted and accessible to others in the School Directory. To set or modify these options, Caretakers should go to their student's SIF (Student Information Form) - School Directory Data View to adjust their student's permissions at any time.

The following communications systems are described in detail in Connexus Help.

- School Directory
- WebMail messages
- Message Boards
- Virtual Library
- Teacher feedback on assessments
- Home Page Announcements
- LiveLesson Sessions
- Connexus "Feedback" link
- StarTrack Rating System

Note that the Directory includes names of students enrolled in other Connections Academy schools (in other states and locations), and therefore the student's information would be available in the Directory to students and Learning Coaches in other Connections Academy schools. Caretakers may restrict access to Directory Information during the enrollment process. See the Third-Party Access to Student Information section, below, for more details.

In situations where a student, Caretaker, and/or Learning Coach is hearing impaired, that individual may request alternative/additional methods or tools for communicating with teachers and other Connections school staff outside of Connexus (e.g., text messaging).

Caretakers and/or Learning Coaches should contact the school to discuss their situation and must request approval to use alternative communication methods or tools in order to ensure the

communication method and/or tool is secure and appropriate. If the request is approved, the Connections Tech Support team will assist the Caretaker and/or Learning Coach with setting up the tool and confirm with the school. When so authorized, and when used in accordance with the terms agreed upon by the school and the Caretaker/Learning Coach, the use of the alternative/additional communication method(s) and/or tool(s) will not be considered a violation of the Connections Terms of Use policy.

Connections Academy reserves the right to disallow and/or disable the use of the authorized alternative/additional communication tool at any time if Connections deems that the tool(s) is being used inappropriately and/or not in accordance with the agreement between the Caretaker/Learning Coach and the school.

Learning Coaches, teachers, and students are advised that all messaging communication is archived and available for review by Connections at any time.

External Video and Web Conferencing Services

Schools may use external video and web conferencing services and tools (e.g., Zoom). Students are expected to comply with all school policies and the Honor Code when utilizing external services and tools.

10.6.2 Communication Requirements

Both students and Learning Coaches are required to have regular synchronous communications with their teachers. Acceptable types of communication - and whether the contact is more often with the student or the Learning Coach - vary among the grade levels and by school.

Student and Teacher Communication

Connections Academy expects that most students will have daily contact with their teachers through a combination of phone calls, WebMail messages, LiveLesson sessions, face-to-face interaction, and the daily review of assessments via the electronic Grade Book. At a minimum, all students will interact synchronously (e.g., via phone, LiveLesson session, or face-to-face) with a teacher every two weeks so the teacher is able to monitor academic progress and verify student learning. Note that some schools require additional contact; check your School-Specific Handbook Supplement for details.

10.7 Student Information Access

10.7.1 Collection and Release of Student Information by the School (FERPA)*

The Family Educational Rights and Privacy Act (FERPA) is a federal law that gives parents/legal guardians (referred to as “Caretakers” by Connections Academy) and students over eighteen (18) years of age, attending a post-secondary institution, and/or emancipated minors (Eligible Students) certain rights regarding the student’s educational records. These rights include the ability to review and correct educational records and the protection of a student’s educational records and “personally identifiable information” from unauthorized disclosure. For complete FERPA information, see Appendix 2, [FERPA Notification](#). See also the Release of Student Information and Educational Records to Third Parties below.

FERPA rights are extended to both the Caretaker and noncustodial parent/guardian unless the school is provided with a judicial court order (custody order, protective order etc.), state statute, or legally binding document that specifically revokes or restricts a noncustodial parent’s/guardian’s FERPA rights. If a state law and/or enforceable court order provides the noncustodial parent/guardian’s greater or more restrictive access than provided for by FERPA, that state law and/or court order will be followed.

Other statutes protecting students include the Protection of Pupil Rights Amendment (“PPRA”) (See Appendix 6, Protection of Pupil Rights Amendment Policy) and the Children’s Online Privacy Protection Act of 1998 (“COPPA”) (See Appendix 4, Privacy Policy), as well as state law in the state in which the student is enrolled.

10.7.2 Parental Access to Teacher Qualification Information*

Families have access to basic background information about the school’s teachers. This information, found in Connexus through the teacher’s Teacher Profile Data View, includes teacher qualifications, experience, and photos. Please reach out to your School Leader for additional information.

10.7.3 Third Party Access to Student Information

FERPA provisions allow the school to disclose certain student information to third parties, such as other schools, without the prior written consent of the Caretaker or Eligible Student. This

occurs in two situations: Directory Information and situations in which FERPA permits the school to release educational records without consent (see below). All other disclosure of student information to third parties requires the written consent of the Caretaker or Eligible Student.

Release of Educational Records without Consent: Directory Information

The school may release Directory Information (defined by Connections Academy as student name, state of residence, student telephone number, and student grade level) to third parties as permitted by FERPA.

If the Caretaker or Eligible Student does not wish to have Directory Information released to third parties, they may prevent the release of this information by indicating so in the FERPA Directory Information section of the Student Information Form. If families do not make a selection, then the school may, without additional permission, disclose the Directory Information to third parties as permitted by FERPA.

Release of Educational Records without Consent: Legitimate Educational Interest

The school may provide a student's educational records to third parties in certain situations listed under FERPA. Examples include the transfer of educational records to the student's new school upon request from the new school, and the provision of educational records to school officials who possess a 'legitimate educational interest' in the student's records, and the provision of educational records to contracted parties providing special education related services. For more information on exceptions to the prior written consent rule, see Appendix 2, [FERPA Notification](#).

Release of Student Records with Consent

With the exception of that information which FERPA and/or applicable state law or court order allows the school to release without consent, as noted above, the school must obtain written consent from the Caretaker or Eligible Student prior to releasing any educational record or personally identifiable information to any third party. Consent to release this information must be made in writing, be signed by the Caretaker or Eligible Student, and include the following information:

- A specific description of the information or record(s) to be released.
- The party or agency to which the information will be released and their address.

- The signature of the requestor, and the date of the request.


For more detailed information on FERPA, please see Appendix 2, [FERPA Notification](#).

10.7.4 School or Connections Use of Student Images, Recordings, and School Work

To help illustrate the school program and to celebrate student successes, Connections and/or the school may want to film, interview, and/or photograph students and their work (all collectively referred to as “Connections Media Property”) to duplicate, broadcast, distribute, and/or display.

In order for Connections and/or the school to use Connections Media Property, proper consent must be obtained through the Media Consent and Release CA-Student Data View in Connexus. This Data View is completed by the Caretaker/Learning Coach (or by the student, if the student is 18 years of age or older or an emancipated minor). Connections Media Property may be used for the purposes and time frame stated in the Data View.

If the Caretaker or student prefers not to have Connections Media Property used by Connections and/or the school for purposes other than the student’s academic program, this should be indicated in the Media Consent and Release CA–Student Data View.


The election on the Media Consent and Release Data View can be changed at any time. From the Connexus Caretaker Home Page, select the student’s  and go to the Media Consent and Release CA-Student Data View.

10.7.5 School or Connections Use of Learning Coach/Caretaker Images and Recordings

To help illustrate the school program and to celebrate successes, Connections and/or the school may want to film, interview, and/or photograph a Learning Coach/Caretaker (all collectively referred to as “Depiction”) to duplicate, broadcast, distribute, and/or display.

In order for Connections and/or the school to use any Depiction, proper consent must be obtained through the Media Consent and Release CA- Learning Coach/CT Data View in Connexus. This Data View is completed by the Caretaker/Learning Coach. Any Depiction may be used for the purposes and time frame stated in the Data View.

If the Caretaker/Learning Coach prefers not to have any Depiction used by Connections and/or the school, this should be indicated in the Media Consent and Release CA- Learning Coach/CT Data View.

The election on the Media Consent and Release Data View can be changed at any time. From the Caretaker Connexus home page, select the Learning Coach/Caretaker  and go to the Media Consent and Release CA- Learning Coach/CT Data View.

11 EDUCATIONAL MATERIALS PROVIDED BY THE SCHOOL

11.1 Use of School Educational Materials

The school provides each student with the temporary use and possession of various educational materials. These materials are shipped to the verified home address of the student, and a digital Packing List is contained in a Shipping Confirmation email to the Caretaker that lists all the items the student should have received. Families should check the contents of the curriculum box against the digital Packing List and call Connections Academy Student Technical Support at 800-382-6010 within seven (7) school days of receipt if anything is missing or damaged. Caretakers must keep the original packaging that materials were shipped in to facilitate their return at the end of the school year.

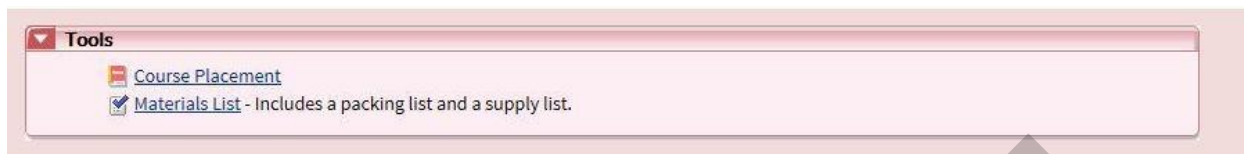
Note: The school may provide textbooks and/or materials which are in useable rather than new condition.

In addition to a packing list provided via a shipping confirmation email, an online Materials List, customized to your student's courses, lists both the items included in the box and the additional materials you will be responsible for providing. To access the Materials List, select your student's name under My Household in Connexus. From the Tools area of the My Student page, select the Materials List link. Use the Materials List to see what materials are supplied to you and which materials you need to supply.

Purchase General Supplies

Though many of the items you need for school are supplied by your school, you may need to provide some general school supplies such as pens and pencils, highlighters, note cards, file folders, notebooks, a ruler, disposable items for science projects, etc. A Learning Coach may

see this list by logging into Connexus and selecting their student's name. To the right under Tools there is a link to a Materials List that provides a list of materials for each course.



You may also need to be sure you have printer paper, a printer, and printer ink cartridges. Check your School-Specific Handbook Supplement to see exactly what supplies and equipment your school supplies as this varies from school to school.

Authorized Locations for School-Provided Materials

The only authorized location for any school-provided materials is the address to which the materials were shipped by the school. Any movement of materials to any other location must be specifically authorized by the school using the Location Transfer Request Form found in the Enrollment section of the Virtual Library. Failure to obtain authorization may result in the repossession of, or invoicing for, the materials. Caretakers are responsible for providing the school with updated contact information (physical address, phone numbers, email addresses, etc.), including any validation for that contact information as required by the school, and keeping the information updated on the Student Information Form in Connexus. Note that because Connections may need to ship materials to the student, a P.O. Box alone is not a sufficient mailing address; Caretakers must provide a physical address to which materials can be shipped.

Ownership of School-Provided Materials

All school educational materials remain the property of the school and/or the school's vendor partners. Further restrictions to the use of school educational materials are as follows:

- The resale or attempted resale of any educational materials constitutes theft and may subject the seller to invoicing and/or legal action.
- Refusal to return any educational materials constitutes theft and may result in invoicing and/or legal action.

- Any attempt to copy, reproduce, republish, download, post, broadcast, transmit, make available to the public, or otherwise use the educational materials in any way except as specifically directed by the school is not permitted.
- The adaptation, alteration, or creation of a derivative work from any school material is a violation of Connection Academy's Intellectual Property rights and is not permitted. Any use of school material except as specifically directed by the school requires prior written permission from the school or the owner of the materials.

All school educational materials, including WebMail messages, computers, and other technology, remain the property of the school and/or the school's vendor partners. The school or its vendor partner (as the case may be) reserves the right to, at any time and for any reason, either directly or through law enforcement, inspect educational materials and review any content or activity conducted on or through the use of school-provided educational materials, including WebMail, computers, and other technology.

Note: The use of the computer by anyone except the student for a purpose other than to support the student in their education program is strictly prohibited. Any violation of this policy may result in loss of the student's privilege to use school-provided technology. Any unauthorized use of a school-provided computer is subject to search without notice by the school, its vendor or law enforcement.

11.2 Returning School Educational Materials and Equipment

All school-provided non-consumable (identified as such on the materials lists and/or as noted by the school or its vendor partners) materials and equipment must be returned to Connections Academy or to a location designated by Connections Academy for any of the following reasons:

- The school year has ended. Note: The School Leader may permit the family to retain the materials for the summer in special cases, but under no circumstances can non-consumable materials be kept past August 1. If the family has indicated intent to return for the following school year, Connections Academy may not require the family to return the school-provided computer equipment.
- The student is no longer enrolled in the school (for any reason).

- The student has an extended absence away from his/ her residence as defined in the Attendance section.
- The materials are being repossessed due to a violation of the Parent/Legal Guardian (Caretaker) Acknowledgment or a violation of the policies outlined in this Handbook.
- The student has completed the related courses and is being assigned to new courses requiring different materials.
- The school is upgrading or replacing the equipment.
- The student has had an approved placement change for a course.
- Equipment and/or materials were sent in error.

Note: If the student withdraws, all materials (both consumable and non-consumable) must be returned to the school, since consumable materials may not be used yet.

Except when materials were sent in error, or in cases of missing or damaged equipment, Connections Academy will contact the Caretaker by phone, by email, or by mail to make arrangements for the return of equipment or materials. The Caretaker has seven (7) days from the receipt of the return instructions to return all requested materials and/or equipment. Caretakers should NOT initiate a return shipment until they have been contacted by Connections Academy and provided with instructions. Families who arrange return shipping on their own prior to being contacted by Connections Academy will not be reimbursed for shipping costs.

Except in the case of repossession, Connections Academy is responsible for the cost of return shipping as long as the Caretaker follows the return instructions and coordinates the return with Connections Academy. The Caretaker is responsible for being at home during the required period for a United Parcel Service (UPS) or Federal Express (FedEx) pickup or for transporting the equipment to an authorized UPS or FedEx center. The Caretaker may be responsible for the shipping cost of any items that were forgotten in a return shipment and/or were not properly packed and returned. To find a local, authorized UPS or FedEx shipping outlet, refer to the following websites:

- [UPS](https://www.ups.com/dropoff?loc=en_US) (https://www.ups.com/dropoff?loc=en_US)

- [FedEx](http://www.fedex.com/locate/index.html?locale=en_US#start) (http://www.fedex.com/locate/index.html?locale=en_US#start)

In all cases, Caretakers must maintain a copy of the UPS or FedEx return receipt. All non-consumable materials shall be returned in the same condition as delivered with the exception of normal wear and tear. Caretakers will be responsible for, and may be invoiced for, any damage to the materials.

Caretakers shall be responsible for keeping all packing materials provided by Connections Academy and returning all equipment in its original packaging. If the original packaging is not available, Caretakers must purchase replacement packaging at an authorized UPS or FedEx center at their own expense. Caretakers may be invoiced for any damages, as permitted by state law and/or regulation, resulting from improper packaging and/or shipping procedures. If materials and/or equipment are not received by Connections Academy and the UPS or FedEx receipt bearing a valid tracking ID is not available, the Caretaker may be responsible for the cost of replacing any missing materials and/or equipment.

The failure to complete a timely return of any equipment or materials upon request shall constitute a theft and may result in invoicing or legal action as outlined in the Caretaker Due Process section of the School-Specific Handbook Supplement.

Important: Any computer files that need to be kept by the family should be extracted and any family-owned peripheral devices must be removed from computers before they are returned. Neither the school nor the school's vendor partners have any responsibility for returning any family-owned devices or materials returned with the computer, nor to maintain or restore any files.

Connections Academy equipment is not available for purchase.

Technology

A virtual school requires the use of technology to promote and support student learning. All school participants, including Caretakers, students, and staff, will use Connexus and the Internet to communicate and share information. In addition, the student, Caretaker and Learning Coach(es) must all be reachable by phone for required communications with teachers and other school staff.

The school's hardware and software requirements for accessing Connexus can be met by using the equipment provided by the school according to your school's specific agreement. If the school does not provide this equipment, families may use a personal computer, a computer in a public institution, or any other computer as long as the equipment used meets the Connections Academy specifications (see the Use of Personal Equipment section) and permits the student and/or Learning Coach to have access for a period of time adequate for completing the required lessons each day and throughout the year. Due to certain licensing restrictions, some of the additional software provided with the school computer may not be available for use on personal computers. Families with computers provided by Connections Academy may contact Technical Support if they have specific questions about the computer's software or hardware.

11.2.1 Use of Connexus

Regular use of Connexus is required in order to participate in the school. The school provides training on using Connexus, and users are required to complete this training. Anyone using Connexus must also comply with the [Terms of Use Policy](#) (Appendix 3). By using Connexus, users agree that they have read, understood, and will comply with these terms.

Connexus is generally available 24 hours a day, except for a regularly scheduled weekly maintenance window from 4:00–7:00 a.m. Eastern Time on Sunday. There may be other scheduled maintenance times when Connexus will not be available; these scheduled maintenance times will generally occur in the early morning or on weekends. Users will be notified in advance of any maintenance that is anticipated to disrupt service for an extended period of time.

Security and Privacy

Security and privacy are very important to maintaining the integrity of the information stored in Connexus and are taken very seriously at Connections Academy schools. Each Connexus user is responsible for keeping their user name and password confidential; this responsibility includes frequently changing the password to prevent unauthorized use. User names and passwords should not be provided to anyone at any time. Additionally, Learning Coaches are responsible for taking reasonable precautionary measures to ensure that students never obtain or use their Learning Coach's passwords. Everyone using Connexus should be aware of the Privacy Policy, which is included as Appendix 4 of this Handbook, as well as on the login page of Connexus. Connections Academy agrees that it will comply with the terms of this Privacy Policy.

Caretakers and students having difficulty using Connexus should be sure they have completed all available trainings and accessed the help resources available from their home pages. If, after completing the training and accessing the help resources, Caretakers and/or students are still unable to resolve their problems, they should consult their teachers for questions relating to the educational program or contact Student Technical Support for any technical questions.

11.2.2 Technology Provided by Connections Academy*

Please see the Technology section of your school's website or your School-Specific Handbook Supplement.

11.2.3 Use of Connections Academy Equipment and Installed Software

At some schools, households are provided with temporary use and possession of equipment and software provided by Connections Academy. All equipment and software provided to households shall at all times remain the property of Connections Academy.

School Equipment

Caretakers are responsible for confirming that any equipment provided by Connections Academy matches the tracking email received. They must notify Connections Academy Student Technical Support within seven (7) school days of receipt of equipment of any discrepancies between the tracking email and what was actually received, or if any equipment does not arrive in good working condition.

Though Connections Academy may provide used equipment for student use, any equipment provided will be in good working condition and should function in accordance with the requirements of the school's educational program. Used equipment is supplied with only Connections Academy-authorized software installed. All computer hard drives are reimaged and reconfigured prior to being shipped to the next user.

The only authorized location for any materials is the address to which the materials were shipped by Connections Academy. Any movement of materials to any other location within the state must be specifically authorized by Connections Academy, and stationary computer equipment (desktop computer and monitor) can never be taken out of the state. Laptops, where provided may move temporarily with the student as long as the student has completed the Location Change Request Form, has been approved for the Location Change by the School Leader, and the student remains actively enrolled in the school. Please contact your School

Leader to obtain a Location Transfer Request form if you expect to move (see Location Change).

Failure to obtain authorization can result in the repossession of, or invoicing for, the materials. Caretakers are responsible for providing the school with up-to-date contact information (address, phone numbers, email addresses, etc.), including any validation for that contact information as required by the school, and keeping the information updated on the Student Information Form in Connexus.

Any equipment provided by Connections Academy is to be used only for school purposes, although limited access to personal email using a personal ISP and web-based email account is permitted. However, the use of Microsoft® Outlook®, Microsoft Outlook® Express, or any other email program that is installed directly onto the computer (“unauthorized email”) is not permitted.

The use of unauthorized email programs risks contaminating the Connections Academy computer with a virus, which could result in charges for repairs to the computer and additional penalties. Anyone using any unauthorized email programs risks permanently losing any email if the Connections Academy computer has to be restored, reimaged, or returned for repair. Connections Academy will not be responsible for loss of any such emails.

Software

All software settings, default configurations, and administrative privileges will be maintained at the original settings unless a change is authorized by Technical Support.

Connections Academy equipment may contain software that permits remote access to the equipment, permits its use to be monitored, or enables it to be shut down remotely. Personal information is not collected or maintained by Connections Academy, and any access is only for the purpose of making repairs, verifying acceptable use, or disabling equipment.

Each software application provided by Connections Academy must be used in accordance with the license and/or use agreement that accompanies that software application. Breaking a license agreement is an illegal act and is punishable by law. Under no circumstances can Caretakers or students redistribute any software provided to them by Connections Academy.

Modification of any equipment or software without Connections Academy’s consent is strictly prohibited and may result in financial charges to the household for any required repairs.

The Technical Support representatives must retain an administrative account on each computer. Under no circumstance will Connections Academy provide administrator rights over the system configuration. Users who tamper with the administrative account access will forfeit their rights to the assistance provided by Student Technical Support and may be required to return all Connections Academy computer equipment.

Software installation may also be required when adding approved external hardware. Approved external hardware includes, but is not limited to, printers, keyboards, mice, and USB devices. When purchasing these external hardware devices, families may contact Technical Support representatives, who may assist with installation if staff resources are available. The maintenance of such additional devices is solely the responsibility of the purchaser. In no case may any hardware be installed that requires internal compartments of the computer be opened or tampered with in any way.

Educational software not provided by Connections Academy may be installed only if specifically authorized by Technical Support. The decision to permit the installation is solely determined by Technical Support. Caretakers will be responsible for the costs of any repairs required as a result of unauthorized software installation.

11.2.4 Use of Personal Equipment and Software*

Caretakers may use their own equipment and software as long as they meet the requirements detailed in this section. Connections Academy has no responsibility for providing any support for equipment or software that is not provided by Connections Academy.

If Caretakers do not have access to equipment and software necessary and the school does not provide it, their student(s) may be eligible to apply for a hardship scholarship.

Users can log into Connexus from different devices, such as a mobile phone, tablet, or desktop computer. Most devices are regularly tested to ensure accessibility and functionality.

For the best experience, Connections recommends that users update software and Internet browsers regularly on each device. The following browsers are recommended to access Connexus:

- Google Chrome

- Mozilla Firefox
- Internet Explorer 11 or newer
- Microsoft Edge
- Apple Safari (Mac only)

Headsets with microphones may be provided where two-way audio use is required by Connections Academy.

Many of the courses available in Connexus require the use of Adobe® Flash® Player. Some courses also require the use of productivity software compatible with Microsoft® Word®, Excel®, and PowerPoint®. Some courses may have requirements in addition to what is indicated above; these requirements can be found in each course's Course Directions and Tips.

11.2.5 Use of the Internet*

Refer to your School-Specific Handbook Supplement for your school's internet policy.

Internet Safety

All Connections Academy schools comply with the Children's Internet Protection Act (CIPA). Your school handbook supplement provides specific information regarding requirements and your school's obligations under CIPA.

Users should be aware that some material accessible through the internet may contain items that are illegal, obscene, defamatory, inaccurate, or potentially offensive to some people. Some of this material may be harmful if accessed by minors. In addition, it is possible to purchase certain goods and services via the internet, which could result in unwanted financial obligations for which a student's Caretaker would be liable. Connections Academy believes that the benefits to Users from access to the internet, in the form of information resources and opportunities for Users' collaboration, exceed the disadvantages. However, all Users must understand and practice acceptable and ethical use.

To help all users understand acceptable and ethical use, Connections Academy offers an Internet Safety course, which all Connections staff members are required to take. Connections strongly recommends that all Caretakers and Learning Coaches also take this course, which is available in the To Do section of the Caretaker and Learning Coach's Home Page. Caretakers and Learning Coaches may also review all internet sites that their student(s) may visit in each course by selecting the "backpack" icon in each course. While Connections Academy has carefully screened these sites and believes they are appropriate for students, this tool makes it easy to review all links. Caretakers and/or Learning Coaches who are uncomfortable with any of the linked sites should contact their child's teacher to discuss alternatives.

Connections Academy also strongly recommends that Caretakers and Learning Coaches monitor their minor student's internet time and activity. To assist Caretakers in ensuring safe and appropriate use of the internet, and in accordance with CIPA requirements, Connections Academy provides the following:

- CIPA compliant filtering software to restrict access to inappropriate and harmful information and materials online. Please be aware that internet filtering software, while potentially very helpful, is imperfect and may block some educational or other appropriate content in addition to blocking potentially inappropriate or offensive content.
- An Internet Safety Course, which all Learning Coaches are urged to complete. A link to the course is provided on the Learning Coach Home Page at the beginning of the school year (or when the student first enrolls) and is always available to Learning Coaches through the Virtual Library. Connections Academy will provide age-appropriate internet safety training for students to address appropriate online behavior, specifically on social networking websites and in chat rooms, in electronic communications, as well as training in recognizing and reporting cyberbullying.
- Internet activity on Connections Academy issued computers will be monitored as required by state and federal law.

Internet Requirements

Use of the internet is a requirement for the Connections Academy program. Caretakers are responsible for arranging for broadband internet service to be available during the school year. Broadband internet service must meet minimum standards for speed, availability, and

compatibility to meet Connexus requirements. These minimum standards include the following:

- Broadband internet service with a Minimum download speed of 12-25 Mbps as per the FCC Household Broadband Guide - <https://www.fcc.gov/research-reports/guides/household-broadband-guide>
- The use of a firewall that will permit access to Connexus

Internet Service Providers (ISPs)

Contact Student Technical Support for any questions concerning the selection of ISPs.

Connections Academy is not responsible for problems with or maintenance of internet service accounts. The ISP should be contacted directly for help with these issues.

Use of the internet may also result in the installation of malware if proper procedures are not followed. Caretakers may contact Student Technical Support for assistance. (See Appendix 5 for additional information concerning malware.)

*Internet Subsidy**

In some schools, Connections Academy provides payment of an internet subsidy, but there must be at least one (1) student enrolled in the school at the time of the payment. The internet subsidy will be paid according to a payment schedule determined by Connections Academy. If a student enrolls after the start of the school year, the internet subsidy will be prorated; however,

due to the high cost of processing small payments, no prorated payments will be made for amounts less than \$5.00. Some students may be allowed a higher reimbursement for high-amounts speed service if it is required by their Individualized Education Plan (IEP) or if they are receiving additional remediation services that require high-speed service. The school will notify any Caretakers who are eligible for additional reimbursement.

The internet subsidy may be terminated by Connections Academy if the Caretaker(s) are in breach of the provisions of the Parent/Legal Guardian (Caretaker) Acknowledgment and/or the School Handbooks. As permitted by state law and/or regulation, if Connections Academy has invoiced a household for damage to or theft of a school-provided computer or any other school asset(s), Connections Academy may withhold payment of the Internet subsidy until the invoice is fully satisfied, and/or may apply the Internet subsidy towards payment of the outstanding invoice.

11.2.6 Compliance with Connexus Terms of Use

Any use of Connexus, Connections Academy equipment, or internet using Connections Academy equipment must be in compliance with Connexus [Terms of Use](#), which is included in Appendix 3. Any violation of the Connexus Terms of Use while using Connections Academy computer equipment may result in warnings, usage restrictions, the loss of a computer or internet subsidy (where provided by Connections Academy), confiscation of the equipment, expulsion from the school, as well as other disciplinary actions or legal proceedings. The determination as to whether a use is in violation of this policy and the penalties imposed are at the sole discretion of the school and are subject to the guidelines of the Caretaker Due Process section of the School-Specific Handbook Supplement.

11.2.7 Malfunction/Damage/Loss/Theft of School Equipment and/or Installed Software

As permitted by state law and/or regulation, Caretakers are solely liable for any loss, damage, or misuse of computer equipment provided by Connections Academy while in their possession or the possession of students or Learning Coaches.

Accidental Damage to Equipment

Where damage to the equipment and/or software is not intentional (accidental) but is caused by user negligence or carelessness, the school reserves the right to invoice the Caretaker, where permitted by state law and/or regulation. The school will limit Caretaker liability to the cost of repairs for the computer equipment. For all subsequent accidental damage, the school reserves the right, where permitted by state law and/or regulation, to invoice the Caretakers for the full cost of the repair or replacement plus the cost of shipping.

Accidental damage to equipment includes but is not limited to damage caused by carelessness or negligence such as leaving equipment in an area where it is exposed to excessive heat or cold, damage to equipment caused by spills or liquid, dropping equipment, etc.

Non-Accidental Damage to Equipment

Where damage to the equipment and/or software is caused by a user and is not accidental or is the result of repeated failures to follow the school's policies and directions, the school reserves the right to invoice the Caretaker, where permitted by state law and/or regulation, for the full cost of the repair or replacement plus shipping.

Examples of such damage include, but are not limited to, vandalism or malicious destruction, opening the computer casing, installation/removal of internal hardware components, installation/removal of software without the school's permission, and/or manipulation of system BIOS settings. Caretakers may appeal a determination of damage as not being accidental by following the procedures in the Caretaker Grievance section.

Loss or Theft of Equipment

On the first occurrence, where there has been a loss or theft of Connections Academy equipment, Caretakers may be responsible for a maximum replacement charge of up to \$400, plus the cost of shipping a replacement. Based on the instance and circumstances the following information may be requested from the Caretaker in instances of loss or theft of equipment:

- a copy of a filed police report or insurance loss report; and
- documentation from the insurance carrier confirming that no reimbursement is available under homeowner's or renter's policies or a notarized letter from the Caretaker indicating that they are not insured.

If this documentation is not provided - or if there are any subsequent incidents of loss or theft - Caretakers may be responsible for the full replacement cost of any equipment and software.

Notice to School

Caretakers must notify Connections Academy (via WebMail message or by calling Student Technical Support) of any malfunction, loss, or damage to computer equipment from any cause whatsoever within seven (7) school days of the loss or occurrence of the damage. Caretakers must contact Student Technical Support for any and all repairs and must follow all instructions for repair as directed by the Student Technical Support representatives. Caretakers must not contact the manufacturer or a third party to repair the computer equipment unless instructed to do so by a Student Technical Support representative. If Caretakers do not comply with this policy and if there is any evidence of manufacturer or third-party involvement, the school may void the damage limitation it offers for accidents and may invoice the Caretakers for the full cost of repair or replacement.

Payment of School Invoices

In the event Caretakers are invoiced for any repair by the school or Connections Academy, payment will be due within five (5) days from the date of receipt of an invoice from Connections Academy. All outstanding invoices must be paid before additional repair services or a replacement computer can be provided. Failure to pay any outstanding invoice will be handled as provided for in the Grievance Policy for Caretakers section of the School-Specific Handbook Supplement.

11.2.8 Contacting Student Technical Support

Support Services can be reached by calling 800-382-6010 and then selecting the appropriate menu selection for Support Services, by emailing support@connexus.com, or by using the WebMail message feature in Connexus and sending a message to Support Services (included in the WebMail address book under Parent and Student Services).

The Student Technical Support team is available during the school's calendar year from 9:00 a.m. – 9:00 p.m. Eastern Time, Monday through Friday. Voicemail messages can be left for Student Technical Support at any time.

The Student Technical Support team should be called for the following reasons:

- Equipment or materials supplied by Connections Academy do not match the items listed on the materials list .
- A user cannot log in to Connexus.
- Equipment, software, or materials supplied by Connections Academy do not function or have been damaged or lost (be sure to check any training resources or the Online Help section of Connexus first).
- A request needs to be made to authorize the installation of hardware or software on equipment supplied by the school.
- More information is needed about obtaining an ISP or assistance is needed with creating ISP accounts for providers preinstalled on school equipment.

When contacting Student Technical Support via email, WebMail message, or voicemail message, please clearly describe the issue and provide specific contact information for a

Student Technical Support representative to respond to your issue. When submitting a service request, families should provide the following information:

- Caretaker and student name,
- Phone number (including extension), email address, and state or school,
- Brief description of the problem (If contacting Support Services via email, include this information in the email subject line),
- IssueAware tracking ticket number if the issue is a continuation of an existing request (If contacting Student Technical Support via email, include this information in the email subject line, in the voicemail message, or to the Student Technical Support representative).
- Level of severity,
- Detailed description of the problem, including any steps required to reproduce the problem,

The Student Technical Support representatives' response times depend on the severity of the issue. Student Technical Support strives to respond to all issues within 24 hours, though the response could be that more time is needed, depending on the complexity of the issue identified.

APPENDIX 1 – HONOR CODE

Connections Academy Honor Code (Grades PreK-5)

Connections Academy's mission is to help each student maximize his or her academic potential, and we expect academic honesty to be a core value for all students, Caretakers, and staff.

Students who are academically dishonest don't learn what they need to succeed and achieve their goals. We therefore require all students to sign the Honor Code, indicating that they agree to abide by Connections Academy's expectations for academic honesty.

Because Caretakers are an integral part of their student's Connections Academy experience, we also require Caretakers to agree to the Honor Code.

Connections Academy Honor Code

I agree that I will ...

- read, (or have read to me, if needed), the contents of both the *Student Handbook: General Portion* and my school's *Handbook Supplement*,
- value learning,
- be honest,
- never copy someone else's work,
- never give my work or answers to others,
- never look up the answer to an assessment (i.e. test or quiz) online or in a book,
- never receive help on assessments (i.e. test or quiz), including from my friends/peers, Learning Coach, or any others,
- follow all Connections Student Conduct guidelines for use of the Internet and Connections' equipment and materials provided to me,
- accept the consequences, including disciplinary action, of breaking this Honor Code. (More information on Discipline and Due Process can be found in the *Handbook Supplement*),
- never provide a forged document or signature to the School.

I understand that this Honor Code is not limited only to the examples listed above. By checking the box below, I confirm that I have read (or had read to me, if needed), and agree to abide by, the Connections Honor Code and the expectation for academic honesty.

For the 2020–2021 School Year, by checking this box, as a **student**:

- ☐ I confirm that I have read (or have had read to me if needed), understand, and agree to abide by the above Honor Code.

For the 2020-2021 School Year, by checking this box, as a **Caretaker/Learning Coach**:

- ☐ I confirm that I have read, understand, and agree to abide by the above Honor Code.

DRAFT

Connections Academy Honor Code (Grades 6-12)

Connections Academy's mission is to help each student maximize his or her academic potential, and we expect academic honesty to be a core value for all students, Caretakers, and staff.

Students who are academically dishonest don't learn what they need to succeed and achieve their goals. We therefore require all students to sign the Honor Code, indicating that they agree to abide by Connections Academy's expectations for academic honesty.

Because Caretakers are an integral part of their student's Connections Academy experience, we also require Caretakers to agree to the Honor Code.

Connections Academy Honor Code

I agree that I will ...

- read (or have read to me, if needed) and understand the contents of both the *Student Handbook: General Portion* and my school's *Handbook Supplement*,
- value learning above my grades or scores,
- always value and exhibit honesty,
- be well-informed about plagiarism and cheating, and not use "lack of knowledge" about either as a reason for engaging in plagiarism or cheating,
- never give my work or answers to assessments (tests, quizzes, etc.) to other students to submit as their own,
- never plagiarize written, oral, or creative work, and never copy (plagiarize) others' work or submit work of any kind that is not my own,
- never post assessment answers on the Internet or in other public places or otherwise share assessment answers,
- never search for and use assessment answers on the Internet or in other public places, including using translation services for language courses,
- never give or receive unauthorized assistance on assessments, including from my friends/peers, Learning Coach, or any others,
- understand that all assessments are "closed-book" meaning I need to take assessments based on the knowledge in my head, and not use any other sources,
- adhere to all Connections Student Conduct guidelines for proper use of the Internet and Connections' equipment and materials provided to me,

- accept the consequences, including disciplinary action, of breaking this Honor Code, (More information on Discipline and Due Process can be found in the *Handbook Supplement*),
- never provide a forged document or signature to the School.

I understand that this Honor Code is not limited only to the examples listed above. By checking the box below, I confirm that I have read (or had read to me, if needed), and agree to abide by, the Connections Honor Code and the expectation for academic honesty.

For the 2020–2021 School Year, by checking this box, as a **student**:

- ☐ I confirm that I have read (or have had read to me if needed), understand, and agree to abide by the above Honor Code.

For the 2020-2021 School Year, by checking this box, as a **Caretaker/Learning Coach**:

- ☐ I confirm that I have read, understand, and agree to abide by the above Honor Code.

APPENDIX 2 – FERPA ANNUAL NOTIFICATION AND POLICY

Last Reviewed and Updated: October 27, 2020

This FERPA Annual Notification and Policy may be updated periodically. The most current version is always available from the [login page of Connexus](#). Any changes will be effective as soon as they are posted in Connexus.

Connections Education LLC, dba Pearson Online & Blended Learning K-12 USA (OBL), its partnering schools, programs and affiliates (collectively referred to as "the School") comply fully with the Family Educational Rights and Privacy Act ("FERPA").

Overview

FERPA is a Federal law that is administered by the Family Policy Compliance Office (Office) in the U.S. Department of Education (Department). 20 U.S.C. section 1232g; CFR Part 99. FERPA applies to educational agencies and institutions (e.g., schools) that receive funding under any program administered by the Department.

FERPA gives custodial and noncustodial parents alike certain rights with respect to their children's education records. Unless the School is provided with evidence that there is a court order or state law that specifically provides to the contrary, both custodial and noncustodial parents have the right to:

1. Access and inspect their student's education records;
2. Provide written consent to the disclosure of personally identifiable information from the student's education records;
3. 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; and
4. File a complaint with the Department.

When a student reaches 18 years of age or attends a postsecondary institution, he or she becomes an "Eligible Student", at which point FERPA rights transfer from the parent to the student.

The term “education records” is defined as those records that contain information directly related to a student and which are maintained by an educational agency or institution or by a party acting for the agency or institution.

Right to Inspect and Amend Educational Records

Under FERPA, the School must provide a parent, legal guardian or Eligible Student with an opportunity to inspect and review his or her student’s education records within 45 days following its receipt of a request. The school is required to provide a parent with copies of education records, or make other arrangements, if a failure to do so would effectively prevent the parent from obtaining access to the records.

Parents, legal guardians, and Eligible Students possess the right to request and receive from the School the following: (1) an explanation of information in the student’s education records; (2) a copy of all or part of the student’s education record; and (3) a list of the types and locations of the student’s education records collected, maintained, or utilized by the School.

A written request identifying the records to be inspected must be provided to the School. The school official will arrange for access and will notify the parent or Eligible Student of the time and place where the records may be inspected. If copies are requested, the School may charge the requesting party reasonable copying costs.

A parent, legal guardian or Eligible Student has the right to request an amendment to an education record but must do so in writing. The request must clearly identify the part of the record in question and specify why it is inaccurate or misleading for submission to the School Principal. If the School decides not to amend the record, the parent, legal guardian, or Eligible Student shall be notified in writing. If the School decides not to amend the record, the parent, legal guardian, or Eligible Student then has the right to request and receive a records hearing review. The request must be made in writing. At this time, additional information shall be provided to the parent, legal guardian, or Eligible Student regarding the hearing process procedures.

FERPA was intended to require only that schools conform to fair recordkeeping practices and not to override the accepted standards and procedures for making academic assessments, disciplinary ruling, or placement determinations. Thus, while FERPA affords parent the right to seek to amend education records which contain inaccurate information, this right cannot be

used to challenge a grade, an opinion, or a substantive decision made by a school about a student.

Additionally, if FERPA's amendment procedures are not applicable to a parent, legal guardian or Eligible Student's request for amendment of education records, the school is not required under FERPA to hold a hearing in the matter.

Disclosure without Consent

Parents, legal guardians or Eligible Students possess the right to prevent disclosure of educational records to third parties except to the extent that FERPA authorizes disclosure without consent. The following are examples, including but not limited to, instances that do not require the School to obtain prior written consent. The school may release education records to/for:

- School officials with legitimate educational interests. School officials include the following: persons employed by the School, whether paid or unpaid, administrator, supervisor, instructor, support staff or school Board of Directors members; authorizing bodies or districts, vendors employed by or under contract with the school, such as an attorney, auditor, consultant, etc.; or a parent, student or volunteer serving in an official school capacity. 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 responsibilities for the school.
- Other schools when a student graduates or transfers. Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.

Upon receipt of the request, the school will make reasonable attempts to notify the parent or the Eligible Student of the request and the date the records were forwarded.

- Accrediting institutions.
- Compliance with a judicial order or lawfully issued subpoena.
- Appropriate officials in the case of a health or safety emergency.
- State and local authorities within a juvenile system pursuant to applicable state law.
- Parents if an Eligible Student is a dependent for IRS tax purposes.
- Appropriate parties in connection with financial aid.

Directory Information

FERPA permits the School to designate certain information contained in student educational records as Directory Information. Directory Information is generally defined as information not considered harmful or an invasion of privacy if released.

FERPA permits a School to disclose Directory Information for any purpose to third parties, unless the parent/legal guardian or Eligible Student has exercised the right to opt-out of the release of their Directory Information. A parent/legal guardian or Eligible Student may opt-out of having their Directory Information released by completing the Authorization to Withhold Directory Information Form found in the Permissions Manager section of the Student Information Form (SIF). If refusal is requested, the Directory Information will not be disclosed except with the consent of the parent, legal guardian, or Eligible Student or as otherwise allowed by FERPA. This is an annual election which occurs during the enrollment or returning student process.

The following information regarding students is considered Directory Information by Connections Education LLC:

- student name
- student city of residency
- student webmail address
- student telephone number
- student grade level

Parents, legal guardians and Eligible Students should consult their student handbook for specific information related to their school's defined Directory Information. If an opt-out form is not received, the School will assume that there is no objection to the release of the designated Directory Information.

Federal law requires schools receiving federal monies to provide military recruiters, upon request, with the following three categories of Directory Information for high school students:

- student name
- student address
- student telephone number

However, the law affords parents/legal guardians the option to refuse disclosure of such information by completing the *Authorization to Withhold Directory Information Form*.

Disclosure with Consent

Written consent must be obtained prior to the release of personally identifiable information to any party not in the Disclosure without Consent list or not categorized as Directory Information.

Custody, Dependency and Post-Secondary Course Records

FERPA rights are extended to both the custodial and noncustodial parent unless the School is provided with a judicial court order, state statute, or legally binding document that specifically or effectively revokes a parent's FERPA rights.

Under FERPA, a school may provide parent access to the educational records of an Eligible Student if either parent or a legal guardian can demonstrate their student's financial dependency, as defined in section 152 of the Internal Revenue Code, by producing their most recent tax return or completing the forms at the Family Compliance Office website (this does not apply to emancipated minors). If a parent or legal guardian cannot prove financial dependency, their Eligible Student *must provide written consent* before the school will permit access to educational records.

If a student takes a course at a postsecondary institution, the FERPA rights are accorded to the student for any such course. In order for Connections Education LLC, parents, or any third parties to get access to such educational records, the student is required to provide consent in writing.

Right to File a Complaint

Parents/legal guardians or Eligible Students who have concerns or questions should e-privacy@connectionseducation.com. Additionally, parents/legal guardians or Eligible Students may file a complaint with the Department:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-5901
Phone: 202-260-3887

APPENDIX 3 – CONNEXUS TERMS OF USE

These Terms of Use may be updated periodically. The most current version is always available from the [login page of Connexus](#). Any changes will be effective as soon as they are posted in Connexus.

Last Reviewed and Updated: December 23, 2019

Applicable to All Users

Acceptance of Terms

By using this Education Management System (“Connexus”), you (hereinafter referred to as the “User” or “Users”) agree to all terms, conditions, and notices contained or referenced in these Terms of Use (“Terms”). These Terms apply to your use of Connexus and all materials, information, software, content, products, and services that are owned or licensed by Connections Education LLC, dba Online & Blended Learning K-12 USA (“Connections”) and included in, or available through, Connexus, (“Connections Content”) as well as any content owned or licensed by a third party content provider that is included in, or available through Connexus with that third party’s permission (“Third Party Content”) (Connections Content and Third Party Content collectively, “the Content”). If the User is a minor, they shall be the responsibility of their parent/guardian, who shall ensure that the User adheres to the Terms.

Any Third Party Content uploaded or otherwise made available by a Third Party is and remains the sole property of the Third Party or the Third Party licensors. By uploading or otherwise making available any Third Party Content, you automatically grant and/or warrant that the owner has granted Connections, the perpetual royalty-free, non-exclusive right and license to use, reproduce, publish, distribute, display, and transmit the Third Party Content through the channel into which you have uploaded or authorized Connections to upload the Third Party Content. You also permit any User of Connexus with access to that channel, subject to your restrictions, to access, view, store, and reproduce the Third Party Content to the same extent permitted herein. To the extent provided for in the specific terms of the governing agreement between Connections and the Third Party, Third Party Content may be removed, obscured, altered or modified by the Third Party, subject to the terms and conditions set forth herein with respect to the use of Connexus.

Connections reserves the right to change these Terms at any time, effective upon posting the updated Terms on the Connexus login page. The most current version is always available by clicking on the Terms of Use link located at the bottom of the login page of Connexus.

Permitted Use

Connexus is to be used for the purpose of accessing the education program licensed by or for the benefit of the User(s). Connections grants the User the non-exclusive, non-transferable, limited license to access, visit, use, view, and print the Content, solely for the User's own personal non-commercial use in connection with such education program, provided the User keeps intact all copyright and other proprietary notices. Use of the Content or materials for any purpose not expressly permitted in these Terms is prohibited.

Users may not (1) remove, obscure, or alter the Content in any way except as agreed to in writing by Connections, (2) use Connexus in any manner that could damage, disable, overburden, or impair any Connections server or the network(s) connected to any Connections server, or interfere with any other party's use and enjoyment of Connexus, (3) gain or attempt to gain unauthorized access to any accounts, computer systems, or networks connected to any Connections server through hacking, password mining, or any other means, or (4) obtain or attempt to obtain any materials or information through any means not intentionally made available through Connexus.

Any use of Connexus for the following purposes is strictly prohibited. By using Connexus, you agree that you will NOT:

- send, receive, or display pornographic, obscene, sexually explicit material, or any material harmful to minors
- impersonate any person or entity (through the use of their password or other means), including any staff member or representative of Connections
- copy or distribute content included in Connexus (including postings on the Message Boards, WebMail messages, or curriculum materials, including answer keys) without the owner's permission

- solicit or collect information about the Users or members of this site, especially for the purpose of transmitting, or facilitating transmission of, unsolicited or bulk electronic email or communications
- use the school-provided communication services in connection with surveys, contests, pyramid schemes, chain letters, junk e-mail, spamming, or any duplicative or unsolicited messages (commercial or otherwise)
- upload files that contain viruses, Trojan horses, worms, time bombs, cancelbots, corrupted files, or any other similar software or programs that may damage the operation of another's computer or property
- solicit or collect personal information (including name, address, and phone number) from anyone under eighteen (18) years of age without verified parental consent
- display threatening or offensive material, including using swear words, offensive, vulgar, or obscene language
- display racist, prejudiced, or discriminatory messages or pictures
- violate any state or federal law
- reveal another User's or a minor's personal address, phone number, or similar information to others without their consent or verified parental consent
- violate any copyright, trademark, patent, trade secret, or other intellectual property laws or otherwise use intellectual property of another individual or entity without the owner's permission—this includes providing links to and including other copyrighted or trademarked material from third parties in Connexus (including posting on the Message Boards or in WebMail messages) without permission as well as using any trademarks, service marks, or other marks in social media or other websites without the owner's permission
- trespass in another's folders, work, or files
- promote commercial activities except as agreed to in writing by Connections
- advertise products or services or engage in political lobbying

- defame, harass, insult, abuse, stalk, threaten, attack, or otherwise violate the legal rights (such as privacy and publicity) of another person or interfere with another person's work, including, but not limited to, sending unwanted WebMail messages or e-mail
- provide material support or resources to (or conceal the nature, location, source, or ownership of material support or resources of) any organization(s) designated by the United States government as a foreign terrorist organization pursuant to Section 219 of the Immigration and Nationality Act

Each User will have a user name and password (the "Login Information") for the purpose of accessing Connexus and the Content. Users must keep all Login Information strictly confidential, and all Login Information may be used only by the assigned User. Users are responsible for maintaining the security and confidentiality of all Login Information and for preventing access to Connexus and/or the Content by unauthorized persons using a User's Login Information. Users are responsible for any and all activities that occur under their account. Users must notify Connections immediately of any unauthorized use of their account or any other breach of security. Notwithstanding the foregoing, certain staff members of Connections will be permitted to "log in as" someone other than themselves, after receiving the approval of their supervisor and undergoing specific training.

Proprietary Rights

The User acknowledges and agrees that certain information available in Connexus is protected by various copyrights, trademarks, service marks, patents, trade secrets, or other intellectual property rights and laws and may only be used as permitted by law and with the permission of the owner. Except as expressly authorized by Connections, Users may not sell, license, rent, modify, distribute, copy, reproduce, transmit, publicly display, publicly perform, publish, adapt, edit, or create derivative works from or otherwise exploit the Content or features in Connexus in any form or medium. Users are fully responsible for their own use and for ensuring such use does not infringe on the rights of Connections or third parties. In addition to potential legal action, any unauthorized use including copying or reposting of Connections or third party intellectual property may result in one or more of the following: termination of access to Connexus, school-based disciplinary action, and/or removal from the school, course offering or program of study.

Copyright Infringement

Content is owned or controlled by Connections or the third party credited as the provider of the Content, and its contents may not be copied, reproduced, distributed or modified in any way without the express written consent of Connections. If you have any copyright concerns about any materials posted on Connexus by others, please let us know. We comply with the provisions of the Digital Millennium Copyright Act applicable to Internet service providers (17 U.S.C. 512). Unless otherwise stated in any specific DMCA designation provided by Connections, please provide us with written notice ("Notice") by contacting our Designated Agent at privacy@connectionseducation.com.

To be effective, the Notice must include the following:

- A physical or electronic signature of the owner, or a person authorized to act on behalf of the owner, ("Complaining Party") of an exclusive right that is allegedly being infringed upon;
- Information reasonably sufficient to permit Connections to contact the Complaining Party, such as an address, telephone number, and if available, an electronic mail address;
- Identification of the allegedly infringing material on Connexus ("Infringing Material"), and information reasonably sufficient to permit Connections to locate such material on Connexus;
- Identification of the copyrighted work claimed to have been infringed upon ("Infringed Material"), or if multiple copyrighted works on Connexus are covered by a single Notice, a list of each copyrighted work claimed to have been infringed (please be specific as to which Infringing Material is infringing on which Infringed Material);
- A statement that the Complaining Party has a good faith belief that use of Infringing Material in the manner complained of is not authorized by the copyright owner, its agent, or the law; and

- A statement that the information in the Notice is accurate, and under penalty of perjury, that the Complaining Party is the owner or is authorized to act on behalf of the owner of an exclusive right that is allegedly infringed.

Trademarks

Connexus contains trademarks and service marks of Connections and of third parties. These marks may only be used in accordance with Connections' [Trademark Usage Guidelines](#) within the Website Terms of Use on the public website. For permission to use the Connections name or logo or any Connections marks outside of the Trademark Usage Guidelines, contact privacy@connectionseducation.com. Any use of any Connections marks that does not comply with the Trademark Usage Guidelines is strictly prohibited.

Links

Connexus may contain links to other websites or other resources that are provided for the User's convenience. Unless otherwise noted, these linked sites are not under the control of Connections and Connections is not responsible for the content available on third party linked sites. Connections makes no representation, warranties, or other commitments whatsoever about any third party websites or third party resources that may be referenced, accessible from, or linked to Connexus. A link to a website does not mean that Connections endorses the content, the website owner or use of such website. In addition, Connections is not a party to or responsible for any transactions the User may enter into with third parties, even if the User learns of such parties (or uses a link to such parties) from Connexus. Accordingly, the User acknowledges and agrees that Connections is not responsible for the availability of such external websites or resources, except where specifically contracted for, and is not responsible or liable for any content, services, products, or other materials on or available from those websites or resources.

Privacy

You agree that your use of Connexus is also subject to the [Privacy Policy](#), which is part of these Terms.

Mobile Terms and Conditions

By opting in to receive text message alerts from Connections Academy, you consent to receiving important information regarding your student's enrollment via text or SMS messages at the mobile phone number you provided. Such calls or texts may be placed using automatic dialing equipment. Message and data rates may apply. Please see our [Privacy Policy](#) for additional information.

You may opt in to these messages by sending **JOIN** to **88180**. You may opt out of these messages at any time by replying **STOP** to any message.

Reply **HELP** to any message to receive further assistance on an inquiry. Call 1-800-382-6010 or visit www.connectionsacademy.com/about/contact-us to reach our Customer Care team.

All supported carriers are listed below:

AT&T, Sprint/Boost/Virgin, T-Mobile/MetroPCS, Verizon Wireless, C Spire Wireless, Carolina West Wireless (CWW), CellCom USA, Google Voice, U.S. Cellular, ACS/Alaska, Advantage Cellular (DTC Wireless), Aio Wireless/Cricket, Appalachian Wireless, Atlantic Tele-Network International (ATN), Bandwidth, Bluegrass Cellular, Buffalo Wireless, CableVision, Cellular Network Partnership (PIONEER), Cellular One of East Central Illinois, Chariton Valley Cellular, Chat Mobility USA, ClearTalk(Flat Wireless), Copper Valley, Coral Wireless (Mobi PCS), Cross Telephone Company (MBO Wireless), Duet IP (Maximum Communications New Core Wireless), Element Mobile (Flat Wireless), Epic Touch (Elkhart Telephone), GCI Communications Corp, Golden State Cellular, i Wireless (IOWA Wireless), Illinois Valley Cellular (IV Cellular), Immix(Keystone Wireless), Inland Cellular Telephone Company, Leaco, Mosaic (Consolidated or CTC Telecom), MTA Communications, MTPCS (Cellular One Nation), Nex-Tech Wireless, Northwest Missouri Cellular Limited, Panhandle Telecommunications Systems(PTCI), Peoples Wireless, Pine Belt Wireless, Pine Cellular, Revol Wireless USA, RINA, Sagebrush Cellular (Nemont), SI Wireless/Mobile Nation, SouthernLinc, SRT Wireless, Texas RSA 3 Ltd(Plateau Wireless), Thumb Cellular, Union Telephone Company(Union Wireless), United Wireless, Viaero Wireless, West Central Wireless (5 Star Wireless)

T-Mobile is not liable for delayed or undelivered messages.

Export Control

Connections controls and operates Connexus from its headquarters in the United States and makes no representation that the Content is appropriate or available for use in other locations. If you use Connexus from other locations, you are responsible for compliance with applicable state and federal laws, including, but not limited to, export and import control laws and regulations of the United States.

No software from this site may be downloaded or otherwise exported or re-exported (i) into (or to a national or resident of) any country to which the U.S. has embargoed goods; or (ii) to anyone on the U.S. Treasury Department's list of Specially Designated Nationals or the U.S. Commerce Department's Table of Deny Orders. By downloading or connecting to Connexus, you represent and warrant that you are not located in, under the control of, or a national or resident of any such country or on any such list.

Warranty and Other Disclaimers

Connections is committed to ensuring the accuracy of all information included in Connexus, subject to the following limitations:

- Connections will use reasonable efforts to keep the information current and to ensure the accuracy or completeness of materials available through Connexus. However, materials available through Connexus are not promised or guaranteed to be correct, current, or complete, and may contain inaccuracies or typographical errors.
- The User acknowledges that Connections is not liable for the conduct of any party using Connexus or for any defamatory, offensive, infringing, or illegal materials contained on Connexus or in any Communication Service, and Connections reserves the right to correct any errors or omissions and remove any materials from Connexus at its sole discretion and without liability of any kind.

Disclaimer of Warranty

Use of Connexus or any communication service is at the user's sole risk. All materials, information, products, software, programs, and services are provided "as is," with no warranties or guarantees whatsoever.

Connections expressly disclaims to the fullest extent permitted by law all express, implied, statutory, and other warranties, guarantees, or representations, including, without limitation, the warranties of merchantability, fitness for a particular purpose, and non-infringement of proprietary and intellectual property rights. Without limitation, Connections makes no warranties or guarantees that Connexus will be uninterrupted, timely, secure, or error-free. The user understands and agrees that if the user downloads or otherwise obtains materials, information, products, software, programs, or services, the user does so at the user's own discretion and risk and that user will be solely responsible for any damages that may result, including loss of data or damage to the user's computer system. Some jurisdictions do not allow the exclusion of warranties, so the above exclusions may not apply to the user.

Limitation of Liability

Under no circumstances will connections be liable for any direct, indirect, punitive, incidental, special, or consequential damages that result from the use of or inability to use Connexus or any communication service. This limitation applies whether the alleged liability is based on contract, tort, negligence, strict liability, or any other basis, even if connections has been advised of the possibility of such damage. Because some jurisdictions do not allow the exclusion or limitation of incidental or consequential damages, connections' liability in such jurisdictions shall be limited to the extent permitted by law.

Release

The user hereby releases and forever discharges connections, its affiliates, staff, contractors, officers and directors, agents, successors, and assigns ("released parties"), from all actions, causes of action, injuries, claims, damages, costs, or expenses of any kind growing out of or related to the user or user's minor child(ren)'s use of Connexus or any communication service. The user understands that this is a full and complete release to the maximum extent allowed by law of all claims and damages to which you or your minor child(ren) may have as a result of his or her use of Connexus regardless of the specific cause thereof.

Indemnification

Upon request by Connections, the User agrees to defend, indemnify, and hold harmless Connections and its affiliates, staff, contractors, officers, directors, third-party content providers

and licensors from all liabilities, claims, and expenses, including attorney's fees, which arise from the User's use or misuse of Connexus, Content, or any Communication Services.

Connections reserves the right, at its own expense, to assume the exclusive defense and control of any matter otherwise subject to indemnification by the User, in which event the User will cooperate with Connections in asserting any available defenses.

Governing Law, Choice of Law, and Forum

The use of Connexus shall be governed by and construed in accordance with the laws of the State of Maryland, excluding its conflicts of law rules. The User expressly agrees that the exclusive jurisdiction for any claim or action arising out of or relating to the User's use of Connexus shall be filed only in the state or federal courts located in the State of Maryland, and the User further agrees and submits to the exercise of personal jurisdiction of such courts for the purpose of litigating any such claim or action.

Severability and Integration

Except for other agreements signed by the User with Connections, these Terms constitute the entire agreement between the User and Connections with respect to use of Connexus. If any part of these Terms is held invalid or unenforceable, that portion shall be construed in a manner consistent with applicable law to reflect, as nearly as possible, the original intentions of the parties, and the remaining portions shall remain in full force and effect.

Termination of Use

If the User violates these Terms, the User may be barred from future use of Connexus and/or subject to legal action. Cause for such suspension, termination and/or deletion shall include, but not be limited to, (a) breaches or violations of the Terms, or of other incorporated agreements or guidelines, (b) requests by law enforcement or other government agencies, (c) a request by you (self-initiated account deletions), (d) discontinuance or material modification of Connexus (or any part thereof), (e) unexpected technical or security issues or problems, (f) extended periods of inactivity, and/or (g) engagement by you in fraudulent or illegal activities. Termination of your account may include (x) removal of access to all offerings within Connexus, (y) deletion of your password and all related information, files and content associated with or inside your account (or any part thereof), and (z) barring of further use of Connexus. Further, you agree that all

terminations for cause shall be made in Connection's sole discretion and that Connections shall not be liable to you or any third party for any termination of your account, or access to Connexus.

Additional Terms Applicable to the Connections Community of Schools

WebMail, Message Boards, and Other Communication Services

Connections offers an internal email system, Connections WebMail, through Connexus, as a service to certain Users in connection with those education programs that provide for webmail service. Webmail allows those Users to interact with other Webmail Users. Connections cannot guarantee the security of any information that such Users disclose in WebMail messages, and the Users do so at their own risk. Sent WebMail messages are accessible only to the author and recipients, as well as other authorized personnel for the purpose of maintaining system integrity and to ensure that Users are acting responsibly and legally as required by these Terms.

WebMail messages are also not guaranteed to be private and may be monitored. Messages relating to or in support of illegal or obscene activities or that otherwise violate these Terms may be reported to the appropriate authorities and may result in the loss of privileges, removal from the User's respective education programs, and/or legal action.

Connections also operates academic Message Boards located within Connexus to facilitate the exchange of ideas, information, and opinions between Users whose respective education program provides access to Message Boards. These Users may only use the Message Boards for structured clubs, activities, and other educational uses as specified by each school department and as described on each Message Board. The Message Boards contain contributions that represent only the opinions of their respective authors and do not express the opinions of Connections. Use of the Message Boards is subject to the rules governing their use as provided when accessing them (see also the Links section below).

In addition to the WebMail system and the Message Boards, Connections may from time to time offer chat areas and/or other message or communication functionality designed to enable Users to communicate with others (each a "Communication Service" and collectively "Communication Services"). The User agrees to use Communication Services only in compliance with these Terms and as described on each Communication Service to post, send, and receive messages

and materials that are proper and, when applicable, related to the particular Communication Service.

Any information that you submit to be posted to a Message Board or other Communication Service will be disclosed and available to all Users of that Communication Service and is, therefore, no longer private. We cannot guarantee the security of such information that you disclose or communicate online in public areas, and you do so at your own risk. Connections does not control or endorse the content, messages, or information found in any Communication Service; therefore, Connections specifically disclaims any liability with regard to the Communication Services and any actions resulting from a User's participation in any Communication Services. All participants acknowledge that any reliance upon such content shall be at the sole risk of the person so relying.

Although Connections has no obligation to do so, Connections reserves the right (i) to monitor anything posted to a Message Board or other Communication Services or anything sent via Connections WebMail, and (ii) to remove anything which Connections considers offensive or otherwise in breach of these Terms or for any other reason as Connections deems necessary in its sole and absolute discretion. Connections also reserves the right at all times to disclose any information as Connections deems necessary to satisfy any disciplinary investigation, applicable law, regulation, legal process, or governmental request, or to edit, refuse to post, or to remove any information or materials, in whole or in part, at Connections' sole discretion.

Use of School Work, Interviews, Photographs, and Videos

Users may have the opportunity to provide material for inclusion in Connexus. This material may include the submission of work samples; participation in clubs; postings on the Message Boards; text or other submissions for newsletters, newspapers, and yearbooks; writing WebMail messages; etc. Users represent that they own and/or control all of the rights to User's own material and that the public use of such material will not violate or infringe on the rights of Connections or any third party.

Users may also have the opportunity to participate in a LiveLesson. Connections cannot guarantee the security of any information disclosed by voice or text in a LiveLesson session. Any information that a User submits or is captured in a LiveLesson session may be disclosed

and available to all Users and is, therefore, no longer private. Parents or legal guardians are responsible for any information disclosed by their minor children.

LiveLesson sessions may be recorded and used for instructional and demonstrative purposes. The User, for himself or the User's minor child, hereby agrees to the recording of LiveLesson sessions in which the User participates. To the extent a User does not wish to participate in a recorded LiveLesson, recorded sessions are available to the User to view on demand.

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APPENDIX 4 – PRIVACY POLICY

This Privacy Policy may be updated periodically. The most current version is always available from the [login page of Connexus](#). Any changes will be effective as soon as they are posted in Connexus.

Last updated: January 1, 2020

Connections Education LLC, dba Pearson Online & Blended Learning K-12 USA, and its affiliates (collectively, "Connections"), a part of the Pearson global learning company, respects your privacy and has established this privacy policy ("Privacy Policy") to let you know how we collect, use, manage, share, and protect information that we may gather when you visit our website, the websites of our affiliated schools, or the websites for either of our education management system, (collectively, the "Websites"), or communicate with us.

This Privacy Policy applies to the Websites where this Privacy Policy is posted and to information we gather from you over the phone, via conventional mail or in person. Connections reserves the right to change this Privacy Policy at any time. Changes to this policy will be posted on the Websites. The most current version is always available by clicking on the "Privacy Policy" link located at the bottom of the Websites' home page. Any changes to our Privacy Policy will become effective upon posting of the revised Privacy Policy.

By using any of the Websites, you agree to the terms of the Privacy Policy in effect at the time of use. If you do not agree to the terms and conditions of this Privacy Policy, please do not use any of the Websites.

International Users

The Websites are hosted and operated in the United States and are subject to United States law. Any personal information that you provide is being provided to us in the United States and will be hosted on United States based servers. You consent to the transfer of your personal information to the United States in order to receive services from Connections or a Connections affiliated school. If you are accessing a Website from outside the United States, please be advised that United States law may not offer the same privacy protections as the law of your jurisdiction.

What Personally Identifiable Information Do we Collect?

We collect personally identifiable information you provide voluntarily when requesting information, catalogs, or other materials or to satisfy other requests. This information may include your first and last name, postal address, email address, telephone number and the names, date(s) of birth and grade level(s) of your child(ren). We may also collect credit card information from you.

Should you decide to enroll your child in one of our programs or managed schools, we collect information from you during the application and enrollment process such as a birth certificate, certain health records and proof of residency.

We may collect personal information at other times, such as when you contact our technical support, send us an email, complete a user survey, or otherwise communicate with Connections.

We may also collect information about you or your student from external sources with your consent or as allowed under the law. For example, we may collect information from a school your child previously attended for academic placement purposes.

How Do We Use Personally Identifiable Information?

Connections uses personally identifiable information to fulfill requests for information, deliver services to you or for your school, or to carry out the transactions you or your school have requested.

Connections may also use personally identifiable information to communicate special messaging, new services, or upcoming events, to provide educational services to students and to otherwise support students, parents, legal guardians, and staff and/or your school with regard to matters such as academic progress, testing, attendance, customer service, or to share information with you related to legislative or regulatory initiatives that could potentially benefit or threaten virtual education in your state, to invite you to share your experience with virtual education, or in the event of an emergency.

Opting Out of Communications

If you do not want to receive information unrelated to your enrollment in a school via email from Connections, you can email us at unsubscribe@connectionseducation.com.

If you have provided your mobile number you consent to receive communications by way of pre-recorded and/or autodialed calls. The information will be treated confidentially within Connections, in the same way that we protect other such confidential information.

If you do not want to receive any further information from Connections you can also call us at 877-267-0777 and ask to be removed from all of Connections' contact lists.

If you have opted to receive text message alerts, you consent to receiving important information regarding your student's enrollment via text or SMS messages at the mobile phone number you provided. You may opt out of these messages at any time by replying STOP to any text or SMS message.

How Do We Share Personally Identifiable Information?

We may share personally identifiable information with certain service providers. They will use this information to process transactions you have requested, provide customer service and inform you of products or services we offer that you may find useful. Our service providers may include consultants, vendors and companies that perform marketing services on our behalf to help us identify families who may benefit from the services and education offerings Connections or its affiliates provide. We require our service providers to protect your personally identifiable information and to use or disclose it only for the work they are performing for us, or as permitted by law.

In the event that all or substantially all of Connections' assets are sold or transferred to another party, your personally identifiable information may be transferred to the acquiring entity. However, Connections will take steps to assure that the personally identifiable information is conveyed lawfully, and in a manner consistent with the privacy policy under which it was collected.

Finally, we may disclose your personally identifiable information to third parties if we believe we are required to do so in order to comply with law (including court orders and subpoenas); to comply with lawful requests from law enforcement agencies or other governmental organizations; to enforce our [Terms of Use](#); to protect the rights, privacy, safety, or property of Connections, our affiliated schools, our staff, or other users of the Websites; and/or to permit us to pursue available remedies or limit the damages that we may sustain. We otherwise exercise commercially reasonable care to not otherwise share or disclose the names of users or any other personally identifying information with third parties, except with your prior approval and in compliance with federal and state law.

Cookies and Other Third Party Marketing Technologies

What Are Cookies?

Each time you visit a Website, information is automatically gathered such as your IP address domain name, the name of the page from which you entered the Website, which pages you view, and for how long you view them. This information is collected in order to improve the Website, remarketing activities and for trend analysis. As with most websites, we may use "cookies" for marketing purposes, to track usage of our Website, and to improve your experience of our Websites.

A cookie is a text file that is placed on your hard disk by a Web page server. Most web browsers automatically accept cookies, but you can usually modify your browser setting to decline cookies if you prefer. If, however, you choose to decline certain essential cookies, you may compromise the ability to fully experience the interactive features of our Websites or have some of our services on the Websites function properly. Further information about cookies is available using the help function of your Internet browser.

Third Party Cookies

We may use third-party cookies as part of marketing activities we conduct with Google and/or other third-party vendors, to help provide you with relevant messaging as you use the Internet. As part of these remarketing activities, these third-party cookies may record your visits to our Websites and websites visited prior. Such cookies can then be used to serve targeted messaging to you on other websites.

Managing and Blocking Cookies

Through browser settings, you can manage or block the use of cookies. In addition, you can use opt-out tools for ad networks and firms who participate in the Network Advertising Initiative at <http://optout.networkadvertising.org/> or the Digital Advertising Alliance at <http://optout.aboutads.info/>.

To effectively manage cookies via browser settings or through these ad industry opt-out tools, you must opt-out and set cookie preferences on all browsers and all devices that you use. If you clear cache or cookies, be sure to reset your preferences.

Please note that blocking or disabling some cookies may prevent or impair functionality and use this site.

Here's some additional information about viewing and changing your browser settings to manage or block cookies:

Google Chrome

Click on the spanner icon (top menu in browser) and select 'Settings'

Click the 'Under the Bonnet' tab on the left, then select the 'Content settings' button

Under the cookies section, choose the option that best suits your needs.

Microsoft Internet Explorer

Click on 'Tools' (top menu in browser) and select 'Internet options'

Click on the 'Privacy' tab

Move the privacy slider to the level of privacy you require. Settings above Medium will disable cookies.

Mozilla Firefox

Click on 'Tools' (top menu in browser) and select 'Options'

Select the Privacy icon

In the history section choose 'Use custom settings for history' from the dropdown menu

Cookies can be enabled or disabled by clicking on the appropriate check boxes.

Safari

Click on the Cog icon (top menu in browser) and select 'Preferences'
Click on Privacy tab and choose the option that best suits your needs.

Opera

Click on the 'Tools' at the top of your browser window and select 'Preferences'
Select the 'Advanced' tab and choose Cookies from the list on the left
Choose the option that best suits your needs.

Safari on OSX

Click on 'Safari' at the top of your browser window and select 'Preferences'
Click on the 'Privacy' tab
Adjust the level of cookie acceptance here.

Firefox

Click on 'Firefox' at the top of your browser window and select 'Preferences'
Select the Privacy icon
In the history section choose 'Use custom settings for history' from the dropdown menu
Cookies can be enabled or disabled by clicking on the appropriate checkboxes.

Opt-Out of Remarketing

You may choose to be exempt from the use of Google remarketing cookies at the [Google advertising privacy page](#).

Alternatively, you may opt-out of remarketing on the Google network and similar networks at the [Network Advertising Initiative opt out page](#). Opting out will not prevent advertisements from being served to you on the Internet; it will only affect advertisements that utilize remarketing cookies to serve messaging on the specified networks. We are not responsible for the activities of other parties that may not comply with your opt-out requests.

Third Party Websites

The Websites may contain links to third-party websites for academic and curriculum support that are not under the control or supervision of Connections. Connections is not responsible for the tracking activities of such third-party websites.

The Websites may also contain links to other websites or other resources that are provided for your convenience. Such links, unless explicitly stated, are not endorsed by Connections. The information and data privacy practices of those websites are not covered by this Privacy Policy or any other policies or terms applicable to the Websites. We recommend that you review any terms of use and privacy policies of any third party website linked to the Websites before providing any information to those websites or using their products and services.

How We Use Non-Personally Identifiable Information

Because non-personally identifiable information does not identify you, we reserve the right to use it for any purpose and to share it with third parties for any purpose. Please note that to the extent any non-personally identifiable information is combined with personally identifiable information, the combined information will be treated as personally identifiable information for as long as it is so combined.

Student Data Privacy

Connection is an education management company that provides various management services and curriculum content ("**Services**") to our customers, including public schools, special programs, school districts and charter organizations (collectively referred to as "**Schools**") that wish to provide students and their families with an exceptional virtual school option. Connections also offers a private pay schooling option to families through our International Connections Academy ("iNaCA").

Connections uses industry best practices to protect the privacy of all of our students and families. When our Services are used as part of a School's educational mission or a family enrolls their student in iNaCA, the personal information related to the student users ("**School Users**") that is (i) provided to Connections by a parent, student or School, or (ii) collected by Connections during the provision of our services to a student or School, may include information defined as "educational records" by the Family Educational Rights and Privacy Act ("**FERPA**") or other information protected by similar student data privacy laws. We call this information "**Student Records.**"

FERPA Privacy Rights

FERPA provides students with privacy rights and protection for educational personally identifiable information collected and processed on behalf of educational institutions receiving government funding from the U.S. Department of Education. FERPA provides students with rights to obtain from these educational institutions access to their educational records, as well as correction and amendment of their educational records. For more information on FERPA, students and families should refer to the FERPA policy in their respective student handbook.

Please note, only personal information directly relating to the educational interest of a student which is (1) created by a School User, and (2) created by a School (for example, when a School creates the user name, login and password to establish School User accounts), are designated as Student Records.

Our Commitment:

Our collection and use of Student Records is governed by our contracts with the Schools, by our Privacy Policy, and by applicable privacy laws. For example, we work with Schools to help protect personal information from the Student's educational record, as required by FERPA, and to protect the personal information of students under 13 consistent with the Children's Online Privacy Protection Act ("COPPA").

- We collect, maintain, use and share Student Records only for an authorized educational use and as described in our Privacy Policy, or as directed by the School, the School User and/or the student's parent or legal guardian.
- We do not disclose Student Records for targeted advertising purposes. We do use certain marketing technologies for the purpose of retargeting, analytics and attribution activities.
- We do not build a personal profile of a School User other than in furtherance of an educational purpose or as authorized by a Caretaker.
- We maintain a comprehensive data security program designed to protect the types of Student Records we maintain.
- We will never sell Student Records.

How We Share and Disclose Student Records

Depending on the features and account controls applicable to the School User accounts, we may share usernames and account information with other users on the Website, such as teachers, learning coaches, or school administrators. For example, student attendance may be shared with school administrators and learning coaches.

In the Connections proprietary education management system, access to student information and data is controlled by a central team of administrators, trained in FERPA and data privacy, using a complex system of roles, permissions, and locations. Only users in a particular location, who have permissions at that location, will be permitted to access student data that is permissioned using roles and locations. Data points and reports will be assigned to roles, including vendors with whom Connections has contracted to provide a service. Access to reports and all student data will be controlled by these roles. Only users in a location with the correct roles will meet the requirements to access the data.

The education management system contains personally identifiable information that is maintained and accessible by third parties (such as service providers, content partners or vendors). These third parties are provided access to the minimum amount of information required to allow them to perform the tasks for which they have been engaged or contracted. Such third parties have agreed to maintain the confidentiality of such information and to use or disclose it only for the work they are performing for us, or as permitted by law.

Children Under 13

Connections is concerned about the safety and privacy of children online. We take reasonable efforts to comply with the Children's Online Privacy Protection Act of 1998 (COPPA) as well as state-specific laws that provide privacy protections for K-12 students.

The Websites are not intended to solicit information of any kind from children under the age of 13, and we do not and will not knowingly contact or collect personally identifiable information from children under 13. The only personal information we receive about children under the age of 13 is information provided by the parent or legal guardian or information provided by the child as part of that child's participation in a course or courses as part of that child's K - 12 education program. By enrolling a child in such course or courses, a parent is consenting to the collection of that information.

It is possible that by fraud or deception by others we may receive information pertaining to children under the age of 13. If we are notified of the receipt of information under such circumstances, once verified, we will promptly obtain parental or guardian consent, and in the absence of such consent will delete the information. If you want to notify us that we have inadvertently received information for a child under the age of 13, please do so by emailing us at privacy@connectionseducation.com.

You can request to review, edit, or prohibit personally identifiable information of a child under the age of 13 from being used by Connections, its affiliates, schools, and vendors acting on behalf of Connections by making a request in writing to privacy@connectionseducation.com. Please note that if you make a request to prohibit personally identifiable information being used by Connections, its affiliates, schools, and vendors acting on behalf of Connections, your child may no longer continue to be enrolled in Connections and this may terminate their participation in the Connections program.

For information on our use of information covered by COPPA please contact us at the following:

Connections Education LLC

10960 Grantchester Way

Columbia, Maryland 21044

Phone: 1-800-382-6010

Email: [_privacy@connectionseducation.com](mailto:privacy@connectionseducation.com)

Security

Safeguards

Connections makes commercially reasonable efforts to safeguard the personally identifiable information we collect and store. We do this, in part, by implementing account verification procedures and password protection features. As effective as our safeguards are, no security system is completely impenetrable, therefore we cannot guarantee the absolute security of our database and systems, nor can we guarantee that personally identifiable information you supply will not be intercepted while being transmitted to us over the Internet.

All data accessed via the EMS will be accessed through forced SSL for privacy and security purposes. Private data transmitted between systems for data reporting purposes will always be transmitted with secure FTP or over a private VPN that provides encryption.

Breach

In the event that any information under our control is compromised as a result of a breach of the security of our systems or inadvertent release of information, we will take reasonable steps to investigate the situation and provide notice of the security incident in accordance with applicable laws and regulations.

California Privacy Policies

If you are a California resident, please read the [Supplemental Privacy Statement for California Residents](#) in conjunction with this Privacy Policy. The [Supplemental Privacy Statement for California Residents](#) explains Connections commitment to comply with California law and applies to personal information of California residents collected in connection with this site and the services referenced on this site.

Contact Information

If you have any questions regarding this Privacy Policy, please contact us by email at privacy@connectionseducation.com. Please note that email communications will not necessarily be secure. Accordingly, you should not include sensitive information in your email correspondence with us.

APPENDIX 5 – INFORMATION ABOUT MALWARE AND NUISANCE SOFTWARE

There has been a dramatic increase in the existence of malicious and nuisance software that is often inadvertently installed on computer equipment as a result of using the Internet. This software exists as adware, spyware, and freeware—generally classified as “malware”—and can greatly impact the usability of the computer once infected. Malware is prevalent all over the Internet today, but it is still mainly generated from applications or sites that provide software or services that can be categorized as generally one of four types:

- **Peer-to-peer sites:** These sites offer free software that allows a user to connect to other users with the same software and share files.
- **Gaming and freeware sites:** These sites offer free games and tools that easily attract kids and encourage them to install the software.
- **Inappropriate sites:** Most of the malicious applications that get installed on the computer without the knowledge of the end user generally come from sites that are inappropriate in nature, such as pornographic sites.
- **Legitimate applications that have bundled free software:** Most software comes with additional free software that asks if you want to install it at the same time as the desired application. Many people just click “yes” instead of choosing not to install the unneeded bundled software, which often also includes access to pop-up ads.

Installation of malware and other nuisance software causes considerable problems in system speed and can even make a computer completely unusable. Removal takes considerably more time than fixing viruses and worms, which generally can be stopped by the security software already included on school equipment.

It is essential that the Terms and Conditions sections of all software, and particularly any free software, be reviewed closely. Many of them allow for the installation of other software or “tools” that can be a significant source of problems later on. Included below are common sets of terms that are clear warning signs that the User may be exposed to negative consequences. These are used by many of well-known software companies and service providers.

- **Example 1:** “[Company] values your anonymity and privacy. [Software name] does not contain or bundle malicious spyware. By clicking below, you will begin the installation of [Software name/description] software. By clicking below, you agree to the third-party end-user license agreement(s) set out below.”

Comment: This is designed to make the user feel comfortable but may expose the User to a variety of other unexpected consequences as a result of all of the other, often long and confusing license agreements.

- **Example 2:** “By installing the [Service], you understand and agree that the following changes may be made to your Internet Explorer browser and that the following functions may be performed by the [Service]: install a Search Toolbar in your browser that may, 1) block certain pop-up ads and pages; 2) display links to related websites and key words based on the information you view and the websites you visit; 3) store non-personally identifiable statistics of the websites you have visited; 4) redirect certain URLs including your browser default address bar search, DNS error page and Search Button page to or through the Service; and 5) automatically update the Service and install added features or functionality conveniently without your input or interaction unless you have chosen to be notified of such update in advance.”

Comment: This also indicates that they can install additional software without your permission.

- **Example 3:** “The web changes constantly and no technique can ever index all pages accessible on the web. As a result, [Company name] cannot guarantee the completeness or accuracy of the websites or URLs to which [Company name] Service link or refer.”

Comment: By not screening their website, any content, including content from pornographic sites, can be input as links or other forms of referrals.

Fixing problems caused by this type of software is very time-consuming. The time spent dealing with repeat offenders take time away from responsible users and results in longer delays in helping them.

Please remember that it is essential that the activities of students be supervised. Students must be provided with clear guidelines for proper use of the Internet, including the fact that they should never accept any software download from the Internet without specific authorization from the Connections Academy Student Technical Support team. The Student Technical Support team can also provide assistance with security settings on your computer and can provide you with separate filtering software on request. Note that the hard disk drives of all school computers are completely erased prior to shipment to new families, and as a result, school computers do not come with any preinstalled malware or nuisance software. If any is found on a computer, it is a result of use by a family.

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APPENDIX 6 – PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA) NOTIFICATION

Last Reviewed and Updated: December 18, 2018

This Protection of Pupil Rights Amendment (PPRA) Notification (“PPRA Notice”) may be updated periodically. The most current version is always available from the [login page of Connexus](#). Any changes will be effective as soon as they are posted in Connexus.

Description of Intent

The School follows a philosophy of continuous improvement and honest, objective data analysis. This philosophy requires well-planned and sometimes independent research efforts to determine the effectiveness of the School’s programs and strategies. From time to time, the School will collect and analyze student performance data and various measures of effectiveness. In addition, families may be asked to participate in surveys or focus groups. Such research shall always be undertaken ensuring student privacy is protected and in compliance with the PPRA. For example, the names of the student, Learning Coach, and family members will not be revealed, and results will only be reported in the aggregate or by subgroupings of sufficient size so that anonymity of the participants is safeguarded.

Rights Afforded by the PPRA

The PPRA affords parents/legal guardians of minors certain rights regarding the School’s conduct of surveys, collection and use of information for marketing purposes, and conduct of certain physical exams. These rights include the following:

- Requirement of parental consent prior to administering any U.S. Department of Education funded survey, analysis or evaluation that reveals information falling within the below categories ("Protected Information Survey"):
 1. Political affiliations or beliefs of the student or student’s parent
 2. Mental or psychological problems of the student or student’s family
 3. Sex behavior or attitudes
 4. Illegal, antisocial, self-incriminating, or demeaning behavior
 5. Critical appraisals of others with whom respondents have close family relationships

6. Legally recognized privileged relationships, such as with lawyers, doctors, or clergy
 7. Religious practices, affiliations, or beliefs of the student or parents
 8. Income, other than as required by law to determine program eligibility.
- The right to receive notice and an opportunity to opt a student out of the following:
 1. Any other Protected Information Survey, regardless of funding
 2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under state law
 3. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others
 - The right to inspect, upon request and before administration or use, of the following:
 1. Protected Information Surveys of students;
 2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes
 3. Instructional material used as part of the educational curriculum.

These rights transfer from the parents or legal guardians to the student if the student is eighteen (18) years old or is an emancipated minor under state law or by court order.

Notification Procedures

The School will work to develop and adopt policies regarding these rights in consultation with parents/legal guardians. The School will also work to make arrangements to protect student privacy in the administration of Protected Information Surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes.

The School will directly notify parents of these policies annually in this PPRA Notice or after any substantive changes. The School will also directly notify by U.S. mail, e-mail, or other reasonably available method parents/legal guardians of students who are scheduled to participate in the specific activities or surveys described in this PPRA Notice and will provide an opportunity for the parent(s) or legal guardians to opt students out of participation of the specific activity or survey.

The School will make this notification to parents near the beginning of the school year if it has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents/legal guardians will be provided reasonable notification of the planned activities and surveys covered by the PPRA and will be provided an opportunity to opt their students out of such activities and surveys. Parents or legal guardians will also be provided an opportunity to review any pertinent surveys. The following is a list of the specific activities and surveys covered under this requirement:

- Collection, disclosure, or use of personal information for marketing, sales or other distribution
- Administration of any Protected Information Survey funded in whole or in part by the U.S. Department of Education
- Any nonemergency, invasive physical examination, or screening as described above in the Rights Afforded by the PPRA.

Reporting a Violation

Parents or legal guardians or students eighteen (18) years or older or emancipated minors who believe their rights have been violated may file a complaint to the following:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-5901
Phone: 202-260-3887

APPENDIX 7 - CENTRALIZED SUPPORT SERVICES

In addition to the staff located at the school, students and Learning Coaches have access to the centralized Connections Academy support center. Connections Help, within Connexus, also provides families with support and guidance outside of the Support Services business hours for live assistance.

Enrollment Services

Call 800-382-6010 or send a WebMail message to your state's "Enrollment Team" (Located under Enrollment in the WebMail address book) for questions related to the enrollment process, documents, or forms.

Academic Placement Services

Call 800-382-6010 or send a WebMail message to the appropriate school specific "Academic Placement Advisor" option (located under "Placement" in the WebMail address book) for problems or questions related to student course placement during the enrollment process. Once the student is enrolled and progressing through his or her courses, placement questions should be addressed to school staff.

Technical Support

Call 800-382-6010 and choose Option 5, or send a WebMail message to "Technical Support" for problems related to using Connexus and for hardware and software issues on Connections Academy-provided computer equipment.

General Information

Call 800-382-6010 and choose Option 3, or send a WebMail message to "General Information" (located under Parent and Student Services in the WebMail address book). General Information can be used to inquire about general Connections Academy questions, shipping, and nontechnical issues that are not covered by Enrollment, Placement, or Technical Support.

Parent and Student Services

The WebMail message addresses located under Parent and Student Services in the address book help make the connection between the home and school. They include services for Learning Coaches, as well as students, from addressing the needs of selected groups of students to changing student information.

All other types of questions should be directed to the school staff.

DRAFT



California Connections Academy School Handbook Supplement 2020-2021

This Supplement provides school-specific information in addition to the general policies documented in the School Handbook: General Portion. Because this Supplement does not constitute the full set of policies related to your Connections Academy school, please be sure to read the School Handbook: General Portion along with this Supplement. Both of these documents may be updated during the year as needed. If there are any discrepancies between this Supplement and the School Handbook: General Portion, the policies in this Supplement override policies in the School Handbook: General Portion and are the binding policies that should be followed.

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2.1 Mission Statement

California Connections Academy (CalCA) Schools educate to empower compassionate global citizens by leveraging 21st century education resources on behalf of students who need a more personalized approach to learning to maximize these students' potential and meet the highest performance standards.

This mission is accomplished through a uniquely individualized learning program that combines the best in virtual education with real connections among students, family, teachers, and the community to promote academic and emotional success for every learner. Every student has a Personalized Learning Plan and an entire team of experts committed to the student's successful fulfillment of that plan. CalCA is a high-quality, high-tech, high-interaction virtual "school without walls" that brings out the best in every student through Personalized Performance Learning.

3 SCHOOL ORGANIZATION AND ROLES

3.1 Roles and Responsibilities

Parental involvement, while not required for enrollment in a CalCA school, is strongly encouraged. Please click on the link below to review a copy of CalCA's Title I Parent and Family Engagement Policy and Compact developed as part of the Title I funding plan. Feedback is welcome; please send an email message to the Executive Director or one of the Principals or Assistant Principals at any time.

****The [2020-2021 SY Title I Parent and Family Engagement Policy and Compact Link](#)****

3.3 School Information

School Information	School Contact
CalCA SoCal Phone	(949) 461 – 1667
Fax	(949) 240 – 7895
Address	Southern California Office Location: 33272 Valle Rd. San Juan Capistrano, CA 92675
CalCA Central Valley Phone	(559) 571 - 2300
Fax	(559) 746 – 0497
Mailing Address	Mailing Address Only: 33272 Valle Rd. San Juan Capistrano, CA 92675
CalCA North Bay Phone	(707) 232 – 5470
Fax	(707) 987 – 5770
Mailing Address	Mailing Address Only: 580 N Wilma Ave Suite G Ripon CA 95366
CalCA Ripon Phone	(209) 253 – 1208
Fax	(209) 253 – 0406
Address	Northern California Office Location: 580 N Wilma Ave Suite G Ripon CA 95366
CalCA Central Coast Phone	661-230-9820
Fax	661-568-0053
Address	Mailing Address Only: 33272 Valle Rd. San Juan Capistrano, CA 92675
CalCA Monterey Bay Phone	831-200-1006
Fax	831-401-2669
Address	Mailing Address Only: 580 N Wilma Ave Suite G Ripon CA 95366

School Leadership	<p>Richard Savage, Executive Director</p> <p>Kara Mannix, High School Principal and Northern California Regional Site Administrator</p> <p>Heather Tamayo, Middle School Principal and Southern California Regional Site Administrator</p> <p>Marcus White, Elementary School Principal and Central California Regional Site Administrator</p> <p>Leslie Dombek, High School Assistant Principal</p> <p>Dan Hertzler, High School Assistant Principal</p> <p>Lauren Cunningham, High School Assistant Principal</p> <p>Amy Hunt, High School Assistant Principal</p> <p>Tracy Pinckney, Middle School Assistant Principal</p> <p>Cameron Shepherd, Middle School Assistant Principal</p> <p>Marissa Carter, Elementary Assistant Principal</p> <p>Ashley Taylor, Elementary Assistant Principal</p> <p>Mia Hardy, Director of Counseling Services</p> <p>Franci Sassin, Director of Business Services</p> <p>LaChelle Carter, Director of Finance</p> <p>Tanya Gustin, Director of Student Services</p>
Board of Directors	<p>California Connections Academy Schools is governed by the California Online Public Schools (CalOPS) Board of Directors</p>
Email	<p>All staff and support services are located in the Education Management System's email address book.</p>
School Hours	<p>8:00 a.m. – 4:00 p.m., M-F</p>
Technical and General Support	<p>800-382-6010</p>

California Connections Academy School Names

California Connections Academy Schools (CalCA) refers to six charter schools located across the state. Each charter school is authorized by a different school district authorizer and is able to serve students in a specific geographic region under current state law. For most purposes, the schools are referred to by their regional name; however some of the schools have a different legal name which must be used when looking up the school on any official websites, such as the California Department of Education, the WASC accreditation website, the UC Doorways website, etc. In addition, the legal name of each school is used on official school transcripts. While each school is a separate legal entity, they all work together closely and share staffing, policies and other resources, and all of them contract with Connections Academy to provide the high quality virtual school program. The following chart shows the legal name as well as the acronym and common name for each of the charters.

Legal Name	CalCA Name	Acronym	Authorizer	Counties Served
California Connections Academy @ Ripon	California Connections Academy Ripon	CalCA Ripon	Ripon Unified School District	Alameda, Amador, Calaveras, Contra Costa, Sacramento, San Joaquin, Stanislaus
California Connections Academy North Bay*	California Connections Academy North Bay	CalCA North Bay	Middletown Unified School District	Colusa, Glenn, Lake, Mendocino, Napa, Sonoma, Yolo
California Connections Academy Southern California**	California Connections Academy SoCal	CalCA SoCal	Capistrano Unified School District	Los Angeles, Orange, Riverside, San Bernardino, San Diego

California Connections Academy @ Central ***	California Connections Academy Central Valley	CalCA Central Valley or CalCA Central	Alpaugh Unified School District	Fresno, Inyo, Kern, Kings, Tulare
California Connections Academy Central Coast	California Connections Academy Central Coast	CalCA Central Coast	Cuyama Joint Unified School District	Santa Barbara, San Luis Obispo, Ventura
California Connections Academy Monterey Bay	California Connections Academy Monterey Bay	CalCA Monterey Bay	Scotts Valley Unified School District	Monterey, San Benito, San Mateo, Santa Clara, Santa Cruz

*formerly California Connections Academy @ North Bay

**formerly Capistrano Connections Academy

***formerly Central California Connections Academy

School Accountability Report Cards

Consistent with California Education Code Section 35256, the California Connections Academies will prepare and publish annually, and make available to Caretakers of students, a School Accountability Report Card (SARC). Reports for each location can be found by following the links to the school websites below.

CalCA Southern California – (formerly known as [Capistrano Connections Academy](#))

CalCA North Bay – [CalCA North Bay](#)

CalCA Ripon – [CalCA Ripon](#)

CalCA Central Valley – [CalCA Central Valley](#)

CalCA Central Coast - [CalCA Central Coast](#)

CalCA Monterey Bay-[CalCA Monterey Bay](#)

Printed copies are available upon request from the School Leader.

Local Control Accountability Plan

Consistent with California Education Code Section 47606.5 and 52064, the California Connections Academies will prepare and publish annually a Local Control Accountability Plan (LCAP). For the 2020-21 school year the schools will prepare and publish the state's alternative to the LCAP, as appropriate. Plans for each location can be found by following the links below.

CalCA Southern California – (formerly known as [Capistrano Connections Academy](#))

CalCA North Bay – [CalCA North Bay](#)

CalCA Ripon – [CalCA Ripon](#)

CalCA Central Valley – [CalCA Central Valley](#)

CalCA Central Coast—[CalCA Central Coast](#)

CalCA Monterey Bay - [CalCA Monterey Bay](#)

3.4 School Schedule

3.4.1 The CalCA 2020-2021 School Year Calendar

Note: The School Status Legend below the calendar reflects the possible school statuses for each event. All events which show a status of School In Session indicates they are school days for students. All events which show any other status indicates they are NOT school days for students. Please refer to the legend to determine whether teachers and/or administrator staff are available for each event according to its status.

Event	School Status	Date
<i>First Day of School</i>	School and Office Open	September 8, 2020
Veterans' Day	School Closed/Office Open	November 11, 2020
Thanksgiving Break	School Closed/Office Open	November 23-25, 2020
	School and Office Closed	November 26-27, 2020
Winter Break	School Closed/Office Open	December 21-23, 2020
	School and Office Closed	December 24, 2020-January 1, 2021
Martin Luther King, Jr. Day	School and Office Closed	January 18, 2021
<i>First Semester End Date</i>	NA	February 3, 2021
Teacher Work Day	Staff Work Day	February 4, 2021
Mid Semester Recess	School Closed/Office Open	February 5, 2021
<i>Second Semester Start Date</i>	NA	February 8, 2021
Presidents' Day	School Closed/Office Open	February 15, 2021
Spring Break	School Closed/Office Open	April 12-16, 2021
Memorial Day	School and Office Closed	May 31, 2021
<i>Last Day of School</i>	School and Office Open	June 22, 2021
School Closed - Additional Administrator/12 Month Employee Days: July 6-10, 2020		

School Status Legend:

School Closed/Office Open = Students and Teachers are not in school but Admin are on duty

School and Office Closed = No one is in school

School and Office Open = Everyone is in school

Staff Work Day = Students are not in school but Admin and Teachers are on duty

3.4.2 Required Instructional Hours

In order to meet the State of California's required annual instructional time per year, the chart below lists the average hours per day and per week students should be engaged in school-approved educational activity.

Grade Level	Recommended Minimum Hours per Day	Recommended Average Hours per Week	Required Annual Hours
Kindergarten	3 to 4 hours	17 hours	600 hours
Grades 1 – 3	5 hours	24 hours	840 hours
Grades 4 – 8	5 hours	25 hours	900 hours
Grades 9 – 12	6 hours	30 hours	1080 hours

Note that these are the minimum hours required by the state and that students are responsible for mastering all material which may require additional time. **The school requires regular daily school work be completed on each day of the school calendar.**

3.5 Enrollment, Withdrawal and Transfers

*No student will be involuntarily removedⁱ from a CalCA school until the Caretaker and/or Guardian has been provided written notice of the intent to remove the student from the school as well as the required Charter School Complaint notice. Notice will be provided to the Caretaker and/or Guardian no less than five (5) days prior to the effective date of the removal. If the Caretaker and/or Guardian requests a hearing upon receipt of the written notice, the student will remain enrolled at the school until a final decision regarding the student's withdrawal has been issued.

*Involuntarily removed is defined under California law as dis-enrolled, dismissed, transferred, or terminated.

CalCA schools comply with state laws regarding enrollment and dis-enrollment for charter schools, including the state's independent study regulations which dictate the terms under which students may remain enrolled in an independent study program like CalCA's.

CalCA schools do not discriminate in enrollment practices and encourages families to become informed about the CalCA program before and during the enrollment process. Enrollment is limited to eligible students. In California, student eligibility requirements are determined by the state, which regulates all public schools including CalCA Schools. Before enrolling, please review the following eligibility requirements carefully to determine whether your student(s) is eligible to participate in grades K–12.

CalCA schools are open to all students who meet the state's age and geographic restrictions for virtual charter schools, subject to any limits on enrollment approved by the Board of Directors. While we are required to collect information in order to show that the age and residency requirements have been met, we do welcome all students, including students who have unusual circumstances, such as homeless and foster youth, immigrants, refugees, migrants, and students who are not U.S. citizens. Students identified as foster or homeless will be enrolled promptly and may be awarded partial credits based on their educational history. Children of military families may also be enrolled in an expedited manner even if the student is unable to produce records typically required for enrollment (e.g., proof of residency or previous academic records) if proof is provided at the time of initial enrollment of active military service by the parent or legal guardian of the student. [Contact the respective school office](#) for assistance enrolling a student for whom standard documentation is not readily available due to unusual circumstances. Students on an educational visa (such as F1 or J1 visas) are not eligible to attend a CalCA school. After providing information to determine eligibility, students will be given an "offer of enrollment" by one of the regional CalCA schools. Following acceptance of the offer, additional processes are required in order for the student to receive their classes and start attending school. This is referred to as the placement process.

The School's homeless policies, adopted in compliance with the federal McKinney Vento Act, are available in Appendix III of this supplement and upon request. Please contact the School Counselor for more information.

Immunization Status

California laws regarding student immunization status apply to students enrolled in a CalCA school. The CalCA program is generally considered a 'non classroom based program' because students are in a virtual learning environment. Students may not be eligible to participate in certain classroom instruction, when applicable, as defined by school policy, if they do not have all required vaccinations.

Under California law, students are allowed to attend a public independent study program as long as they are not engaged in classroom-based instruction, regardless of their immunization status. The CalCA virtual school program meets the criteria of an independent study program for purposes of enrollment. The schools are required to collect information from parents and report to the state on immunizations. Therefore, all immunization records should be submitted for students during the registration process and resubmitted upon entry into seventh grade.

**Note: Students' immunization records do not need to document all vaccines required for full compliance with regulatory requirements to attend the school. However, students that want to participate in activities that are designated as classroom-based instruction, if and when the school offers this type of activity, must provide proof of all state-required vaccines or a proper exemption, such as a legally valid medical exemption or another type of valid exemption on file prior to January 1, 2016, in order to participate in these activities. See Definition of Classroom Instruction below for additional information. Caretakers should contact the School with any questions.*

Definition of Classroom Instruction

CalCA Schools are virtual charter schools and instruction is delivered exclusively online. The schools are defined under state law as non-classroom based schools using the independent study model. The school does offer certain face to face, in-person activities which currently include but are not limited to educational field trips, college tours, social activities such as dances, picnics and other gatherings, graduation and honors ceremonies, and mandated state testing. Of these, none are considered "classroom instruction" by school policy. While on occasion these in-person activities may exceed two hours in length, they are not held in facilities operated by the school, so meals are not required to be offered under state law.

Military Family Eligibility

If you are a military family, and are moving outside of one of the CalCA service areas, please reach out to the school for additional information. The school has policies to facilitate enrollment of military families. California law provides that a child of a military family may continue attending, regardless of any change of residence of the military family or the end of military

service of the student's parent, as long as the residence at the time of the student's initial enrollment was located within the residency boundaries required by one of the CalCA schools. California law provides that such students enrolled in grades Kindergarten through 8th grade may attend through the end of the school year in which the move took place, but would be ineligible to re-enroll for the following school year unless or until the family relocated back to an eligible county. For such students who are in grades 9 through 12 at the time of their move, California law allows that the student remain enrolled with CalCA through graduation. For all grade levels, continuing enrollment is subject to state requirements regarding residence in the state of California.

3.5.2 Kindergarten and First Grade Admission Policies

Kindergarten: As required by California Education Code Section 48000, a kindergarten student may enroll in a CalCA School if the student is five years of age on or before September 1st of that school year. A CalCA School may enroll a student who turns five after September 2nd but before December 2nd; these students are considered "transitional kindergarteners" and would typically complete two years of kindergarten.

The School's policy is to follow the state's age guidelines for entry into Transitional Kindergarten and Kindergarten. Exceptions will be made if, and only if, the School Leader or Grade Level Principal determines that it is in the best interest of the student, and only after the Caretaker(s) is given information explaining the advantages and disadvantages of early admittance. State funding is partially based on student age, so it is only in very exceptional circumstances that the school would admit a student early if sufficient funding cannot be received for that student.

Please note that the transitional kindergarten program is subject to annual approval by the Board of Directors. Therefore, updates or changes to the implementation of the transitional kindergarten program may be added to this Supplement as needed.

3.5.3 Enrollment After the Start of the School Year

Students may enroll after the start of the school year or semester up until the application deadline. The actual date for the application deadline is determined annually by the school's Board of Directors. This is typically near the beginning of the second semester. Applications may be closed at any time if enrollment limits for the year have been met. At the discretion of the Board, applications may close at different times for different grade levels. Families enrolling mid-year are subject to all the same enrollment requirements as families that enroll prior to the

start of the school year or semester. See also the section in the High School Policies below entitled “Enrollment after the Start of the School Year.”

Additional Information for High School

High school students entering mid-year or mid-semester submit report cards, progress reports and/or teacher notes from their previous school as part of the placement process. CalCA school teachers review the student’s work and progress up to that point in the semester, and enter an equivalent grade into the Education Management System’s grade book that represents the student’s efforts at the previous school. That grade will be averaged in with the CalCA grades earned in that same semester. If students enter after the school year has started and have no prior academic history for that school year or semester, they may be given an abbreviated schedule (fewer classes) depending on the date of enrollment. See also the Promotion information in *Section 6 High School Program and Policies*.

3.5.4 Dual Enrollment in Another K-12 Program

Because the CalCA schools are full-time public charter school programs, students must be enrolled full-time in the school and must exit from their previous school prior to their first day of attendance in a CalCA school. Under California law, students may *not* be enrolled in two different public schools at the same time. Even one day of attendance overlap is not allowed, so the prior public school must be notified of the student’s exit immediately upon final placement into classes in a CalCA school. In addition, the California Education Code 47602(b) does not allow a student to attend a public charter school and a private school at the same time. Students must exit any full time private school prior to their effective attendance date with a CalCA school.

If a student is confirmed to be enrolled in another public school or full time enrolled in a private school, the school reserves the right to dis-enroll the student from CalCA. If the student has been actively completing schoolwork and has been in contact with the teacher(s), the school will attempt to resolve the dual enrollment situation. If the student is not actively working and/or is not able to be contacted, the student will be removed from enrollment in the school.

While enrolled full-time at a CalCA school, it may be possible for a student to participate in a course or activity at another public or private school, for example, in order to participate in a sports or arts program. (Please see Section 6 for requirements specific to high school students (grades 9-12)). Seeking such permission should be initiated *after* the start of the CalCA school

year. Approval by CalCA is based on individual circumstances and is subject to the policies and procedures of the partnering school and/or school district.

To make these arrangements, Caretakers must obtain the *Request for Local School Activities* form from the document repository. The form essentially outlines the activity, lists contact information, and indicates that the cooperating school agrees to: 1) not claim or collect any state, local or federal funding for the student, and 2) assumes all liability for that student while on the school grounds. Once the form is completed and signed, the Caretaker should present it to the grade level Principal, who will ensure that the student is in good standing.

As students must be enrolled full-time at CalCA, only a limited number of courses may be taken during the regular school year at a different school.

Violations of this policy may be grounds for dismissal from the program.

3.5.5 Dual Enrollment in a College or University

Families must consult with their student's School Counselor for prior permission to earn high school credit for college courses taken while the student is still enrolled in CalCA. Many colleges have specific requirements in place which apply to the enrollment of high school students. In addition, students wishing to earn high school credit for college courses must receive written approval from their School Counselor in advance. The School limits the total number of concurrent college courses a student may take, and students must be in good standing at California Connections Academy to be permitted to enroll in college courses. Student's overall success in their high school course of study is the most important priority. Examples of factors that the School Counselor will take into account prior to approval of concurrent enrollment in college classes include the following:

- Ability to maintain a 2.0 average GPA
- Passing all current courses
- Meeting legal attendance requirements
- No Honor Code violations

Note that the school requires sufficient time to process requests for dual enrollment in a college. Please submit your request at least two (2) weeks in advance in order to provide your School Counselor adequate time to process. Contact the student's School Counselor for more information on the process and timeline. (See also the Credit for College Courses section in

Section 6 High School Programs and Policies, which includes information on grading and credits for college courses.)

3.5.7 Location Change

The General Handbook describes the detailed processes needed for a Location Change. Prior to any relocation, families must follow the procedures laid out in the General Handbook to be eligible to remain enrolled. Students must be participating in the program from the physical location established during the enrollment or re-enrollment process. If the student is not at that location, the procedures for a Location Change must be followed and the school must approve all temporary Location Changes. Approval of temporary Location Changes is subject to revocation at any time at the discretion of School Administration. If the Location Change is denied or is revoked and the student does not return to the approved physical location, the student is subject to withdrawal from the school due to geographic ineligibility. The maximum length of time that a family may maintain their temporary Location Change status is five (5) months, and the request may not carry over into the next school year. Families may apply for an extension or renewal of the Location Change, but approval must be obtained upon each new request. Families must notify the school upon their return to their regular address. If the school is unable to verify that the student has returned to their regular address at the expiration of an approved temporary Location Change, the student is subject to withdrawal from the school due to geographic ineligibility. For more information see the General Handbook.

Enrollment Following a Change of Residence

If a family undergoes a “Permanent In-Area Location Change” as defined in the General Handbook but maintains residency in a county served by that school, the student may remain enrolled in their current CalCA School. If a student undergoes a permanent location change to a county not served by that school, they are no longer eligible for enrollment in that CalCA school per state law, and must withdraw from the school. If the student moves to a county served by a different CalCA school, the student may transfer to the other CalCA school at any time during the school year.

Families must follow all procedures for the location change outlined in the School Handbook: General Portion and as directed by the enrollment staff and/or school administration. Re-enrollment for the following school year is also subject to geographic restrictions and the family may need to enroll in a different school. Students who are homeless are subject to the board approved Homeless Policies regarding enrollment eligibility if they change locations

For questions concerning enrollment changes or eligibility, please contact the school.

3.6.3 Mandatory Testing

As required by law, the CalCA schools must administer all achievement tests that are designated as part of the state's California Assessment of Student Performance and Progress System. Additionally, students enrolled in a CalCA school may be required to take at least one academic proctored test at least once a year, as per the policy in the General Handbook, as well as the PLCA and Master Agreement. The state tests may be used to meet some or all of the proctored test requirements. Therefore, students attending a CalCA School are expected to participate in the administration of the California CAASPP tests and/or all other state tests administered by the school (e.g., California Physical Fitness Test) in accordance with the State of California state testing program. Detailed information on state standardized testing is available on the [state website](http://www.cde.ca.gov/ta/tg/ca) (<http://www.cde.ca.gov/ta/tg/ca>).

More information about the administration of the tests will be posted by the school once the school year is underway.

4 ATTENDANCE

4.2 Marking and Verifying Attendance

Learning Coaches document student attendance in the Student Information System and the school verifies that the attendance records are accurate. The school's attendance procedures under California law require that teachers determine final attendance based on several parameters, including the Education Management System's attendance log and the amount of work completed each day by the student. The day after each attendance month ends, attendance can only be changed in the Student Information System by the school. The cut off dates for each "attendance month" are determined by the school annually and Caretakers are notified by their homeroom or advisory teacher of these dates. These dates are also found in the Academic Calendar distributed to families by the school.

Attendance Codes

The following attendance codes are available in the Education Management System

Code	Definition	Who enters the code?
P	Present for school	Learning Coach (and the school, as necessary)
N	No educational activity occurred	Learning Coach (and the school, as necessary)

Hours of Schooling

In order to meet the state's requirements (located in the *School Schedule* section of this Supplement), families should aim to complete the following minimum hours of schooling each day and week that school is in session according to the school calendar:

Grade Level	Recommended Minimum Hours per Day	Recommended Average Hours per Week
Kindergarten	3 to 4 hours	17 hours
Grade 1-3	5 hours	24 hours
Grade 4-8	5 hours	25 hours
Grade 9-12	6 hours	30 hours

Learning Coach Attendance Responsibilities

- **Record Attendance at school** - For each instructional day, Learning Coaches enter a P or N in the Education Management System to indicate whether the student engaged in any educational activities for that school day. Sanctioned school events count as “educational activity”. They should aim to meet the daily and weekly totals listed above to ensure compliance with state regulations and to ensure that students are given attendance credit for every day of school. Students are expected to attend school every day of the academic calendar. Learning Coaches may ask for assistance from the school to enter attendance records if they are unable to access a computer on a given day, per the *Marking and Verifying Attendance* section of the School Handbook: General Portion.

- **Alert School of Student Absences** – If a student is absent, the Learning Coach must send information to the student’s homeroom teacher about the absence. Attendance may only be marked for official school days on the school calendar, and never on the weekends (Saturday and Sunday) or student holidays.

Complete defined school year – Regardless of the number of hours of schooling or amount of work a student may complete prior to the last day of the school year (as defined in the school year calendar in this Supplement), students are required to attend school up to and including the last day of the school year. If a student completes their regularly assigned lessons before the end of the semester or school year, the family must contact the homeroom teacher for additional work so that the student will not be marked absent on a school day. Absences at the end of the semester or school year can still trigger issues in the student’s official attendance record, which is part of the student’s official school record and cumulative file. Although the education management system may allow the end date of a course to be modified, course end dates should not be changed by the parent/Caretaker.

Course end dates may only be changed with approval of the grade level Principal (or designee). Students must complete school work on all days of the school academic calendar. If course work is completed before the end of the semester, it may lead to student attendance issues and result in unnecessary absenteeism.

School Attendance Responsibilities

- **Review Attendance Records** – Teachers monitor and review attendance records on a daily and weekly basis. They remind Learning Coaches to enter attendance (P or N) for every school day. If a teacher has concerns about the validity of a student’s attendance records, they may place the student in an “alarm” status, and will proceed with additional steps per school policy.
- **Monitor Attendance Issues** – School staff monitors student attendance. Families with low attendance rates are contacted by teachers and/or other school staff as appropriate; these staff members work with the family to help the student stay in compliance. The Attendance Manager can alter Learning Coaches’ attendance records (with proper documentation).
- **Maintain the Integrity of the Attendance Data** – At the end of each attendance month, the attendance records are reviewed and the school locks attendance on the Education Management System to prohibit any further editing. Any requests for adjustments to the previously verified records must be sent in writing to the student’s teacher as soon as possible for review, approval and adjustment.

Official Attendance Record – the Education Management System’s attendance system is the record of the student’s attendance as documented by the Learning Coach. It is, however, only one of many sources used to determine if a student is meeting the minimum requirements of the school program. In certain cases where it has been determined that a student has not completed enough work, or that certain other program requirements have not been fulfilled, the school may determine that the student has not fulfilled their contract with the school, resulting in sanctions up to and including withdrawal. The student’s official attendance record for legal and funding purposes is held in a state approved attendance system used by the school to report attendance to the state and is part of the student’s cumulative file. Requests for the student’s official attendance record can be made to the State Attendance Manager.

4.4 Truancy

In order to maximize student learning, regular attendance is imperative. While the CalCA Schools offer a great deal of flexibility within the program, minimum attendance requirements are established by the state and students who do not complete work daily, and who do not complete adequate work throughout each month are at risk of losing attendance credit and being considered either chronically absent or truant from school.

Due to state requirements, the School will initiate serious consequences for truancy, ultimately including withdrawal from the School for non-compliance with the Master Agreement if the truancy is not addressed. Caretakers are held legally responsible for ensuring that their students are fully participating in school, even if they have designated another individual as their student’s Learning Coach. The information below is intended to help Caretakers understand how to avoid having their student be considered truant, and to understand the consequences of truancy.

In order to avoid truancy and chronic absenteeism, and to comply with the terms of the Master Agreement, the Caretaker must ensure that the following activities are taking place:

- The student is actively logging in to the Learning System.
- The student completes assigned lessons and assessments.

- The student participates in educational activities for an appropriate number of hours, as outlined in *Section 3.4.2 Required Instructional Hours* of this Supplement.
- The student is available for regularly scheduled telephone calls with teachers.
- The student attends all mandatory LiveLesson® sessions.
- The student is able to demonstrate that they are doing their own schoolwork.
- The student attends all required state or other proctored testing.
- The Caretaker or Learning Coach has communicated with the homeroom teacher in advance and received approval if they need to deviate from the regular school calendar.

Students are expected to do some amount of school work on every school day of the academic calendar.

On at least a monthly basis, students' teachers review the attendance log and the amount of work completed by the student. If the student is not fully participating in school as outlined above, attendance credit for the student will not be able to be given by the teacher. The homeroom/advisory teacher would then override the attendance codes previously entered by a Learning Coach, directing that the attendance code be marked as, or changed to an 'N', if the student's teacher(s) believe the student has not participated as required. These absences will be considered "unexcused". Absences are generally considered "excused" for state approved reasons, and/or documented reasons only, such as student illness or the death of an immediate family member. If there is a disagreement over whether an absence is considered excused or unexcused, the final decision will be made by the Executive Director (or designee).

According to Education Code 48260, a student is considered truant if they have three (3) or more unexcused absences from school in one school year. State law (as per Education Code 48263.6) defines a "chronic truant" as a student who has eighteen or more unexcused absences (10% of the school year) within a single school year. The state considers a student "chronically absent" if the student misses 10% or more of the total days of enrollment for circumstances where the student is not enrolled in the school for the entire school year. Unexcused absences on a student's attendance record may result from lack of sufficient work completed. For this reason, it is crucial that a student complete school work each day and that sufficient school work is completed over the course of each month to meet the state minimum instructional time. (See also *Section 3.4.2 Required Instructional Hours* and *Section 4.2 Hours of Schooling*).

The processes in Section 4.3 above will apply for students who have excessive unexcused absences. In certain circumstances, the Counseling Department may also be involved in order to work with a student and family to reduce absences. Since the CalCA virtual charter programs follow California's independent study rules, withdrawal from a CalCA school for non-compliance with the Master Agreement may result from excessive unexcused absences.

No-Show Policy and Contact Requirement

CalCA schools require, in addition to completing course work in the Learning System, that students and their Learning Coaches and Caretakers comply with all school communication and contact requirements, starting with the initial phone contacts between school and student/family immediately following the student's first scheduled day of attendance at the school. Therefore, if a student does not meet the school's established minimum criteria for initial engagement in the program as described below, the student may be withdrawn from the program and reported to the state as a "no show."

If, within three (3) days of a student's start date for each school year (the first day of each school year that the student is scheduled to attend their CalCA school), the student has not logged into the Learning System and completed school work (note that school work completed must be done under the student's log in), the student will be considered a "no show" and may be removed from the school's enrollment. Prior to removing the student from the school's enrollment, the school will make repeated attempts to contact the student, using all contact information provided by the family. When a student mobile phone number is provided, the school will use this as one method to contact students, unless the parent/guardian has submitted written instructions not to contact the student through that phone number. Note that a working phone number is required for enrollment in the school; therefore, if the school is unable to contact the student or Caretaker via the phone numbers provided during enrollment, written correspondence will be sent and the student may be removed from enrollment if a phone number is not provided in accordance with the timeline outlined in the correspondence. A working phone number is defined as a number that is active, in service, and where a voice mail message can be left. If the school is unable to contact a student through the contact information supplied, the school may disable, or otherwise restrict, the student's access to the Education Management System. Once a student has been identified as a potential "no show", there are several requirements before a student may be re-activated as an enrolled student. These include the requirement that the student log in to the Learning System with their assigned user credentials and complete school work, as well as a requirement that the student must complete

a successful synchronous contact with an assigned staff member within the school specified timeline. If the student does not complete all requirements as set out by the school, the student will be withdrawn from the school. See also Section 3.5.4 above regarding withdrawal due to Dual Enrollment.

5 GRADING AND STUDENT EVALUATION

CalCA Grading Policy

The grades given for any course (or for any subject area for elementary students) is the grade determined by the teacher of the course. The determination of the student's grade by the teacher, in the absence of a clerical mistake, shall be final.

If a Caretaker or student elects to contest the final grade given by the teacher of the course or subject, the school's grade level Administrator will be consulted, and the teacher, to the extent practicable, will be given the opportunity to state orally, or in writing, or both, to the Administrator and the student/Caretaker the reasons for grade given. The teacher will also be given the opportunity to participate in all discussions related to a potential grade change and thereby have input into any decision to make a change to a final grade. When necessary, the School's Executive Director or designee may be involved in the discussions and will be authorized to make a final decision on whether a grade change should be made.

The School determines which courses are considered "weighted" for purposes of GPA calculation. For more information see also Section 6 High School Programs and Policies, under the High School Course Credit section below.

National Honor Society

Students who are in good academic standing, have attended a CalCA school for at least one semester, and meet grade level and other eligibility requirements, may be eligible to join the National Honor Society. Please contact the school for more details.

Advancement via Individual Determination (AVID)

The CalCA AVID program is available to students in 6th through 12th grade. AVID is a college readiness program designed to help students develop the skills they need to be successful in college. The program places special emphasis on growing writing, critical thinking, teamwork, organization and reading skills. At its heart, AVID is a philosophy that resonates with the ideas of holding students accountable to the highest standards, providing academic and social

support, and expecting they will rise to the challenge. Students must apply for the program each year. Students who typically receive grades in the B through D range but who are willing to work hard and have a desire to go to college are ideal candidates for AVID. The class is given for credit for high school students.

Currently students in the CalCA AVID program have three (3) weekly AVID LiveLessons. Students receive the additional academic, social, and emotional support that will help them succeed in their school's most rigorous courses. LiveLesson topics include the following: developing note-taking and study skills; exploring college and careers; and practicing writing, inquiry, collaboration, organization, and reading (WICOR).

For more information about this national program, please visit avid.org or contact the grade level administrator.

Gifted and Talented Program (Grades 3 through 8)

CalCA offers Gifted and Talented coursework for students in grades 3-8. Gifted and Talented (GT) courses are offered in English Language Arts and Science. In addition, elementary students in grades 3-4 who are formally designated as gifted in math are offered a GT math course. These courses are designed to provide additional academic challenges to students. Some students may already be formally designated as Gifted and Talented by their previous school prior to enrollment. Those students are eligible to be placed initially into GT courses if they choose. Students in grades 3 through 8 who are enrolling into a CalCA school and who are not already formally designated as Gifted and Talented are eligible only after completing CalCA coursework with a grade of A or B in their standard courses. For middle school English Language Arts GT courses, a student must complete a year of the standard English course, and for Science GT courses, a student must complete a semester of the standard science course.

Gifted and Talented courses have additional requirements to continue participation. Students can expect to work additional hours in these courses. Students and Caretakers must complete an acknowledgement of all course requirements prior to participation. Because the GT courses are based on projects and discussion, the additional requirements include mandatory attendance at LiveLessons and a working microphone. Students must also keep up on the coursework and maintain their grade above a minimum level to stay in the course. Details of the participation requirements for middle school students are laid out in the Middle School Gifted and Talented Acknowledgement Data Views which must be signed by both the student and

Caretaker. Students who do not meet the continuing requirements of the program may be moved back to courses from the regular school curriculum.

Retention and Promotion in grades K-8

Student grade levels will be determined at the time of enrollment based on prior school history. Students will not be retained in a grade level already completed based on Caretaker request. If the Caretaker has concerns about the academic placement or abilities of the student, the teacher, counselor or grade level administrator should be consulted. Retention decisions for grades K-5 are made by the student's homeroom teacher. The recommendation for retention (repeating of a grade level) is made in the spring and the Caretaker is notified in writing. Final decisions for retention are made at the end of the school year. Students in grades 6-8 are not generally retained but rather are placed in academically appropriate courses and promoted to the next grade level.

6 HIGH SCHOOL PROGRAMS AND POLICIES

Promotion

Student grade levels will be determined at the time of placement based on prior school history. At the time of a student's placement, school counselors will establish estimated grade levels based on preliminary information about such things as past school history, previously earned credits, state testing results, and the school counselor's professional judgment.

Typically, students are placed in cohort grade level classifications regardless of credits previously earned. The table below shows the minimum number of credits needed to be on track for graduation. If a student is not earning enough credits to stay on track for graduation, their school counselor and/or advisory teacher will work with them to create a plan for graduation.

Classification	Grade	Minimum # of Credits
Sophomore	10	5
Junior	11	10
Senior	12	16

CalCA uses the Connections Academy standard whereby one credit equals approximately 180 hours of instruction (sometimes referred to as Carnegie Units). A student must take a minimum of five (5) courses per full semester to be enrolled as a full-time student, or a minimum of four courses if the student is concurrently enrolled in one (1) or more community college course(s). Under certain circumstances, students enrolling late in the semester may be assigned a modified schedule (less than five courses) in order to be able to complete their assigned coursework in a shortened amount of time. The final recommendation in these situations is made by the student's counselor and/or advisory teacher and the assigned course load will ensure that the student will still be considered a full time student.

In certain situations, the counselor, in consultation with the student, Learning Coach, and/or school administrator, may adjust the student's grade and/or course load to most appropriately match the student's current academic needs.

Mathematics Placement

The California legislature passed SB 359, the California Mathematics Placement Act of 2015. The intention of the state is to ensure that all students, regardless of race, ethnicity, gender, or socioeconomic background, have an equal chance to advance in mathematics, and to increase the number of students prepared to enter college and careers in science, technology, engineering, and mathematics (STEM). In particular, a student's 9th grade math course placement is a crucial crossroads for their future educational success.

The policy for all CalCA schools is listed below.

California Connections Academy – [Mathematics Placement Policy](#)

Maximum Age

Based on Education Code Section 47612(b) and CCR Title 5, Section 11960, all students, including students with an IEP or 504 Plan, who are below the age of nineteen (19) years old on the first day of attendance at the School are eligible to enroll. Any student, including students with an IEP or 504 Plan, who are nineteen (19) years of age or older may be eligible to enroll, but must meet specific eligibility requirements, including being continuously enrolled in public school prior to turning nineteen (19). Therefore, if a student will be nineteen (19) years old by the first day of attendance at a CalCA school, and has experienced a gap in public school enrollment, they are not eligible to enroll. Students who first apply when over nineteen (19) years of age are not eligible to enroll. In addition, if a student first applies while nineteen (19)

years old, but will turn twenty (20) years old by the first day of attendance at CalCA, they are not eligible to enroll.

Students with an Individualized Education Program (IEP) may remain continuously enrolled, as long as they have enrolled before the age of nineteen (19), remain continuously enrolled, and are making adequate progress, until the student reaches their 22nd birthday. Maximum age limits also apply to students who choose to re-enroll.

Students who are enrolled in 12th grade but do not meet the school's graduation requirements to graduate that year may be eligible to re-enroll in 12th grade the following year, subject to certain age and other eligibility criteria, including a determination by the School Leader or designee that the student was in good standing at the end of the previous school year. (See also Section 4.3 above).

For more information regarding the maximum enrollment age, please contact the School Counselor or administrator.

Progress Monitoring

When the school has identified concerns with a student's performance, a progress monitoring meeting may be set up with the student, parent, teachers, and an administrator. The purpose of this meeting is to discuss student progress in courses, next steps, and ways the school staff can support the student. Teachers will offer feedback on the student's progress as well as strategies for success in their course. Because contact between the student and teachers is a requirement of the program, if the teachers are unable to contact a student through the contact information supplied, the student's access to the Education Management System may be disabled, or otherwise restricted, until contact is established. This may also trigger a progress monitoring meeting. Any student, Learning Coach or Caretaker who would like to request a progress monitoring meeting can reach out to the student's homeroom teacher.

Mid-Semester Deadline

The Mid-Semester Deadline is a high school-wide deadline that falls around the middle of each semester. Students will need to reach a target lesson in each of their classes by this date. The target lesson for each class is determined by the teacher of each course and will be communicated to both students and Caretakers. Students who do not reach the target lesson in one or more of their classes will receive "conference zeros" on all overdue assignments and will be required to take part in a Caretaker/Student/Homeroom Teacher conference to discuss the

reason they are behind in school and come up with a plan for success going forward. Once this conference has taken place students will be able to complete their overdue assignments. Students who complete the required lessons early, prior to the mid-semester deadline, must also continue to work daily in order to avoid unexcused absences on their attendance record.

**Note: If students are following the planner each day, they will be current with lessons, and the Mid Semester Deadline conference will not be applicable. All students are expected to work daily and complete all assigned lessons.*

Graduation and Diploma Requirements

To be eligible to receive a diploma from CalCA, a student must meet **all** of the following requirements:

- Be enrolled at a CalCA school during the semester immediately prior to graduation, and not be enrolled full-time in any other school.
- Earn a minimum of two and one-half (2.5) of the credits (or five (5) courses) required for graduation at CalCA, with at least one and one-half (1.5) of these credits (or three (3) courses) earned in the semester immediately prior to graduation. *
- Earn a total of twenty-two (22) credits (in specific areas and subjects as outlined in this Supplement)
- Meet any other additional graduation requirements required by the school or state**.

**Credits earned at another Connections Academy school or schools may be included in this total, as these schools all use the same curriculum, technology, and instructional protocols as CalCA schools.*

***Official transcripts from all previous schools must be received in order to issue a diploma. See "Credit from Other Schools" section below for more details.*

These requirements exceed the minimum requirements established by the state of California. Additional requirements of the University of California (UC) and California State University (CSU) are noted below.

The following chart summarizes the coursework and credits a student must complete to receive a diploma from a CalCA school (see first column). In addition, the requirements for entry into a University of California system or the California State University system are shown in the other columns for reference for those students on a college preparatory pathway.

Graduation Requirements

California Connections Academy Graduation Requirements	University of Calif. Requirements for Freshman Admission	California State Univ. Requirements for Freshman Admission
<p>Language Arts – 4 credits</p> <ul style="list-style-type: none"> • 4 years of approved English courses, usually following this pattern: • English 9 • English 10 • English 11 • English 12 	<p>Language Arts – 4 years</p> <p>4 years of college-prep English that include frequent writing, and reading of classic and modern literature</p>	<p>Language Arts – 4 years</p> <p>4 years of college prep English composition and literature</p>
<p>Mathematics – 2 credits</p> <ul style="list-style-type: none"> • Algebra I (or higher)* • Other Mathematics <p>*If the student has previously taken an Integrated Math course, or a Mathematics I course or courses deemed to be equivalent in content to Algebra I, this may be used to meet the Algebra I requirement, either during high school or prior to high school entry.</p>	<p>Mathematics – 3 years</p> <ul style="list-style-type: none"> • Algebra I • Geometry • Advanced Algebra <p>*4 years recommended</p>	<p>Mathematics – 3 years</p> <ul style="list-style-type: none"> • Algebra I • Geometry • Algebra II or higher <p>*4 years recommended</p>

<p>Science – 3 credits</p> <ul style="list-style-type: none"> • Biological Science • Physical Science <p>Other Science</p>	<p>Laboratory Science – 2 years</p> <ul style="list-style-type: none"> • Biology • Chemistry <p><i>Note: Physics may be substituted for either Biology or Chemistry</i></p> <p>*3 years recommended</p>	<p>Laboratory Science – 2 years</p> <ul style="list-style-type: none"> • Biological Science <p>Physical Science</p>
<p>Social Studies 3 credits</p> <ul style="list-style-type: none"> • World History • U.S. History • American Government (.5 credit) • Economics (.5 credit) 	<p>Social Studies 2 years</p> <ul style="list-style-type: none"> • World History • U.S. History • *can take U.S. History (.5 year) and American Government (.5 year) <p>OR</p> <ul style="list-style-type: none"> • Economics (.5 year) 	<p>Social Studies 2 years</p> <ul style="list-style-type: none"> • U.S. History • OR U.S. History (.5 year) and Civics or Am. Government (.5 year) AND <p>Social Science (1 year)</p>
<p>Physical Education 2 credits</p> <p>PE (2 credits)</p>	<p>Physical Education 0 years</p>	<p>Physical Education 0 years</p>
<p>Foreign Language, Art, OR CTE (Career and Technical Education)</p> <p>1 credit</p>	<p>Foreign Language 2 years</p> <p><i>Must be in the same language</i></p> <p>*3 years recommended</p>	<p>Foreign Language 2 years</p> <p><i>Must be in the same language</i></p> <p>*3 years recommended</p>

Visual/Performing Art 0 credits (see above)	Visual/Performing Art 1 year Dance/drama/theater/music or visual art	Visual/Performing Art 1 year Dance/drama/theater/music or visual art
Additional Electives 7 credits	Additional Electives 1 year *Additional year chosen from UC a-g list	Additional Electives 1 year *Additional year chosen from UC a-g list
Total Credits: 22	Total Courses: 15 Year Long Classes	Total Courses: 15 Year Long Classes
TESTING There are currently no required state tests for a high school diploma.	TESTING* ACT Assessment + writing or SAT Reasoning Test Two SAT Subject Tests* *Subject tests are recommended, though not required	TESTING ACT Assessment or SAT Reasoning Test *CSU does not require writing scores for ACT or SAT

Note: Due to the online environment, many, but not all of Connections Academy's lab sciences and visual and performing arts are currently "a-g" approved. Please refer to the options for satisfying "a-g" requirements on the UC website at <http://www.ucop.edu/agguide/get-help/options/>.

UC "a-g" Course Approval

The UC "a-g" subject requirements for freshman admission are unique to the University of California and California State University systems. A set of Connections Academy core foreign language, multiple AP courses and most core English, Math and Social Studies courses have been approved by the University of California.

Many lab science, visual/performing arts and career/technical education courses have also been approved. Additional courses may be submitted by the school annually for approval. The “a-g” approved courses for Connections Academy appear on the [University of California Doorways Home website](#). (Go to www.ucop.edu/doorways or to <https://doorways.ucop.edu/list/app/home?execution=e2s1>). Enter the legal name of the school the student is or has been enrolled in to find the courses approved for that school. You may also contact the school counselor for more information.

Alternatives to meet the UC “a-g” requirements if the school does not offer an approved course are as follows: Students can take the SAT subject exam at the end of the course(s) and earn a qualifying score, take the Advanced Placement (AP) exam at the end of the course and earn a qualifying score, or complete a 3 or more semester unit (or 4 or more quarter unit) UC-transferable California college course in the UC “a-g” subject(s). Students may also complete “a-g” course requirements prior to coming to, or after leaving a CalCA school.

The UC and CSU “a-g” requirements are detailed below, and can be researched in more detail at the [University of California website](#) (www.universityofcalifornia.edu/admissions).

a-g	Content Area	Requirements
“a”	History/Social Science	2 years required
“b”	English	4 years required
“c”	Mathematics	3 years required, 4 years recommended
“d”	Laboratory Science	2 years required, 3 years recommended
“e”	Language other than English	2 years required, 3 years recommended
“f”	Visual and Performing Arts	1 year required
“g”	College Preparatory Electives	1 year required

Physical Education

CalCA requires two years of Physical Education to meet its graduation requirements. School administration may grant temporary exemption to a student from courses in physical education, if (1) the student is injured or ill and cannot be provided a course that meets the student's needs or (2) if the student's unique circumstances cause the student to be enrolled in one-half, or less, of the work normally required of full-time students. School administration may grant permanent exemption from courses in Physical Education on a case-by-case basis. Students granted a permanent exemption will be required to earn two additional credits of elective in place of the physical education courses needed to meet graduation requirements.

Certificate of Completion

In accordance with California law, students with an IEP may earn a Certificate of Completion if they are not eligible for a diploma. Education Code Section 56390 lays out guidelines for a Certificate of Completion which the schools choose to use as a basis for determining eligibility for a Certificate of Completion. A student may be eligible for a Certificate of Completion from CalCA schools based on satisfactory completion of their IEP goals and objectives during high school, as determined by the IEP team. Once earned, the student's transcript will reflect the earning of a Certificate of Completion.

Foster, Homeless, Migratory and Adjudicated Youth Course Credits and Graduation Requirements

A student identified as foster, homeless, migratory or adjudicated, or participating in a newcomer program and who enrolls during their 11th or 12th grade year will be supported in their progress towards a diploma. Foster, homeless, migratory or adjudicated students in grades 11-12 who have transferred schools after completion of their second year of high school, or are participating in a newcomer program, are eligible for full or partial credit for coursework satisfactorily completed while attending another school. If the student did not complete the entire course, credit will be applied to the same or equivalent course, and the school will not require the student to retake any completed portions of that equivalent course. The school will not require a migratory student or student participating in a newcomer program who did not complete an entire course to retake the uncompleted portion of the course unless the Executive Director (or designee), in consultation with the Caretaker, finds the student is able to complete the requirements in time to graduate high school. The student shall not be prevented from

taking or retaking a course to meet California State University or University of California eligibility requirements.

When an 11th or 12th grade student has been identified as foster, homeless, migratory, adjudicated or part of a newcomer program, either during the enrollment process or at any point during the school year, the school will do the following:

1. Obtain any verification or documentation that might be needed for the student's status.
2. Determine if the student was previously granted a reduction in graduation requirements at a previous school.
3. Determine if the student is eligible for a review of graduation requirements based on their past school history.
4. For students eligible after the above steps have been completed, review the student transcript and make a determination as to whether the student can reasonably complete CalCA graduation requirements and graduate with their cohort by the end of the student's 12th grade year.
5. If the student cannot reasonably complete the CalCA graduation requirements as determined above, then the eligible student (and Caretaker if the student is under eighteen (18) years of age) will be notified in writing that they qualify for a diploma after completion of the state's minimum graduation requirements.
6. If the student (and Caretaker for students under eighteen (18) years of age) agree to the modified graduation requirements, the school will issue a written designation of this determination which will become part of the student's school record, and will also modify the graduation requirements in the student information system as needed to align to these modified requirements.

The school will determine any additional exceptions based on this policy and state law and notify the student and their Caretaker of the exemption(s) within thirty (30) days of the determination of their qualification. If a student declines an exemption, they may request an exemption at any time if do they still qualify. Once the school exempts a student from the local graduation requirements, the exemption may not be revoked.

If the Executive Director or designee determines the student is reasonably able to complete the school's additional graduation requirements within the student's fifth (5th) year of high school, the student may be permitted to stay in school for a fifth year. The school will inform the student

and Caretaker (if the student is under eighteen (18) years old or if the student agrees) of the following possible outcomes:

- The student has the option to remain in school for a fifth (5th) year to complete the additional required coursework for graduation
- The student's completion of the additional graduation requirements may positively affect their ability to gain admission to a college or university
- The student's transfer opportunities available through California Community Colleges

Upon agreement of the student (if eighteen (18) years of age) and/or Caretaker, the student will be permitted to complete the additional coursework during their fifth (5th) year.

See the California Department of Education website at <http://www.cde.ca.gov/ci/ga/hs/hsgtable.asp> for more information. Similar procedures may also apply to students of military families. Contact the School Counselor for more information on the state's minimum graduation requirements.

The School's homeless policies, adopted in compliance with the federal McKinney Vento Act, can be found in Appendix III of this supplement and are available upon request. Please contact the School Counselor for more information.

High School Peer Mentoring

Students who begin attending a CalCA school after October 1st are eligible to be partnered with a peer mentor, under the guidance of teachers and counselors. Peer mentoring assists the enrolling student in making positive connections with other students and navigating the Education Management System, and also helps with the adjustment to online school.

National Collegiate Athletic Association (NCAA) Eligibility

In order to be eligible for National College Athletic Association (NCAA) scholarships, students must meet certain academic and other requirements, including but not limited to taking NCAA-approved high school courses. Most of Connections Academy's core and elective courses are NCAA-approved; however, students interested in NCAA scholarships should contact their school counselor to determine an appropriate course schedule that will help them meet NCAA requirements. Students should also visit the [NCAA Eligibility Center](#) for more information.

Accreditation

All CalCA Schools are fully accredited for Grades K-12 by the Schools Commission of the Western Association of Schools and Colleges (WASC). Because the schools are WASC-accredited, all of their high school courses are considered transferable to other high schools.

Early Graduation and Graduation Date

At the close of the second semester, the grade level School Leader, Counselor, and other staff will review each senior's records to ensure that these students have completed all graduation requirements. The High School Principal or designee will then initiate the "withdrawal for graduation" process in the Education Management System for those students who have completed all requirements. (See also the section below called *Enrollment Following Graduation Requirements*.) Students who have completed all graduation requirements at any time prior to the end of the second semester of their senior year may request early graduation by contacting the High School Principal. The High School Principal and other appropriate school staff will then review the student's records to ensure that all graduation requirements have been met. If the High School Principal grants approval for early graduation, they will initiate the "withdrawal for graduation" process. This includes marking the student's transcript to indicate graduate status. Once the student has graduated, the student will no longer be enrolled in a CalCA School and will not have access to the Education Management System.

The graduation date for every student will be the date of the last day of the semester during which the student completes all graduation requirements. Students who complete their graduation requirements during the summer may be given a graduation date of the last day of the previous school year but will usually have a graduation date based on the date they complete all summer coursework. Students enrolled in credit recovery courses who are making up credits towards the graduation requirements (see section on Project Success below) may be eligible to have a mid-semester graduation date if they complete all the required credits and are approved by their counselor for a mid-semester graduation.

Exceptions to the graduation date policy will be made on a case by case basis and only with reasonable documentation of the reason that an earlier graduation date is needed. Exceptions will only be made by the Executive Director (or designee) upon recommendation by the High School Principal or Director of Counseling Services.

Enrollment Following Completion of Graduation Requirements

Students who complete all graduation requirements may remain enrolled with a full time load of courses through the remainder of the school year if they first entered 9th grade less than four school years earlier (in other words, if the student did not start high school more than four years prior to the expected completion date at the end of that school year). Students who have taken longer than four years to complete the high school graduation requirements must exit as a graduate at the end of the semester when they meet all the CalCA graduation requirements.

Unofficial transcripts will be available to students via the Education Management System as *long as the student is enrolled in a CalCA School*, and official transcripts will be available at any time by request through the School's contracted transcript service, Parchment. Graduates may also request unofficial transcripts through Parchment at any time. Early graduates will receive their diplomas *at the end of the second semester*, when the rest of the graduating class receives their diplomas. Early graduates are welcome to join in any and all graduation activities offered by their CalCA School, but must inform the school of their desire to participate in graduation activities at the same time they request early graduation.

CalCA uses the transcript service Parchment to provide official transcripts, and unofficial transcripts to students who are no longer enrolled. Information on how to request transcripts through Parchment is available on the School's website. Please contact the school counselor or the school records department with any questions regarding transcript requests.

High School Course Credit

Students are awarded credit only for courses in which they have earned a grade of D- (60%) or higher. This applies both to courses taken at a CalCA School and at other accredited schools. Courses required for graduation must be re-taken by the student if a grade of D- (60%) or higher is not earned, and re-taking such courses may delay the student's graduation. CalCA typically does not award course credit from schools or programs which are not accredited. (See also the section below on *Credit for Coursework Completed in a Non-Standard School Program*.)

Accredited high school courses taken prior to enrollment at a CalCA school with a weighted grade on the incoming student transcript will be considered as weighted on a CalCA transcript. The School's grading scale is below. To earn high school credit for a college course, a passing grade of C- must be earned (see also the section below: Credit for College Courses).

Semester and year-end GPA calculations will follow a four point scale (below). Grade point averages will only include graded courses; pass/fail courses will not be averaged into a student's GPA. Passing grades for Honors courses are weighted with one-half (0.5) extra grade point. Passing grades for Advanced Placement (AP) courses are weighted with one (1) extra grade point. Courses taken concurrently or in the summer at a college are not weighted.

Grade	Grade %	Passing?	Non-Weighted	Weighted (Honors)	Weighted (AP)
A+	98 – 100	Yes	4.00	4.50	5.00
A	92 – 97	Yes	4.00	4.50	5.00
A-	90 – 91	Yes	3.67	4.17	4.67
B+	88 – 89	Yes	3.33	3.83	4.33
B	82 – 87	Yes	3.00	3.50	4.00
B-	80 – 81	Yes	2.67	3.17	3.67
C+	78 – 79	Yes	2.33	2.83	3.33
C	72 – 77	Yes	2.00	2.50	3.00
C-	70 – 71	Yes	1.67	2.17	2.67
D+	68 – 69	Yes	1.33	1.83	2.33
D	62 – 67	Yes	1.00	1.50	2.00
D-	60 – 61	Yes	0.67	1.17	1.67
F	0 – 59	No	0.00	0.00	0.00

Class Rank

The CalCA Schools will calculate the class rank for each high school student two times per year, shortly after the conclusion of each semester. Students who have not yet successfully completed any high school courses for credit directly from CalCA will be excluded from the class rank calculation.

For the purposes of calculating the class rank, the student's cumulative GPA will be used, which may include weighted grades for Honors or Advanced Placement courses. Courses transferred in from other accredited institutions will also be included in the class rank as long as there is a grade assigned for that course. Credit and grades for transferred courses are subject to verification through an official transcript from the previous school.

The cumulative GPA is calculated to the hundredth of a point. Students whose class rank rounds off to the same hundredth of a point will be considered tied and will receive the same class rank. The ranking will compare students within the same grade level at the same school. The class rank is *not* included on the student's official high school transcript, but is available for release upon written request.

Prerequisites

Students must meet all course prerequisite requirements prior to registration. Prerequisites are listed by each course's overview in the course catalog. A student may not take Part B of a course prior to taking Part A. School counselors may waive prerequisites in some cases.

Duplicate Course Work: Repeating a Course

Students may repeat a course in order to improve their grade; however repeating a course is subject to course availability and counselor approval. Not all courses are offered each semester. Credit will be awarded only once, and only the higher of the two grades will be included in the GPA. Both courses and both grades will show on the transcript.

Schedule Changes and Adding/Dropping Courses

Students may request changes to their schedules within the first six weeks of the first day of attendance at the school, or within the first six weeks of the semester. To add or drop a course, a Caretaker (or the student, if eighteen (18) or older) must submit a written request to the School Counselor.

If the School Counselor receives a request to drop a course, the process must be completed no later than thirty (30) calendar days prior to the last day of that semester. The final deadline to be withdrawn from a course is thirty (30) calendar days prior to the end of each semester. Courses may not be dropped after the course withdrawal deadline. Requests to drop a course must be submitted PRIOR to the course withdrawal deadline. If a course has not been dropped by the course withdrawal deadline, the course will appear on the student's transcript with the grade earned. If a course is approved to be dropped after the first six (6) weeks of the semester, but prior to course withdrawal deadline of thirty (30) calendar days before the last day of the semester, it will appear on the student's transcript as a "withdraw pass" or "withdraw fail" depending on the grade earned at the time of withdrawal. Courses shown in this manner do not count in the student's GPA calculation.

Transcripts

Students will be able to access ongoing information about their courses through their online gradebooks within the Education Management System. To request an official copy of a transcript, or to obtain an unofficial transcript for a student who is no longer enrolled, families must make the request via Parchment, a service that the CalCA Schools have contracted with to provide free electronic and paper transcripts. Students may go through the link on the School website to make the request, or may go directly to www.parchment.com to set up an account and request a transcript. Both official and unofficial transcripts can be generated via the online Parchment system, which can be reached via a link from the School website, on the "Request a Transcript" page. Official transcripts are sent directly to the appropriate agency and have all official required designations. Unofficial transcripts can be viewed or downloaded directly from the Parchment website. Caretakers will be able to view and print a copy of the unofficial transcript at any time through the Education Management System if the student is currently enrolled and attending, and are able to request a transcript through Parchment if the student is not currently enrolled. Please contact the School with any questions regarding transcript requests.

Release of Educational Records

Educational records, including transcripts for all grade levels, may only be released to third parties with a written request and with parental consent (or student consent if the student is over eighteen (18) years old.) unless such requests are of a nature that would require the school to release the records, such as upon receipt of a legal subpoena.

For students in grades K-8 the transcript is considered the equivalent of the final report card and requests are made through the same process described above.

Each CalCA school will provide educational records, including transcripts, class rank, test scores, and letters of recommendation to third parties such as post- secondary institutions, scholarship committees, and/or potential employers, only after the *Authorization for Release of Educational Records and Letter of Recommendation* form is completed and submitted to the school, except as permitted by FERPA. See the School Handbook: General Portion for the full Connections Academy FERPA policy. For information on requesting official transcripts, see the *Transcript* section above.

In order to ensure that application deadlines are successfully met, we require advance notice of at least ten **(10) working days for requests to provide educational records** to students, Caretakers, and/or third parties. **We require thirty (30) days' notice for letters of recommendation.** Note that class rank is only calculated twice a year.

Requests for records should be made using the *Authorization for Release of Educational Records and Letter of Recommendation* form available in the document repository.

Parents (or students over the age of eighteen (18)) may request a copy of items in the student's record by completing the *Official Records Request Form for Parents/Students*, which is available from the school records clerk. If a student is over the age of eighteen (18) and has graduated, they must either directly request their school records, or must sign a release form to allow parents/Caretakers to receive copies of the student's records.

Credit Recovery Courses

Students who are deficient in credits due to having failed a course or courses may be assigned to credit recovery (CR) courses to get them back on track for graduation. Students take one credit recovery course at a time, but may complete that course and start the next course at their own pace. Teacher support will be provided and students will be monitored to be sure they are making progress in the credit recovery program.

Note: students interested in NCAA initial eligibility should not take credit recovery courses, as these courses are not accepted by the NCAA.

Project Success

High school seniors that are severely credit deficient and meet specific requirements outlined by the high school Administrative team, will be evaluated for entrance into Project Success. This program sections the school year in to four (4) quarters instead of the traditional two (2) semesters. This allows students to complete more courses, including credit recovery courses, in order to earn the credits they need toward graduation at a faster rate. Entrance to the program and the courses taken are determined by the high school Administrative team and the high school Counseling team. Caretakers and students must agree to the requirements of the program prior to entrance. Students who are actively participating in Project Success are eligible to graduate immediately upon completion of all the school's graduation requirements.

Credit from other Schools

As part of the placement process, families are asked to submit their students' most recent report cards and/or transcripts. Counselors analyze previously earned credits and determine which credits will transfer to the CalCA School. The School Counselor may require complete unofficial transcripts or complete end-of-year report cards before approving a student's grade level and course selection. The accreditation status of the previous school is also considered when transferring credit. Official transcripts are required within the first thirty (30) days of enrolling in the School for final credit transfer approval and for final course approval. Upon graduation or withdrawal, the official transcript will display both the credits earned at the CalCA school as well as any transfer credits. Transfer credits shown are based on official transcripts only. **An official transcript must be received from the student's previous school(s) in order to issue a diploma to graduating students.**

Credit for Coursework Completed in a Non-Standard School Program

Students may request to receive credit for courses completed in previous educational settings other than fully accredited schools, including home school, non-accredited public, private, alternative or international schools.

There are three options for requesting and being granted credit by California Connections Academy for coursework completed in a non-standard school program:

1. **Assessment:** the student takes and achieves a passing grade (D-) on the California Connections Academy exam(s) associated with the course. This may be the midterm and final exam or other proficiency exam as determined by the content area teacher. The school may require that the test be taken in a school approved proctored setting. Alternatively, the student may take a state-approved standardized test. If the student achieves a score of “Proficient” or higher they will be granted credit for that course. The state test(s) must be taken in a school-approved proctored setting.
2. **Portfolio:** The student submits a portfolio documenting coursework, which may include:
 - Samples of prior work
 - Lists of texts used in prior courses
 - Artwork
 - Writing samples
 - Report card from prior school/home school
 - Student Interview
 - Other materials as requested by the school counselor

The portfolio will be reviewed by each content area teacher. The content area teachers will make final decisions about credit(s) to be granted for the student’s prior coursework. For example, a student who shows sufficient evidence of having successfully completed Algebra I, Geometry, English 9 & 10, Earth Science, Biology, U.S. History, Government, and French I & II, will be granted credit by each content area teacher for each of the courses documented, and will be placed in California Connections Academy in the appropriate courses and grade level, as determined by the school counselor.

The School Counselor and/or grade level Principal may review the student’s portfolio along with the content area teachers, but the content area teachers will be responsible for determining if the student is indeed proficient in the specific subject and whether or not credit is to be granted.

3. **Validation:** If the student earns a “C” grade or better in the California Connections Academy course that follows a course taken in a non-standard school, the Counselor, in consultation with the subject teacher, may award credit(s) for the course(s) taken in the non-standard school at the end of the semester. This method of placement is only

applicable to foreign language courses and certain other courses that occur in a clearly linear sequence.

For courses that are not in a clearly linear sequence, the student should also be able to demonstrate some evidence of having done work in the subject, such as portfolio items and/or assessments.

Students may request any combination of the above-listed methods for requesting credit. For example, a student may request option #1 for mathematics and science courses, #2 for humanities courses, and #3 for foreign language. Content teachers may require that a certain method be utilized in order to award credit for a particular course.

Credits for courses completed in a non-standard school program are granted as described above, but no grades are assigned. Students receiving credit will be given a grade of "Pass," which is not included in the calculation of the student's GPA. These credits are not entered into the student's records until the student has completed a full semester at CalCA.

High School Courses Taken in Middle School

Students **may** earn high school credit for high school level courses taken while the student is enrolled as a middle school student in 7th or 8th grade. High school-level courses will appear on the high school transcript in order to document that the student has met college admissions requirements. Check with the School Counselor for more specific information. Currently, credits for advanced math and foreign language classes taken in middle school are being recognized for high school credit.

High school students taking middle school courses will not receive high school credit for those courses. Only high school-level classes provide high school credit toward graduation (unless stipulated by a student's IEP team). A student in grade 9, 10, 11, or 12 who is taking courses from the K–8 curriculum can meet attendance requirements but will not receive credits toward graduation for K–8 courses.

Credit for College Courses

Families must consult with the School Counselor for permission prior to earning high school credit for college courses taken while the student is still enrolled in CalCA. Students wishing to earn high school credit for college courses must have written approval of the School Counselor in advance. The number of college courses taken in any semester will be limited by the School

based on the student's individual circumstances. Note that the School requires sufficient time to process requests for dual enrollment in a college. Due to the increased number of requests for dual enrollment in college courses prior to the start of school, additional notice and processing time will be needed through the end of September.

Contact the student's Counselor for more information on the process and timeline. Students must be in good standing at CalCA to be permitted to enroll in college courses. See also Section 3.5.5 *Dual Enrollment in a College or University* above for more information. The School Counselor will work with the Caretaker and student to determine the amount of high school credit that a college course could earn. In order to receive high school credit for a college course, the student must pass the course with a grade of C- or higher. College courses are not weighted in the calculation of the student's high school GPA. College credits and letter grades from dual enrollment courses will appear on the CalCA high school transcript. The student is responsible for providing a copy of the college transcript to CalCA at the conclusion of the course. If a student has replaced a core course in their schedule (defined here as one needed for high school graduation) with a college course, and has reduced their course load of CalCA courses, the grade in the college course must be included on the high school transcript. If a student is taking an enrichment elective course at a college, and has NOT replaced a regular core course, then the student may request that the Counselor exclude the grade in the college course from the high school transcript. Approval is subject to a determination by the School Counselor based on the individual circumstances.

Students should provide the following to the School Counselor in advance of the enrollment:

1. Name of college
2. College website address
3. College course title and number
4. College course description
5. Number of units offered for course
6. College course term (Fall, Winter, Spring, Summer)
7. Corresponding High School course that college credit will replace (if applicable)
8. College paperwork to be filled out by High School

Regional Occupational Centers and Programs (ROCP)

California's seventy-four (74) Regional Occupational Centers and Programs (ROCPs) have been a strong and integral part of California's educational system for over thirty-five (35) years. ROCPs provide high school students sixteen (16) years of age and older with valuable career and technical education so students can (1) enter the workforce with skills and competencies to be successful; (2) pursue advanced training in postsecondary educational institutions; or (3) upgrade existing skills and knowledge.

Students receive training at a variety of venues from regular classrooms on high school campuses to actual business and industry facilities, such as automotive dealerships and hospitals. In most ROCPs, courses are offered during the regular school day throughout the school year, in the late afternoon and evening, and sometimes during the summer months. ROCPs provide rigorous and high quality programs which contribute to students' academic and career achievement which, in turn, support the economic development of the state. Students gain a unique edge in the workforce by successfully completing ROCP training.

ROCPs help to close the "achievement gap" by motivating students to learn both academic and occupational skills for future success in a career of the student's choosing. Students may take an ROCP course while being enrolled full-time at a CalCA School. Students interested in ROCP training should contact the School Counselor.

Credit for Other Experiences

Many students are involved in activities outside their school experiences, such as: music, dance, and art lessons, foreign language instruction, and participation on athletic teams. While the CalCA Schools recognize the value of these activities, in most cases they cannot be used to earn high school credit.

Work Permits Requests

Students under the age of eighteen (18) who have not graduated from high school and who desire to obtain employment during the year, including summer, where an employer-employee relationship is established, are required by state law (California *Labor Code* Section 1299) to obtain a "Permit to Employ and Work form (CDE Form B1-4)", otherwise known as a work permit. The School may issue the work permit upon written request, but is not required to issue one. Note that the School requires sufficient time to process requests for work permits. School Counselors are designees of the school, and are able to issue work permits. In order to process

work permits in a timely manner, School Registrars are also designees when a School Counselor is unavailable. Contact the School Counselor for more information.

Prior to requesting a work permit to be issued by a CalCA designee, students should carefully review the following guidelines and be aware of the conditions under which the School will issue a work permit:

- Success in school should be the most important priority for all students
- Students should demonstrate that they are able to maintain a 2.0 average GPA
- Students must be able to meet the School's legal attendance requirements
- Students should be passing all courses at the time of request
- Students should not have Honor Code violations

Students may be issued a temporary work permit if their current GPA is a 2.0 and they are **NOT** passing their current courses. The School may revoke the permit due to poor grades and/or attendance. In such cases, the employer would no longer be authorized to offer employment to the student. To ensure student success while working, grades will be monitored weekly.

Students who have completed the placement process for the upcoming school year may request a work permit for the summer. The School Counselor or designee will consider the student's prior academic record when making the decision to issue the work permit. For students new to a CalCA school, work permits for summer work may be issued using the student's past academic history, but the permit issued will be temporary and will expire once school begins. For students exiting a CalCA school, the student should first attempt to work with the new school to issue the work permit. However, if that is not possible, the School Counselor would be able to evaluate the exiting student's status for the previous semester and is allowed to issue a work permit for the summer following the last day of school. Work permits issued to exiting students would only be valid through the end of that summer.

See the [Frequently Asked Questions](#) on the state website for more information about work permits and the state requirements.

Students Driving to Sanctioned Events

First and foremost, we highly recommend to Caretakers that students **not** be permitted to drive unaccompanied to any CalCA school sanctioned events ("Event(s)"). Preferred options include

having Caretakers or designated adults drive and supervise students, or having students use public transportation options.

However, we recognize that in certain circumstances students may need or wish to drive to an Event without supervision from an adult. In order to be able to drive unaccompanied to a CalCA sanctioned event, students must meet the following guidelines:

- Must be eighteen (18) years of age. Where students are under the age of (eighteen) 18, even though California may permit minors to drive, an adult is required to supervise a minor at an Event*.
- Must possess a valid driver's license and follow all rules regarding licensing.
- Must have access to a currently registered, inspected, and insured vehicle.
- Must be a student in good standing, with good attendance, and with no disciplinary actions noted in the student's file.
- Obtain School permission to drive unaccompanied to Events.

*Exceptions may be made for state testing. Contact the School more information about these limited exceptions.

In addition, it is the responsibility of the student who attends an Event without a Caretaker or designated adult to do the following:

- Document parental permission to drive to Events for the current school year by submitting a completed and signed *Connections Academy Sanctioned Event Student Driving and Attendance Authorization* to the School (form available from the document repository or the school).
- Document school permission to drive to Events by obtaining the School Leader's (or designee approval on the *Connections Academy Sanctioned Event Student Driving and Attendance Authorization*.
- Obey all time schedules.
- Obey all school rules including maintaining acceptable attendance and disciplinary standards. If a student arrives late, privileges may be revoked.
- Adhere to school rules, policies, and procedures for Events.
- Adhere to all state and local laws at all times.

Under no circumstances shall the School be responsible for students who make their own personal travel arrangements and/or are not accompanied by an adult. The conduct of unaccompanied student drivers at Events will remain the responsibility of their Caretaker. If a student driving to or from an Event is involved in an accident, CalCA shall not be liable for any injuries or damage; all liability rests with the student, their Caretaker and/or any insurance maintained by the Caretaker and/or the student.

Students who attend a sanctioned event without the Caretaker may be asked to show a government issued photo ID or a current school photo ID to establish their identity.

Students shall not drive other students to an Event unless the situation falls under an exception as listed above*. If a student nevertheless permits another student or students to ride with him/her, CalCA shall not be liable for any injuries or damage to any parties. The student, the student's Caretaker, and/or any insurance maintained by the Caretaker and/or the student, shall be responsible for any and all injuries and/or any damage that may occur.

Even if a Caretaker does grant permission for a student to drive unaccompanied, it is important to note that driving a car to an Event is a privilege for a student and not a right, and such privilege may still be denied or revoked by the School at any time. Safe driving practices must be adhered to at all times. Students who endanger other drivers, individuals, pedestrians, or property, and/or do not follow school rules and/or procedures for Events, may have their permission to drive unaccompanied to School Events revoked by the School.

Furthermore, students may be reported to school authorities and, if warranted, may also be reported to the police for further action.

7 SERVICES FOR SPECIAL POPULATIONS

7.1 Individuals with Disabilities Education Act (IDEA) & Section 504 of the Rehabilitation Act of 1973 (Section 504) Eligible Students

Special Education Placement

During the registration and/or placement process, all Caretakers who indicate their students have special needs are asked to submit a copy of the student's most recent Individualized Education Program (IEP) or 504 Plan. In order to serve each student promptly as of the first day of attendance at the school, it is important that any educational assessments and evaluation

reports that support the IEP are also submitted. All documents are reviewed by the Director of Student Services (or designee), and if necessary, a member of the special education staff contacts the family to discuss specific student needs or to clarify the information in the IEP. In accordance with California Education Code Section 47605(d)(1), CalCA will proceed with placement of students with IEPs in a timely, non-discriminatory manner.

It is important to note that the CalCA school program follows an independent study model pursuant to Education Code Section 51745(c). California law provides that a student with an IEP may not participate in independent study unless their IEP specifically provides for participation in independent study. (Education Code § 51745(c)). Applicants whose IEPs are silent as to participation in independent study are eligible for admission and, as with all admitted students with IEPs, their current IEPs will be implemented and comparable services provided while a thirty (30)-day administrative review is conducted.

During the School Year

At the beginning of the school year, the special education team ensures that teachers have access to the student IEPs and/or 504 plans. The teachers are made aware of each student's special learning needs and are given guidance on how to make the necessary program accommodations with the Learning Coaches. Special Education students are expected to adhere to the requirements of the School's Master Agreement for Independent Study and in accordance with the educational plan laid out in the student's IEP.

Conducting IEP Meetings

The special education team plans for and schedules all placement and annual reviews and other IEP-related meetings. They contact families and establish mutually beneficial meeting times. Meetings are generally held virtually and all IEP meetings occur in compliance with all state and federal laws.

Related Services

According to their IEPs, some students qualify to receive related services. Due to the virtual nature of the school, the services may either be provided 1) by telephone; 2) virtually over the Internet with real-time conferencing software, or 3) in person with a local service provider. In all cases, the IEP team ensures the service is provided in compliance with the IEP. In cases where a local service provider is utilized, the School locates and secures the provider, and handles all contracting and financial issues. See also Section 3.5.7 of the School Handbook: General

Portion and this School Supplement regarding Location Transfers. Because services may be provided face to face, and because of potential licensing concerns for providers working across state lines, students receiving related services must almost always remain in the physical location with which they established enrollment eligibility for their CalCA school.

Child Find

Throughout the year, both teachers and Learning Coaches may detect that a student is having difficulties with learning and they may believe there could be a need for special education and related services. If this is suspected, the teacher will first help the Learning Coach implement a series of program modifications. If those documented strategies fail, they will then refer the student to the School's Student Support Team (SST). This team will meet and suggest additional strategies and considerations, and they will also work to gather more information about the student's learning history and profile. They may even consult with a member of the special education team. If all the recommended intervention strategies fail, the team (along with the Caretaker) will officially refer the student to the School's special education team. In some limited or special circumstances, the SST process may need to be shortened or bypassed.

Once the team receives the referral they will begin the process of determining if the student is in need of a special education evaluation, an IEP, and ultimately special education services. If the special education team determines that an evaluation for a 504 plan is needed, the Caretaker must sign a Consent form in order for the team to proceed with a 504 Evaluation.

Due Process for Special Education

Caretakers are provided a copy of Procedural Safeguards which includes information on how to file for Due Process or mediation. The SELPA (Special Education Local Plan Area) is responsible for special education oversight and assisting Caretakers if disagreements should arise.

Procedural Safeguards are available in the document repository under "My School: CalCA-Resources Special Education." Any questions or concerns with regard to Procedural Safeguards can be answered by the Special Education Director.

7.3 English Language Learners

All families must complete the California Home Language Survey during the initial placement process. Students who have indicated any language other than English on the Home Language

Survey must be administered an assessment using California's language proficiency assessment screener to determine English fluency within thirty (30) days of the first day of attendance at the School. If the student has taken this test (currently the state is using the English Language Proficiency Assessments for California or ELPAC) at a previous school, test results should be provided to the School during the placement process. If the student has not previously been tested, CalCA staff will contact the family to arrange testing within thirty (30) days of the first day of attendance at the School. If the student has been designated as an English Language Learner (ELL) at any time, and has NOT yet been re-designated as fluent in English, CalCA is required to administer an annual ELPAC test within a certain required timeline to determine the student's progress in learning English. If a student is identified as an ELL, the school will offer specialized sheltered instruction services to assist the student in becoming fluent in English. Caretakers will be provided with appropriate forms to either accept or waiver these additional services. Students identified as ELL have access to the same courses as all other students, and placement in the most appropriate courses or coursework is made in consultation with the teachers, counselor, and EL teacher and administrator, when necessary.

Re-designating English Language Learners as Fluent in English

CalCA is responsible for assessing ELL students to determine if they are making progress towards becoming fluent in English. In order to determine if a student may be re-designated as fluent, the state mandates that four factors must be taken into account as follows:

1. Scores on the state assessment of English proficiency (currently the ELPAC)
2. Scores on state standardized assessments (currently under the CAASSP system)
3. Student progress and performance in the curriculum
4. Caretaker (parent/guardian) and teacher input

All four factors must indicate that the student is ready to be re-designated. Once the determination for re-designation has been made, the date of re-designation is determined, and the Caretaker is notified in writing. The student then enters a two year monitoring phase. During the monitoring phase, teachers will be looking at the student's progress and performance in their school work as well as on both school and state assessments. If students appear to be struggling academically, additional supports will be provided. Once a student has been monitored and determined to be academically successful for two years, the student will be removed from the monitoring process. See Appendix II for the complete Reclassification Policy of CalCA Schools.

8 COMMUNITY EVENTS, TRIPS, AND ACTIVITIES

The CalCA Schools are public charter schools that provide a free virtual public school education to all their students. As part of this free public education, the CalCA Schools offer their students educational field trips, for which no fees are charged to current students. The school also offers social events such as dances, picnics, graduation ceremonies, etc. Field trips and other school social events are NOT considered “classroom instruction” even though they usually take place in person at a designated location. Transportation to and from field trips and other events is *not* provided by the School; however, in order to ensure that students are able to attend as many field trips and events as they would like, the CalCA School will, upon request, provide families with reasonable assistance in making transportation arrangements for field trips. Note that family members who accompany enrolled students on field trips *will* be required to pay any admission fees associated with the field trip. At times, field trips will occur at locations that offer entertainment, additional activities and food for an additional cost. These costs and fees are outside of the scope of the field trip and are not covered by the School.

The School may participate in fundraising activities to help cover the cost of field trips for current students. Additionally, the School may ask families to provide *voluntary* donations to help defray the cost of field trip fees for current students. These donations are strictly voluntary; under no circumstances will any student be denied access to a field trip because their family does not make a voluntary donation, nor will the school retaliate in any way against families who choose not to make voluntary donations to the field trip fund.

9 CONDUCT, GRIEVANCE, DUE PROCESS, AND COMMUNICATION

Medical Cannabis Administration

Pursuant to California state law, qualified students and their primary caregivers are solely responsible for the administration of medical cannabis, to a qualified student. Students who require administration of medical cannabis during a school-sponsored activity or field trip may only receive medical cannabis administration from their Caretaker and/or Guardian. In order to receive medical cannabis a written recommendation for medical cannabis for the student must be provided and be on file with the school in accordance with the process described below.

Primary caregivers of a qualified student who may require administration of medical cannabis during a school-sponsored activity or field trip, should contact the grade level principal at least two (2) weeks in advance of the activity/trip to discuss student needs, administration

parameters, and to provide the required documentation demonstrating compliance with California law. Primary caregivers are solely responsible for the safekeeping, administration, and storage of any medical cannabis during a field trip or school-sponsored activity. After the primary caregiver has administered the medical cannabis they must remove any remaining medical cannabis. Primary caregivers are **prohibited** from the following:

- Administering medical cannabis in a school setting in a way that causes disruption to the educational environment.
- Exposing other students or any other participant in the school sponsored activity to medical cannabis.

Students are **prohibited** from possessing, storing, or self-administering medical cannabis during a school-sponsored activity or field trip. The school prohibits student possession, use, distribution, sale, or being under the influence of a cannabis product in a manner inconsistent with provisions of JoJo's Act, applicable California law and this policy.

Communication of Available Mental Health Services

CalCA wants to ensure that all families have access to valuable pupil mental health services resources in their local communities.

During the school year School Counselors work with families to identify long term community mental health support. There is a collaborative effort between the School Counselors and Student Services team to identify these resources.

- At the High School level, each high school student has an assigned School Counselor listed on their homepage in the Education Management System, along with an email button and business phone number.
- For Elementary and Middle School levels, please contact Mia Hardy, Director of School Counseling, to be referred to an available Counselor.

Year-round support and mental health services are provided in local communities. For the different school regions, some of the support services available are listed below:

Southern California

[Orange County Health Care Agency - Behavioral Health](#)

[Los Angeles County Dept. of Mental Health](#)

[Riverside County Dept of Mental Health](#)

[San Bernardino County Dept. of Mental Health](#)

[San Diego County Behavioral Health Services](#)

Central California

[Kern County Mental Health Department](#)

[Fresno County Mental Health Services](#)

[Inyo County Public Health](#)

[Kings County Behavioral Health](#)

[Tulare County Health & Human Services](#)

Northern California

[Colusa County Behavioral Health Department](#)

[County of Glenn Behavioral Health](#)

[Lake County Behavioral Health Services](#)

[Mendocino County Behavioral Health Services](#)

[Napa County Mental Health](#)

[County of Sonoma- Behavioral Health Division](#)

[Yolo County Mental Health Services](#)

[Alameda County Behavioral Health](#)

[Amador County Behavioral Health](#)

[Calaveras County Mental Health](#)

[Contra Costa Health Services](#)

[Sacramento County Dept. of Health Services](#)

[San Joaquin County Behavioral Health](#)

[Stanislaus County Behavioral Health](#)

National Suicide Prevention Lifeline-24/7 1-800-273-TALK (8255)

Crisis Text Line- Text HOME to 741741 anywhere in the US

From “What is Mental Health?” www.mentalhealth.gov

In addition, the California Department of Education (CDE) has added additional mental health resources statewide which can be found on its website (see link below).

Students in Crisis Help

To support students, schools, and communities during challenging times, the CDE has developed a [website](#) to offer resources and information regarding mental health. This website offers links for direct access to mental health professionals, crisis numbers, and virtual mental health services and information.

Should you have any questions or concerns please feel free to contact your School Counselor or a grade level administrator.

Suicide Prevention Policies

The Governing Board of the CalCA schools have adopted a Youth Suicide Prevention Policy, which is available upon request and may also be found in Appendix II of this Supplement. The Suicide Prevention Policy aims to safeguard students and staff against suicide attempts, and also includes supports for students, staff, and families affected by suicide attempts and loss. The Policy is part of a comprehensive support system provided by our Schools to enhance the emotional and behavioral wellness of our students.

The Director of Counseling Services is the primary suicide prevention liaison for CalCA Schools. Additional resources for staff, students, and family members can be found on the Youth Suicide Prevention webpage of the California Department of Education:

<http://www.cde.ca.gov/ls/cg/mh/suicideprevres.asp>. In accordance with state law, school-issued student identification cards will have the telephone number for the National Suicide Prevention Lifeline printed on the ID card.

LGBTQ Youth

CalCA is responsible for a safe learning environment for all students, including LGBTQ youth. The Schools have adopted policies (See Section 9.2 below) which prohibit discrimination, bullying, harassment, and other retaliatory acts based on sexual orientation, gender, gender identity or gender expression. In addition, the Schools provide support and resources to students and staff to help foster a safe learning environment for all students.

The Director of Counseling is the primary liaison for training, resources and support for LGBTQ youth. Community resources are available upon request. Resources are also available from the California Department of Education at <http://www.cde.ca.gov/ls/he/se/resources.asp>.

Parental Information on California Healthy Youth Act

The California Healthy Youth Act requires that comprehensive sexual health education and human immunodeficiency virus (HIV) prevention education be taught to students at least once in middle school and once in high school, beginning no later than grade seven. CalCA Schools provide this instruction in grades 7 and 10. By state law, instruction and materials must be medically accurate, objective, age-appropriate and inclusive of all students, as defined by law. The law requires that instruction and materials must encourage students to communicate with parents, guardians or other trusted adults about human sexuality.

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 from 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 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.

The oversight for this course will be provided by one or more designated schoolteachers as a separate pass/fail non-credit bearing course from the standard Health and PE courses offered. The school will offer detailed information about the curriculum as part of the parent notification.

Parents will have the ability to “opt out” of having their student participate in the comprehensive sexual health and HIV prevention education course. Parents will be notified annually and/or upon enrollment of the method for opting out of the course. If the parents choose to opt out, the course will be removed from the student’s course list.

You may find more information about the California Healthy Youth Act (California *Education Code* sections 51930–51939) and obtain copies of the law online at the California Department of Education website at <https://www.cde.ca.gov/ls/he/se/faq.asp>.

Freedom of Speech

The CalCA Schools respect students' rights to express ideas and opinions, take stands, and support causes – whether controversial or not – through their speech, writings, printed materials and/or the wearing of buttons, badges and other insignia. The School will limit students' freedom of expression as allowed by law, in order to maintain an orderly school environment and to protect the rights, health and safety of all members of the school community. For the purposes of this policy, "school premises" includes the Education Management System as well as the School's physical premises. In addition, any venue where a school event is held, including but not limited to such places as state testing sites, field trip locations, school social Event venues, school dance venues or graduation venues, will also be considered "school premises" while that school activity is taking place and while school personnel and students are there.

Limitations on student expression include the following:

- Students are prohibited from expressing ideas, or distributing or posting any materials, which are obscene, libelous, or slanderous.
- Students are prohibited from expressing ideas, or distributing or posting any materials, which demonstrably incite students to commit unlawful acts.
- Students are prohibited from expressing ideas, or distributing or posting any materials, which violate school rules or substantially disrupt the orderly operation of the School.
- Students are prohibited from engaging in conduct in any school setting or activity, which for any reason materially disrupts school work or involves substantial disorder or invasion of the rights of others.
- The use of "fighting words" or epithets is not constitutionally protected if the speech, considered objectively, is abusive and insulting rather than a communication of ideas, and the speech is used in an abusive manner in a situation that presents a danger that it will cause a breach of the peace.

Written Publications Code

Students are free to post or distribute handbills, leaflets and other printed or electronic material, as long as they comply with the above guidelines, and bear the name and the address or contact location of the sponsoring organization or individual. Students may collect signatures on petitions concerning either school or out-of-school issues.

Printed materials or petitions may be distributed only:

1. Before or after any school sponsored activity;
2. In locations that do not obstruct the normal flow of traffic to or from any school sponsored activity; and
3. Without undue noise.

Students must not use any form of coercion to convince students or any other person to accept printed matter or to sign petitions. No funds or donations shall be collected for any material distributed.

Students have a right to express their opinions in school publications such as newsletters, written assignments, and other school publications that are distributed, but must follow the limitations listed above regarding the legally allowable limits on student expression in a school setting. If there are pupil editors of official school publications who may be responsible for assigning and editing the news, journalism advisers (school employees) still remain ultimately responsible for supervising and maintaining professional standards of English and journalism.

There shall be no undue delay in publishing student materials unless there are valid concerns that the material violates these guidelines.

Clothing/Buttons and Badges

Buttons, badges, armbands, or clothing bearing slogans or sayings may be worn unless their message falls within the categories prohibited above. No teacher or administrator shall interfere with this practice on the grounds that the message may be unpopular with students or faculty.

Discipline and Appeals

Students may be disciplined for speech or communication which violates the above policies. However, students will not be disciplined solely for activities which are considered to be constitutionally protected speech or communication.

9.2 Bullying and Prohibited Behaviors

CalCA is committed to providing a safe, positive, productive, and nurturing educational environment for all of its students, and encourages the promotion of positive interpersonal relations among members of the school community. The Non-Discrimination Policy for the CalCA Schools can be found [here](#).

It can also be found in the document repository and on the school's website.

Harassment, intimidation, bullying, cyber-bullying, and/or hazing toward any member of the school community, whether by or toward any student, staff, Learning Coach, Caretaker, or other third parties, is strictly prohibited and will not be tolerated. Examples of such prohibited behavior include, but are not limited to, stalking, bullying/cyber bullying, intimidating, menacing, coercion, name-calling, taunting, making threats, and hazing. This prohibition includes aggressive behavior; physical, verbal, and psychological abuse; and violence within a dating relationship. These types of behavior are forms of intimidation and harassment and are strictly prohibited, regardless of whether or not the target of the prohibited behavior are members of a legally protected group, such as, but not limited to, sex, sexual orientation, gender identity, race, color, national origin, parenting or marital status, immigration status, disability or any other category protected by state or federal law.

The following definitions are intended to provide guidance in assessing whether a particular behavior is a prohibited behavior. They are not exhaustive in their scope and are not intended to replace the intuition of the individual. When in doubt as to whether or not a particular suspected behavior is a prohibited behavior, you are urged to rule on the side of caution and report your concerns to the appropriate authority, as provided for in this policy.

Harassment - any intentional behavior or course of conduct (whether written, verbal, graphic, or physical) directed at a specific person or group of persons that causes substantial physical and/or emotional distress or harm and is sufficiently severe, persistent, and/or pervasive that it creates an intimidating, threatening, and/or abusive educational environment for other person(s) and serves no legitimate purpose.

Bullying – a course of abusive treatment (whether written, verbal, graphic, or physical) that typically involves the use of force or coercion to affect others, particularly when habitual and involving an imbalance of power. It may involve verbal, written or cyber harassment, physical assault or coercion and may be directed persistently towards particular victims.

Cyber-bullying – the use of information and communication technologies, such as, but not limited to, cell phone, email, instant messaging, social media websites, Twitter, etc., to support deliberate and hostile behavior by an individual or group, that (i) is intended to harm others or (ii) that an objectively reasonable person would expect to cause harm to others. Cyber-bullying

includes the posting or other transmission of text, video, or images that are embarrassing, demeaning, or threatening in nature, regardless of whether the subject of such text, video, or images directed, consented to or otherwise acquiesced in the at issue posting or other transmission.

Hazing – the use of ritual and other activities involving harassment, bullying, cyber-bullying, intimidation, abuse or humiliation for the purpose of initiating a person or persons into a group, regardless of whether such person(s) consented to or otherwise acquiesced in the at issue behavior(s) and action(s).

Intimidation – a course of behavior that instills fear or a sense of inadequacy.

Violence within a dating relationship - any behavior by a student exhibited towards that student's dating partner that is an attempt to gain and/or maintain power and/or control over a dating partner through violence, threats of violence, and/or physical, verbal, psychological, and/or mental abuse.

Sexting - knowingly using a computer, or any other device capable of electronic data transmission or distribution, to transmit or distribute to another person any photograph or video which depicts nudity and/or text message that is sexually explicit and/or is harmful to minors. Knowingly possessing a photograph or video that was transmitted or distributed by another person as described above.

Prohibited behaviors include all of the above.

The School Administration and School Board will not tolerate any gestures, comments, threats, or actions which (i) cause, threaten to cause, or an objective and reasoned third-party would find was intended to cause, bodily harm or personal degradation, or (ii) creates, or an objective and reasoned third-party would determine was intended to create, an intimidating, threatening, or abusive environment for any student, staff member, member of the administration, Caretaker, or other third-party.

This Policy applies to all school-related activities and/or engagements, including, but not limited to, online school-related activities such as LiveLesson sessions, participation in clubs and activities, email messages, text messages, discussions, telephonic communications, and in-person activities, such as state testing, field trips, open houses, and any other in-person school-related activities on school property.

This Policy also applies to those activities or engagements which occur off school property if the student or employee is at any school-sponsored, school-approved, or school-related activity or function, such as field trips or events where students are under the school's control, in a school vehicle, where an employee is engaged in school business, or where the prohibited behavior is facilitated through the use of any school property or resources.

Any student or student's Caretaker who believes that a student, any other student, or other third-party, has been or is the recipient of any of the above-described prohibited behaviors should immediately report the situation by using the Uniform Complaint Procedure found here:

CalCA – [California Connections Academy Uniform Complaint Procedure](#)

When the target of the prohibited behavior is a student, the School shall provide that student with a written copy of the rights, protections, and support services available to him/her. If there is any evidence that the student has experienced physical harm as a result of the prohibited behavior, the School shall promptly communicate that information to the appropriate personnel, including, but not limited to, emergency personnel and /or law enforcement.

If the investigation finds an instance of harassment, intimidation, bullying/cyberbullying, dating violence, or any other prohibited behavior has occurred, it will result in prompt and appropriate remedial and/or disciplinary action in accordance with the School's disciplinary process. This may include up to expulsion for students; up to discharge for employees; exclusion for Caretakers, guests, volunteers, and contractors; and removal from any official position and/or a request for a Board member(s) to resign. Individuals may also be referred to law enforcement officials. Remedial and/or disciplinary action for employees will follow the procedures outlined in the Employee Handbook. Remedial and/or disciplinary action for students will follow the procedures outlined in this Supplement.

When appropriate, the target(s) of the prohibited behavior (and/or such target(s') Caretaker(s)) shall be notified of the findings of the investigation, and, when appropriate, that action has been taken. In providing such notification, care shall be taken to respect the statutory privacy rights of the accused perpetrator of such harassment, intimidation, bullying/cyberbullying, and/or dating violence.

If, after investigation, the act(s) of prohibited behavior by a specific student is/are verified, the School Leader or appropriate administrator shall notify in writing the Caretaker of the perpetrator of that finding. If disciplinary consequences are imposed against such student, a description of such discipline shall be included in the notification.

Retaliation against any person who reports, is thought to have reported, files a complaint, or otherwise participates in an investigation or inquiry concerning allegations of harassment, intimidation, bullying/cyberbullying, dating violence, or any other prohibited behavior will not be tolerated, independent of whether a complaint is substantiated. Such retaliation shall be considered a serious violation of school policy, and suspected retaliation should be reported in the same manner as prohibited behavior. Making intentionally false reports about prohibited behavior will not be tolerated. Retaliation and intentionally false reports may result in disciplinary action as indicated above.

This Policy shall not be interpreted as infringing upon the First Amendment rights of students (i.e., to prohibit a reasoned and civil exchange of opinions, or debate, that is conducted at appropriate times and places during the school day and is protected by state or federal law).

Complaints

Students and/or their Caretakers may file formal written reports regarding any suspected prohibited behavior by following the [Uniform Complaint Procedures](#) available on the school website. Such reports should be reasonably specific including person(s) involved, number of times and places of the alleged conduct, the target of the suspected prohibited behavior(s), and the names of any potential student or staff witnesses. Such reports shall be promptly forwarded to the designated person for review, investigation, and action.

Students and/or their Caretakers may make informal complaints of conduct that they consider to be prohibited behavior(s) by verbal report to a teacher, school administrator, or other school personnel. Such informal complaints shall be reasonably specific including person(s) involved, number of times and places of the alleged conduct, the target of suspected prohibited behavior, and the names of any potential student or staff witnesses. A school staff member or administrator who received an informal complaint shall promptly document the complaint in writing by completing the *Report of Bullying, Aggressive, or Other Prohibited Behavior Form*, on the document repository.

This written report shall be promptly forwarded by the school staff member and/or administrator to the School Leader for review, investigation, and appropriate action.

Title IX complaints

Complaints regarding suspected discrimination in any school program based on the protected categories may be directed to the School's Title IX Coordinator. Contact information may be found on the school website. Complaints are filed using the Uniform Complaint Procedures available on the school website. The Title IX Notification can be found [here](#).

Privacy/Confidentiality

The school will respect the privacy of the complainant, the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the School's legal obligations to investigate, to take appropriate action, and to conform with any discovery or disclosure obligations. All records generated under this policy and its related administrative guidelines shall be maintained as confidential to the extent permitted by law.

9.3 Discipline and Due Process for Students

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

Discipline Measures

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

No student will be involuntarily removedⁱⁱ from a CalCA school until the Caretaker and/or Guardian has been provided written notice of the intent to remove the student from the school as well as the required Charter School Complaint notice. Notice will be provided to the Caretaker and/or Guardian no less than five (5) days prior to the effective date of the removal. If

the Caretaker and/or Guardian requests a hearing upon receipt of the written notice, the student will remain enrolled at the school until a final decision regarding the student's disciplinary measure has been issued.

1. Warning

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

2. Suspension

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

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

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

- *Cheating on tests or daily work:* A student who knowingly participates in copying, using another's work, and representing it as their own (for example, students transmitting their work electronically for another student's use), or who provides other students with test answers, answer keys, or otherwise uses unauthorized materials in an assignment or assessment situation.
- *Plagiarism:* A student's use of another person's words, products, or ideas without proper acknowledgement of the original work with the intention of passing it off as their own. Plagiarism may occur deliberately (with the intention to deceive) or accidentally (due to poor referencing). It includes copying material from a book, copying-and-pasting information from the Internet, and getting family or friends to help with coursework.
- *Abusive conduct:* A student who uses abusive language or engages in abusive conduct in the presence of others either in person or electronically/virtually.
- *Bullying/Cyberbullying:* A student that repeatedly engages in negative actions against another student in an attempt to exercise control over him/her.
- *Harassment:* A student who demonstrates verbal, written, graphic, or physical conduct relating to an individual's sex, sexual orientation, gender, gender expression, race, color, national origin, age, religious beliefs, ethnic background, or disability that is sufficiently severe, pervasive, or persistent so as to interfere with or limit the ability of an individual to participate in or benefit from the school's programs that: 1) has the purpose or effect of creating an intimidating or hostile environment, 2) unreasonably interferes with an individual's educational performance, or 3) otherwise adversely affects an individual's educational opportunities.
- *Vandalism:* A student who intentionally damages or destroys school property or records (physical or electronic). In these instances the school reserves the right to contact the proper law enforcement agency(ies).
- *Theft and robbery:* A student who takes money or other property (physical or electronic) with the intent to deprive another person or the school of that property. The threat or the use of force or violence is considered a serious breach of conduct. In these instances the School reserves the right to contact the proper law enforcement agency.
- *Sexual harassment:* A student who subjects another to any unwelcome sexual advances including verbal harassment, unwelcome or inappropriate touching, or suggestions, requests, or demands for sexual favors.

- *Violation of acceptable use policy:* Students who violate the acceptable use policy in one form or another are open to disciplinary action including suspension. This would include signing on as Caretakers.
- *Repeated violation of any disciplinary issues.*

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

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

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

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

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

Expulsion Committee

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

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

Due Process for Students

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

Suspension (no more than ten (10) days)

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

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

If the grade level Principal believes that a student has committed an offense that might require expulsion, the Principal may suspend the student for ten (10) days pending further proceedings and/or a Board or Expulsion Committee hearing. During this time, the Principal will refer the case to the Executive Director, who may then request a hearing by the Board of Directors, or the appropriate Expulsion Committee, to discuss the possible expulsion of the student. If the student's right to a hearing. Such notice shall include (1) date, time and location of hearing; (2) description of the incident(s) that is the subject of the hearing; (3) notice that the student and/or Caretaker have a right to review the student's school records prior to the hearing; (4) description of the hearing process and explanation of the consequences of an expulsion. At this hearing, the allegations and supporting evidence will be reviewed. The student shall have the right to present their version of the incident(s), call witnesses, cross-examine witnesses and be represented by counsel. The Board, through the Executive Director, will provide notification to the student and Caretaker of the Board or Expulsion Committee's decision and discipline determination. The decision of the Board or Expulsion Committee is final.

Discipline for Students with Disabilities

If a student with a disability violates a code of conduct, they will be disciplined according to the discipline measures described above for up to ten (10) days. Upon subsequent violations that result in suspensions that exceed ten (10) days, or exceed ten (10) days cumulatively within a

school year, the School will determine if the behavior manifested from the student's disability. If the School determines that the violation is not a manifestation of the student's disability, the School will apply the discipline procedures to the student in the same manner and for the same duration as the procedures would be applied to students without disabilities. However, if it is determined that the violation manifested from the student's disability, the School will conduct a functional behavior assessment and develop a behavior plan to address the behavior violation so that it does not recur.

9.4 Academic Honesty

Plagiarism

CalCA requires the original work of all students and in so doing, prohibits plagiarism of the work of others. Students shall be expected to properly cite the origin of work that is not the student's own. If work content, other than commonly known facts, is not properly cited, attributed, or credited, the work may be determined to be plagiarism.

Students may not plagiarize in written, oral, or creative work. In general, plagiarism occurs when a student uses another person's words, products, or ideas without proper acknowledgement of the original work and with the intention of passing it off as their own. Plagiarism may occur deliberately (with the intention to deceive) or accidentally (due to poor referencing). It includes copying material from a book, copying and pasting information from the Internet, and getting learning coaches, family or friends to help with coursework. Alternate disciplinary actions may be imposed at the discretion of the School Leader or designee.

Consequences for Violating the Academic Honesty Policy

Infractions

The following list includes most instances of plagiarism infractions, but is not intended to be exhaustive. Additional types of infractions may occur. The student's teacher(s) will determine if an infraction has occurred in any particular circumstance, and the student can request a final determination from a member of the administrative team.

An infraction occurs when a student:

- Copies or uses text from another source (including course textbooks) when writing essays, lab reports, responding to test questions, or creating other student-generated work.

- Cheats on a quiz, test, or written assignment by preconceived acts such as using outside sources for answers, obtaining answers from other students, plagiarism of written work, or other means.
- Provides answers for a quiz or test to another student or provides school work for other students to use, including previously submitted assignments.
- Other examples where a student has not properly cited work in an assignment.

Consequences for first infraction:

- The student will receive a permanent zero on the assignment *or portion* of the assignment and/or assessment, as determined by the teacher.
- Written reprimand of the student and notification of the Caretaker and/or Learning Coach by the teacher.

Consequences for second infraction:

- The student will receive a permanent zero on the assignment and/or assessment as determined by the teacher.
- Written reprimand of the student and notification of the Caretaker and/or Learning Coach by the teacher.
- A Caretaker conference will take place which includes the Caretaker, Learning Coach (if different), the student, the teacher, and the grade level Principal or Assistant Principal.

Consequences for third infraction:

- The student will receive a permanent zero on the *entire* assignment and/or assessment.
- Written reprimand of the student and notification of the Caretaker and/or Learning Coach by the teacher.
- A Caretaker conference will take place which includes the Caretaker, Learning Coach (if different), the student, the teacher, and the grade level Principal or Assistant Principal.
- Repeated offenses of plagiarism by a student may result in disciplinary action that may include being withdrawn from the course with a grade of "F" where applicable, and/or suspension.

9.5 Grievance Policy for Caretakers

Each CalCA school is committed to ensuring parent satisfaction, and takes its responsibilities for the provision of educational services to the student very seriously. These school

responsibilities are set out in the Master Agreement, the Parent/Legal Guardian Agreement (PLCA) and the School Handbooks and include such things as contacting the family regularly, delivering educational materials and equipment, and providing accessible support.

Each CalCA School will ensure that families and students adhere to their responsibilities stated in the Master Agreement, the PLCA and the School Handbooks, and when necessary, will discipline, withdraw a student, or take legal action against a family for a breach of the agreement or a school policy. Reasons for such disciplinary actions include, but are not limited to, failure to attend mandatory testing events (except when exempted by law), failure to return materials, or behavior which violates the Prohibited Behavior policy.

Caretaker Remedies

If a Caretaker has concerns with the School's action or performance on any of the above-defined school responsibilities or disciplinary actions, they have the following remedies available:

Addressing Issues

For routine issues or for a first attempt at redress, contact the school administrator or General Information Services via phone at 1-800-382-6010 or via e-mail at support@connectionseducation.com.

For more serious issues and/or to address lack of resolution of the issue at lower level, a detailed grievance procedure has been set forth below. All grievance proceedings will be conducted in a manner that protects the confidentiality of the parties and the facts.

If charges are brought against a student for a breach of the School's Discipline Policies, which could result in a suspension of up to an additional ten (10) days or an expulsion, the due process procedures in the *Discipline and Due Process for Students* section of this Supplement are to be followed.

Grievance Process

1. To trigger the informal grievance process, a Caretaker (or the student, if 18 (eighteen) or older) with the grievance must, in writing, report the dissatisfaction, and submit it to the student's teacher (or other appropriate CalCA staff member, as necessary). All parties involved must be appropriately defined, and the problem must be clearly outlined.
2. The recipient of the grievance must review the issue with their supervisor and respond to the Caretaker within three (3) school days.
3. If the original recipient did not resolve the grievance, the complaining party may then trigger a formal grievance by using the Uniform Complaint Procedure found on the school website.
4. If the School has not been able to address the Caretaker's concern through the grievance process set out above, it should be noted that the Uniform Complaint Procedure allows for appeal to the School's Board of Directors for further recourse. The School's Board of Directors is the final level at the school for resolution of a grievance. Current contact information for the Board of Directors is listed on the school website. If additional concerns remain, Caretakers always have the right to contact the sponsoring district for the charter school or the state Department of Education as a last resource.

Student and Employee Communications

All educational and/or school related communications with teachers, School Leaders, or any school staff member are required to be conducted via the approved tools and platforms provided by CalCA. All communications must be appropriate and remain educationally relevant.

10 EDUCATIONAL MATERIALS PROVIDED BY THE SCHOOL

The CalCA Schools are publicly-funded charter schools, and provide a complete course of study upon completion of the placement process. Lesson instructions are online, but the CalCA Schools provide access to curricular materials, such as textbooks and workbooks in online and/or print format. Students also receive any required supplemental materials. Please contact the School if you believe you are missing any required supplies. In some cases, a course may require certain additional materials. The School will provide you with a list of those materials at the time you begin the course. Please review those materials lists. If you do not have access to some or any of the materials, please contact your teacher so that an alternative can be suggested or the needed materials may be provided to you.

10.2.2 Technology Provided by California Connections Academy

Consult the [Hardware and Connectivity](#) section of the school website to find out what technology is provided by your school. See also *Section 10.2.4 Access to Equipment and Software* below.

The School typically provides one computer per household upon request. If a household has three (3) or more enrolled students, a written request for an additional computer or computers may be made to the Executive Director.

10.2.4 Access to Equipment and Software

Caretakers who do not have access to equipment and software that meet the School's minimum specifications may request that such equipment and software be provided to them. Please note that all equipment and software is being loaned to you and ownership of the equipment and software remains with the School. Accordingly, please review Section 10.2 of the School Handbook: General Portion, which outlines what materials and equipment must be returned to the School and the circumstances that will trigger the need for return.

If the equipment and software are not returned, the School may take action against the Caretaker as set forth in Section 10.1 of the School Handbook: General Portion. Please also review Section 10.2.7 of the General Handbook to understand what steps may be taken if there is willful damage, loss or theft of the equipment and/or software.

10.2.5 Use of the Internet

Internet Subsidy

During enrollment, families can elect to receive a subsidy for their internet use. The subsidy is awarded on a per-family basis, not a per-student basis, and is paid via debit card. For the household to receive the internet subsidy, the following information is provided to the third-party vendor contracted to issue the debit cards: payee name, email address, and mailing address. No other information will be provided to such third-party vendors.

The subsidy will be equal to \$16.95 a month but will be paid out three times during the year through a third-party vendor contracted through Connections Education, LLC. Therefore, each debit card amount will be \$50.85. If the family starts school after the first day of any of the three payment periods, then the payments are prorated. Families must be enrolled at the time of the

disbursement in order to be eligible. The debit cards will be sent according to the approximate schedule listed below.

Debit Card Number	Approximate Cut Off Date for Debit Card Disbursement	Month Debit Card is Issued	Months the Debit Card Covers
1	November 25	December	September, October, November
2	February 25	March	December, January, February
3	May 25	June	March, April, May

Internet Safety Policy

It is the policy of each CalCA school (the “school”) to:

- prevent user access over its computer network to, or transmission of inappropriate material via Internet, electronic mail, or other forms of direct electronic communications;
- prevent unauthorized access to and other unlawful online activity related to inappropriate material via the Internet;
- prevent unauthorized online disclosure, use, or dissemination of personally identifiable information
- comply with the Children’s Internet Protection Act (“CIPA”) (Pub. L. No.106-554 and 47 USC 254 (h)).

To the extent practical, technology protection measures (or “Internet filters”) shall be made available for all computers accessible by students and placed on the computers located at the School site locations. As required by CIPA, this blocking technology is applied to visual depictions of material deemed obscene or child pornography or any other material deemed to be harmful to minors.

Technology protection measures may be disabled for adults or, in the case of minors, minimized only for bona fide research or other lawful purposes.

To the extent practical, the school takes steps to promote the safety and security of users of the Education Management System when using electronic mail, chat rooms, instant messaging, and any other form of direct electronic communications.

Specifically, as required by CIPA, 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.

To the extent practical, the school, through its handbooks, the Education Management System Terms of Use and its staff, is committed to educating, supervising and monitoring the appropriate usage of the Education Management System and access to the Internet in accordance with this policy, CIPA, the Neighborhood Children's Internet Protection Act, and the Protecting Children in the 21st Century Act.

The school will provide age-appropriate training for students who use Connection Academy's Internet facilities. The training provided will be designed to promote Connection Academy's commitment to the standards and acceptable use of Internet services, as set forth in the school's handbooks and the Education Management System's Terms of Use; and Student safety with regard to safety on the Internet; appropriate behavior while online, on social networking websites, and in chat rooms; and cyber bullying awareness and response.

This Internet Safety Policy was adopted by each Board for each of the CalCA schools at a public meeting, following normal public notice, in April of 2013.

TITLE IX – THE FINAL RULE

Title IX of the Education Amendments of 1972 protects people from discrimination based on sex in education programs or activities that receive federal funding. The U.S. Department of Education (USDOE) enforces Title IX and has created regulations relating to how schools are required to respond to reports of sexual harassment. The regulations are known as the *Final Rule*. The Title IX sexual harassment protections apply to Connections Academy schools that do or may receive Federal financial assistance.

Under the *Final Rule*, Connections Academy is required to promptly respond to and investigate every formal complaint of sexual harassment by a student. The *Final Rule* establishes an emphasis on restoring a student's access to the Connections Academy's education program and/or sanctioned events and activities using supportive measures. Additionally, the *Final Rule* places the burden of proof on the school and requires a strict adherence to due process measures.

Definitions

Actual Knowledge

Notice of sexual harassment or allegations of sexual harassment to the Title IX Coordinator or any designated school official/employee with the authority to institute corrective measures.

Under state law, school employees are mandatory reporters. In the K-12 environment any employee may receive notice of sexual harassment.

This standard is not met when the only person with actual knowledge is the respondent. Additionally, the ability or obligation to report sexual harassment or to inform a student how to make a report of sexual harassment, or having training on how to report sexual harassment does not qualify an individual to have the authority to institute corrective measures on behalf of the school.

Complainant

An individual who has alleged to be the victim of conduct that could constitute sexual harassment.

Formal Complaint

A document filed by the complainant or signed by the Title IX Coordinator alleging sexual

harassment against a respondent and requesting an investigation of the alleged sexual harassment. A complainant must be an active student participating or attempting to participate in the education program provided by Connections Academy.

Respondent

An individual who has been reported to be the perpetrator of conduct that may constitute sexual harassment.

Sexual Harassment

Conduct on the basis of sex that satisfies one or more of the following:

- An employee of Connections Academy conditioning the provision of an aid, benefit, or service of the school on an individual's participation in unwelcome sexual conduct (quid pro quo).
- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and offensive that it effectively denies a person equal access to a Connections Academy education program or sanctioned activity.
- Sexual assault as defined by 20 USC 1092(f)(6)(A)(v), dating violence, domestic violence, and stalking as defined by 34 USC 12291(a)(10), (8), (30).

Supportive Measures

Non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, free of charge to the complainant or the respondent before or after the filing of a formal complaint, as well as, instances where no formal complaint has been filed.

Supportive measures are designed to restore or preserve equal access to Connections Academy education programs and sanctioned events and activities. Such measures are designed to protect the safety of all parties, the education environment, and ultimately deter sexual harassment.

Supportive measures may include:

- Counseling
- Deadline extensions or other course related adjustments, including changes to class schedule
- Modification of class schedules
- Restricted contact between parties

- Supportive measures provided to the complainant and/or respondent will remain confidential to the extent that confidentiality would not impair the ability of the school to provide such measures.
- Effective implementation of supportive measures is the responsibility of the Title IX Coordinator.

Title IX Coordinator

The employee designated by Connections Academy to coordinate its efforts to comply with Title IX responsibilities will be referred to as the Title IX Coordinator. In addition to students and current employees, the Title IX Coordinator's contact information must be provided to prospective employees, parents or legal guardians, and all unions (if applicable).

The name or title, office address, e-mail address, and telephone number of the Title IX Coordinator shall be prominently posted on the school's website.

Any person, including a student's parent or guardian, may report sex discrimination and sexual harassment to the Title IX Coordinator in person, by mail, by telephone, or by email at any time, including non-business hours.

Formal Complaint

A formal complaint of sexual harassment should be filed with the Title IX Coordinator in person, by mail, by electronic mail, or by phone using the contact information provided below:

Current Designated Title IX Coordinator or Manager of Counseling

OBLTitleIXCoordinator@pearson.com

California Connections Academy

33272 Valle Rd

San Juan Capistrano, CA 92675

CalCA SoCal Phone: (949) 461 – 1667

CalCA Central Valley Phone: (559) 571 – 2300

CalCA North Bay Phone: (707) 232 – 5470

CalCA Ripon Phone: (209) 253 – 1208

CalCA Central Coast Phone: (661) 230 – 9820

CalCA Monterey Bay Phone: (831) 200 – 1006

Initial Response

The school must treat complainants and respondents equitably by offering supportive measures to a complainant and respondent. The grievance process outlined below is followed prior to

imposing disciplinary sanctions or other actions outside supportive measures against a respondent.

The Title IX Coordinator must promptly contact the complainant to discuss the availability of supportive measures and consider the complainant's wishes with respect to the use of such supportive measures, inform the complainant of the availability of supportive measures regardless of filing a formal complaint, and explain the process for filing a complaint.

Anyone may report instances of sexual harassment or potential violations to the Title IX Coordinator; reports may be anonymous. However, formal complaints of sexual harassment can only be filed by the complainant or the Title IX Coordinator.

In instances where the respondent faces allegations of sexual harassment and is determined to be an immediate threat to the physical health or safety of a student or other individual, they may be removed upon completion of an individualized safety and risk assessment. If a student is removed under emergency conditions, instant notice will be provided, and the student will be afforded the opportunity to respond to the emergency removal.

An employee respondent may be placed on administrative leave during the grievance process.

Required Grievance Procedures

Formal Complaints

Connections Academy is required to follow the grievance process defined by *the Final Rule* before disciplinary measures, not to include supportive measures, against the respondent are made. The procedures include:

All parties will be treated equitably through the remediation process. Remedies under *the Final Rule* are designed to restore or preserve equal access to Connections Academy's education program and sanctioned events and activities.

An objective and thorough investigation and evaluation of the relevant evidence will be reviewed. This includes both evidence that can establish guilt (inculpatory) and evidence that can exonerate guilt (exculpatory).

Title IX Coordinators, investigators, decision makers, and any designee tasked to assist in the

informal resolution process must be free of bias or conflicts of interest. Additionally, training must be completed on:

- the definition of sexual harassment;
- the scope of Connections Academy's education program or sanctioned events/activities;
- the process for investigation and grievance process including, hearings, appeals, and informal resolution processes;
- how to serve impartially, including by avoiding prejudgment of the facts at hand, conflicts of interest, and bias;
- any person identified as a decision maker must complete training on any technology used during any part of the grievance process, on issues of relevance of questions and evidence (including instances when questions and evidence arise that are not relevant regarding the complainant's sexual predisposition or previous sexual behaviors);
- any person identified as an investigator must complete training on issues of relevance to properly compose a report that summarizes the relevant evidence;
- all training materials must not rely on sex stereotypes and must promote objective investigations and final disciplinary decisions (adjudications) of formal complaints of sexual harassment.
- A presumption the respondent is not responsible for the alleged conduct until the conclusion of the grievance process.
- A reasonably prompt time frame for conclusion to the grievance process, filing and resolving appeals and informal resolutions processes, if offered. A temporary delay or the limited extension of time frames for good cause may be granted. In such instances, written notice outlining the reason for the delay shall be sent to all parties. Examples of good cause are the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; or the need for language assistance or to provide an accommodation of disabilities.
- There will be a range of disciplinary sanctions and remedies that may be issued in the event responsibility of the respondent is determined.
- The standard of evidence used may be the preponderance of evidence standard **or** the clear and convincing standard. The chosen standard must be used throughout the complaint process.
- Include the procedures and permissible bases for the complainant and respondent to appeal.

- List the range of supportive measures available to complainants and respondents.
- Disallow the use of questions or evidence that seek disclosure of information protected under a legally recognized privilege, unless waived by the party holding such privilege.

Notice

If a formal complaint is made, written notice will be provided to all known parties. Included within the notice are the grievance process and the informal resolution process. Any details known at the time of report of sexual harassment may include the identities of the parties involved (if known), the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident (if known). The notice will include a statement acknowledging the respondent is presumed not responsible until the conclusion of the grievance process. The parties may have an advisor who may inspect and review evidence. Such an advisor may be an attorney, though the presence of an attorney is not required. All parties will be afforded enough time to prepare. Finally, the notice will include that knowingly making false statements is against the student and employee code of conduct.

If, during an investigation, Connections Academy decides to investigate allegations not included in the original notice, the school will provide subsequent notice to include the additional allegations to all known parties.

Dismissal

Under some circumstances, Connections Academy must dismiss a formal complaint of sexual harassment.

If the conduct did not occur while participating in the school's education program or sanctioned events or activities or did not occur in the United States, the complaint will be dismissed.

However, the school may pursue action under the Code of Conduct Policy.

The school may dismiss the formal complaint if:

- a complainant notifies the Title IX Coordinator in writing wishing to withdraw the formal complaint and included allegations,
- the respondent is no longer enrolled, registered, or employed by Connections Academy, and
- specific circumstances prevent the school from gathering enough evidence to reach a determination regarding the formal complaint and/or allegations.

- If conditions exist that require the school to dismiss the complaint, prompt written notice indicating a dismissal including any reason(s) must be sent to all parties.

Consolidation of Formal Complaints

Consolidation of formal complaints to allegations of sexual harassment may occur under the following conditions due to the same facts or circumstances:

- against more than one respondent
- by more than one complainant against one or more respondents
- by one party against the other party

Investigation

- Under the *Final Rule*, the burden of proof and the burden of gathering evidence to make a determination as to responsibility of alleged sexual harassment falls to Connections Academy. Voluntary written consent must be obtained to use a party's physician, psychiatrist, psychologist or other professional treatment records.
- An equal opportunity to present witnesses and evidence will be provided to all parties. The ability of either party to discuss the allegations investigated or gathered and present evidence may not be restricted.
- All parties will be provided the same opportunities to have others present at any grievance proceeding. If either or both parties are joined by an advisor, including an attorney, at a proceeding, Connections Academy may limit or restrict their participation.

Written notice of the date, time, location, participants and purpose of all hearings, investigations, or any related meetings will be provided to all parties. Such notice shall permit enough preparation time for all parties.

- Equal opportunity to inspect and review all evidence regardless of intent to rely upon said evidence in reaching the final determination will be provided to all parties. Prior to the investigative report, an itemized evidence list subject to review will be sent to all parties, including advisors/attorneys if applicable, in electronic format or hard copy. The parties will have ten (10) days to submit a written response. The response will be considered by the investigator prior to completing the investigative report. All evidence subject to inspection and review will be available at any hearing for reference and purposes of cross-examination.

- Finally, an investigative report will be prepared to summarize the relevant evidence and sent in an electronic format or hard copy to all parties and their advisors/attorneys, if applicable. The report shall be sent to the relevant parties at least ten (10) days prior to a hearing to permit review and the opportunity to provide a written response.

Hearings

The Final Rule does not require hearings in the K-12 environment.

- The designated decision maker shall provide each party the opportunity to submit relevant written questions to any party or witness, permit time for parties to respond, and subsequently allow for limited follow-up questions.
- It is an important distinction that questions and evidence relating to the complainant's sexual predisposition or prior sexual history are not considered relevant to the final determination.
- The exceptions to this rule are if the pertinent information proves that someone other than the respondent committed the alleged sexual harassment, or if the evidence offered relates to specific incidents and prove consent between the complainant and respondent.

Determination

- The decision maker may not be an investigator or the Title IX Coordinator.
- The decision maker will issue a written determination with respect to responsibility.
Under *the Final Rule*, the determination must include:
 - A description of the allegation that meets the definition of sexual harassment
 - A full description of the procedural steps from receipt of the complaint through final determination (notices, interviews, site visits, evidence gathering methods, and hearings)
 - Findings of fact supporting the final determination
 - Conclusions as to the application of the school's code of conduct and the known facts
 - A statement and rationale for:
 - Each allegation and determination of responsibility
 - Disciplinary sanctions imposed on the respondent, if any

- If remedies designed to restore or preserve equal access to Connections Academy's education program and/or sanctioned activities will be provided by the school to the complainant; any such remedies will be implemented by the Title IX Coordinator
- The school's allowable reasons and procedures for appeal (see Appeals section below)
- The school shall issue written determination to all parties at the same time. The determination will be considered final when the time for filing a timely appeal has passed. If the allegations are appealed, the decision is considered final upon receipt of the final written determination.

Appeals

- Both the complainant and respondent have the option to appeal under the following circumstances:
- A procedural irregularity
- New evidence that could affect the outcome – not available prior to dismissal or determination
- Conflicts of interest or bias by the Title IX Coordinator, investigator(s), and/or decision maker(s)
- The school may provide additional equitable circumstances as situations warrant. If a party wishes to appeal the determination, written notice will be provided to the other party that an appeal has been filed and provide procedures that apply to both parties. A new decision maker(s) will be appointed on appeal and such person will not have participated in the complaint prior to appeal, including investigators or the Title IX Coordinator.
- Both parties will be permitted and equal opportunity to submit written statements supporting or opposing the outcome. A written decision will be provided to both parties at the same time and will indicate the result of the appeal and the rationale for the final determination.

Informal Resolution

- Informal resolutions may be offered once a formal complaint is filed.

- Parties are not required to participate in an informal resolution however, the school may offer this option instead of a full investigation and determination. The school will disclose information about the informal resolution process, including the right to withdraw from the informal resolution process prior to an agreed resolution. Once a party withdraws from the informal resolution process, the grievance process of the formal complaint will resume.
- If both parties wish to proceed with an informal resolution, a voluntary written consent must be obtained waiving the right to an investigation and adjudication of a formal complaint. A common example of informal resolution is mediation.
- The informal resolution process may not be used in instances where the school's employee is the respondent of alleged sexual harassment against a student.

Recordkeeping

- The school shall maintain a complete record for seven (7) years relating to:
- All investigations, determinations regarding responsibility, disciplinary sanctions (respondent), and remedies (complainant); including audio/audiovisual recordings and/or transcripts
- Appeals and their result,
- Any informal resolutions and their result,
- Training materials used (posted publicly on the school's website), and
- Any actions, including supportive measures, in response to a formal complaint of sexual harassment.
- The records shall provide a basis for the conclusion and show the response was not deliberately indifferent. Additionally, records should document the measures to restore or preserve equal access to Connections Academy's education program or sanctioned events and activities. Further, records shall indicate the rationale for not providing the complainant with supportive measures, if applicable.

Retaliation

Retaliation is prohibited. Prohibited behavior includes intimidating, threatening, coercing, or discriminating against anyone for the purpose of interfering with the rights protected by *the Final Rule*.

Specifically, retaliation because an individual made a report or complaint, testified, assisted, or participated or refused to participate in a Title IX investigation, proceeding, or hearing.

Retaliation against a student for code of conduct violations that arise from the same facts and circumstances as a report or complaint of sexual discrimination/harassment is also prohibited.

Speech protected by the First Amendment does not constitute retaliation.

The identity of parties and witnesses shall remain confidential except as permitted by FERPA.

Any party that makes a false statement in bad faith may be charged with a code of conduct violation.

DRAFT

APPENDIX I: RECLASSIFICATION OF ENGLISH LANGUAGE LEARNERS BOARD POLICY

CALIFORNIA CONNECTIONS ACADEMY SCHOOLS

RECLASSIFICATION OF ENGLISH LANGUAGE LEARNERS BOARD POLICY

First APPROVED in 2015

As updated and amended August, 2018

Approved by Board of Directors on August 28, 2018

As updated and amended August 25, 2020

BACKGROUND and PURPOSE:

California Connections Academy schools are committed to serving all students, including students who have been identified as English Language Learners (ELL). This includes students who enter the program with an ELL designation from their previous school, as well as students who are newly identified after enrollment. The schools have a program in place for English Language Learners that is further described in the charters. Based on their identified level of proficiency and needs, students will receive a planned program of English as a Second Language instruction (ESL) to facilitate the acquisition of English language skills and provide an instructional program appropriate to the student's developmental and instructional level. It is the goal of California Connections Academy schools that ELL students receive high quality instruction and support in order to become fluent in English as quickly as possible. When a student identified as an ELL student becomes fluent in English, the student is considered to be "reclassified" and is thereafter identified as a Reclassified Fluent English Proficient (RFEP) student.

As Local Educational Agencies (LEAs) California Connections Academy schools are to establish "local reclassification policies" that allow for the "the effective and efficient conduct of the language reclassification process" (*Title 5, California Code of Regulations [CCR], Section 11303*). LEAs are afforded flexibility when identifying appropriate measures of academic performance for local Formatted: Centered Formatted: Highlight Page 2 of 4 reclassification policy. This policy is designed to provide the framework for consistent and reliable local reclassification of ELL students as they become fluent in English.

CRITERIA FOR RECLASSIFICATION:

EC Section 313(d) specifies four criteria that LEAs must use in reclassifying students from English learner to fluent English proficient (RFEP). The four criteria are:

1. Assessment of English language proficiency, which in California is the ELPAC.
2. Teacher evaluation of a student's academic performance, which can be based on the student's report card grades, grade point average, or other measure that LEAs use to determine students' academic performance.
3. Parent opinion and consultation, which involves parents or guardians, if possible, in a discussion about their child's English language proficiency and meeting the guidelines for reclassification.
4. Comparison of performance in basic skills, against an empirically established range of performance in basic skills (e.g., the Smarter Balance CAASPP testing for ELA).

To meet the criteria laid out by the state, as well as take school based measures into account, California Connections Academy staff will systematically consider the following four areas in reclassifying ELL students as RFEP as follows:

1. **Current ELPAC scores:** If the student's current annual ELPAC score *is WELL DEVELOPED* overall, for their specific grade level, then the remaining three criteria are considered.
2. **Standardized test results:** If the student's most current standardized test results demonstrate that the student is meeting expected grade level benchmarks for all students, and has been making progress in meeting the state standards in academic areas, then the next criteria will be considered. In absence of recent or reliable state standardized test data, local standardized test scores such as MAP or iReady may be used.
3. **Progress in the curriculum, including teacher input:** The student's grades and teacher input will be considered. If the recommendation from this analysis is that the student is ready to be reclassified, the final criteria will be considered.
4. **Parental input:** Parent(s) or guardians are contacted and give input into whether the student is ready to be reclassified.

SUPPORT and MONITORING OF RFEP STUDENTS:

In order to gather data on the success of the ELL program and the validity of the board approved reclassification criteria and processes, CalCA leadership will collect data and periodically report to the Board of Directors regarding the number of ELL students, the number of years students have been ELL, the reclassification rates and the success of RFEP students. Part of the reporting will include the status of the English Learner Progress Indicator from the California School Dashboard results.

Once a student is moved to RFEP status, an RFEP date is assigned and the student is monitored for two years from the RFEP date. Monitoring will include formal reviews a minimum of three times throughout the school year. If the student is struggling, additional academic support will be provided, based on an individual assessment of the student's needs.

RESPONSIBILITY:

The Director of Student Achievement, overseeing and in conjunction with the ELL Program Coordinator, is responsible for identifying students who may be reclassified based on ELPAC scores and for applying and documenting the remainder of the criteria, and for oversight of proper application of the reclassification policy to reclassification of ELL students.

The State Testing Coordinator is responsible for identification of students who need to take the ELPAC and for the ELPAC administration and scoring.

The Director of Business Services, overseeing and in conjunction with the staff member responsible for State Reporting, is responsible for gathering and reporting information to the state and to the Board of Directors regarding students who have been reclassified, and for collecting any audit documentation or procedures that involve ELL or RFEP students.

The teaching staff assigned to each ELL or RFEP student is responsible for instruction of ELL students, assistance with monitoring of RFEP students, and for providing input into reclassification decisions.

APPENDIX 2: YOUTH SUICIDE PREVENTION POLICY

CALIFORNIA CONNECTIONS ACADEMY Schools

Youth Suicide Prevention Policy

Approved by the Boards of Directors on August 22, 2017

And Updated February, 2020

Initially APPROVED BY:

Capistrano Connections Academy

Alpaugh Academies

Friends of California Virtual Education

Update approved by the Board of Directors of California Online Public Schools

BACKGROUND and INTENTION:

The Governing Board of California Connections Academy Schools (governed by California Online Public Schools) recognizes that suicide is one of the leading causes of death among youth and that an even greater amount of youth consider and attempt suicide. In addition, the educational environment provided in our virtual school setting may attract students who have been bullied or otherwise previously victimized and who may therefore be more vulnerable.

California Education Code (EC) Section 215 mandates that the Governing Board adopts a policy on pupil suicide prevention, intervention, and postvention for students in kindergarten through grade 12. The policy must specifically address the needs of high-risk groups, including suicide awareness and prevention training for teachers, and ensure that a school employee acts within the authorization and scope of the employee's credential or license.

The possibility of suicide and suicidal ideation requires vigilant attention from our school staff. As a result, we are ethically and legally responsible for providing an appropriate and timely response when responding to suicidal ideation, attempts, and deaths. We also must work to create a safe and nurturing educational environment in order to attempt to minimize suicidal ideation in students.

Recognizing that it is the duty of our schools to protect the health, safety, and welfare of its students, this policy aims to safeguard students and staff against suicide attempts, deaths and other trauma associated with suicide, including ensuring adequate supports for students, staff, and families affected by suicide attempts and loss. This policy is part of a comprehensive support system provided by our schools to enhance the emotional and behavioral wellness of our students.

This 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.”

Designation of Responsibility

In an attempt to reduce suicidal behavior and its impact on students and families, the Executive Director hereby designates the Director of Counseling Services for California Connections Academy Schools to have primary responsibility for the development of 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 all school personnel in all job categories who regularly interact with students or are in a position to recognize the risk factors and warning signs of suicide.

The Director of Counseling Services shall involve school-employed credentialed counselors, (administrators, other school staff members, Connections Education staff, as well as other stakeholders and experts when possible, such as other mental health professionals, health care professionals and community organizations in the planning, implementing, and evaluating of the strategies for suicide prevention and intervention.

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, the Executive Director or Designee will ensure that the policies and procedures are reviewed periodically, but at least every five years, and revised as needed. The Director of Counseling Services will be responsible for development and implementation of training for all appropriate school staff.

The Director of Counseling Services or Designee will be the primary suicide prevention liaison for California Connections Academy Schools.

Additional comprehensive resources for staff, students, and family members can be found on the Youth Suicide Prevention webpage of the California Department of Education:

<http://www.cde.ca.gov/ls/cg/mh/suicideprevres.asp>

Overall Strategic Plan for Suicide Prevention

The Director of Counseling Services shall develop and implement preventive strategies and intervention procedures as follows:

1. Which specifically address the needs of high risk groups of students, including, but not limited to:
 - Youth bereaved or otherwise affected by suicide.
 - Youth with a history of suicide ideation or attempts.
 - Youth with disabilities, mental illness, or substance use disorders.
 - Youth experiencing homelessness or in out-of-home settings, such as foster care.
 - Lesbian, gay, bisexual, transgender, or questioning youth.
 - Youth who have suffered traumatic experiences.
 - Youth who have been bullied or harassed.
2. Which cover:
 - Suicide Prevention

- Suicide Intervention, Assessment and Referral
 - Suicide Response Action Plans for suicide or suicide attempts by students or staff members
 - Responding After a Suicide Death (Postvention)
3. Which include training for all appropriate employees.
 4. Which include information, resources and roles for students, parents and family members/friends and which includes students and families to the greatest extent possible in the development and implementation of the policies and procedures. Information about the suicide prevention program and policies will be included in the School Specific Handbook Supplement.
 5. Which will demonstrate support for the creation and implementation of programs and/or activities within the school environment that raise awareness about mental wellness and suicide prevention.
 6. Which will examine ways to incorporate developmentally appropriate and student- focused suicide prevention education into classroom curricula (e.g., health classes, freshman orientation classes, science, and physical education).

Suicide Prevention and Intervention Training and Education

California Connections Academy carefully reviews available staff training to ensure it promotes the mental health model of suicide prevention and does not encourage the use of the stress model to explain suicide.

Messaging about suicide has an effect on suicidal thinking and behaviors.

Consequently, California Connections Academy has critically reviewed and will continue to review all materials and resources used in awareness and training efforts to ensure they align with best practices for safe messaging about suicide.

Training shall be provided for all school staff members unless the Director of Counseling determines that a staff member does not have any significant interaction with students.

Training will take place at least annually, and all staff will receive training on the risk factors and warning signs of suicide, suicide prevention, intervention and referral procedures, and postvention.

All suicide prevention trainings shall be offered under the direction of school-employed credentialed counselors who have received advanced training (as determined by the school) specific to suicide and may benefit from collaboration with one or more county and/or community mental health agencies. Staff training can be adjusted year-to-year based on previous professional development activities and emerging best practices.

Additional professional development in suicide risk assessment and crisis intervention will be provided to mental health professionals (e.g. school counselors or psychologists) employed by California Connections Academy Schools/California Online Public Schools.

Materials provided for training shall include how to identify appropriate mental health resources, both within the school and within the larger community, and when and how to refer youth and their families to those services.

The training will include access to a list of resources for staff and families, including where additional programs that allow further self-training can be accessed.

The training also will include additional information regarding groups of students regarded to be at elevated risk for suicide, such as the groups listed above.

Employee Qualifications and Scope of Services

Employees of California Connections Academy Schools/California Online Public Schools and of any contracted entity working with California Connections Academy students must act only within the authorization and scope of their credential or license. While it is expected that school professionals are able to identify suicide risk factors and warning signs, and to prevent the immediate risk of a suicidal behavior, ongoing treatment of suicidal ideation is typically beyond the scope of services offered in the school setting. In addition, treatment of the mental health challenges often associated with suicidal thinking typically requires mental health resources beyond what schools are able to provide.

Intervention, Assessment, Referral

The Director of Counseling Services or Designee will be the primary suicide prevention liaison for California Connections Academy Schools.

All staff members will be informed about the notification process in case of a suicide crisis. A referral process should be disseminated to all staff members, so they know how to respond to a crisis and are knowledgeable about the school and community-based resources.

Determination of notification to parents/guardians/caregivers should follow an assessment to ensure that the student is not endangered by parental notification.

If the student is in imminent danger (has access to a gun, is on a rooftop, or in other unsafe conditions), a call shall be made to 911.

All attempts will be made to make sure that students experiencing suicidal ideation are not left unsupervised.

The Director of Counseling Services, in coordination with the Executive Leadership Team, have established crisis intervention procedures to ensure student safety and appropriate communications if a suicide occurs or an attempt is made by a student or adult at a school office or at a school-sponsored activity.

Students shall be encouraged to notify a staff member when they are experiencing emotional distress or suicidal ideation, or when they suspect or have knowledge of another student's emotional distress, suicidal ideation, or attempt.

If parents/guardians/caregivers, after notification by the school, refuse or neglect to access treatment for a student who has been identified to be at-risk for suicide or in emotional distress, the Director of Counseling (or other appropriate designated school staff member) will meet with the parents/guardians/caregivers to identify barriers to treatment (e.g., cultural stigma, financial issues) and work to rectify the situation and build understanding of the importance of care. If follow-up care for the student is still not provided, school staff should consider contacting Child Protective Services (CPS) to report neglect of the youth.

A student who threatened or attempted suicide is at a higher risk for suicide in the months following the crisis. Having a streamlined and well planned re-entry process ensures the safety and wellbeing of students who have previously attempted suicide and reduces the risk of another attempt. An appropriate re-entry process is an important component of suicide prevention. Involving students in planning for their return to school provides them with a sense of control, personal responsibility, and empowerment.

Responding After a Completed Suicide (Postvention)

A death by suicide in the school community (whether by a student or staff member) can have devastating consequences on students and staff. Therefore, it is vital that we are prepared ahead of time in the event of such a tragedy. The Director of Counseling Services for California Connections Academy Schools shall ensure that the schools have an action plan for responding to a suicide death as part of a general crisis response plan. One component would be the use of the Employee Assistance Plan already in place. The Suicide Death Response Action Plan (or Suicide Postvention Response Plan) should incorporate both immediate and long-term steps and objectives.

Areas to be addressed in the Suicide Postvention Response Plan are:

- Identify designated staff members and their roles
- Sharing of resources
- Identify students significantly affected by suicide death as well as students at risk of imitative behavior
- Notification of staff and families if appropriate
- Determination of what information can be disclosed and to whom
- Response to memorial requests, which should be handled in a thoughtful way with consideration of their impact on other students

- Consideration of media coverage if needed, including identifying a media spokesperson skilled to cover story without the use of explicit, graphic, or dramatic content (go to the Reporting on Suicide.Org Web site at www.reportingonsuicide.org). Research has proven that sensationalized media coverage can lead to contagious suicidal behaviors.
- Utilize and respond to social media and/or school based messaging outlets as needed:
 - Identify what platforms students are using to respond to suicide death
 - Identify/train staff and students to monitor social media outlets
 - Include long-term suicide postvention responses such as important dates, long term support for family members, close friends, teachers, and/or students of deceased, and long-term memorials and how they may impact students who are emotionally vulnerable and at risk of suicide.

APPENDIX 3: HOMELESS POLICY

California Connections Academy Schools

Homeless Education, Title X: McKinney-Vento Policy

Approved by Board of Directors on April 28, 2020

The Board of Directors recognizes the right of all students, including those who are homeless, to receive a free appropriate public education and to be given meaningful opportunities to succeed in schools. The network of California Connections Academy Schools (“The School”) will ensure that homeless children and youth are free from discrimination, segregation, and harassment.

Information regarding this policy, including the educational rights of homeless children and youth, will be available to all students upon enrollment in the Education Management System and at any school office location.

Definitions

The McKinney-Vento Act defines “homeless children and youth” as individuals who lack a fixed, regular, and adequate nighttime residence. The term includes children and youth who are:

- sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason (sometimes referred to as *doubled-up*);
- living in motels, hotels, trailer parks, or camping grounds due to lack of alternative adequate accommodations;
- living in emergency or transitional shelters;
- abandoned in hospitals;
- Children and youth who have a primary nighttime residence that is a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings;
- Children and youth who are living in cars, parks, public spaces, abandoned

buildings, substandard housing, bus or train stations, or similar settings;
and

- Migratory children who qualify as homeless because they are living in circumstances described above.

If a child or youth's living situation does not clearly fall into the situations described above, the school should refer to the McKinney-Vento definition of "fixed, regular and adequate nighttime residence" and consider the relative permanence of the living arrangements. Determinations of homelessness should be made on a case-by-case basis. Note that incarcerated children and youth and children and youth in foster care are *not* considered homeless.

Unaccompanied Youth means a youth not in the physical custody of a parent or guardian, who lack a fixed, regular, and adequate nighttime residence as defined above. The more general term youth also includes unaccompanied youth.

Enroll and *enrollment* means attending school and participating fully in all school activities.

Immediate means without delay.

School of Origin means the school that the child or youth attended when permanently housed or the school in which the child or youth was last enrolled.

Local Liaison is the staff person(s) designated by our School organization as the person(s) responsible for carrying out the duties assigned to the local homeless education liaison by the McKinney-Vento Homeless Assistance Act.

Identification

Homeless children and youth will be identified. Data will be collected on the number of enrolled students identified as homeless children; where they are living; their academic achievement (including state and local assessments); and the reasons for any enrollment delays, interruptions in their education, or school transfers.

School Selection

Each homeless child and youth has the right to remain at their school of origin or to attend any school that houses students who live in the attendance area or area of eligibility in which the child or youth is actually living. As a charter school, the School is a school of choice and eligibility of students to attend depends on student age and the county in which the student resides or has permanent residency. Therefore, in selecting a school, homeless children and youth will remain at their school of choice to the extent feasible, unless that is against the parent's or youth's wishes. Eligibility for homeless students enrolling for the first time in the school will be based on the location of the student at the time of enrollment. At the time of first enrollment, the student must be residing in a county served by one of the California Connections Academy schools. Once enrolled, students may remain at their school of choice the entire time they are in transition and until the end of any academic year in which they become permanently housed. This also applies if a child or youth loses their housing during the summer, in which case eligibility and continued enrollment is based on the location that was last documented for the student when they were deemed eligible to enroll. Homeless students who become permanently housed during the school year or during the summer before a school year starts will only be able to attend a California Connections Academy School at the start of that following school year if the location of the permanent housing is in a county served by one of the schools. Services that are required to be provided, including services under federal and other programs, will not be considered in determining feasibility. Because continued eligibility for homeless students is determined in accordance with federal law, the school will claim state pupil funding for any homeless student who decides to remain enrolled even if they are not residing in a county served by one of the California Connections Academy schools, but as long as they are still residing in the state of California. Continuing enrollment for homeless students is subject to state requirements regarding residence in the state of California.

Enrollment

The school shall immediately enroll the eligible homeless child or youth, even if the child or youth is unable to produce records normally required for enrollment, such as previous academic records, proof of residency, or other documentation. The Master Agreement is required by California law and will be collected as part of the application process. School staff will expedite collection of the Master Agreement so that it does not delay enrollment.

Transportation

Homeless children and youth will be provided with transportation services as the need arises and on a case-by-case basis if extraordinary barriers or circumstances exist that would otherwise impair the student's successful participation in academically required or meaningful opportunities.

Services

Students experiencing homelessness must be provided with services that are comparable to services offered to other students not experiencing homelessness. These services include educational programs or services such as programs for children with disabilities, programs for students with limited English proficiency, vocational education, and programs for gifted and talented students, for which a student experiencing homelessness meets the eligibility criteria. Homeless children and youth are automatically eligible for Title I, Part A services.

Training

The local liaison(s) will participate in, and share information with staff, regarding McKinney-Vento Title X requirements and sensitivity/awareness regarding homeless issues.

Coordination

A local liaison(s) will be appointed as the school's primary contact between homeless families, school personnel, and other service providers. The liaison is responsible for coordinating services to ensure that homeless students enroll in school and have an opportunity to succeed academically. The liaison(s) shall also collaborate and

coordinate as needed with the State Coordinator for the Education of Homeless Children and Youth, and community personnel who work with these students and their families.

Disputes

If there is a dispute regarding any issue covered in this policy, the student will have the rights of a homeless child or youth to all appropriate educational services, transportation, and Title I, Part A services while the dispute is pending. The school will provide the parent or unaccompanied youth with a written explanation of its decision regarding any dispute, and the right to appeal, and will refer the parent or unaccompanied youth to the appropriate local liaison immediately.

Such notice will be in language the parent or unaccompanied youth can understand, and include a summary of the dispute resolution process. Detailed dispute resolution procedures are included in the school's Homeless Education Procedures. Complaints about how the school is generally complying with or adhering to the legal requirements for homeless students are handled through the Uniform Complaint Procedures, found on the school website.

LEGAL REFERENCE:

- The McKinney-Vento Homeless Assistance Act, 42 U.S.C. Sections 11431-11436
- Title I, Part A of the Elementary and Secondary Education Act, 20 U.S.C. Sections 6311- 6315
- The Individuals with Disabilities Education Act, 20 U.S.C. Sections 1400 et. seq.
- Child Nutrition and WIC Reauthorization Act of 2004, 42 U.S.C. Sections 1751 et. seq.
- June 5, 1992 Policy and Administration for Children and Families of the U.S. Department of Health and Human Services.

ADOPTED as REVISED by the Board of Directors on: April 28, 2020

DRAFT

EXHIBIT B

Master Agreement

In this exhibit, we provide the following:

- Master Agreement (Sample)

2020-21 INDEPENDENT STUDY MASTER AGREEMENT

I. Educational Objectives

The major educational objectives are to:

1. Enable the student to keep current with his/her/their grade-specific studies.
2. Enable the student to successfully complete his/her/their assignments and meet assignment-specific objectives outlined in the school's curriculum, Master Agreement, the Educational Management System (Pearson Connexus), and the Personalized Learning Plan (PLP).

The student's work will be evaluated regularly by his/her/their teacher using the methods specified in this Master Agreement, Pearson Connexus, and the PLP. All parties agree to report to the teacher regularly, in accordance with the frequency, time, date, method, and location specified below. On reaching the objectives stated in this Master Agreement, the student in grades K–8 will be credited with having completed his/her/their assigned grade level. For a high school student in grades 9–12 who obtains the objectives of the Master Agreement, course credits will be earned in accordance with the student's course of study, for each course which is successfully completed. The course of study is a companion document to and incorporated by reference in this Master Agreement and is also included as part of each Monthly Assignment and Work Record.

II. Studies

Areas of grade-specific study provided include, but are not limited to: English/Language Arts, Mathematics, Science, History/Social Studies, Social Science, Physical Education, and other electives (electives to be confirmed on consultation with Supervising teacher or counselor). Any modifications to this full course of study will be documented in the Monthly Assignment and Work Record. The course of study and possible course credits for students in grades 9–12 will be available within two (2) weeks of the student's enrollment date and is incorporated by reference in and considered part of this Master Agreement as a companion document.

III. Regular Reports

Each student in every grade must communicate with a teacher at least once every two (2) weeks. In addition, parents/legal guardians (or their qualified designee) must communicate with their student's teacher(s) on a regular basis, with the frequency to be determined by the teacher based on the student's grade level and progress in the program. These required reports (also known as contacts) will occur in person, by phone, or via LiveLesson® real-time instructional sessions, at a mutually agreed upon time and date. Meetings are documented in Pearson Connexus Log Entries. The student and Learning Coach agree to report the student's attendance and lesson completion on a daily basis in the Pearson Connexus. The student and Learning Coach agree to submit student original work samples to the school by the stated school deadlines, typically once per month at a minimum. Work should be submitted through Pearson Connexus, via an online "drop box" or via email submission. On occasion, and with approval of the course teacher, work may be submitted via U.S. Mail, in person or via fax. Parents/guardians/caretakers will ensure their student participates in all assessments as required by the school program. Each student is required to take at least one (1) in person proctored academic test each year. Fulfillment of this requirement will be determined by school Administration and is a condition of enrollment in the program. The grade levels that will be administered in-person proctored tests will be determined annually at the discretion of the Administration.

IV. Methods of Evaluation

Student evaluation will incorporate a variety of methods that may include, but are not limited to: portfolio items, review of assignments by teachers and the Learning Coach, observation, teacher-made evaluations, online assessments, proctored exams, any other mailed or electronic work to be graded, and written and oral tests and quizzes. **Submission of original portfolio and original student work samples by the stated school deadlines is required to participate in the program.**

V. Methods of Study

Activities selected as a means to reach the objectives may include, but are not limited to: core curriculum materials, reading, independent research, essays, term papers, flash cards, illustrations, oral and written reports, demonstrations, participation, lesson exercises, games, comprehension questions, computer programs, field trips, simulations, discussions, note-taking, videos, and other educational activities. (Note: Assigned texts, lesson plans, and acceptable monthly-required work samples for students are found in the PLP, Pearson Connexus, and lesson manuals.)

VI. Resources

Resources include, but are not limited to: a Learning Coach, credentialed teacher support, Technical Support, Student Support Services, core curriculum, Pearson Connexus, lesson manuals, supplementary course material, and special education resources.

VII. Conditions of Independent Study

1. Independent study is an optional, educational alternative that the student voluntarily selects. Students who choose independent study must be offered the alternative of classroom instruction and must have the option of returning to the classroom at any time. Students who choose independent study have the alternative option of returning to a classroom-based instructional program in a school of their district of residence.
2. This independent study program is substantially equivalent in quantity and quality to classroom instruction. Students in the school have equality of rights and privileges with students in other public school programs. Students are entitled to school services and resources including, but not limited to: school staff, credentialed teachers, textbooks, supplementary materials, and the services and resources received by other students enrolled in our public school, as specified in the School Charter.
3. For students in grades K–12, no more than four (4) school weeks may elapse between when a teacher makes an assignment and the date by which the student must complete the assigned work (i.e., “Assignment Time”). Where special or extenuating circumstances exist, and this set time limit cannot be met, the grade level Administrator or designee may approve a period not to exceed an additional four (4) weeks. (Education Code 51747 (a))
4. As per Education Code 51747, the Board has determined that the following number of missed assignments will trigger an evaluation of whether it is in the best interests of the student to remain in Independent Study:
 - Missing two (2) consecutive contact appointments between the student and teacher
 - A “participation rate” of less than seventy percent (70%) in the school’s Educational Management System (Pearson Connexus) over a period of four (4) weeks
 - Failure to submit the required and assigned work samples, assessments and/or portfolio items for one (1) school month

The evaluation triggered by the missed assignments will be delivered to the parents and to the student, if the student is over eighteen (18) years of age. Written evaluation findings shall also be kept in the student’s school record. (Education Code 51747 (b)). The evaluation and written findings may be in electronic format. If the student fails to address the issues which led to the evaluation within one week of the delivery of the written evaluation, after prior written notice, the school may withdraw the student for non-compliance with the Master Agreement.

5. Any student with an Individualized Education Plan (IEP) may not participate in the Independent Study Program provided by California Connections Academy Schools unless the IEP specifically provides for that participation. (Education Code 51745(c)) Questions about a student’s IEP should be directed to the Director of Student Services.
6. A Master Agreement must be submitted for the full year the student is enrolled in this Independent Study School. Failure to complete and return a valid and signed Master Agreement will lead to withdrawal for non-compliance.
7. Parents/guardians of all high school students under the age of 18 have reviewed, understand, and agree to the course of study and possible course credits found in Pearson Connexus and which is incorporated by reference in and considered part of this Master Agreement.
8. Parents/guardians will ensure that their student participates in any testing required by the school, as well as any state-mandated standardized testing, unless exempted by law. The California state tests include the annual administration of:
 - a. State standardized testing for all students in any of the grade levels determined annually by the state of California.
 - b. Physical Fitness testing for all students in any of the grade levels determined annually by the state of California.
 - c. English language testing (the ELPAC) for students identified as English Language Learners in any grade, or initially for students whose primary language at home is not English.
 - d. Any other state testing as required by the State of California.
9. Parents/guardians have read, understand, and agree to be bound by all the rules and other provisions set out in the Parent/Learning Coach Agreement and the School Handbook in order to be enrolled in this Independent Study School. Any breach may result in a review of this Master Agreement and the student’s placement in this Independent Study School. The signature, including a digital signature, of the parent/guardian grants permission for the specified student to participate in Independent Study as outlined in this Master Agreement.

2020-21 INDEPENDENT STUDY MASTER AGREEMENT

Student Information

Legal Last Name		Legal First Name		Legal Middle Name	
<input type="checkbox"/> Male	<input type="checkbox"/> Female	<input type="checkbox"/> Non-Binary	2020-21		
Gender		Date of Birth	Grade for 2020-21 School Year		School Year
Street Address			County		
City			State	ZIP Code	
Home Phone		Work Phone	Mobile Phone		

Agreement to Terms

We have read, understand, and agree to all the Conditions of Independent Study detailed above and to the terms set forth in this Master Agreement, and we acknowledge that any violation may result in removal of the student from this Independent Study Program.

(NOTE: All signatures must be in original handwriting, including the student signature, regardless of the student's age. Typed or electronic signatures (because the origin cannot be verified) are not acceptable. California law requires the student to sign this agreement. If the student is unable to sign, contact Enrollment. A document with a missing student signature or missing dates is not valid. At least one parent, legal guardian, or legal caretaker must sign the parent section of the document for all students under the age of 18.)

Student Name (Last, First Middle)	Signature	Date
Parent/Guardian Name (Last, First Middle)	Signature	Date
Parent/Guardian Name (Last, First Middle)	Signature	Date
Designated Learning Coach Name (Last, First Middle) (if someone other than a parent/guardian has been designated)	Signature	Date
Other Name (Last, First Middle) (directly responsible for providing assistance to the student)	Signature	Date

Internal Use Only:	Date Agreement Begins:	Date Agreement Ends:
California Connections Academy School: (Check one): <input type="checkbox"/> SoCal <input type="checkbox"/> Central Coast <input type="checkbox"/> Central (Valley) <input type="checkbox"/> Monterey Bay <input type="checkbox"/> North Bay <input type="checkbox"/> Ripon		
Supervising Teacher Name (Last, First Middle)	Signature	Date

EXHIBIT C

Parent/Legal Guardian (Caretaker) Acknowledgement (Sample)

In this exhibit, we provide the following:

- 2020-2021 Parent/Legal Guardian (Caretaker) Acknowledgement (PLCA) (Sample)

Parent/Legal Guardian (Caretaker) Acknowledgement (California)

The following should appear in the contextual help with links to the documents.

Please review the following documents that contain important information.

- 2020-21 Regulatory Program Description
- 2020-21 School Handbook: General Portion
- 2020-21 School-Specific Handbook Supplement
- Technology Information

Conditions of Attending California Connections Academy

Please review the following as it relates to conditions of your student attending California Connections Academy.

Documentation Acknowledgement

Please review the following as it relates to being provided access to important school documents.

- I hereby confirm that I have been provided access to the 2020-2021 School Handbook and State Specific Handbook Supplement. I understand that my student and I are bound by the terms of both portions of the School Handbook.
- I understand that my student and I are bound by the terms of the Master Agreement.
- I have read and understand the Regulatory Program Description including information about the need for adult supervision for students.
- I understand that the current Parent/Legal Guardian (Caretaker) Acknowledgement on file remains enforceable throughout the duration of my student's enrollment (including re-enrollments) until such time as a new Parent/Legal (Caretaker) Acknowledgment is submitted and accepted. I also understand that, to the extent that the terms and conditions are modified in the future, I agree to be subject to the most current modified version.

Caretaker/Learning Coach Responsibilities

Please review the following list of responsibilities associated with being the Caretaker (legal decision maker) and Learning Coach, including but not limited to:

- I understand I have certain responsibilities in my role as a Learning Coach, including monitoring student work, contacts with school staff, marking student attendance daily, etc.
- I acknowledge that my role as a Learning Coach does not make me an employee, contractor, agent, official, teacher, representative, or affiliate of my student's school.
- I acknowledge that I am not entitled to receive benefits or compensation from California Online Public Schools or Connections Academy in my capacity as a Learning Coach.

Parent/Legal Guardian (Caretaker) Acknowledgement (California)

- I acknowledge that the school has no responsibility for my activities or actions.
- I understand that I am responsible for reviewing family and enrollment information, and I will notify the school immediately of any errors or changes.
- I confirm that there is no current court order that restricts my access to the student's educational records or my decision-making authority with regard to my student.
- I understand that it is my responsibility to provide any court order that affects the status of the rights of any parent or legal guardian in any way. California Connections Academy is not responsible to make any changes related to any parent's or legal guardian's access to my student's educational records or Pearson Connexus account until such information is provided and verified.

Student Responsibilities

Please review the following list of responsibilities associated with being the student, including but not limited to:

- I understand that my student must adhere to the conditions of the Master Agreement regarding participation in the program, including bi-weekly synchronous contacts with a teacher, daily lesson completion, submission of work, etc.
- I understand that as a public-school student, my student is required to attend any mandatory state testing in person. I am confirming that I am able to provide transportation to and from the state testing location, and in the event that I am unable to do so, I will notify the state testing team.

Pearson Connexus

Pearson Connexus, our online learning portal, contains nearly all of the tools and resources that you and your student will use for school. The following items are related to the guidelines for Pearson Connexus use.

- I agree to comply with all applicable Connections Academy and school policies, terms, and conditions with regard to my access to Pearson Connexus.
- I will not use Pearson Connexus in a manner that creates a hostile environment by harassing, threatening, intimidating, degrading, or abusing any Pearson Connexus user.
- I agree to access Pearson Connexus solely for the purpose for which it is intended.
- I understand that Pearson Connexus contains personally identifiable information, including "student educational records". Connections Academy protects this information in accordance with the Family Educational Rights and Privacy Act ("FERPA") and applicable state laws. These records may be accessible by third parties such as service providers, content partners or vendors as necessary to perform tasks for which they have been engaged. These third parties are required to maintain the

Parent/Legal Guardian (Caretaker) Acknowledgement (California)

confidentiality of such information and to use and disclose it only for the work they are performing for us, or as permitted by law.

Hardware

You and your student will need regular computer and Internet access for school. The following items are related to the equipment you and your student use.

- If I use my own equipment, I verify that my computer meets all minimum requirements for hardware and software as specified in the School Handbook and on the school's technology web page.
- I agree that I am financially responsible for all school property my child receives and that I will safeguard it and return it promptly when requested to do so by the school or I will reimburse the school for any replacement costs if I fail to return the school's equipment.
- I understand that upon completion of this confirmation, my student's learning materials will ship within 3-4 business days and take approximately 3-4 days of transit time depending on my location. In addition, an adult should be home to receive the shipment. Once the materials are shipped, a confirmation will be sent to the email address on file from 'connectionseducation@pearson.com'.

Attending California Connections Academy

- Once I complete this confirmation, my student will have completed the registration process and will attend California Connections Academy as a full-time, public school student.
- I must officially withdraw my student from his or her previous publicly funded school effective as of the first day of attendance at California Connections Academy. Simultaneous full time enrollment and/or attendance in two schools is not allowed.
- I acknowledge that my student's eligibility to attend is based on my residency within the eligibility boundaries of the school. If I move I will contact the school and provide my new address. If I permanently move out of the eligibility area during the school year, I may either have to transfer to a different California Connections Academy school or I understand I may need to withdraw and find an alternative school for my student. If my student is temporarily located in a different address from the one used to establish residency, I understand that I must use the school's processes as laid out in the School Handbook and State Specific Handbook Supplement, and must receive approval prior to the temporary relocation.

Signature of Parent/Legal Guardian or Emancipated Minor

Parent/Legal Guardian (Caretaker) Acknowledgement (California)

By entering your name below, you are stating that you have the legal authority to make educational decisions on behalf of the student you are registering and agree to the conditions listed above.

Please type your name: *(Textbox)*

Please enter today's date: *(Date field)*

SAMPLE

EXHIBIT D

California Online Public Schools (CalOPS) Documents

In this exhibit, we provide the following:

- Articles of Incorporation
- CalOPS Bylaws
- IRS Determination Letter
- Conflict of Interest Code

NCTO

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2595016

FILED
Secretary of State
State of California

AUG 28 2018

AMENDED AND RESTATED
ARTICLES OF INCORPORATION
OF

ALPAUGH ACADEMIES

A California Nonprofit Public Benefit Corporation

The undersigned hereby certify that:

1. They are the president and the secretary, respectively, of Alpaugh Academies, a California nonprofit public benefit corporation.
2. The articles of incorporation of the corporation are amended and restated to read as follows:

I. CORPORATE NAME

The name of the corporation is California Online Public Schools.

II. CORPORATE PURPOSES

A. This corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public and charitable purposes.

B. The specific purposes of this corporation are:

- (1) to operate, support, benefit, and promote one or more California public charter schools ("CalCA Public Charter Schools");
- (2) to manage, enhance, improve, disseminate, administer, guide and direct the CalCA Model and its use by the CalCA Public Charter Schools;
- (3) to establish, manage, administer, guide and direct CalCA Public Charter Schools that provide education based on the CalCA Model; and
- (4) to perform and undertake any and all activities and functions, including soliciting contributions of money and property from the general public, as may be proper in connection with this corporation's general and specific purposes.

III. LIMITATION ON CORPORATE ACTIVITIES

A. This corporation is organized and operated exclusively for public and charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended.

B. No substantial part of the activities of this corporation shall consist of carrying on propaganda, or otherwise attempting to influence legislation, and this corporation shall not participate or intervene in any political campaign (including publishing or distribution of statements) on behalf of any candidate for public office.

C. Notwithstanding any other provision of these Articles, the corporation shall not carry on any other activities not permitted to be carried on by (i) a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code (or the corresponding provision of any future United States Internal Revenue Law); or (ii) a corporation contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code (or the corresponding provision of any future United States Internal Revenue Law).

IV. DEDICATION AND DISSOLUTION

A. The property of this corporation is irrevocably dedicated to public and charitable purposes and no part of the net income or assets of this corporation shall ever inure to the benefit of any director, officer or member hereof or to the benefit of any private person.

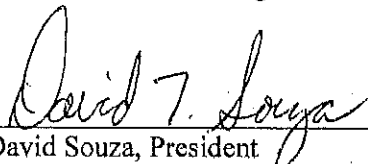
B. Upon the dissolution or winding up of this corporation, after paying or adequately providing for the corporation's debts and obligations, its remaining assets shall be distributed to a California public entity engaged in education and/or a nonprofit fund, foundation or corporation which is organized and operated exclusively for charitable purposes, and which has established its tax-exempt status under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, and under Section 23701d of the California Revenue and Taxation Code.

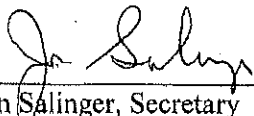
3. The foregoing amended and restated articles of incorporation have been duly approved by the corporation's board of directors.

4. The corporation has no members.

We further declare under penalty of perjury under the laws of the State of California that the matters set forth in this certificate are true and correct of their own knowledge.

Dated: May 30, 2018


David Souza, President


Jon Salinger, Secretary

DRAFT



I hereby certify that the foregoing
transcript of 2 page(s)
is a full, true and correct copy of the
original record in the custody of the
California Secretary of State's office.

AUG 29 2018

[Signature]

Date: _____

[Signature]

ALEX PADILLA, 644 of 738 State

REVISED AND RESTATED BYLAWS

OF

CALIFORNIA ONLINE PUBLIC SCHOOLS

(formerly known as ALPAUGH ACADEMIES)

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**BYLAWS
OF
CALIFORNIA ONLINE PUBLIC SCHOOLS**

**ARTICLE 1
OFFICES**

Section.1 1 Principal Office. The corporation's principal office shall be located at 33272 Valle Rd, San Juan Capistrano, CA 92675. The Board of Directors ("Board") is granted full power and authority to change the principal office from one location to another within California.

Section.1 2 Other Offices. The Board may at any time establish branch or subordinate offices at any place or places where the corporation is qualified to conduct its activities.

**ARTICLE 2
PURPOSES**

Section.2 1 Description In Articles. The corporation's specific and general purposes are described in its Articles of Incorporation.

**ARTICLE 3
MEMBERSHIP**

Section.3 1 No Members. Unless and until these bylaws are amended to provide otherwise, this corporation shall have no statutory members, as the term "member" is defined in Section 5056 of the California Nonprofit Corporation Law. Any action which would otherwise by law require approval by a majority of all members or approval by the members shall require only approval of the Board. All rights which would otherwise by law vest in the members shall rest in the Board.

Section.3 2 Associates. Nothing in this Article 3 shall be construed as limiting the right of the corporation to refer to persons associated with it as "members" even though such persons are not members, and no such reference by the corporation shall render anyone a member within the meaning of Section 5056 of the California Nonprofit Corporation Law, including honorary or donor members. Such individuals may originate and take part in the discussion of any subject that may properly come before any meeting of the Board, but may not vote. The corporation may confer, by amendment of its Articles of Incorporation or of these Bylaws some or all of the rights of a member, as set forth in the California Nonprofit Corporation Law, upon any person who does not have the right to vote for the election of directors, on a disposition of substantially all of the assets of the corporation, on a merger or dissolution of it, or on changes to its Articles of Incorporation or Bylaws, but no such person shall be a member within the meaning of said Section 5056. The Board may also, in its discretion, without establishing memberships, establish an advisory council or honorary board or such other auxiliary groups as it deems appropriate to advise and support the corporation.

ARTICLE 4 DIRECTORS

Section.4 1 Powers. Subject to the limitations of the California Nonprofit Public Benefit Corporation Law, the corporation's Articles of Incorporation and these Bylaws, and such local public agency laws as may be applicable to the corporation, the corporation's activities and affairs shall be conducted and all corporate powers shall be exercised by or under the direction of the Board. The Board may delegate the management of the corporation's activities to any person(s), management company or committees, however composed, provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board. Without prejudice to its general powers, but subject to the same limitations, it is hereby expressly declared that the Board shall have the following powers in addition to any other powers enumerated in these Bylaws and permitted by law:

- a. To select and remove officers, agents and employees of the corporation; to prescribe powers and duties for them which are not inconsistent with law, the corporation's Articles of Incorporation or these Bylaws; to fix their compensation; and to require security from them for faithful service;
- b. To conduct, manage and control the affairs and activities of the corporation and to make such rules and regulations therefor as are consistent with law, the corporation's Articles of Incorporation or these Bylaws, as they may deem best;
- c. To adopt, make and use a corporate seal and to alter the form of the seal from time to time as they may deem best;
- d. To borrow money and incur indebtedness for the corporation's purposes, and to cause to be executed and delivered therefor, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations and other evidences of debt and securities therefore;
- e. To carry on a business and apply any profit that results from such business activity to any activity that it may lawfully engage in;
- f. To act as trustee under any trust incidental to the principal object of the corporation, and receive, hold, administer, exchange and expend funds and property subject to such trust;
- g. To acquire by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of real and personal property;
- h. To assume any obligations, enter into any contracts or other instruments, and do any and all other things incidental or expedient to the attainment of any corporate purpose; and

i. To carry out such duties as are described in any charter or charters authorizing the corporation's operation of one or more charter schools pursuant to the Charter Schools Act of 1992, Education Code Section 47600 *et seq.*

No assignment, referral or delegation of authority by the Board or anyone acting under such delegation shall preclude the Board from exercising full authority over the conduct of the corporation's activities, and the Board may rescind any such assignment, referral or delegation at any time.

Section.4 2 Number of Directors. The authorized number of directors shall be not less than five (5) or more than fifteen (15), unless changed by a duly adopted amendment to this provision. The exact number of directors shall be fixed within these limits by a resolution of the Board.

Section.4 3 Qualifications of Directors.

a. The qualifications for directors are generally the ability to attend Board meetings, a willingness to actively support and promote the corporation and its multi-site charter schools, and a dedication to its educational endeavors; provided that any school authorizers who authorize a school operated by the corporation, may, but are not obligated to, appoint a member to the Board.

b. The Board of Directors shall endeavor to appoint at least one (1) Director in the following categories, where one (1) Director may satisfy multiple categories:

1. A parent or guardian of one or more current or former student(s) who is/are/were enrolled in a charter school operated by the corporation.
2. An individual currently employed in the area of education, such as either a teacher, administrator, a college instructor, etc., or an individual who has served in those capacities or who otherwise has expertise in education, as determined at the discretion of the Board of Directors.
3. A generally recognized community leader in the area served by the school(s) operated by the corporation, as determined in the discretion of the Board of Directors.
4. A representative of each charter school operated by the corporation, such as someone who resides in the local area and/or a county served by that charter school.

c. Any School District sponsoring a charter school operated by the corporation shall be entitled to elect or appoint a single member of the Board of Directors.

Section.4 4 Appointment and Term of Office.

a. Directors shall be selected at an annual meeting of the Board by a majority of the directors holding office as of the date of such meeting and shall take office at the end of the annual meeting at which he or she is elected.

Directors shall hold office for a term of three (3) years, or until a successor has been appointed. Directors shall be classified with respect to the time for which they shall hold office by dividing them into three (3) classes, each class to consist of, as nearly as possible, an equal number of directors. The directors of the first class shall hold office for an initial term of one (1) year, and the directors of the second class for an initial term of two (2) years, and the directors of the third class for an initial term of three (3) years. At the close of each Annual Meeting of this corporation, the successors to the class of directors whose terms expire that year shall commence to hold office for a term of three (3) years, or until their successors have been elected and qualified. In the event of an increase in the number of directors, the remaining directors shall assign the newly created directorship(s) to the appropriate class or classes so that the three (3) classes shall continue to consist of, as nearly as possible, an equal number of directors.

Section.4 5 Director Approval of Certain Corporate Actions.

The Board must approve the following actions:

- a. the annual budget of the corporation;
- b. any non-budgeted expenditures of the corporation over \$25,000;
- c. any initial contract for the establishment or operation of, or licensing of rights to, a charter school;
- d. the removal of directors without cause pursuant to Section 5222 of the California Corporations Code;
- e. the approval of the sale, lease, conveyance, exchange, transfer, or other disposition of all or substantially all of the assets of the corporation;
- f. the approval of the principal terms of a merger of the corporation with another organization;
- g. the approval of the filing of a petition for the involuntary dissolution of the corporation if statutory grounds for such a dissolution exist;
- h. the approval of the voluntary dissolution of the corporation or the revocation of such an election to dissolve it; and
- i. the approval of any borrowing of money.

Section.4 6 Resignation and Removal. Subject to the provisions of Section 5226 of the California Nonprofit Public Benefit Corporation Law, any director may resign effective upon giving written notice to the President, the Secretary, or the Board, unless the notice specifies a

later time for the effectiveness of such resignation. If the resignation is effective at a future time, a successor may be selected before such time, to take office when the resignation becomes effective.

Section.4 7 Vacancies.

a. A vacancy on the Board shall be deemed to exist if a director dies, resigns, or is removed, or if the authorized number of directors is increased.

b. The Board may declare vacant the office of any director who has been declared of unsound mind by a final order of court, convicted of a felony, or found by a final order or judgment of any court to have breached any duty arising under Article 3 of Chapter 2 of the California Nonprofit Public Benefit Corporation Law.

c. Vacancies on the Board shall be filled by the vote of a majority of directors then in office. Each director so selected shall hold office until the expiration of the term of the replaced director and until a successor has been appointed.

d. No reduction of the authorized number of directors shall have the effect of removing any director prior to the expiration of the director's term of office.

Section.4 8 Place of Meeting. Meetings of the Board shall be held at the principal office of the corporation or at any other place(s) within the State of California designated in the notice of the meeting or, if there is no notice, at such place as has been designated from time to time by resolution of the Board.

Section.4 9 Meetings; Annual Meeting. The Board shall hold an annual meeting for the purpose of organization, appointment of officers and the transaction of other business. Such meeting shall be held at a time, date and place as may be specified and noticed by resolution of the Board. Notwithstanding any other provision of these Bylaws, to the extent required by law or by charter, or contract, all meetings (regular and special) of the Board and its committees shall be called, noticed, and held in compliance with the provisions of the Ralph M. Brown Act (California Government Code Sections 54950 *et seq.*) ("Brown Act").

Section.4 10 Regular Meetings. Regular meetings of the Board, including annual meetings, shall be held with notice given pursuant to the Brown Act, on such dates and at such times and places as may be fixed from time to time by the Board.

Section.4 11 Special Meetings. Special meetings of the Board for any purpose(s) may be called at any time by the president, the secretary or any two directors, and shall be held with public notice given pursuant to the Brown Act. The party calling such special meeting shall determine the place, date and time thereof.

Section.4 12 Notice of Special Meetings.

a. Special meetings of the Board may be held only after each director has received four (4) days' prior notice by first-class mail or forty-eight (48) hours' notice delivered personally or by telephone, including a voice messaging system or other system or technology

designed to record and communicate messages, telegraph, facsimile, electronic mail, or other electronic means, provided that such notice otherwise complies with the Brown Act.

b. Any such notice shall be addressed or delivered to each director at the director's address (or telephone or facsimile number, or electronic mail address, as applicable) as it is shown on the records of the corporation or as may have been given to the corporation by the director for purposes of notice or, if an address is not shown on the corporation's records or is not readily ascertainable, at the place at which the meetings of the directors are regularly held.

c. Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.

d. The notice of special meeting shall state the time of the meeting, and the place if the place is other than the principal office of the corporation, and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

Section.4 13 Quorum. A majority of the voting Directors then in office shall constitute a quorum, and every act or decision done or made by a majority of the voting directors present at a meeting duly held at which a quorum is present is an act of the Board. A meeting at which a quorum is initially present may continue to transact business notwithstanding the withdrawal of directors, if any action taken is approved by at least a majority of the required quorum for such meeting. Directors may not vote by proxy.

Section.4 14 Participation in Meetings By Conference Telephone and Electronic Video. Except as otherwise may be provided in the Brown Act, members of the Board may participate in a meeting through the use of conference telephone, electronic video screen communication, or other communications equipment, so long as all Directors participating in such meeting can hear one another. Participation in a meeting through use of conference telephone constitutes presence in person at such meeting. Participation in a meeting through use of electronic video screen communication or other communications equipment (other than conference telephone) constitutes presence in person at that meeting if (i) each member participating can communicate with all other members concurrently, (ii) each member is provided the means of participating in all matters before the Board including, without limitation, the capacity to propose, or to interpose an objection to, specific action to be taken, and (iii) the corporation has adopted and implemented some means of verifying both that the person participating in the meeting is a director or other person entitled to participate in the meeting and that all actions of, or votes by, the Board are taken or cast only by the directors and not by persons who are not directors.

Section.4 15 Waiver of Notice. Except as otherwise may be provided in the Brown Act, notice of a meeting need not be given to any director who signs a waiver of notice or a written consent to holding the meeting or an approval of the minutes thereof, whether before or after the meeting, or who attends the meeting without protesting the lack of notice to such director prior thereto or at its commencement. All such waivers, consents, and approvals shall be filed with the corporate records or made a part of the minutes of the meetings.

Section.4 16 Adjournment. A majority of the directors present, whether or not a quorum is present, may adjourn any directors meeting to another time or place. If a meeting is adjourned for more than twenty-four (24) hours, notice of such adjournment to another time or place shall be given, prior to the time schedule for the continuation of the meeting, to the directors who were not present at the time of the adjournment.

Section.4 17 Action Without Meeting. Except as otherwise required pursuant to the Brown Act, any action required or permitted to be taken by the Board under any provision of the Nonprofit Public Benefit Corporation Law may be taken without a meeting if all members of the Board shall individually or collectively consent in writing to such action. Such consent(s) shall be filed with the minutes of the proceedings of the Board and shall have the same force and effect as a unanimous vote of such directors. For purposes of this section only, the phrase “all members of the Board” shall not include any “interested persons” as defined in Section 4.20.

Section.4 18 Rights of Inspection. Subject to applicable federal and state laws regarding student confidentiality, every director shall have the absolute right at any reasonable time to inspect and copy all books, records, and documents of every kind and to inspect the corporation’s physical properties. Such inspection may be made in person or by an agent or attorney, and shall include the right to make photocopies and extracts.

Section.4 19 Fees and Compensation. Directors and members of committees shall not receive any compensation for their services; however, the Board may approve reimbursement of a director’s actual and necessary expenses incurred in the conduct of the corporation’s business. The corporation may carry liability insurance respecting the conduct of the corporation’s business by the directors. Subject to Section 4.20 of this Article 4, nothing herein shall preclude a director from serving the corporation in any other capacity, including, but not limited to, as an officer, agent, or employee of the corporation and receiving compensation for such service.

Section.4 20 Restriction on Interested Directors.

Not more than forty-nine percent (49%) of the directors serving on the Board may be “interested persons.” An “interested person” is (a) any person compensated by the corporation for services rendered to it within the previous twelve (12) months whether as a full- or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as director, and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law or father-in-law of any such person. However, any violation of the provisions of this Section shall not affect the validity or enforceability of any transaction entered into by the corporation.

Section.4 21 Standard of Care.

a. A director shall perform the duties of a director, including duties as a member of any committee of the Board upon which the director may serve, in good faith, in a manner such director believes to be in the best interests of the corporation and with such care, including reasonable inquiry, as an ordinarily prudent person in a like position would use under similar circumstances.

b. In performing the duties of a director, a director shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, in each case prepared or presented by:

1. One or more of the corporation's officers or employees whom the director believes to be reliable and competent in the matters presented;

2. Legal counsel, independent accountants or other persons as to matters which the director believes to be within such person's professional or expert competence; or

3. A committee of the Board upon which the director does not serve, as to matters within its designated authority, provided the director believes merits confidence and the director acts in good faith, after reasonable inquiry when the need therefor is indicated by the circumstances and without knowledge that would cause such reliance to be unwarranted.

Section.4 22 Property Rights. No director shall have any right or interest in any of the corporation's property or assets.

Section.4 23 Non-liability of Directors. Except as required by the California Nonprofit Public Benefit Corporation Law, no director shall be personally liable for the debts, liabilities or other obligations of this corporation.

Section.4 24 General Public Agency Prohibitions Governing Certain Transactions. Notwithstanding the foregoing Sections, nothing in this Article 4 shall be construed to authorize any transaction otherwise prohibited by California Government Code Sections 81000 et seq., or other applicable laws.

Section.4 25 Common Directorships. Pursuant to Section 5234 of the California Nonprofit Public Benefit Corporation Law, the corporation shall not be a party to a transaction with another corporation, firm or association in which one or more of its directors is also a director or are directors ("Overlapping Director(s)") unless, prior to entering into the transaction, after full disclosure to the Board of all material facts as to the proposed transaction and the Overlapping Directors overlapping directorship, the Board finds that the transaction is just and reasonable as the corporation and authorizes, approves or ratifies the transaction in good faith by a vote of the Directors then in office sufficient without including the vote of the Overlapping Director. This provision does not apply to transactions covered by Section 5233 of the California Nonprofit Public Benefit Corporation Law.

ARTICLE 5 OFFICERS

Section.5 1 Officers. The officers of the corporation shall be a president, one or more vice presidents, a secretary, and a chief financial officer. The corporation may also have, at the discretion of the Board, one or more assistant secretaries, one or more assistant treasurers, and such other officers as may be elected or appointed by the Board. Any number of offices may be held by the same person, except that neither the secretary nor the treasurer may serve concurrently as the president.

Section.5 2 Appointment of Officers. The corporation's officers, except such officers as may be appointed in accordance with the provisions of Section as otherwise specified in Sections 5.3 or 5.6 of this Article, shall be chosen at an annual meeting by, and shall serve at the pleasure of, the Board, and shall hold their respective offices until their resignation, removal, or other disqualification from service, or until their respective successors shall be appointed.

Section.5 3 Subordinate Officers. The Board may appoint and may empower the president to appoint such other officers as the business of the corporation may require, each of whom shall hold office for such period, have such authority, and perform such duties as are provided in the bylaws or as the Board may from time to time determine.

Section.5 4 Removal. Any officer may be removed, either with or without cause, by the Board at any time. In the case of an officer appointed by the President, the President shall also have the power of removal. Any such removal shall be without prejudice to the rights, if any, of the officer under any contract of employment.

Section.5 5 Resignation. Any officer may resign at any time by giving written notice to the Board, but without prejudice to the rights, if any, of the corporation under any contract to which the officer is a party. Any such resignation shall take effect at the date of the receipt of such notice or at any later time specified therein, and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective.

Section.5 6 Vacancies. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause, shall be filled in the manner prescribed in the Bylaws for regular election or appointment to such office, provided that such vacancies shall be filled as they occur and not on an annual basis.

Section.5 7 President. The president is the chief executive officer of the corporation and has, subject to the control of the Board, general supervision, direction and control of the business and affairs of the corporation. The President shall preside at all meetings of the Board. The president has the general management powers and duties usually vested in the office of president of a corporation, as well as such other powers and duties as may be prescribed from time to time by the Board. The president shall be an ex officio voting member of each Board committee.

Section.5 8 Vice President. In the absence or disability of the president, vice president (or if more than one (1) vice president is appointed, in order of their rank as fixed by the Board or if not ranked, the vice president designated by the Board) shall perform all the duties of the

president and when so acting shall have all the powers of, and be subject to all of the restrictions upon, the President. The vice presidents shall have such other powers and perform such other duties as from time to time may be prescribed by the Board.

Section.5 9 Secretary. The secretary shall keep or cause to be kept, at the principal office or such other place as the Board may order, a book of minutes of all meeting of the Board and its committees, with the time and place of holding, whether regular or special, and if special, how authorized, the notice thereof given, the names of those present and absent, and the proceedings thereof. The Secretary shall keep, or cause to be kept, at the principal office in the State of California, the original or a copy of the corporation's Articles of Incorporation and Bylaws, as amended to date, and a register showing the names of all directors and their respective addresses. The secretary shall keep the seal of the corporation and shall affix the same on such papers and instruments as may be required in the regular course of business, but failure to affix it shall not affect the validity of any instrument.

The secretary shall give, or cause to be given, notice of all the meetings of the Board required by these Bylaws or by law to be given, and shall distribute the minutes of meetings of the Board to all members promptly after the meetings. The Secretary shall see that all reports, statements and other documents required by law are properly kept or filed, except to the extent the same are to be kept or filed by the treasurer. In general, the Secretary shall have such other powers and perform such other duties as may be prescribed from time to time by the Board.

Section.5 10 Chief Financial Officer. The chief financial officer shall keep and maintain or cause to be kept and maintained adequate and correct accounts of the properties and business transactions of the corporation, including accounts of its assets, liabilities, receipts, disbursements, gains and losses. The books of account shall at all times be open to inspection by any director.

The chief financial officer shall deposit or cause to be deposited all monies and other valuables in the name and to the credit of the corporation in such depositories as may be designated from time to time by the Board. The chief financial officer shall disburse the funds of the corporation as shall be ordered by the Board, shall render to the President and the directors, upon request, an account of all transactions as chief financial officer and of the corporation's financial condition. The chief financial officer shall present to the Board at all regular meetings an operating statement and report since the last preceding regular meeting of the Board. The chief financial officer shall have such other powers and perform such other duties as may be prescribed from time to time by the Board.

ARTICLE 6 COMMITTEES

Section.6 1 Board Committees. The Board may, by resolution, create one or more standing or *ad hoc* committees, each consisting of at least two (2) members of the Board, to serve at the Board's pleasure. Appointments to such Board committees shall be by majority vote of the Directors then in office, and the chairs of such Board committees shall be appointed by the President. The Board may appoint, in the same manner, alternate members to a committee who may replace any absent member at any meeting of the committee. Unless otherwise provided in

these Bylaws or by the laws of the State of California, each committee shall have all of the Board's authority to the extent delegated by the Board, except that no committee, regardless of Board resolution, may:

- a. Fill vacancies on the Board or on any committee which has the authority of the Board;
- b. Fix the compensation, if any, of the directors for serving on the Board or on any committee;
- c. Amend or repeal the Bylaws or adopt new bylaws;
- d. Amend or repeal any resolution of the Board which by its express terms is not so amendable or repealable;
- e. Appoint any other committees of the Board or the members thereof;
- f. Spend corporate funds to support a nominee or applicant for director; or
- g. Approve any self-dealing transaction as such transactions are defined in Section 5233(a) of the California Nonprofit Public Benefit Corporation Law, except as permitted under Section 7.4 of Article 7.

Section.6 2 Meetings and Action of Board Committees. Meetings and actions of Board committees shall be governed by, and held and taken in accordance with, the provisions of Article 4 of these Bylaws concerning meetings of the Board, and such changes in the context of those provisions as are necessary to substitute the committee and its members for the Board and its members, except that the time or regular meetings of the committees may be determined either by resolution of the Board or by resolution of the committee. Special meetings of committees may also be called by resolution of the Board. Notice of special meetings of Board committees shall also be given to any and all alternate members who shall have the right to attend all meetings of the committee and public notice shall be given pursuant to the Brown Act. The Board may adopt rules for the government of any board committee not inconsistent with the provisions of these Bylaws. Minutes shall be kept of each meeting of each committee.

Section.6 3 Executive Committee. The Executive Committee, if created, shall be a Board-appointed committee. When the Board is not in session, the Executive Committee shall have the power and authority of the Board to transact the corporation's regular business, subject to any prior limitation imposed by law, the board, or these Bylaws. The Executive Committee shall report to the Board at the next Board meeting all actions taken.

Section.6 4 Other Committees.

- a. The president, subject to the limitations imposed by the Board, or the Board itself, may create other committees, either standing or special, to serve the Board which do not have the powers of the Board. The president, with the approval of the Board, shall appoint members to serve on such committees, and shall designate the chair for such committees. If a director is on a committee, he or she shall be the chair. Each member of a committee shall

continue as such until the next annual election of officers and until his or her successor is appointed, unless the member sooner resigns or is removed from the committee.

b. Meetings of a committee may be called by the president, the chair of the committee or a majority of the committee's voting members. Each committee shall meet as often as is necessary to perform its duties. Notice of a meeting of a committee may be given at any time and in any manner reasonably designed to inform the committee members of the time and place of the meeting. A majority of the voting members of a committee shall constitute a quorum for the transaction of business at any meeting of the committee. Each committee may keep minutes of its proceedings and shall report periodically to the Board. A committee may take action by majority vote.

c. Any member of a committee may resign at any time by giving written notice to the president. Such resignation, which may or may not be made contingent upon formal acceptance, shall take effect upon the date of receipt or at any later time specified in the notice. The president may, with prior approval of the Board, remove any appointed member of a committee.

d. A vacancy in any committee or any increase in membership thereof shall be filled for the unexpired portion of the term by the president with approval of the Board.

ARTICLE 7 SELF-DEALING TRANSACTIONS

Section.7 1 Definition. Self-dealing transaction means a transaction to which the corporation is a party and in which one or more of the directors ("interested director(s)") has a material financial interest and does not meet the requirements of Section 7.2 below, except that the following will not be deemed a self-dealing transaction, but are subject to the general standard of care by the board:

a. An action by the Board fixing the compensation of a director as a director or officer of the corporation.

b. A transaction that is part of a public or charitable program of the corporation if the transaction is (1) approved or authorized by the corporation in good faith and without unjustified favoritism, and (2) results in a benefit to one or more directors or their families because they are in a class of persons intended to be benefited by the public or charitable program.

c. A transaction of which the interested directors have no actual knowledge, and which does not exceed the lesser of one percent (1%) of the corporation's gross receipts for the preceding fiscal year or One Hundred Thousand Dollars (\$100,000).

Section.7 2 Action of the Board. If a transaction is thought to be a self-dealing transaction, the interested director has the burden of showing the following to sustain validity of it:

a. Prior to consummating the transaction or any part thereof, the Board authorized or approved the transaction in good faith by vote of a majority of the directors then in office without counting the vote of the interested director(s), and with knowledge of the material facts concerning the transaction and the interested director's interest in the transaction. Except as provided in Section 7.4 below, action by a committee of the Board will not satisfy this requirement.

b. That either:

1. Prior to authorizing or approving the transaction, the Board considered and in good faith determined after reasonable investigation under the circumstances that the corporation could not have obtained a more advantageous arrangement with reasonable effort under the circumstances, or

2. The corporation in fact could not have obtained a more advantageous arrangement with reasonable effort under the circumstances.

c. The corporation entered into the transaction for its own benefit;

d. The transaction was fair and reasonable as to the corporation at the time the corporation entered into the transaction.

Section.7 3 Interested Director's Vote. In determining whether the Board had validly met to authorize or approve a self-dealing transaction, interested directors may be counted to determine the presence of a quorum, but an interested director's vote may not be counted toward the required majority for such authorization, approval or ratification.

Section.7 4 Committee Approval. A Board committee may approve a self-dealing transaction in a manner consistent with the standards prescribed for approval by the Board if it was not reasonably practical to obtain approval of the Board prior to entering into the transaction and the Board determines in good faith that the committee met the same requirements the Board would have had to meet in approving the transaction and the Board ratifies the transaction at its next meeting by a vote of a majority of the directors then in office without counting the vote of the interested director or directors.

Section.7 5 Prior Approval by the Attorney General. Remedies specified in the California Nonprofit Public Benefit Corporation Law for an improper self-dealing transaction are not available if the Attorney General of the State of California approves the transaction before its consummation. The corporation may seek the approval of the Attorney General by application setting forth all relevant and material facts.

Section.7 6 Persons Liable and Extent of Liability. If a self-dealing transaction has not been approved as provided above, the interested director(s) may be required to do such things and pay such damages as a court may provide as an equitable and fair remedy to the corporation, taking into account any benefit received by it and whether or not the interested director(s) acted in good faith and with the intent to further the corporation's best interests.

Section.7 7 Statute of Limitations. An action to remedy an improper self-dealing transaction, brought by a proper party as defined by Section 5233(c) of the California Nonprofit Public Benefit Corporation Law to remedy an improper self-dealing transaction, must be commenced either:

- a. Within two (2) years after written notice setting forth the material facts of the transaction was filed with the Attorney General in accordance with the Attorney General's regulations; or
- b. If no such notice is filed, within three (3) years after the transaction occurred, except for the Attorney General, who shall have ten (10) years after the transaction occurred within which to file an action.

Section.7 8 Corporate Loans and Advances. The corporation shall not make any loan of money or property to or guarantee the obligation of any director or officer, unless approved by the Attorney General; provided, however, that the corporation may advance money to a director or officer of the corporation or any subsidiary for expenses reasonably anticipated to be incurred in the performance of the duties of such officer or director, if, in the absence of such advance, such director or officer would be entitled to be reimbursed for such expenses by the corporation or any subsidiary.

Section.7 9 Annual Statement of Certain Transactions and Indemnifications. Pursuant to Section 6322 of the California Nonprofit Public Benefit Corporation Law, the corporation shall furnish an annual statement of certain transactions and indemnifications to each of the directors no later than 120 days after the close of the fiscal year. If the corporation issues an annual report as set forth in Section 8.3, this requirement shall be satisfied by including the required information, as set forth below, in such report. Such annual statement shall describe:

- a. Any "covered transaction" (defined below) during the previous fiscal year of the corporation involving (I) more than Fifty Thousand Dollars (\$50,000) or, (II) which was one of a number of "covered transactions" in which the same "interested person" (defined below) had a direct or indirect material financial interest, and which transactions in the aggregate involved more than Fifty Thousand Dollars (\$50,000). The statement shall describe the names and relationship to the corporation of any "interested persons" involved in such covered transactions, such "interested persons" relationship to the transaction, and, where practicable, the amount of such interest; provided, that in the case of a transaction with a partnership of which the "interested person" is only a partner, only the interest of the partnership need be stated. For the purposes of this Section, a "covered transaction" is a transaction in which the corporation, its parent or its subsidiary, was a party, and in which either of the following had a direct or indirect material financial interest:

1. Any director or officer of the corporation, or its parent or subsidiary; or
2. Any holder of more than ten percent (10%) of the voting power of the corporation, its parent or its subsidiary.

b. The amount and circumstances of any indemnifications or advances aggregating more than Ten Thousand Dollars (\$10,000) paid during the fiscal year of the corporation to any officer or director of the corporation.

For purposes of this Section, any person described in either subparagraph 1. or 2. of subsection a. above is an “interested person.”

ARTICLE 8 OTHER PROVISIONS

Section.8 1 Validity of Instruments. Subject to the provisions of applicable law, any note, mortgage, evidence of indebtedness, contract, conveyance or other instrument in writing and any assignment or endorsement thereof executed or entered into between the corporation and any other person, when signed by the president, certain designated vice-presidents, the secretary or the chief financial officer of the corporation, shall be valid and binding on the corporation in the absence of actual knowledge on the part of the other person that the signing officer(s) had no authority to execute the same. Additionally, by resolution of the Board, general signatory authority may be granted and delegated to other persons on behalf of the corporation. Any such instruments may be signed by any other person or persons and in such manner as from time to time shall be determined by the Board or the President. Unless so authorized, no officer, agent or employee shall have any power or authority to bind the corporation to any contract or engagement or to pledge its credit or to render it liable for any purpose or amount.

Section.8 2 Checks, Drafts, Etc. All of the corporation's checks, drafts or other orders for payment of money, notes or other evidences of indebtedness issued in the name of or payable to the corporation and any and all securities owned by or held by the corporation requiring signature for transfer shall be signed or endorsed by as required by the fiscal control policies of the corporation as adopted by the Board, and in compliance with such other requirements as the Board from time to time may require.

Section.8 3 Annual Report. The corporation shall provide to each of the directors and such other persons designated by the Board, within one hundred and twenty (120) days after the close of its fiscal year, a report prepared in conformity with the requirements of the California Nonprofit Public Benefit Corporation Law as it may be in effect from time to time. The report shall contain the following information in reasonable detail:

- a. The assets and liabilities, including the trust funds, of the corporation as of the end of the fiscal year.
- b. The principal changes in the assets and liabilities, including trust funds, during the fiscal year.
- c. The revenue or receipts of the corporation, both unrestricted and restricted to particular purposes, for the fiscal year.
- d. The expenses or disbursements of the corporation, for both general and restricted purposes, during the fiscal year.

Section.8 4 Public Inspection and Disclosure. The corporation shall have available for public inspection at its principal office a copy of each of its annual tax exempt organization information returns for each of the last three years and a copy of its state and federal applications for recognition of tax exemption. Additionally, if the corporation provides services or information to the general public that can be obtained from the federal government free of charge or for a nominal charge, such availability shall be conspicuously disclosed in an easily recognizable format in any solicitation or offer made by the corporation.

Section.8 5 Construction and Definitions. Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in the General Provisions of the California Nonprofit Corporation Law and in the California Nonprofit Public Benefit Corporation Law shall govern the construction of these Bylaws. Words in these Bylaws shall be read as the masculine or feminine gender, and as the singular or plural, as the context requires. The captions and headings in these Bylaws are for convenience only and are not intended to limit or define the scope or effect of any provision.

Section.8 6 Authority to Vote Securities. The President or any other officer(s) authorized by the Board are each authorized to vote, represent, and exercise on behalf of the corporation all rights incident to any and all voting securities of any other corporation(s) standing in the name of this corporation. The authority granted herein may be exercised either in person or by any person authorized to do so by proxy or by power of attorney executed by the president or authorized officer.

Section.8 7 Fiscal Year. The fiscal year of the corporation shall be a fiscal year ending June 30.

Section.8 8 Robert's Rules of Order. Except to the extent otherwise provided in these Bylaws, the corporation's meetings shall be conducted and governed by the parliamentary procedures set forth in Robert's Rules of Order.

Section.8 9 Termination and Dissolution. This corporation shall exist only so long as is necessary to accomplish its general and specific purposes. Once the Board determines that the corporation's purposes have been fulfilled, it shall immediately resolve to terminate and dissolve the corporation in accordance with applicable law and the corporation's Articles of Incorporation.

ARTICLE 9 INDEMNIFICATION AND INSURANCE

Section.9 1 Definitions.

For the purposes of this Article 9, "agent" means any person who is or was a trustee, director, officer, or employee of this corporation, or is or was serving at the request of the corporation as a trustee, director, officer, employee or agent of another foreign or domestic corporation, partnership, joint venture, trust or other enterprise, or was a trustee, director, officer, employee or agent of a foreign or domestic corporation which was a predecessor corporation of this corporation or of another enterprise at the request of such predecessor corporation; and "proceeding" means any threatened, pending completed action or proceeding, whether civil,

criminal, administrative or investigative; and “expenses” includes, without limitation, attorneys’ fees and any expenses of establishing a right to indemnification under Sections 9.4 or 9.5.b. of this Article.

Section.9 2 Indemnification in Actions by Third Parties.

The corporation may indemnify any person who was or is a party or is threatened to be made a party to any proceeding (other than an action by or in the right of this corporation to procure a judgment in its favor, an action brought under Section 5233 of the California Nonprofit Public Benefit Corporation Law, or an action brought by the Attorney General or a person granted relator status by the Attorney General for any breach of duty relating to assets held in charitable trust) by reason of the fact that such person is or was an agent of this corporation, against expenses, judgments, fines, settlements and other amounts actually and reasonably incurred in connection with such proceeding if such person acted in good faith and in a manner such person reasonably believed to be in the best interests of this corporation, and, in the case of a criminal proceeding, had no reasonable cause to believe the conduct of such person was unlawful. The termination of any proceeding by judgment, order, settlement, conviction or upon a plea of *nolo contendere* or its equivalent shall not, of itself, create a presumption that the person did not act in good faith and in a manner which the person reasonably believed to be in the best interests of this corporation or that the person had reasonable cause to believe that the person’s conduct was unlawful.

Section.9 3 Indemnification in Actions by or in the Right of the Corporation.

The corporation may indemnify any person who was or is a party or is threatened to be made a party to any threatened, pending or completed action by or in the right of this corporation, or brought under Section 5233 of the California Nonprofit Public Benefit Corporation Law, or brought by the Attorney General or a person granted regulator status by the Attorney General for breach of duty relating to assets held in charitable trust, to procure a judgment in its favor by reason of the fact that such person is or was an agent of the corporation, against expenses actually and reasonably incurred by such person in connection with the defense or settlement of such action if such person acted in good faith, in a manner such person believed to be in the best interests of the corporation and with such care, including reasonable inquiry, as an ordinarily prudent person in a like position would use under similar circumstances. No indemnification shall be made under this Section:

a. In respect of any claim, issue or matter as to which such person shall have been adjudged to be liable to this corporation in the performance of such person’s duty to the corporation, unless and only to the extent that the court in which such proceeding is or was pending shall determine upon application that, in view of all the circumstances of the case, such person is fairly and reasonably entitled to indemnity for the expenses which such court shall determine;

b. Of amounts paid in settling or otherwise disposing of a threatened or pending action, with or without court approval; or

c. Of expenses incurred in defending a threatened or pending action which is settled or otherwise disposed of without court approval, unless it is settled with the approval of the Attorney General.

Section.9 4 Indemnification Against Expenses.

To the extent that an agent of this corporation has been successful on the merits in defense of any proceeding referred to in Sections 9.2 or 9.3 of this Article or in defense of any claim, issue or matter therein, the agent shall be indemnified against expenses actually and reasonably incurred by the agent in connection therewith.

Section.9 5 Required Determinations. Except as provided in Section 9.4, any indemnification under this Article 9 shall be made by this corporation only if authorized in the specific case, upon a determination that indemnification of the agent is proper in the circumstances because the agent has met the applicable standard of conduct set forth in Sections 9.2 or 9.3 of this Article by:

a. A majority vote of a quorum consisting of directors who are not parties to such proceeding; or

b. The court in which such proceeding is or was pending upon application made by this corporation or the agent or the attorney or other person rendering services in connection with the defense, whether or not such application by the agent, attorney or other person is opposed by this corporation.

Section.9 6 Advance of Expenses. Expenses incurred in defending any proceeding may be advanced by this corporation prior to the final disposition of such proceeding upon receipt of an undertaking by or on behalf of the agent to repay such amount unless it shall be determined ultimately that the agent is entitled to be indemnified as authorized in this Article. The provisions of Section 7.8 do not apply to advances made pursuant to this Section 9.6.

Section.9 7 Other Indemnification. No provision made by the corporation to indemnify its or its subsidiary's trustees, directors or officers for the defense of any proceeding, whether contained in the Articles of Incorporation, Bylaws, a resolution of members or directors, an agreement, or otherwise, shall be valid unless consistent with this Article 9. Nothing contained in this Article shall affect any right to indemnification to which: (i) persons other than such directors and officers may be entitled by contract or other provisions of the California Tort Claims Act, if applicable; or (ii) such directors may be entitled under the provisions of the California Tort Claims Act, if applicable; or (iii) either may otherwise be entitled. The corporation shall have the power to indemnify, to advance expenses to, or to procure insurance for any person who is an agent of the corporation (as the term "agent" is defined in Section 9.1) as long as such actions are consistent with this Article 9 and comply with the California Nonprofit Public Benefit Corporation Law.

Section.9 8 Forms of Indemnification Not Permitted. No indemnification or advance shall be made under this Article 9, except as provided in Sections 9.4 or 9.5.b. of this Article, in any circumstances where it appears:

a. That it would be inconsistent with a provision of the Articles of Incorporation, these Bylaws, or an agreement in effect at the time of the accrual of the alleged cause of action asserted in the proceeding in which the expenses were incurred or other amounts were paid, which prohibits or otherwise limits indemnification; or

b. That it would be inconsistent with any condition expressly imposed by a court in approving a settlement.

Section.9 9 Insurance.

The corporation shall have the power to purchase and maintain insurance on behalf of any agent of this corporation against any liability asserted against or incurred by the agent in such capacity or arising out of the agent's status as such whether or not this corporation would have the power to indemnify the agent against such liability under the provisions of this Article 9; provided, however, that this corporation shall have no power to purchase and maintain such insurance to indemnify any agent of the corporation for a violation of Section 5233 of the California Nonprofit Public Benefit Corporation Law.

Section.9 10 Nonapplicability to Fiduciaries of Employee Benefit Plans.

This Article 9 does not apply to any proceeding against any trustee, investment manager or other fiduciary of an employee benefit plan in such person's capacity as such, even though such person may also be an agent of the corporation as defined in Section 9.1 of this Article. The corporation shall have power to indemnify such trustee, investment manager or other fiduciary to the extent permitted by subdivision (f) of Section 207 of the California General Corporation Law.

Section.9 11 Indemnification and the California Tort Claims Act.

Notwithstanding any other provision of this Article 9, the corporation shall have the right and obligation to insure, defend, and indemnify the corporation's employees, officers, and directors for all claims brought pursuant to the California Tort Claims Act (Government Code Sections 810, et seq.) to the fullest extent allowed under said Act, if applicable.

ARTICLE 10 AMENDMENTS

Section.10 1 Bylaws.

These Bylaws will be reviewed not less often than once every four (4) years and documented as to date of review. New Bylaws may be adopted, or these Bylaws may be amended or repealed by the vote of a majority of directors then in office.

Section.10 2 Effective Date.

These Bylaws shall become effective as of July 1, 2018, unless the Board directs otherwise. Any amendments to these Bylaws shall become effective immediately upon adoption unless the Board directs otherwise.

DRAFT

CERTIFICATE OF ADOPTION

I, the undersigned, do hereby certify that I am the Secretary of Alpaugh Academies, and that the foregoing Bylaws constitute the Bylaws of such corporation as duly adopted by the corporation's Board of Directors on May 30, 2018.

Date: 7/22/2018, 2018

DocuSigned by:

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Jon Salinger, Board Secretary

DRAFT

OGDEN UT 84201-0029

In reply refer to: 4077967774
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CALIFORNIA ONLINE PUBLIC SCHOOLS
% KIM MCMANAMAN
33272 VALLE ROAD
SAN JUAN CAPISTRANO CA 92675

013979

Employer ID number: 51-0596749
Form 990 required: Yes

Dear Taxpayer:

We're responding to your request dated Sep. 10, 2018, about your tax-exempt status.

We issued you a determination letter in July 2009, recognizing you as tax-exempt under Internal Revenue Code (IRC) Section 501(c)(3).

We also show you're not a private foundation as defined under IRC Section 509(a) because you're described in IRC Section 509(a)(2).

Donors can deduct contributions they make to you as provided in IRC Section 170. You're also qualified to receive tax deductible bequests, legacies, devises, transfers, or gifts under IRC Sections 2055, 2106, and 2522.

In the heading of this letter, we indicated whether you must file an annual information return. If you're required to file a return, you must file one of the following by the 15th day of the 5th month after the end of your annual accounting period:

- Form 990, Return of Organization Exempt From Income Tax
- Form 990EZ, Short Form Return of Organization Exempt From Income Tax
- Form 990-N, Electronic Notice (e-Postcard) for Tax-Exempt Organizations Not Required to File Form 990 or Form 990-EZ
- Form 990-PF, Return of Private Foundation or Section 4947(a)(1) Trust Treated as Private Foundation

According to IRC Section 6033(j), if you don't file a required annual information return or notice for 3 consecutive years, we'll revoke your tax-exempt status on the due date of the 3rd required return or notice.

You can get IRS forms or publications you need from our website at www.irs.gov/forms-pubs or by calling 800-TAX-FORM (800-829-3676).

If you have questions, call 877-829-5500 between 8 a.m. and 5 p.m., local time, Monday through Friday (Alaska and Hawaii follow Pacific

CALIFORNIA ONLINE PUBLIC SCHOOLS
% KIM MCMANAMAN
33272 VALLE ROAD
SAN JUAN CAPISTRANO CA 92675

time).

Thank you for your cooperation.

Sincerely yours,

Stephen A. Martin

Stephen A. Martin
Director, EO Rulings & Agreements

CONFLICT-OF-INTEREST CODE OF
CALIFORNIA ONLINE PUBLIC SCHOOLS (CalOPS)
Amendment approved December 5, 2019

The Political Reform Act (Government Code § 81000 *et seq.*) requires state and local government agencies to adopt and promulgate conflict-of-interest codes. The Fair Political Practices Commission has adopted a regulation (2 Cal. Code of Regs. Sec. 18730) that contains the terms of a standard conflict-of-interest code, which can be incorporated by reference in an agency's code. After public notice and hearing, the standard code may be amended by the Fair Political Practices Commission to conform to amendments in the Political Reform Act. Therefore, the terms of 2 California Code of Regulations Section 18730 and any amendments to it duly adopted by the Fair Political Practices Commission are hereby incorporated by reference. This regulation and the attached Appendices designating positions and establishing disclosure categories, shall constitute the conflict-of-interest code for the **California Online Public Schools ("CalOPS")**.

Individuals holding designated positions shall file their statements of economic interests with CalOPS which will make the statements available for public inspection and reproduction. (Gov. Code § 81008.) Upon receipt of the statements for the members of the Board of Directors and the Executive Director, CalOPS shall make and retain copies and forward the originals to the Fair Political Practices Commission. Statements for all other designated employees shall be retained by CalOPS .

APPENDIX TO
CONFLICT-OF-INTEREST CODE FOR
CalOPS

Designated Employees

Designated Employees	Assigned Disclosure Categories
Members of the Board of Directors	1, 2, 5
Principals	1, 3
Executive Director	1, 2, 5
Directors	1, 2 ,5
Legal Counsel (Includes outside consultants)	1, 2 ,5
Consultants/New Positions	*

*Consultants and new positions, other than the Legal Counsel, shall be included in the list of designated employees and shall disclose pursuant to the broadest disclosure category in the code subject to the following limitation:

The President may determine in writing that a particular consultant or new position, although a “designated position,” is hired to perform a range of duties that is limited in scope and thus is not required to comply fully with the disclosure requirements described in this section. Such determination shall include a description of the consultant's or new position's duties and, based upon that description, a statement of the extent of disclosure requirements. The President's determination is a public record and shall be retained for public inspection by CalOPS in the same manner and location as this conflict-of-interest code. Nothing herein excuses any such consultant from any other provision of this conflict-of- interest code.

Note: The position of Legal Counsel is filled by outside consultants but who act in a staff capacity.

APPENDIX TO
CONFLICT-OF-INTEREST CODE FOR
CalOPS

Category 1. Designated positions assigned to this category must report:

- a. Interests in real property within the jurisdiction of the charter school(s) that are used by the charter school(s) or are of the type that could be leased or acquired by the charter school(s) as well as real property within two miles of the property used or the potential site.
- b. Investments and business positions in business entities and income (including receipt of gifts, loans, and travel payments) from sources of the type that engage in the lease, acquisition or disposal of real property or are engaged in building construction or design for school districts or charter schools.

Category 2. Designated positions assigned to this category must report:

Investments and business positions in business entities and income (including receipt of gifts, loans, and travel payments) from sources that are contractors engaged in the performance of work, training, consulting or services, or are sources that manufacture or sell supplies, instructional materials, machinery, equipment, or vehicles of the type utilized by the charter schools(s) or associated corporation.

Category 3. Designated positions assigned to this category must report:

Investments and business positions in business entities and income (including receipt of gifts, loans, and travel payments) from sources that are contractors engaged in the performance of work, training, consulting or services, or are sources that manufacture or sell supplies, instructional materials, machinery, equipment, or vehicles of the type utilized by the designated position's department. For the purposes of this category, a principal's department is his or her entire school and/or grade span.

Category 4. Designated positions assigned to this category must report:

Investments and business positions in business entities and income (including receipt of gifts, loans, and travel payments) from a business entity or nonprofit organization, if the source is of the type to receive grants or other funds from or through the charter school(s) or corporation.

Category 5. Designated positions assigned to this category must report:

Investments and business positions in business entities, and income (including receipt of gifts, loans, and travel payments) from sources that during the reporting period filed a claim or have a claim pending before the charter school(s) or corporation.

DRAFT

EXHIBIT E

Statement of Agreement

In this exhibit, we provide the following:

- Statement of Agreement

CALIFORNIA CONNECTIONS ACADEMY

CONNECTIONS EDUCATION LLC CHARTER SCHOOL VIRTUAL LEARNING PROGRAMS STATEMENT OF AGREEMENT

Customer Name: CALIFORNIA ONLINE PUBLIC SCHOOLS
Contact Person: Elaine Pavlich, Board President
Phone Number: 949-461-1667
Email Address: ElainePavlich@calca.connectionsacademy.org
Effective Date: July 1, 2019

California Online Public Schools, a California non-profit public benefit corporation (“CalOPS”) operating the School defined in Schedule A (“School”) and Connections Education LLC d/b/a Pearson Online & Blended Learning K-12 USA (“OBL”) are hereby entering into this Statement of Agreement (“Agreement”)¹ whereby School, by and through the Governing Board of California Online Public Schools, is contracting with OBL to receive access to certain virtual education products through OBL’s suite of products and services, that includes OBL’s education management system, and any successor technology platform to which OBL transitions the School for purposes of this Agreement, collectively the “EMS”, along with associated OBL-provided support services, as more fully set forth herein (collectively, the “Education Program”). The Education Program will be offered to Students in an online virtual school program that is governed, operated, and provided by the School in accordance with California state law. The School is authorized as a virtual public charter school by the Authorizer defined in Schedule A (“Authorizer”).

¹ **Compliance with Assembly Bill No. 406 (2018)**

- a. This Agreement is entered into consistent with Education Code Section 47604, as amended by Assembly Bill No. 406 (2018), and which amendment becomes operative July 1, 2019. As clarified by the bill’s author, Assembly member Kevin McCarty, in a letter to the Assembly Journal regarding AB 406 and dated August 29, 2018:

AB 406 is a landmark, bipartisan measure meant to eliminate the practice of for-profit companies controlling charter schools in the state of California. AB 406 ensures that a public charter school cannot be operated as or by a for-profit organization. As the author of this measure, I respectfully submit this letter to be printed in the Assembly Journal in order to provide clarification on the intent of AB 406 as it relates to contracted services.

Public charter schools rely on a certain level of contracted services with for-profit entities to provide certain school services. It is not my intent with this bill to prohibit charter schools from entering into contract agreements for such services.

Thank you for your attention to this important clarification.

1. **Defined Terms:** Capitalized terms within the Agreement, not otherwise defined herein, have the meanings ascribed to them in the Index of Defined Terms, attached hereto and incorporated herein by reference.
2. **Products and Services to be Provided By OBL:**
 - a. Consistent with Education Code section 47604, as may be amended from time to time, all of the products to be provided and services to be performed by OBL in accordance with this Agreement shall be at the direction of the CalOPS Governing Board and for which the CalOPS Governing Board shall retain the ultimate decision-making authority. All terms of this Agreement shall be interpreted in a manner consistent with this Education Code section 47604, Section 2. Education Code section 47604 shall prevail in the event of any inconsistency or conflict with any other section or provision of this Agreement.
 - b. **Curriculum.** OBL shall provide the Curriculum which, when supplemented with Teacher-provided additions and modifications, meets the State Standards, as adopted by the California Department of Education. The Curriculum shall include, at a minimum, the following:
 - i. OBL standard Course offering, including core and elective subjects, augmented by a mix of supporting online and offline instruction and intervention resources.
 - ii. Access to teacher directed extended learning activities; nationally facilitated non-School directed extracurricular activities, activities and special events described in the Program Guide.
 - iii. To the extent permitted by California law, optional access to certain courses taught through the International Connections Academy (“iNaCA”).
 - iv. In accordance with the license terms set forth in Section 5 below, a license to use all required curricular and instructional materials that are part of OBL’s standard offering (“Instructional Materials”). Instructional Materials will be provided in compliance with Students’ Individualized Education Program (“IEP”) or 504 Plan, when available.
 - v. Access to online lesson content, instructional materials, including Teachlet® tutorials, Longitudinal Evaluation of Academic Progress (“LEAP”) and other intangible educational resources included in Courses.
 - c. **EMS Access.**
 - i. In accordance with the license terms set forth in Section 5 below, a license for the duration of the Term to access and use OBL’s proprietary technology platform, for purposes of utilizing the Education Program set forth in Section 2 of this Agreement, including providing web-based access from non-school sites to the Education Program to Students, Caretakers of Students, Learning Coaches, Teachers, and Administrative Staff. OBL shall have the discretion to transition the School to a successor technology platform at such time as such technology platform is brought online to support full-time virtual schools for students in K-12;
 - ii. Access to other technologies, including student information system, lesson scheduling tools, accountability tools, messaging, video and audio streaming, and message board forum; and the ability to track Student progress.

- d. Human Resources and Support Services.
 - i. To the extent requested by the Governing Board or its delegate, assist with recruitment searches for School Staff. The Governing Board is responsible for, and retains the sole discretion, to select and hire School Staff.
 - ii. To the extent requested by the Governing Board, assist the Governing Board in the evaluation of the Lead School Administrator.
 - iii. To the extent requested by the Governing Board or its delegate, provide support and guidance to the Governing Board or its delegate in connection with the evaluation of Special Education Director, Teachers and Administrative Staff.
 - iv. To the extent requested by the Governing Board or its delegate, OBL shall support the School in preparing any policies the School believes the School will need to adopt to be compliant with State law, as well as in preparing all reports to the Caretakers, and/or other third parties required by the Charter, the law and/or the Governing Board.
 - v. As soon as reasonably practicable, OBL shall report to the Governing Board or its delegate any need for CalOPS to hire additional teaching staff in order for the School to maintain the teaching staff at a ratio as set forth in Title 5, Section 11704 of the California Code of Regulations or 5 Cal. Code Regs. Section 11963.5 so as to qualify School for full funding.
- e. Assist with the provision of human resources and support services, including: (1) recruiting, training, and supporting School Staff and other support service providers employed or otherwise engaged by the School, as well as supporting the performance evaluation process for such personnel; (2) payroll and benefits administration, including providing employee benefit plans as required by law; (3) conducting background checks as specified by law, including fingerprinting, as specified by law, for each employee or prospective employee, and to otherwise meet any other applicable regulatory requirements; and (4) assisting in the development of an employee handbook and school handbook that shall be submitted for the review and adoption to the Board of Directors.
- f. Complaints. To the extent requested, assist the Lead School Administrator in promptly investigating any concerns or complaints raised by the Governing Board or the Lead School Administrator involving the performance of any member of the Administrative Staff, Teachers, Special Education Director or other personnel providing support services to the School, regardless of whether: (i) employed by OBL; (ii) employed by the School; or (iii) retained as an independent contractor. This does not include concerns or complaints of unlawful harassment, discrimination or retaliation, which will be handled by CalOPS.
- g. Counseling and Related Services. Provide support to guidance counselors and advisory teachers in their provision of academic counseling and other related services to Students, including assisting in the development of protocols and providing consultative support in connection therewith.
- h. Special Education Services/Special Populations.
 - i. OBL shall provide assistance with compliance monitoring, indemnification and support for special populations' matters for the Schools, including all of the

following, which shall be charged as fee(s) for service. All of these services may be updated from time to time by mutual agreement of the parties:

1. Assist the School's special education, Section 504 and English Learner (EL) staff in the development and implementation of Special Education Protocols that will govern the manner in which Special Education Services are provided for compliance with federal and state regulations and statutes; and
 2. Assist the School with training, professional development and monitoring in areas of special education, Section 504, EL and Gifted Education.
 3. Provide consultative support to the Special Education Director in support of the Special Education Services provided by the School, as well as periodic compliance assessments to the CalOPS Board of the School's delivery of Special Education Services. Meet at least monthly with the Special Education Director, as well as periodically meet with Section 504, EL and Gifted Education leads.
 4. Conduct periodic compliance assessments of the School's delivery of Special Education Services, including monthly implementation monitoring of the Special Education Protocols and educational benefit reviews, as well as compliance with Section 504 and EL federal and state requirements.
 5. Provide support in connection with any Office of Civil Rights ("OCR") complaints and administrative proceedings.
 6. Provide support for state special education reporting, preparation for state and authorizer audits (including on-site visits and reviews).
 7. Provide on-going professional development/training for special education, EL and gifted teachers (to the extent not already covered in 2, above).
 8. Provide assistive technology for eligible students.
 9. Provide oral and written translations of parent-facing documents,
- ii. In providing the services set forth in this section, OBL will comply with the Charter, and any applicable provisions of any Memorandum of Understanding between the School and its Authorizer, and applicable law, with respect to Special Needs Students.
- iii. The School operates as a Local Educational Agency ("LEA") within the SELPA. As such, under Education Code § 47646, the School is responsible for ensuring that all Special Needs Students that attend the School are provided with a free and appropriate education in compliance with applicable state and federal law. As an LEA within the SELPA, all special education funds generated by enrollment in the School will be transmitted from the State to the SELPA, who will distribute those funds in accordance with its policies. OBL will provide assistance and support with submission of any required special education reports or invoices, in a timely manner, as directed by the SELPA. If applicable, the School shall be responsible for the payment of any special education services provided by the SELPA, or for payment

of any administrative or other fees required by the SELPA. If applicable, such fees shall be included in the school operating budgets. In addition, the School will pay into the SELPA's high risk fund, if the SELPA has such a fund, which funds can be used to cover some or all expenses related to the placement of a Student in a private placement. CalOPS agrees to utilize all available funds from the SELPA for private placement to the extent possible, and which may include CalOPS seeking reimbursement for the expenditure of funds from the SELPA. Any such funds received from the SELPA shall be used to reimburse CalOPS or OBL, as the case may be, for any payments made to the private placement on behalf of the School. CalOPS' receipt of such funds from the SELPA shall be taken into consideration in connection with the development of relevant budgets, budget amendments or forecasts.

- iv. The School is responsible for procuring and contracting with third-party providers and for the payment of all costs related to the provision of Special Education Services provided by the School through a third-party provider and shall assure that such Special Education Services are provided consistent with Section 4 below.
- v. For purposes of clarification in light of the parties' changing roles and responsibilities under this Agreement, the parties acknowledge the following:
 - 1. Under prior contracts, OBL previously had more responsibilities in connection with the Schools' provision of services to students with special needs, and as part of its fee for services, OBL was responsible for payment of all costs related to special education services provided by the Schools directly or through a third party so long as those special education services were provided consistent with requirements under those prior contracts.
 - 2. Under this Agreement, CalOPS will take on additional responsibilities, and OBL will take on fewer responsibilities, in connection with the Schools' provision of services to students with special needs.
 - 3. Consequently, under this Agreement, OBL will not undertake the same broad responsibility, as it has in the past, to, as part of its fee of services, be responsible for payment of all costs related to special education services provided by the School directly or through a third party so long as such special education services are provided consistent with certain contract requirements. Rather, OBL's responsibility to indemnify and/or defend CalOPS in connection with special education services is limited as expressly stated in this Agreement.
 - 4. With respect to special education services provided by third-party providers contracted by CalOPS, the parties' respective obligations to defend, indemnify and hold harmless the other party shall be determined consistent with Section 19 of this Agreement and the indemnity and defense obligations expressly stated in this Agreement. In other words, consistent with and without altering the meaning or interpretation of Section 19, each party shall be responsible as provided in that section for any of its own wrongdoing, misconduct, negligence, willful misconduct or default (including that of its agents, employees, subcontractors or assigns) in connection with the performance of this Agreement. The parties acknowledge that this is a more limited responsibility

of OBL than was established under prior contracts with respect to costs related to special education services.

- i. Enrollment and Academic Placement Processing. Implement and conduct the enrollment process on behalf of the School, in accordance with placement and withdrawal policies and procedures adopted by the School, the Charter, and in compliance with local, state and federal law. Only full-time Students are eligible to enroll in the School unless otherwise allowed by California law and agreed to by the parties in writing. Enrollment services supporting the Academic Year in question commence during the prior Academic Year but are covered by invoices issued to the School on or after the first of the Academic Year for which they are intended to benefit.
 - i. Any child qualified under the laws of California for admission to a public school is eligible to become a Student enrolled in the School, subject to any applicable limitations in law or regulation, including verification of their residency. The School will not charge tuition and OBL shall not charge any fees to Students.
 - ii. The Governing Board shall establish a target student enrollment level during each Academic Year, and OBL shall regularly update the Governing Board on actual enrollment, and will follow any decision made by the Governing Board on limiting future enrollment in the School.
 - iii. OBL agrees to follow the admissions preferences, as laid out in the Charter, and School policy, adopted by the Board of Directors, including any policy or procedures for conducting a lottery. In the event that the School finds it may need to limit enrollment at any time during the year, such limit on the number of Students who may enroll, shall be communicated to interested parents and students prior to their enrollment, including any procedure for conducting a lottery. Once enrolled, Students will not be required to reapply in subsequent Academic Years, but will need to complete information confirming their intent to return, and any additional documents and procedures in accordance with School policies and procedures.
- j. Repository of School Records. OBL shall maintain, on behalf of the School, a repository of electronic Student Records, and other electronic School records. OBL shall store and maintain such electronic Student Records, and other electronic School records in accordance with state, local and federal requirements, and consistent with commercially reasonable technical and organizational measures, such as designating and training responsible School Staff and implementing administrative, physical, and technical safeguards for Student Records, intended to protect against: (i) accidental or unauthorized destruction; (ii) accidental or intentional loss or alteration; or (iii) unauthorized disclosure or access. OBL shall not sell student information in a manner that violates applicable state law. In the event the Agreement terminates, OBL shall be obligated to maintain said repository for a period of seven (7) years following such termination for no additional fee.
- k. Student Records Support. In furtherance of its enrollment and placement related obligations set forth in Section 2.i. above and in connection with its repository obligations set forth in Section 2.j. above:

- i. OBL shall receive from Caretakers all Student Records on the School's behalf that are submitted electronically through its secure, password-protected system ("Server").
 - ii. OBL shall maintain the confidentiality of all Student Records in compliance with applicable state and federal laws, including the Family Educational Rights and Privacy Act ("FERPA"), and pursuant to the confidentiality provisions set out in Section 15 of this Agreement. OBL shall maintain any such records received in its possession which are required in order for the School to be in compliance with all attendance rules and apportionment requirements specified by applicable law.
 - iii. In the event of an unauthorized disclosure of Student Records, OBL shall notify affected Caretakers and Students using reasonably available technological means such as electronic mail.
 - iv. All Student Record information shall remain the property of the School and, to the extent not immediately available through the School's on-demand access, shall be provided to the School via a secure means within sixty (60) business days of the School's written request for such information. To the extent permitted by law, OBL may retain a copy of such records, subject to the confidentiality requirements of this Agreement until such time as the School provides written notice requesting that specific records be returned or Destroyed.
 - v. OBL shall allow Caretakers and Students to access their Student Records in compliance with applicable federal and state law. If such access is not immediately available through the Students' or Caretakers' access to the EMS, OBL shall provide the requested Student Records to the Caretaker/Student, or to the School to provide to the Caretaker/Student, via a secure means within five (5) business days of the request for such information, or such other time as the parties agree.
 - vi. OBL shall provide a process and contact information, through a Student's or Caretaker's online access to OBL's system, in order to allow Students and Caretakers to make written requests to modify erroneous Student Records as required under federal and state law.
 - vii. Unless the parties expressly agree to a longer time period, OBL shall certify to the School within one (1) year from the date it receives instructions as to what Student Records are to be returned or Destroyed that it has complied with the instructions of the School in regards to such notice.
- l. Personalized Learning Plan Protocol. Provide Teachers with resources and assistance designed to enhance their effectiveness in creating a Personalized Learning Plan ("PLP") for each Student, as required to meet or exceed any educational standards established by the State of California or otherwise required by the Charter.
 - m. Testing and Assessments. Provide support and assistance with the administration of all State required testing, and other State mandated assessments, as well as a series of assessments designed to gauge the Student's mastery of core concepts and readiness for the State of California's standardized tests or other State mandated testing. The testing plan will be approved by the Board of Directors, when requested or required by law. OBL shall work with the School and the Board to establish and administer the procedures

necessary for the delivery of such tests and shall provide to the Board of Directors information concerning the percentage of Students participating in the testing program set forth in Education Code § 60600 et seq. to the extent that their participation is legally required.

- n. Insurance. On behalf of the School, maintain and keep in force the insurance policies set forth in **Exhibit A**, which shall be in amounts that are no less than the minimum levels required by the Charter, the Memorandum of Understanding with the School's Authorizer ("MOU"), and/or applicable law. Liability, casualty, and property insurance for any facility leased directly and/or managed by the School and any capital equipment or furniture and fixtures owned by the School, as well as Director and Officer's Insurance in the amount required by the Authorizer will be the responsibility of the School. The Governing Board shall have the option of purchasing any of the foregoing insurance coverages directly, in which case no fees for insurance shall be charged by OBL to the Governing Board.
- o. Public Website. Maintain a public web site on behalf of the School that will contain or link to any information in the manner required by applicable law and regulation, as well as by the Authorizer and MOU.
- p. Other Professional and Technical Support Services.
 - i. Provide 24/7/365 technical support through on-line Help and live phone support via OBL Support Services to Caretaker, Students, and School Staff Monday-Friday 6:00 a.m. to 6:00 p.m. (Pacific Standard Time), and to staff Monday-Friday 5:00 a.m. to 3:00 p.m. (Pacific Standard Time). For Students not using computer technology provided by OBL, OBL shall provide initial technical support to ensure Students have the minimum requirements necessary to participate in the Education Program, and ongoing technical support on an as needed basis for the Students' use of EMS.
 - ii. Assist the School in their recruitment and support of Community Coordinators, including obtaining any criminal background checks for each Community Coordinator, as required under applicable law and/or in accordance with a Board approved Policy.
 - iii. Provide all Teachers with access to all Instructional Materials supplied to Students as necessary to conduct their teaching responsibilities.
 - iv. CalOPS may participate in certain OBL continuing professional development and other related training, leadership development, and peer to peer networking opportunities (collectively "Training") that support the School mission and delivery of the Education Program, and which shall be sufficient, at minimum, to allow the respective Board of Directors members and School Staff to comply with applicable laws that specify Training requirements. All costs associated with such Training, will be the responsibility of CalOPS. All Training will be for the purpose of promoting the CalOPS' education mission and other related official school business.
 - v. Provide training and support programs and materials to Students, Learning Coaches, Caretakers and community coordinators on the Curriculum, use of the EMS, various OBL policies and procedures, and other technology to support Student learning as appropriate.

- vi. As part of OBL's Education Program responsibilities, and in order to facilitate the School's ability to oversee OBL's Administrative Support Services and Education Program responsibilities ("Program Oversight"), OBL shall make key personnel reasonably available for advisement and consultation with members of the Board of Directors, Authorizer, and/or Lead School Administrator, or his or her designee. Except to the extent otherwise agreed, reasonable expenses incurred by OBL, including hospitality related expenses, in connection with Program Oversight, shall be paid out of the fee for the Education Program paid to OBL. Nothing in this section shall be interpreted to require the School to receive the benefit of the consultation services, OBL has contracted to provide School as part of its fee for the Education Program.
- vii. Under the direction of the Board Treasurer and, to the extent such committee exists, the Finance Committee, provide accounting support services to the Board of Directors, including providing all necessary supporting reports for all OBL activities under this Agreement.
- viii. Provide technical support to the Board Treasurer or his or her delegate, regarding the development of a budget.
- ix. Provide audit support and local, state, and federal financial reporting support, as well as related consultation support to the Board of Directors, to the extent such committee exists, the Finance Committee, and its Audit Committee. Specifically, OBL will be responsible for providing to the Board of Directors, and its designated parties, any such reports as are required by law, regulation, or the Charter, including a report of budgeted and actual expenses, and will assist in providing any information required by the Authorizer, School, the SELPA, California Department of Education, or its auditors. Information on the performance of the School and its Students' shall be provided to the Board of Directors, as required by this Agreement, or upon request, after reasonable advance notice to enable the Board of Directors to monitor performance.
- x. OBL specifically acknowledges its responsibility to make information concerning its services to the School, available to the Board of Directors, in order to enable it to fully satisfy its obligations under the Charter.
- xi. OBL shall also assist with responses to requests for public records, subject to the ultimate control of the School. Financial and other data will be available to the Board of Directors separately from OBL's operations or any other schools served by OBL.
- xii. Provide assistance to the School in the development and implementation of a Public Information Campaign ("PIC") to inform potential students, their Caretakers, and other interested parties about the Education Program. All PICs will comply with OBL's trademark usage guidelines located at <http://www.connectionsacademy.com/terms-of-use/trademark-guidelines.aspx>. OBL is under no obligation to implement any PIC initiatives promoted by the Board of Directors that OBL determines will have a negative impact on its brand identity and/or reputation in the Marketplace, including in connection with the School. Any methods, processes, collateral, Enrollment Leads that are obtained, developed and/or used in the furtherance of the PIC is proprietary Confidential Information and is the

property of OBL. OBL shall be responsible for the PIC. To the extent the School desires to implement independent marketing, it will provide OBL with 120 days' notice. To the extent such a campaign results in an increased cost to OBL, OBL is entitled to seek reimbursement thereof. PIC-related activity routinely commences by the January (or earlier) immediately prior to the Academic Year in which such activity is designed and intended to benefit the School. OBL will have no obligation to develop and implement a PIC for the Academic Year that follows any termination of this Agreement. For example, if the Agreement terminates on June 30, 2023, then OBL has no obligation to develop and implement a PIC for the 2023-2024 Academic Year.

- xiii. Serve as an invoice payment processor for the School, for school operations invoices. All costs associated with the invoices, however, remain the responsibility of the School and will be reimbursed at cost to OBL.
 - xiv. Provide comprehensive logistic services in connection with the OBL provided physical Curriculum materials, including procurement, contracting, storage, fulfillment, and other services required to obtain, deliver, collect and warehouse these materials.
- q. Computer Technology.
- i. Provision of Computer Technology for School Staff. For all School Staff and the Lead School Administrator, provide and maintain, in good working condition, the Computer Technology necessary to provide the Education Program. Any Computer Technology provided by OBL will be the exclusive property of OBL or its contractors and will be returned upon the termination of this Agreement or upon the termination of employment, whichever is sooner. The School shall not be responsible for ensuring the return of Computer Technology.
 - ii. Provision of Computer Technology for Students. At the election of the Board of Directors, provide a comprehensive Computer Technology solution to Students, which shall include procuring, imaging, delivering, repairing, replacing, warehousing and collection of such Computer Technology, as well as other related comprehensive logistical support services, such as, set up, the EMS interface mapping, and technical support, in accordance with OBL established policies and procedures. If any Computer Technology is provided to Students under this Agreement, the parties shall cooperate to ensure that such materials are, to the extent possible, recovered and that no Student or Caretaker retains ownership of such materials.
- r. OBL shall perform all services in accordance with the Charter, federal and state law, and including all policies and procedures set forth in the Governing Board approved School and employee handbooks. To the extent any School operational practice is determined to violate the Charter, federal or state law, the parties agree to negotiate in good faith an amendment to this Agreement to cure such determined violation.
 - s. Except as otherwise provided herein, OBL shall require all of its employees who will have any contact with a Student or Students, whether in person, over the phone, over the Internet, or by any other means, to comply with the criminal background check requirements

pursuant to Education Code § 45125.1 prior to any such contact. CalOPS may determine in writing that certain OBL employees will have limited contact with students based on consideration of the totality of the circumstances and therefore a criminal background check will not be required for those certain OBL employees. However, as a condition to any such exception from the criminal background check requirements, OBL will cooperate with CalOPS to take appropriate steps to protect the safety of students who may come into contact with any such OBL employee who has been excepted from the criminal background check requirements. In signing this Agreement, OBL certifies to CalOPS neither OBL nor any of its employees who are required to have their fingerprints submitted to the Department of Justice and who may come into contact with Students have been convicted of a felony as defined in Education Code § 45122.1. OBL shall ensure that it does not allow any of its employees who have been convicted of a felony as defined in Education Code § 45122.1 to have any contact with a Student or Students.

3. **CalOPS Responsibilities:**

- a. CalOPS and OBL acknowledge and agree that OBL shall not provide to CalOPS, including any of its Schools, any of the following:
 - i. Nominating, appointing, or removing board members or officers of CalOPS;
 - ii. Employing, supervising, or dismissing employees of CalOPS, including certificated and non-certificated CalOPS personnel;
 - iii. Managing CalOPS' day to day operations as its administrative manager;
 - iv. Approving, denying or managing the budget or any expenditures of CalOPS that are not authorized by the CalOPS Governing Board;
 - v. Providing services to CalOPS before the CalOPS Governing Board has approved the contract for those services at a publicly noticed meeting.
- b. Governance. Obtain and maintain the governance and organizational structure required by law and/or the Charter.
- c. Management and Operation of the School.
 - i. The Governing Board is responsible for the management and operation of the School. The Governing Board shall be responsible for overseeing the day to day affairs of the School, including hiring and overseeing the supervision and evaluation of School Staff. The Board's representative in relation to the day to day operation of the School shall be the Lead School Administrator, whose duties are more fully set forth below in Section 3.d.iii.
- d. Education Program Administration. CalOPS shall administer the Education Program in a manner that fully implements the Education Program as designed by OBL with fidelity.
 - i. Employment of School Staff. CalOPS shall be the employer of all School Staff.
 - ii. OBL shall have the right to inform the Governing Board in writing ("Written Notice") of any concern regarding CalOPS' administration of the Education Program. CalOPS shall respond to any such Written Notice within thirty (30) days after receipt and may include a plan to remedy any issue raised in the Written Notice. CalOPS shall have thirty (30) days to cure any issue raised in a Written Notice unless

such remedy does not objectively lend itself to cure within such 30 day period, then such additional time as necessary, which the parties anticipate would not be longer than 60 days except in exceptional cases, as reasonably determined by OBL, requiring a longer time to cure, in which such cases, the parties will agree in writing to such a longer time to cure and a date for such a cure. If the parties disagree on the reasonable cure period, then the parties will meet in accordance with dispute resolution procedures under Section 24 of this Agreement. If a third-party Claim arises in any way related to an issue raised in the Written Notice prior to the time that such issue has been cured, the respective actions of the Parties including CalOPS' response to any such Written Notice shall be taken into account in determining the extent of any indemnification obligation under Section 19 of this Agreement.

- iii. The Lead School Administrator shall be responsible for the day to day delivery of the Education Program and supervision of all School Staff, as well as the primary interface between the Board of Directors and the School Staff. The Board shall designate a member of the Governing Board as the primary interface between OBL and the Governing Board, and in the absence of such designation, such person shall be presumed to be the Board Chair. The Lead School Administrator may also from time to time be referred to as Executive Director. The Lead School Administrator shall aim to build consensus among all stakeholders, and hence shall have responsibilities that shall include, but not be limited to: reporting regularly to the Board of Directors; supervising administrative personnel; inspiring Teachers to teach and facilitate student learning; inspiring Students to engage in learning; and inspiring Learning Coaches to engage in their Student's learning consistent with the School's mission. The Teachers shall report to the Lead School Administrator or such individual as shall have been designated by him or her, and the Lead School Administrator shall work collaboratively with the OBL's designee (anticipated to be OBL's Director of Schools, or his/her designee).
- iv. Under the direction of the Lead School Administrator, and in furtherance of Section 4 below, the Special Education Director, who shall be properly qualified and credentialed and have all necessary certifications required by California law to hold such position in a California charter school, is responsible for overseeing the provision of Special Education and 504 Services, including the implementing of the Special Education Protocols, overseeing all personnel involved in the provision of Special Education Services, including the School's Section 504 coordinator, and all outside contractors retained for such purposes. The Special Education Director may also act as a Teacher, and/or the 504 coordinator, to the extent qualified to do so, in addition to their other responsibilities.
- v. All Administrative Staff shall take their day to day direction from the Lead School Administrator or his or her designee. If the respective Administrative Staff have the required credentials to teach in a California charter school, these staff members may also act as Teachers in addition to their other responsibilities.
- vi. All Teachers shall hold a valid California teaching certificate, permit or other document required by the Commission on Teacher Credentialing to the extent required by Education Code 47605(1), which OBL shall be responsible to confirm.

- e. Administer Established Protocols, Policies and Procedures. Unless prohibited, and then only to the extent not prohibited, by applicable law, abide by and administer OBL's established protocols, policies and procedures in connection with the Education Program, including requirements for Course completion (including awarding of transfer credit where applicable), grade attainment and attendance in order to meet minimum requirements for graduation with a School diploma, and return and recovery policies in relation to the use of OBL-provided Computer Technology and Instructional Materials.
 - f. Insurance. Except for that insurance identified in Exhibit A, obtain and maintain the following policies of insurance, as required and/or permitted by applicable law, and at no less than minimum levels required by the Charter, the Memorandum of Understanding with the Authorizer: director and officer liability; workers compensation with minimum limits established by law; educators' legal liability; employment practices liability; and general liability insurance. Further, the Board of Directors may elect to maintain additional coverage, in which event, at CalOPS' request OBL shall arrange for the requisite coverage on behalf of the Board of Directors, including the School and its directors, officers, employees, agents and volunteers, and include the cost in the Fee Schedule. OBL shall be included as an "additional insured" as to any such coverage. The Board of Directors will also maintain and keep in force, Director and Officer's Insurance, in the amount required by the Authorizer or by the Charter, but in no event less than One Million Dollars (\$1,000,000) in the aggregate. To the extent permitted by applicable law, OBL shall be added as additional named insureds on all policies of insurance obtained and maintained by and for the benefit of the School.
 - g. Computer Technology for Students. In the event that the School elects to procure its Computer Technology for Students from a source other than OBL, OBL shall not be responsible to provide comprehensive logistical support services.
4. **Special Education Services.**
- a. Special Education Protocols. The School will adopt written Special Education Protocols that comply with state and federal law, the Charter, any applicable provisions of any Memorandum of Understanding between the School and its Authorizer, and requirements of the School's SELPA, with respect to Special Needs Students. In consultation with OBL, the Special Education Protocols will be subject to review and revision from time to time throughout the Term. The Special Education Director will fully and consistently implement such Special Education Protocols in the provision of Special Education Services with support from OBL with respect to providing Special Needs Students with a free and appropriate education ("FAPE").
 - b. Implementation of Special Education Protocols. In the event that OBL provides written notice of any areas of concern, the School shall have 60 days to develop a plan that fully and consistently implements the Special Education Protocols, as well as addresses any other areas of concern identified by OBL, related to the provision of Special Education Services ("Special Education Remediation Plan"). The Special Education Remediation Plan should be developed in consultation with OBL and the SELPA. It is the Special Education Director's responsibility to fully and consistently implement the Special Education Remediation Plan.

- c. Failure to Adopt Special Education Protocols. During any period of time that the School fails to: (i) adopt Special Education Protocols approved by OBL; (ii) timely and consistently implement the Special Education Remediation Plan referenced in (b) above; or (iii) take corrective action with regard to any issue(s), matter(s), or concern(s) related to Special Education Services brought to the School's attention by OBL, the respective actions of the Parties shall be taken into account in determining the extent of indemnification obligation under Section 19 of this Agreement.

5. **Grant of Rights and Access:**

- a. License to Access the EMS and Instructional Materials. OBL hereby grants to the School a non-exclusive, nontransferable, royalty-free, limited license during the Term of the Agreement for Authorized Users to access and use EMS and the Content and Instructional Materials and other Intellectual Property contained in the EMS in connection with the receipt of the Educational Program hereunder (collectively the "Licensed Collateral"). The School's right to access and use the Licensed Collateral is solely for the intended purpose for which such access is granted and is subject to the OBL Intellectual Property provisions set forth in Sections 13 and 14 below. OBL may update the features and functions of the EMS from time to time. Any right to use the Content and Instructional Materials shall be solely for the applicable Course for which a Student is enrolled, or that an Authorized User is otherwise authorized to access. The Board of Directors shall have the right to annually review OBL's Instructional Materials. If any tangible instructional materials are provided to Students under this Agreement, the parties shall cooperate to ensure that tangible Instructional Materials are, to the extent possible, recovered and that no Student or Caretaker retains ownership of such materials.
- b. Permitted and Prohibited Uses. All rights not expressly granted to the School and Authorized Users pursuant to the Agreement are reserved to OBL, and any uses of the Licensed Collateral by the School and Authorized Users not expressly permitted in the Agreement are strictly prohibited. Specifically, unless otherwise authorized by OBL in furtherance of the delivery of Education Program related services, School will not, and will take reasonable steps to ensure that Authorized Users, School's employees or agents or any third party: (i) access the Content and Instructional Materials or the EMS; except in connection with Courses for which a Student is enrolled; (ii) use the Curriculum, Content and Instructional Materials except in strict compliance with the Agreement and the Terms of Use; (iii) copy, reproduce, modify, alter, transfer, transmit, perform, publish, display, sub-license, distribute, circulate provide access to, rent, or create Derivative Works from the Content and Instructional Materials or any portion thereof; (iv) decompile, reverse engineer, disassemble, or otherwise determine or attempt to determine the source code (or the underlying ideas, algorithms, structure or organization) of the Content and Instructional Materials or of the EMS; (v) upload files that contain viruses, Trojan horses, worms, time bombs, cancelbots, corrupted files, or any other similar software or programs that may damage the operation of the EMS; (vi) take any actions, whether intentional or unintentional, that may circumvent, disable, damage or impair the control or security systems of the EMS or the Content and Instructional Materials, nor allow or assist a third party to do so; (vii) use the Content and Instructional Materials in a manner that disparages the EMS, Content, Instructional Materials, OBL or its content providers, or in any manner that OBL may, in its sole discretion, deem inappropriate; or (viii) disclose Log-In

Information (as defined in Section 5.d. below) or permit access to the EMS and/or the Content and Instructional Materials by unauthorized persons using an Authorized User's Log-In Information.

- c. Usage Guidelines and Rules of Conduct. The School (including its employees and agents) and Authorized Users may use the Licensed Collateral for bona fide educational and other contracted-for purposes only. The School will comply and assure compliance by its employees, agents and the Authorized Users with Terms of Use of the EMS, Privacy Policy, and other applicable OBL policies, as may be updated from time to time by OBL in its sole discretion. The Privacy Policy and Terms of Use are posted on the Website and are accessible from the Connexus[®] login page. The School acknowledges that OBL may also institute basic rules for academic and personal conduct for Authorized Users' use of the Licensed Collateral, and that OBL will enforce those rules in its sole discretion, including terminating access for Authorized Users in the event of their failure to adhere to those rules. Included in the rules of conduct shall be prohibitions against any Authorized User's attempt to make inappropriate communication or contact with any other Authorized Users through the EMS, as well as, hacking, viral infection, or other technical attempts to gain unauthorized access to or cause damage to the EMS. The School shall provide OBL with written notice of any unauthorized use or distribution of the Content, Instructional Materials or Education Program of which the School becomes aware and shall take all reasonable steps to ensure that such unauthorized use or distribution is terminated.
 - d. Security and Use of Passwords. Each Authorized User will have a user name and password for the purpose of accessing the EMS and the Content and Instructional Materials (the "Log-In Information"). The School and its Authorized Users must keep all Log-In Information strictly confidential, and all Log-In Information may be used only by the assigned Authorized User. The School and its Authorized Users are responsible for maintaining the security and confidentiality of all Log-In Information, and for preventing access to the EMS and/or the Content and Instructional Materials by unauthorized persons using an Authorized User's Log-In Information. Unauthorized access to or use of the EMS and/or the Content and Instructional Materials by someone using an Authorized User's Log-In information may be attributed to such Authorized User.
 - e. Availability and Support. OBL strives to provide access to the EMS 24 hours per day, 7 days per week; however, it is anticipated that there will be periodic system interruptions due to occasional computer technology failures, system maintenance and updates, and/or internet provider service interruptions.
6. **Communications from OBL:** The School acknowledges and agrees that OBL may periodically contact Authorized Users in relation to OBL carrying out its obligations set forth in this Agreement, as well as to inform Caretakers and Students of educational opportunities related to such Students' academic pursuits in compliance with applicable state and federal law. Unless prohibited by law, the School specifically consents to such communications being delivered to Caretakers and Students via the EMS webmail portal and message boards, personal email to the extent such information is available, and direct mail. Except as identified herein, OBL will not deliver communications to Students that constitute targeted advertising based on personally identifiable information from Student Records. Telephonic communications shall be limited to School related communications of an immediate nature that impact a Student's access to the Education Program or are related to the Students' academic

participation and/or academic achievement. By accessing the Licensed Collateral, Authorized Users will be deemed to have also consented to receive such communications.

7. **Representation Regarding Non-discrimination:** Neither OBL nor the School will discriminate against any person on the basis of race, creed, color, sex, national origin, religion, ancestry, sexual orientation or disability, or any other basis prohibited by federal or California law.
8. **Health and Safety:** OBL will assist the School in the development of training and policies and the implementation of policies related to the following standards regarding health and safety:
 - a. Reporting child abuse or neglect where there is reasonable basis for suspecting such abuse or neglect is occurring, as required by state law;
 - b. Adopting policies prohibiting the use of drugs, alcohol, weapons and tobacco in School operated facilities or at School-sponsored events;
 - c. Adopting policies prohibiting bullying, sexual harassment, harassment, and other social behaviors prohibited under applicable law; and
 - d. Complying with all state immunization law.
 - e. Other health and safety policies required by the Charter or state or federal law or regulations.
9. **Pricing and Payment Terms:**
 - a. **Fee Schedule.** During each year of the term, as compensation for the Education Program provided by OBL under the terms of this Agreement, OBL shall be paid in accordance with the schedule of fees for services (the "Fee Schedule"), as updated and approved by the parties for each Academic Year. OBL reserves the right to increase the fees set forth in the Fee Schedule for each subsequent year of the Term, but in no event will such fee increase exceed 3% in any given year ("Cap"), and OBL shall notify the Governing Board by February 1 of the current Academic Year of such proposed increase. OBL shall update the Fee Schedule in connection with any such proposed increase. Notwithstanding anything to the contrary, the Cap shall not apply to any discretionary services offered by OBL.
 - b. **Payment Agent.** The parties may agree to have OBL act as its payment agent for various expenditures. OBL will submit to the School appropriate documentation evidencing payment of such expenditures and upon said submission shall be entitled to a dollar for dollar reimbursement for these expenses. Reimbursement shall be made in accordance with section 9.c. below.
 - c. **Invoicing.** OBL will invoice the School monthly. Payment will be due within five (5) business days of action by the Board of Directors, which shall use its best efforts to review and approve invoices within thirty (30) days of receipt. OBL may charge interest at the rate of one and one half percent (1.5%) per month for any invoices paid more than (60) days after the date of invoice, unless such failure to pay is the result of: (i) funds being withheld from the School due to a failure by OBL to perform under the terms of this Agreement, or (ii) failure by the State of California to timely disburse funds due to the School, in which event the School shall use its best efforts to cause the funds to be disbursed and the shortfall will be paid as soon as the funds are received, or (iii) the School or OBL

dispute any charges. The School or OBL shall notify the other OBL of any dispute and the basis for any dispute within five (5) days of receipt of the invoice and shall work to resolve the dispute within thirty (30) days. All amounts other than any amount in dispute shall be paid according to the terms herein. Funds shall also be subject to adjustment based on any adjustments to Student counts as a result of an audit as required by law. Any differences in amounts that were previously paid under this Agreement, as a result of such adjustments, shall only be applied to or against the next payment or payments otherwise due under this section, or if no payment is due, OBL shall refund such amount to the School.

d. Realigning of Responsibilities.

- i. To the extent there is a realigning of responsibilities between the parties pursuant to Section 2 above, the parties shall negotiate a corresponding adjustment in the Fee Schedule for the Academic Year in which said alignment of responsibilities occurs.
- ii. To the extent OBL's scope of services is expanded/reduced beyond what is set forth in Section 2 above, the parties shall negotiate a corresponding increase/decrease in the Fee Schedule for the Academic Year in which said expansion/reduction of responsibilities occurs. No expansion/reduction of responsibilities shall become effective until such time as the Board of Directors approves a Fee Schedule incorporating such corresponding increase/decrease.

e. Audit Adjustments. To the extent that any adjustments as a result of an audit required by law are the result of OBL's failure to adequately perform its responsibilities under this Agreement or Charter, OBL will be required to either: (i) return funds to the School in the amount determined as a result of such audit, or (ii) to the extent that funds are withheld from future payments to the School, reduce amounts invoiced to the School by the amount funding is withheld.

f. Deficit Protection.

- i. In the event that as of June 30 of each year during the Term, Total Revenues are less than the School's expenditures, including payments to OBL as well as those incurred and paid by the School, but excluding any payments for capital expenditures (the "Total Expenditures"), and in the event that the School does not have positive Net Assets (as defined in its annual audited financial statements) sufficient to offset the difference between Total Revenues and Total Expenditures, to the extent that any expenditures in excess of Total Revenues were included in the balanced budget or were subsequently approved by both Parties in a written budget amendment, OBL shall issue a credit or discount to the School to the extent required to maintain positive Net Assets at least equal to Ten Thousand Dollars (\$10,000) as of each June 30 during the Term of this Agreement ("Deficit Protection"). Any credit or discount offered under this clause will not be recoverable by OBL in subsequent years.
- ii. In order for the School to qualify for Deficit Protection, the Board of Directors must formally approve the School's annual Budget and any amendments to it during the year, such budget and amendment(s) to be reduced to a writing. To the extent the School engages in spending that is not part of the approved budget, as may be amended from time to time, excluding any spending covered by the Fee Schedule, the gross sum of such expenditures shall not be subject to Deficit Protection. To the

extent that the Board desires to expend funds on products or services that are not part of the approved budget, the Board shall obtain support and prior approval from OBL for such spending in order for such spending to qualify for Deficit Protection. In addition, OBL shall bring any concerns it has regarding regular budget forecasts which exceed the approved budget to the Board for approval by both Parties. For the sake of clarity the following example is provided: in order for Deficit Protection to apply to expenditures, if at the end of year 2 of the Term, the School runs a deficit of \$300,000 that would otherwise be subject to Deficit Protection and \$50,000 of such deficit is attributable to expenses such as those described above which were incurred on spending not approved in the School's annual budget for that year and for which the Board has not followed the procedure outlined in this Section 10.f., then only \$250,000 of such deficit is covered by Deficit Protection. Further, to the extent the \$50,000 in spending is carried forward to future Academic Years, such spending shall not be covered by Deficit Protection in such future years unless and then only to the extent expressly agreed to in writing by OBL.

- g. Financial Reporting and Impact of Revised GASB 68. Effective for fiscal years beginning after June 15, 2014, Governmental Accounting Standards Board Statement No. 68 ("GASB 68"), as currently drafted, to the extent applicable, may require the school to recognize net pension liability and related long-term pension expense associated with the state sponsored retirement plan in its audited financial statements. Any recognition of net pension liability and related long-term pension expense required under GASB 68 will be excluded when calculating net assets discussed in Section 9.f. Additionally, any impact created by GASB 68 on the school's statement of activities will be excluded when applying any charges arising from the Fee Schedule and evaluating the impact of applying Section 9.f.
 - h. Breakdown of Charges. No later than September 30 of each year during the Term, OBL will provide to the Board of Directors, a breakdown of its charges, including a breakdown between tangible and intangible instructional materials, and amounts charged for staff compensation, and for the license to OBL's materials. This shall not change the amounts due to OBL by the School, but shall provide the School with support for the charges for the products and services provided by OBL.
 - i. Charter School Funds. All School funds received by the School, from whatever source, retain their character as charter school funds until such time as they are paid out to a third party, including OBL, as payment for a service performed (or to be performed) for, or at the direction of, the School or for a product obtained at the direction of the School, at which time such monies paid to such third parties shall lose their charter school fund character.
10. Additional/Optional Services: For an additional fee as set forth in the Fee Schedule (which shall be determined on an individual service basis and not subject to any general fee increase pursuant to Section 9.a. of this Agreement), the School may contract with OBL to provide the following additional services:
- a. Facility and Capital Equipment/Furnishings Procurement, Management and Maintenance. At the request of the Board of Directors, procure, manage and maintain for the School, administrative office space adequate to meet the needs of the School, including all equipment and furniture required to make such office space functional for its intended purpose, as well as all utilities required to fully meet such functional requirements.

- i. Any office space provided or managed by OBL shall be compliant with the Americans with Disabilities Act and meet any other requirements of the Charter, Charter School Law, the Brown Act (as applicable to public meetings of the Board of Directors) or other applicable law. The locations, lease terms, and capital purchases required for all facilities provided under this Agreement will be subject to the approval of the Board of Directors.
 - ii. OBL agrees that it will have no beneficial financial interest in any approved lease.
 - iii. All leases negotiated on behalf of the School or entered into by OBL on behalf of the School will propose to the landlord a cancellation clause consistent with the requirements of the Charter, unless otherwise approved by the Board of Directors.
 - iv. In the event that this Agreement is terminated prior to its expiration, if OBL has provided the facility for the School, OBL shall have the unilateral option to assign any lease obtained on behalf of the School to the School, subject to landlord approval if such approval is required, and any capital equipment or furniture and fixtures owned by OBL, if any, and located in the facility may be purchased by the School at the then current book value as recorded on OBL's financial records.
 - v. Any capital equipment, furniture or fixtures ("Capital Assets"), as well as any other furniture, equipment or fixtures purchased by OBL on behalf of the School using federal or state grant funds or any other sources of public money, shall remain the property of the School at no transfer cost, free and clear of all liens, claims, encumbrances and interests, and continue to be deemed the property of the School.
 - vi. If OBL has provided the facility for the School, OBL shall permit School to hold public meetings of the School at such offices, without payment of rent.
 - vii. Furniture and equipment are provided at an annual rental fee of one-fifth (1/5th) of OBL's purchased price and may be purchased from OBL at any time at a cost equal to its depreciated cost basis (assuming a five-year life). OBL may offer an additional incentive, in its sole discretion, to the School to facilitate the purchase of the furniture and equipment by the School. Any such rental costs shall be reflected in the Fee Schedule or a separate agreement between the parties.
 - viii. Rent on the facility and utilities are a pass-through cost from OBL to the School, with no mark-up.
 - ix. OBL shall assist with the procurement and installation of telephone service, data lines, including Internet access at the administrative office space, and such other similar technology services used by personnel who are engaged in providing the Education Program under this Agreement.
- b. Office Products and Supplies. Procure for the School all requested office products and supplies needed for the operation of the administrative offices.
 - c. Student Technology Support Stipend Administration. Act as the School's agent in administering the School's student internet subsidy payment established by the Board of Directors. Payment of the stipend to eligible households would be facilitated by OBL, which will be issued to the Caretaker (and in certain circumstances, the Student) according to the schedule outlined in the School handbook, which shall be consistent with the rate

used in the development of the Budget, provided payment of the stipend is provided for in the Fee Schedule.

- d. Substitute Teachers. Provide substitute teachers, who shall have satisfied all credential, background check and other criteria applicable to substitute teachers, as needed and as requested in writing by CalOPS.
 - e. Direct Course Instruction Teachers. Provide OBL teachers to facilitate direct instruction including ongoing communication via email and phone calls, grade assessments and to moderate discussion boards on a per student, per course seat basis. Direct Course Instruction teachers shall meet all requirements of applicable law.
 - f. With respect to all OBL substitute teachers and direct course instruction teachers provided pursuant to this Section 10, OBL will comply with all applicable federal, state and local employment laws, regulations and requirements, carry all appropriate insurance including workers compensation where applicable, and defend and indemnify CalOPS in accordance with Section 19 for any Claims, as defined in Section 19, based on allegations of failure to comply with such employment laws, regulations and requirements and/or insurance requirements.
11. **National Collegiate Athletic Association Eligibility**. So long as the School meets the following criteria, it may elect to be included in the OBL Academy “district” for NCAA purposes at no additional fee, which will entitle the School to make available to its Students high school courses that meet the NCAA Eligibility Center requirements.
- a. The Curriculum must be the NCAA-approved content, delivered by Teachers through the EMS. Courses must be college prep level, meaning OBL’s Standard level or higher (e.g. Honors/AP), and delivered via the sequential option. Credit recovery/diagnostic-prescriptive courses are not NCAA-eligible.
 - b. OBL shall provide support for the implementation of the School’s instructional model by a Partner School Leadership team member or a person in a comparable role as designated by OBL to meet this requirement; and
 - c. The OBL Courses must be taught by Teachers for whom OBL provides support services, including but not limited to onboarding, training, and support for such Teacher’s annual evaluation within recommended evaluation guidelines, as well as provides guidance and support to the Lead School Administrator in the supervision, monitoring and support of such Teachers as more fully set forth in Section 2.e.
- In addition to the above-noted requirements, the school agrees to deliver courses and instruction in compliance with the NCAA Guidelines for OBL Academy Schools (<https://www.connexus.com/library/launch.aspx?id=80237>).
- If at any time the School does not satisfy all of the criteria set forth in this Section 11, the School will be notified that it will be removed from the OBL Academy NCAA “district.”
12. **Other Services**: To the extent there are products and services not included in the Education Program, and the School elects to contract with a third party other than OBL for such products or services, it shall be the School’s responsibility to ensure that such products or services are

provided consistent with the Budget and in accordance with any requirements of Charter School Law or other applicable law and any requirements in the Charter.

13. Trademarks:

- a. OBL and its Affiliates are the owners of various trademarks, service marks, logos, or trade names used in its business of providing Education Program. OBL trademarks can be found at:
<http://www.connectionsacademy.com/Libraries/PDFs/CACCommonLawTrademarks.pdf>
(collectively, the “Licensed Marks”). OBL grants to the School a non-exclusive, non-transferable, royalty-free sub-license to use the Licensed Marks during the term of this Agreement solely in connection with the performance of this Agreement and subject to pre-approval of such use by OBL. The School agrees to use the Licensed Marks in accordance with any trademark usage guidelines provided by OBL, the most up-to-date version of which can be found at <http://www.connectionsacademy.com/terms-of-use/trademark-guidelines.aspx>. OBL retains all right, title and interest in and to the Licensed Marks, including the School name, and any related proprietary rights not expressly granted to the School hereunder. All goodwill attributable to the Licensed Marks will inure exclusively to the benefit of OBL.
- b. Upon termination of this Agreement, the School’s license to use the Licensed Marks shall immediately terminate. The School agrees that within forty-five (45) calendar days from the date of termination, all references to “OBL Academy”, and any other Licensed Marks shall be removed from the School’s trade name, corporate name, on its signage, stationary, website, marketing materials and any other material or location it appears.

14. Intellectual Property:

- a. Limitations on Use. The Licensed Collateral, including but not limited to, the EMS and all technology, programs, services, and materials hosted thereon, the Curriculum, all tangible and intangible education materials, all OBL trademarks and copyrighted works, and the trade name of the School listed on Schedule A, are the Intellectual Property of OBL. The School’s right to use and benefit from said Intellectual Property is limited to its license rights set forth in this Agreement and shall terminate automatically with the termination of expiration of this Agreement.
- b. No Sale. Nothing in this Agreement shall be interpreted to be a sale or transfer of ownership interest from OBL to the School, School Staff, Students, Caretakers, or Learning Coaches.
- c. No Use of School Funds to Develop or Procure. No School funds shall be used by OBL to develop or procure Courses or Content or Instructional Materials or improvements to the EMS, provided, however, any School funds paid to OBL for provision of the Education Program hereunder, once paid, shall not be deemed to be School funds.
- d. Derivative Works. Any works created by the School Staff and derived from OBL’s Intellectual Property shall be deemed the property of OBL, and the School agrees to extend all reasonable and appropriate measures to assist OBL in securing and perfecting its ownership interest in such derivative works.
- e. Derivative Works License. The School hereby grants to OBL and will require its School Staff to do the same, a worldwide freely transferable, royalty free, perpetual license, in any content contained in any Derivative Works that are determined to remain the property of the

School and/or a member of its School Staff. Similarly, to the extent that any School Staff created educational content is hosted on the EMS or in an OBL proprietary LiveLesson[®] session, the School on behalf of itself and such School Staff hereby grants to OBL a worldwide, freely transferable, royalty free, perpetual license to use such School Staff created educational content for its own commercial purposes.

- f. Aggregated Data. Student specific data, including Student Records and corresponding Caretaker data, is the property of the School, Student and/or the Caretaker ("Student Information"), unless and to the extent that OBL obtains such Student Information from a source other than the School, including directly from Student (if emancipated minor or over the age of minority) or such Student's Caretaker. OBL will not use any such School owned Student Information for any non-school related purpose without obtaining the written permission of such Student or Student's Caretaker (as the case may be). OBL may freely aggregate School owned Student Information so long as such aggregated use does not reveal identifying characteristics that would enable a third party to determine the identity of any individual Student, including that Student's Caretaker, and such use does not violate applicable federal or state law. All such aggregated data shall be the property of OBL. OBL may freely use all such aggregated data and identify its source as being the School identified on Schedule AOBL. In addition, OBL shall, from time to time, provide to the School reports in an electronic format requested by the School to the extent OBL's systems and capabilities permit. Upon receipt of such request from the School, OBL will work with the School to formulate queries, formats and designs that will generate Student Information in a manner most useful to the School, based on the School's objectives and OBL's existing capabilities.

15. Confidentiality:

- a. Confidential Information. The receiving party shall use the Confidential Information of the disclosing party only in connection with the furtherance of the business relationship between the parties, and the receiving party shall make no further use, in whole or in part, of any such Confidential Information. The receiving party agrees not to disclose, deliver or provide access to all or any portion of the disclosing party's Confidential Information to a third party or to permit a third party to inspect, copy, or duplicate the same. The receiving party will disclose Confidential Information only to its employees and agents who have a need to know such Confidential Information in connection with the performance of the Agreement and who are under a written obligation to protect the confidentiality of such Confidential Information. The receiving party will treat the Confidential Information with the same degree of care and confidentiality that the receiving party provides for similar information belonging to the receiving party that the receiving party does not wish disclosed to the public, but not less than holding it in strict confidence.
- b. Student Records. OBL and the School acknowledge and agree that pursuant to FERPA and applicable state law, and any regulations promulgated thereunder, the parties have certain obligations with regard to maintaining the security, integrity and confidentiality of "education records", as that term is defined by FERPA and such other state law (also referred to herein as "Student Records"). The parties acknowledge that the School at all times retains ownership of Student Records and that each party must perform its obligations under the Agreement in compliance with FERPA, as well as any such applicable state law and any regulations promulgated thereunder. OBL shall use Student Records only for those purposes required or permitted by this Agreement. OBL may not use personally identifiable

information from Student Records for targeted advertising. OBL may not use Student Records to create a profile about a Student except in furtherance of school purposes. OBL's retention of Student Records shall comply with FERPA and applicable state law. The School designates the Lead School Administrator, School Staff, Board of Directors' members, third party service providers (including OBL) and volunteers who are providing educational and/or administrative services to the Students, as agents of the School, as individuals having a legitimate educational interest and thus entitled to access education records under FERPA without consent.

- c. Exceptions. The foregoing shall not prevent the receiving party from disclosing Confidential Information that must be disclosed by operation of law, provided: (i) the receiving party shall promptly notify the disclosing party of any such request for disclosure in order to allow the disclosing party full opportunity to seek the appropriate protective orders; and (ii) the receiving party complies with any protective order (or equivalent) imposed on such disclosure. It is understood and agreed that this Section 15.c. is not intended to permit the disclosure of education records referenced in Section 15.b., unless permitted by applicable law.
 - d. Return of Confidential Information. The receiving party agrees that it will, within ten (10) days after written request by the disclosing party, return to the disclosing party, or at the option of the disclosing party, destroy and certify in writing the destruction of, all Confidential Information received from the disclosing party, including copies, reproductions, electronic files or any other materials containing Confidential Information.
 - e. Remedy for Breach. The parties acknowledge that monetary damages may not be a sufficient remedy for unauthorized disclosure of Confidential Information and that a disclosing party shall be entitled, without waiving any other rights or remedies, and without the posting of bond or other equity, to such injunctive or equitable relief as may be deemed proper by a court of competent jurisdiction.
16. **Protection of Goodwill and Academic Integrity of the Program:** The parties recognize that OBL has invested substantial money and resources in developing a nationally recognized virtual education program under the "Connections Academy" brand and that it has an inherent interest in protecting the goodwill generated in connection therewith, as well as the academic integrity of the Education Program. Accordingly, CalOPS hereby warrants that it will monitor the Education Program with quality and efficacy and implement the Connections Academy model and Education Program with fidelity. In the event OBL believes that CalOPS is not complying with its obligations under this Section, and as a required condition prior to any allegation of breach of this Section by CalOPS, OBL shall promptly provide to CalOPS written notice identifying its concerns and providing CalOPS thirty (30) days to cure, unless such remedy does not objectively lend itself to cure within such 30 day period, then such additional time as necessary, which the parties anticipate would not be longer than 60 days except in exceptional cases, as reasonably determined by OBL, requiring a longer time to cure, in which such cases, the parties will agree in writing to such a longer time to cure and a date for such a cure. If the parties disagree on the reasonable cure period, then the parties will meet in accordance with dispute resolution procedures under Section 24 of this Agreement. The respective action of the parties including any written notice and actions taken in response to such notice shall be taken into account in determining the extent of any indemnification obligation under Section 19 of this Agreement. The parties also recognize that the School has

a vested interest in OBL protecting such goodwill, as well as the academic integrity of the Education Program in connection with its mission to advance the education interests of its Students. Accordingly, as part of its responsibilities as a school official performing institutional functions under FERPA, OBL is hereby authorized to perform ongoing and periodic reviews of School records documenting the manner in which the Program is delivered to Students, including documentation of interaction between teachers and/or Administrative Staff with Students, Learning Coaches and Caretakers and to report to the Board of Directors, Administrative Staff and/or teachers, any deviations from established OBL policies, procedures and protocols, federal or state legal requirements, or established best practices, or other deficiencies OBL takes note of in connection with such ongoing or periodic review.

17. **Term:** The term (“Term”) of this Agreement shall be established as to each School on the applicable schedule for such School, which shall be attached hereto and incorporated by reference.

18. **Termination:**

- a. **Grounds For Early Termination.** Unless otherwise renewed or earlier terminated, this Agreement shall terminate immediately upon the expiration of the Term. Any notice of early termination shall take effect at the closing of the last day of the Academic Year, unless otherwise agreed to by the parties or provided for herein. Except as otherwise provided for in this section, notices of termination must be made in writing and delivered to the addresses set forth below no later than January 15 of the current Academic Year and shall list all reasons for said early termination. Except as specifically provided for herein, this Agreement can only be terminated before its expiration as follows:
- i. By both parties if they agree in writing to the termination;
 - ii. By the School, for any reason, provided, however, that notice of termination shall be given in writing no later than November 1 of the Academic Year in which such termination shall be effective and termination shall not occur prior to the close of the Academic Year in which notice is given. Notice of termination under this Section 18.a.ii. shall include a detailed explanation of the reason(s) for termination and shall be subject to the resolution process referenced in Section 24;
 - iii. Termination by either party, immediately, if one party materially breaches this Agreement and fails to cure such breach within thirty (30) days following written notification of such breach from the other party. In the event objectively ascertainable reasonable efforts have been made to effect such cure and the breach at issue does not objectively lend itself to cure within such 30 day period, then such additional time as necessary to complete said cure, but in no event longer than 60 days following written notification of such breach;
 - iv. Termination by OBL, if the payments to which OBL is entitled under this Agreement are materially reduced as a result of a change in funding provided to the School or applicable laws or regulations impose requirements that are materially different from those previously provided under this Agreement and OBL is unwilling or unable to make the required changes;

- v. By OBL, if there are unresolvable differences between the parties relating to what OBL, in its sole discretion, considers to be conduct that reflects materially and unfavorably upon OBL's reputation with respect to the manner in which School carries out its responsibilities under the terms of this Agreement including implementation of the contracted Education Program, and OBL provides the School with thirty (30) days written notice of its intent to terminate during which such time the parties shall work in good faith to alleviate, to OBL satisfaction, the circumstances giving rise to such unresolvable differences. Termination under this provision may only take effect at the end of the Academic Year in which such notice is given;
 - vi. Termination by either party, immediately, if the Charter is terminated, or if the School is no longer authorized by the Authorizer as required by applicable state law and regulation;
 - vii. Termination by the School, if CalOPS determines at the end of an Academic Year that the Education Program set forth in this Agreement does not meet the requirements for a virtual or online charter school, and/or independent study and non-classroom based charter school, as defined by applicable laws and regulations, but only if OBL is unable to cure such deficiency after being given reasonable notice thereof, and the opportunity to cure any alleged failure to meet such requirements, and further provided that the School may immediately terminate the Agreement upon expiration of the cure period, if OBL fails to cure the deficiency;
 - viii. Termination by the School, if CalOPS determines, after a Performance Review based on the criteria defined below, that the School has failed to make reasonable progress towards Student academic achievement, and CalOPS has provided written notice thereof to OBL. Termination under this subsection may not occur prior to the close of at least one Academic Year after notice is given in order to provide OBL the opportunity to implement the performance improvement plan;
"Reasonable progress toward Student academic achievement" shall be defined as:
 - 1. meeting the State of California's standards under Every Student Succeeds Act; or
 - 2. meeting the same academic standards but only calculated for those Students who have been enrolled in the School for at least two (2) complete Academic Years; or
 - 3. meeting at least one of the minimum renewal standards applicable to the School, as prescribed by Education Code § 47607 or other provision of law, as calculated or reasonably anticipated at the time of charter renewal must be applied for; or
 - 4. meeting one or more of the academic achievement goals laid out in the School's Local Control and Accountability Plan.
 - ix. Termination by either party in the event that the CalOPS Board of Directors has not approved a Budget by July 1 for the upcoming school year.
- b. Obligations on Termination. In the event this Agreement is terminated by either party for any reason:

- i. OBL shall assist and cooperate with the School in the transition of the educational products and services from OBL to the School or another service provider, so as to minimize the disruption to the Students;
- ii. Each party will promptly (not later than thirty (30) days after the effective date of termination) return to the other party all Confidential Information, property and material of any type belonging to the other party, including but not limited to, electronic versions, hard copies and reproductions and will not retain copies of any such property or material except as may be expressly permitted in this Agreement or required by applicable law;
- iii. So long as the School remains current in its payment obligations to OBL, and in order to allow for a transition to OBL' successor(s), all access to the EMS and other educational products and services shall continue for a reasonable amount of time, not to extend beyond the shorter of ninety (90) days or the start of the Academic Year immediately following the termination, after which time all such access shall be discontinued;
- iv. Except as otherwise provided for in Section 2.j., OBL shall provide to the School copies of all Student Records and other electronic School Records not otherwise in the School's possession at no additional cost;
- v. School shall pay OBL all amounts due under this Agreement upon the earlier of either their due dates or thirty (30) days after the effective date of termination, unless otherwise agreed to in writing by the Parties.

19. Indemnification:

- a. Indemnification Obligations. Except as expressly stated otherwise in this Agreement or in this Section 19, and to the extent allowable by law, each party (the "Indemnifying Party") shall defend, indemnify, save and hold harmless the other party, its Affiliates, Parent, subsidiaries and its respective directors, officers, agents and employees (together "Indemnified Party") against and from any and all claims, actions, liabilities, costs, expenses, damages, injury or loss (including reasonable attorney's fees) made, brought, incurred, or alleged by any third party ("Claim") to which the Indemnified Party, its Affiliates and their respective directors, officers, agents and employees may be subject to liability by reason of any wrongdoing, misconduct, negligence, willful misconduct or default by the Indemnifying Party, its agents, employees, subcontractors, or assigns in connection with the performance of this Agreement. This indemnification shall not apply to any liability claims or demands to the extent caused by, or resulting from, the negligence or wrongful act or omission of any officer, director, board member, agent, third-party provider, or employee of the Indemnified Party, or as otherwise stated in this Agreement. With respect to circumstances falling under Sections 3.d.ii, 4.c. and 16 of this Agreement, this Section 19 shall be applied as stated in those sections. This indemnification, defense and hold harmless obligation on behalf of Indemnifying Party, shall survive the termination of this Agreement.
- b. Indemnification Procedure. The Indemnified Party will promptly notify the Indemnifying Party in writing of any claim, loss, damages, liabilities and costs. For third-party claims, the Indemnified Party and the Indemnifying Party may be jointly represented by legal

counsel unless such legal counsel determines that there is a conflict of interest. The Indemnified Party shall be consulted regarding and approve the selection of legal counsel. Should separate legal counsel be necessary for the Indemnified Party due to a conflict of interest, the Indemnifying Party shall be responsible for the defense costs, which shall include reasonable attorney's fees and costs, including reasonable expert witness fees, incurred in connection with Indemnified Party's representation by separate counsel. The Indemnified Party shall reasonably cooperate with the Indemnifying Party in the defense and any related settlement negotiations. Indemnified Party retains the right to approve any settlements on its behalf. However, the Indemnified Party shall be consulted, and no approval shall be required if the settlement is for monetary value to which the Indemnified Party does not contribute, the settlement does not include any admissions, actions or obligations on behalf of the Indemnified Party. In addition to, or in lieu of, any defense provided by the Indemnifying Party, the Indemnified Party may retain its own counsel, which shall be at its own cost unless separate counsel is necessary due to a conflict of interest. If the Indemnifying Party does not promptly assume the Indemnified Party's defense against any third-party claim, the Indemnified Party reserves the right to undertake its own defense at the Indemnifying Party's expense.

20. **Limitation of Liabilities:** In no event will either party, or such party's Affiliates, directors, officers, employees, or agents, be responsible or liable for the debts, acts or omissions of the other party or such party's Affiliates, directors, officers, employees, or agents.
21. **Sales Tax:** If applicable, the School shall provide OBL with support that it is exempt from state sales tax. To the extent that the School is not exempt from state sales tax, the School shall be responsible for federal, state, or local sales and use taxes assessed, if any, based on the Education Program provided by OBL hereunder. If any sales and use taxes are assessed on purchases made by OBL for the School's benefit and charged to the School, OBL will provide a credit to the School equal to the amount of the sales or use taxes paid.
22. **Notices:** All notices, consents and other communications under this Agreement shall be given in writing and shall be sent by and deemed to have been sufficiently given or served for all purposes as of the date it is delivered by hand, received by overnight courier, or within three (3) business days of being sent by registered or certified mail, postage prepaid to the parties at the following addresses (or to such other address as hereafter may be designated in writing by such party to the other party):

If to OBL:

Connections Education LLC d/b/a
Pearson Online & Blended Learning K-12
USA
10960 Grantchester Way
Columbia, Maryland 20144
Attn: Tom ApSimon, President

With a copy to:

Connections Education LLC d/b/a
Pearson Online & Blended Learning K-12
USA
10960 Grantchester Way
Columbia, Maryland 21044
Attn: School Legal Affairs

If to the School:

As listed on Schedule A
Attention: Board President
Procopio, Cory, Hargreaves & Savitch,
LLP
525 B Street, Suite 2200
San Diego, CA 92101
Attention: Greg Moser

With a copy to:

23. **Governing Law:** This Agreement shall be governed and controlled by the laws of the State of California. Any legal actions prosecuted or instituted by any party under this Agreement shall be brought in a court of competent jurisdiction located in the State of California, and each party hereby consents to the jurisdiction and venue of any such courts for such purpose.
24. **Resolution of Disputes:** Any dispute arising out of or relating to this Agreement shall be resolved in accordance with the procedures specified in this Section 24.
- a. **Negotiation.** The parties agree to negotiate in good faith all disputes arising out of or relating to the rights and obligations of the parties, as set forth in this Agreement and/or established by applicable law. Any dispute not resolved within the normal course of business shall be referred to the VP of Schools, for OBL, and the Board of Directors Chairperson, for the School or his/her designee, for discussions related to the nature of the dispute and an agreed course of action as to how to resolve the dispute or to other such persons within the organization of OBL and the School as the parties mutually deem appropriate.
 - b. **Mediation.** In the event the parties are unable to fully resolve a dispute through negotiation, each party agrees to submit all unresolved disputes to nonbinding mediation pursuant to processes and procedures mutually agreed upon by the Parties. In the event the parties are unable to agree to such processes and procedures, the Parties agree to submit the matter to Board of Directors legal counsel of record, or other such third party agreed upon by the parties, who will establish the processes and procedures by which such unresolved disputes will be mediated.
 - c. **Confidentiality.** The parties agree to treat all discussions and sharing of documents related to this subsection as confidential and not subject to disclosure to any third party to the extent permissible by law, except as consented to by the disclosing Party.
 - d. In the event the parties are unable to resolve such dispute through nonbinding mediation, to the extent such dispute remains unresolved, each Party, upon providing the other party ten (10) calendar days' notice of its intent to do so, may pursue their respective contractual, administrative, legal and/or equitable remedies available to them in order to fully resolve such dispute.
25. **Miscellaneous:**
- a. **Severability.** If any provision of this Agreement is held to be invalid or unenforceable, it shall be ineffective only to the extent of the invalidity, without affecting or impairing the validity and enforceability of the remainder of the provision, or the remaining provisions of this Agreement. If any provision of this Agreement shall be or become in violation of

any federal, state, or local law, such provision shall be considered null and void, and all other provisions shall remain in full force and effect.

- b. Successors and Assigns. The terms and provisions of this Agreement shall be assignable by either party only with the prior written permission of the other, which consent shall not be unreasonably withheld; provided that a change in control of OBL or its managing member, notice of which shall be provided by OBL to the Board of Directors, shall not be deemed a violation of this Agreement.
- c. Complete Agreement; Modification and Waiver. This Agreement constitutes the entire agreement between the parties with respect to the matter contained herein and supersedes all prior and contemporaneous agreements, warranties and understandings of the parties. There are no agreements, representations or warranties of any kind except as expressly set forth in this Agreement. No supplement, modification or amendment of this Agreement shall be binding unless executed in writing by both parties. No waiver of any provision of this Agreement will be effective unless it is in writing and signed by the party to be charged with such modification, and no such waiver will constitute a waiver of any other provision(s) or of the same provision on another occasion.
- d. Force Majeure. If any circumstance should occur that is not anticipated or is beyond the control of a party or that delays or renders impossible or impracticable performance as to the obligations of such party, the party's obligation to perform such services shall be postponed for a period equal to the time during which such circumstance shall extend, or, if such performance has been rendered impossible by such circumstance, shall be cancelled.
- e. No Third Party Rights. This Agreement is made for the sole benefit of the parties. Except as otherwise expressly provided, nothing in this Agreement shall create or be deemed to create a relationship among the parties or any of them, and any third party, including a relationship in the nature of a third party beneficiary or fiduciary.
- f. Professional Fees and Expenses. Each party shall bear its own expenses for legal, accounting, and other fees or expenses in connection with the negotiation of this Agreement.
- g. Counterparts. This Agreement may be signed in counterparts, which shall together constitute the signed original Agreement.
- h. Compliance with Laws, Policies, Procedures, and Rules. Each party will comply with all applicable federal and state laws and regulations including all of the specific requirements of the Charter, applicable local ordinances and the School's policies whether or not specifically listed in this Agreement.
- i. Interpretation of Agreement. The parties hereto acknowledge and agree that this Agreement has been negotiated at arm's length and between parties equally sophisticated and knowledgeable in the subject matter dealt with in this Agreement. Accordingly, any rule of law or legal decision that would require interpretation of any ambiguities in this Agreement against the party that has drafted it is not applicable and this Agreement shall be interpreted in a reasonable manner to affect the intent of the parties as set forth in this Agreement.

- j. Headings; Exhibits. The section headings contained herein are for convenience only and shall not in any way affect the interpretation or enforceability of any provision of this Agreement. All schedules and exhibits to this Agreement are incorporated herein and shall be deemed a part of this Agreement as fully as if set forth in the body hereof. In the event of any inconsistency between this Statement of Agreement and the incorporated Schedule A or the Fee Schedule, the provisions of Schedule A, or the Fee Schedule, as the case may be, shall prevail over any inconsistent terms in the Statement of Agreement.
- k. Electronic Signatures. This Agreement and related documents may be accepted in electronic form (e.g., by scanned copy of the signed document, an electronic or digital signature or other means of demonstrating assent) and each party's acceptance will be deemed binding on the parties. Each party acknowledges and agrees that it will not contest the validity or enforceability of this Agreement and related documents, including under any applicable statute of frauds, because they were accepted or signed in electronic form. Each party further acknowledges and agrees that it will not contest the validity or enforceability of a signed scanned PDF or facsimile copy of this Agreement and related documents on the basis that it lacks an original handwritten signature. Facsimile and scanned PDF signatures shall be considered valid signatures as of the date hereof. Computer maintained records of this Agreement and related documents when produced in hard copy form shall constitute business records and shall have the same validity as any other generally recognized business records.
- l. Survival. The rights and responsibilities of Sections 15, 18.b., 19, 20 and 24, shall survive the termination of this Agreement.
- m. Status and Relationship of the Parties. OBL is a limited liability company organized under the laws of Delaware and is authorized in California, and is not a division or a part of the School. The School is a California public charter school authorized by the Charter School Law and is not a division or part of OBL. The parties intend that the relationship created by this Agreement is that of an independent contractor and not employer-employee. Except as expressly provided in this Agreement, no agent or employee of OBL shall be deemed to be an agent or employee of the School. OBL shall be solely responsible for its acts and the acts of its agents, employees and subcontractors, and the School shall be solely responsible for its acts and the acts of its agents, employees and subcontractors. The relationship between OBL and the School is based solely on the terms of this Agreement, and the terms and conditions of any other written agreement between OBL and the School.
- n. 501(c)(3) Status. The parties agree to negotiate in good faith an amendment to this Agreement to cure any IRS cited defect in the Agreement that will impede the issuance from the IRS a determination that the School is a tax exempt organization under Internal Revenue Code § 501(c)(3).
- o. Obligation to Cure Defect. The parties agree to negotiate in good faith an amendment to this Agreement to cure any defect in the Agreement related to compliance with any California state law mandated requirement.

Agreed to by:

**CALIFORNIA ONLINE PUBLIC
SCHOOLS**

By: elaine pavlich
elaine pavlich (Jun 28, 2019)

Title: CALOPS Board President

**CONNECTIONS EDUCATION LLC dba
PEARSON ONLINE AND BLENDED
LEARNING K-12.USA**

By: Thomas ap Simon
Thomas ap Simon (Jul 1, 2019)

Title: Managing Director

CONFIDENTIAL

INDEX OF DEFINED TERMS

“Academic Year” shall mean the school year as defined by the School Calendar under which the School operates.

“Administrative Staff” means any and all individuals employed by or otherwise providing administrative services for or on behalf of the education program operated by the School, including principal(s) and assistant or principal(s).

“Affiliates” means any entity controlling, controlled by or under common control with another entity. With respect to OBL, Affiliate shall also include Pearson PLC and its Affiliates. For the purposes of this definition, “control” means the possession, directly or indirectly, of the power to direct the management and policies of an entity whether through the ownership of voting securities, registered capital, contract or otherwise.

“Authorizer” refers to the Authorizer of the School as set forth on Schedule A.

“Authorized Users” shall mean the Students, Caretakers, Teachers, Instructional Aides, Administrative Staff, Learning Coaches, Independent Contractors, and School Board members who are authorized to access the EMS, the Content, Instructional Materials and Courses pursuant to the terms of this Agreement.

“Board of Directors” or “Board” shall mean the governing board of the School.

“Budget” shall mean an operating budget for the School that is consistent with the proposed fee schedule under this Agreement for the upcoming school year, as approved by the Board of Directors as more specifically discussed in Section 9.

“Caretaker” shall mean the parent(s), legal guardian(s), or other individuals designated by a legal authority as responsible for care of the Student.

“Charter” shall mean the authorization to operate a charter school granted by the Authorizer.

“Charter School Law” shall mean the applicable laws and regulations governing charter schools as codified in statutes and code of regulations of California.

“Community Coordinators” shall mean individuals who volunteer their services to coordinate school-sanctioned community activities and field trips that enhance the educational experience of Students and provide them with the opportunity to engage other Students residing in the immediate geographic area who also attend the School.

“Confidential Information” shall mean proprietary business, technical and financial information of each of the parties, including for example and without limitation, each party’s respective information concerning: (a) business strategy and operations such as business plans, methods, marketing strategies, outreach plans and sales information, pricing information and customer and prospect lists, the identities and locations of vendors and consultants providing services or materials to or on behalf of the disclosing party; (b) product development such as product designs and concepts; (c) financial information such as budget and expense information, economic models, pricing, cost and sales data, operating and other financial reports and analysis; (d) human resource information such as compensation policies and schedules, employee recruiting and retention plans, organization charts and personnel data; (e) unpublished educational content, curricula, teaching outlines, lesson plans, testing processes and procedures; (f) Student Records and other student-related or Caretaker-related personal information; (g) the terms of this Agreement, (h) login and

password information for the EMS; (i) technical information such as development methods, computer software, research, inventions, the design and operation of the EMS; and (j) other similar non-public information that is furnished, disclosed or transmitted to the receiving party or to which the receiving party is otherwise given access by the disclosing party, orally, in written form, in any type of storage medium, or otherwise. Confidential Information, in whatever form provided, shall remain the exclusive property of the disclosing party at all times, and the parties hereby acknowledge and agree that all such Confidential Information of a party are its trade secrets. Except as specifically provided for herein, nothing contained in this Agreement shall be construed as granting or conferring any rights in any Confidential Information disclosed to the receiving party, by license or otherwise.

“Content” means the components of a Course and/or SDR (as each is defined below) licensed, designed, developed, owned or provided by OBL and its third party content partners and delivered in an online format through the EMS (as defined above) or in an offline format (textbooks and other materials) to teach students in various subjects in grades K–12 and/or to deliver resources in connection with the Services (defined below). Content may include the courseware, data, documentation, text, audio, video, graphics, animation, drawings, programming, icons, images, pictures and charts, Teachlet® tutorials and LiveLesson® sessions. OBL reserves the right to add Content, withdraw Content, modify and/or offer substitute Content, in its sole discretion, provided that the School will receive reasonable notification concerning any substitution or withdrawal that is substantial.

“Course(s)” shall be comprised of a set of lessons and assessments, including Instructional Materials that shall meet the educational content or other standards established by the State of California in order to be recognized for high school credit in grades 9-12 and/or for meeting educational requirements in grades K-8, as the case may be.

“Curriculum” means a program of instruction provided by OBL, which includes Content and Instructional Materials accessed primarily through the EMS, that, together with Teacher provider additions and/or modifications, shall meet the educational content or other standards established by the State of California in order to be recognized for high school credit in grades 9-12 or for meeting educational requirements in grades K-8.

“Curriculum Guide” means the publication which sets forth the list of Courses offered by OBL during a particular Academic Year and may sometimes be referred to in this Agreement as a “Program Guide”.

“Derivative Works” include any translation, editorial revision, annotation, elaboration, or other modification, correction, addition, enhancement, extension, condensation, upgrade, improvement, compilation, abridgement or other form in which the Content or Instructional Materials or other Licensed Collateral may be recast, transformed or adapted, including but not limited to all forms in which such Derivative Works may or may not infringe any of the copyrights in the Content or Instructional Materials.

“Destroyed” means at minimum removing personally identifiable information, as defined in FERPA, from Student Records stored on OBL’s production systems.

“EMS” means the website or Education Management System (also sometimes referred to as Connexus®, Learning Management System or LMS) with the URL <http://www.Connexus.com>, or such other URL as OBL or its Affiliates may designate from time to time (or any successor

technology platform to which OBL transitions the School), through which Authorized Users access OBL Content via a secure, password protected website. The features and functions of the EMS may be modified and/or updated from time to time by OBL. Access to the EMS is governed by the Terms of Use located at <https://www.Connexus.com/public/termsOfUse.html> and defined below.

“English Learners” shall mean students identified as needing English language instruction

“Enrollment Leads” shall mean the Caretaker names, contact information, demographic and other information developed and collected through OBL enrollment efforts (including but not limited to Public Information Campaigns) at any time before, during or after the initial or any renewal term of this Agreement, including leads, developed and collected through advertisements, information sessions, the OBL Academy website, surveys and petition gathering efforts, and other marketing activities performed on behalf of OBL and/or the School.

“FERPA” means the Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g, and its regulations codified at 34 CFR Part 99.

“Instructional Aide(s)” means any and all individuals employed by CalOPS and who are involved in supporting, facilitating or assisting in the provision of instruction, assessment and/or other services to Students.

“Intellectual Property” means collectively, rights under patent, trademark, copyright and trade secret laws, and any other intellectual property or proprietary rights recognized in any country or jurisdiction worldwide, now or in the future, including but not limited to, moral rights, industrial design rights and similar rights, and shall in all cases include Marketing Leads, data and materials and other related collateral developed by OBL, regardless of whether such data, materials and collateral are developed specifically for the School.

“Lead School Administrator” shall mean the Executive Director.

“Learning Coach” shall mean a Caretaker of the Student or another adult specifically designated by the Student’s Caretaker, or the Student where over 18 or emancipated, who will perform the responsibilities as defined in the Caretaker Acknowledgement, Designated Learning Coach Agreement or Eligible Student Acknowledgement, respectively, and the School Handbook, which shall be subject to the review and approval annually by the Board of Directors. Learning Coaches are not employees or contractors of either the School or OBL; shall not receive any compensation for their services from either OBL or the Board of Directors; and shall look solely to the Caretaker to collect any alleged agreed to compensation. Learning Coaches shall not fall within the definition of “Instructional Aides”.

“Licensed Collateral” shall mean OBL products and services, including the EMS and all technology, programs, services, and materials hosted thereon to which customer is granted access, the Curriculum, all tangible and intangible education materials and other proprietary and copyright protected works and other Intellectual Property to which customer is granted a right of use (whether in digital, print or both and including third party content contained therein or linked to therefrom), all OBL trademarks, and the trade name listed on Schedule AOBL and all other Intellectual Property to which the School is given access under the terms of this Agreement.

“Marketing Leads” shall mean the Caretaker names, contact information, demographic and other information developed and collected through OBL’s marketing efforts (including but not limited to Public Information Campaigns defined below) at any time before, during or after the initial or

any renewal term of this Agreement, including leads, developed and collected through radio, online and television advertisements, online and in person information sessions, the Connections Academy website, surveys and petition gathering efforts, and other marketing activities performed on behalf of OBL and/or the School.

“Marketplace” shall mean each of United States and its territories and lawful possessions (individually and in the aggregate).

“Public Information Campaigns” or “PIC” shall mean such activities as marketing and outreach efforts by offline medial advertising, online advertising, direct mail, telephone calls, traditional public relations, and other advertising efforts, as well as online and in person information sessions, managing social media messaging, etc.

“Privacy Policy” means that certain statement of OBL’s practices for handling personally identifiable and non-personally identifiable information gathered by OBL through the EMS or any web site maintained by OBL from time to time.

“Program Guide” shall have that meaning ascribed to “Curriculum Guide,” defined above.

“School Calendar” shall be the days when the Education Program under this Agreement will be delivered to Students, as defined by the School Handbook. OBL will provide the Education Program on those days established to be the School Calendar for the Academic Year, except that Students may continue to report attendance during weekends and scheduled school holidays to the extent permitted by the State of California. The School Calendar for each Academic Year is subject to the prior approval of the Board of Directors, taking into account all reasonable comments and suggestion by OBL, and shall meet any regulatory requirements for days and hours of instruction required by law or regulation.

“School Staff” shall include the Lead School Administrator, Special Education Director, Teachers and Administrative Staff.

“SDR” means Service Delivery Resource and relates to any tools, instructions, assessments or other support materials used in the delivery of Services, either through Connexus[®] or otherwise.

“SELPA” means the Special Education Local Plan Area in which the School participates as a member.

“Special Education Director” is that person employed to oversee the Special Education Services per Section 4 of this Agreement. It is the Special Education Director’s responsibility to keep informed of (and to inform OBL of) any state legislative or regulatory enactments that impact the provision of Special Education Services, as well as to supervise the special education Teachers.

“Special Education Protocols” shall mean the policies, procedures and protocols adopted by CalOPS in consultation with OBL that govern the provision of Special Education Services and shall, at minimum comply with applicable state and federal law, the Charter, any applicable provisions of any Memorandum of Understanding between the School and its Authorizer, and requirements of the School’s SELPA, with respect to Special Needs Students.

“Special Education Services” shall mean all services described in Section 2 and 4 of this Agreement.

“Special Needs Students” shall mean Students (as hereinafter defined) who have been identified as disabled under the Federal Individuals with Disabilities Education Improvement Act, as amended (“IDEA”) or Section 504 of the Federal Rehabilitation Act of 1973.

“Student” means any person actively enrolled in the School.

“Student Records” shall mean those “education records,” as defined by FERPA (20 U.S.C. § 1232g(a)(4)(A)), which the School or OBL is required to retain in accordance with federal and state law.

“Teacher” means any and all educators employed by CalOPS and involved in providing instruction, assessment and/or other educational support of Students pursuant to the terms of this Agreement and the Charter.

“Term” shall have that meaning set forth in section 17.

“Terms of Use” means certain rules governing how Authorized Users may and may not use the EMS and any Content and Instructional Materials accessible through the EMS. The most current version is located at <https://www.Connexus.com/public/termsfuse.html>

“Website” means the OBL website with the URL <http://www.connectionsacademy.com/home.aspx> and any subpages connected thereto.

SCHEDULE A

School Name: California Connections Academy @Central

School Address: 4216 S. Mooney, Suite 356, Visalia, CA 93277

Authorizer: Alpaugh Unified School District

Term: The Term of this Agreement, as to the School stated on this schedule, shall commence on July 1, 2019 for a term of two (2) years and shall expire on June 30, 2021.

Exhibit A

Insurance Certificate



CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)
6/28/2019

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must have ADDITIONAL INSURED provisions or be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER Marsh & McLennan Agency LLC 7225 Northland Drive Suite 300 Minneapolis MN 55428		CONTACT NAME: PHONE (A/C, No, Ext): FAX (A/C, No): E-MAIL ADDRESS:	
INSURED CALIFORNIA California Online Public Schools 33272 Valle Road San Juan Capistrano, CA 92675		INSURER(S) AFFORDING COVERAGE INSURER A : Hartford Accident and Indemnity Company INSURER B : INSURER C : INSURER D : INSURER E : INSURER F :	NAIC # 22357

COVERAGES CERTIFICATE NUMBER: 170367769 REVISION NUMBER:

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSD	INSO WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
	COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input type="checkbox"/> OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: <input type="checkbox"/> POLICY <input type="checkbox"/> PROJECT <input type="checkbox"/> LOC <input type="checkbox"/> OTHER:						EACH OCCURRENCE \$ DAMAGE TO RENTED PREMISES (Ea occurrence) \$ MED EXP (Any one person) \$ PERSONAL & ADV INJURY \$ GENERAL AGGREGATE \$ PRODUCTS - COMPROP AGG \$ \$
	AUTOMOBILE LIABILITY <input type="checkbox"/> ANY AUTO <input type="checkbox"/> OWNED AUTOS ONLY <input type="checkbox"/> SCHEDULED AUTOS <input type="checkbox"/> HIRED AUTOS ONLY <input type="checkbox"/> NON-OWNED AUTOS ONLY						COMBINED SINGLE LIMIT (Ea accident) \$ BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$ \$
	UMBRELLA LIAB <input type="checkbox"/> OCCUR EXCESS LIAB <input type="checkbox"/> CLAIMS-MADE DED RETENTION \$						EACH OCCURRENCE \$ AGGREGATE \$ \$
A	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE/OFFICER/ MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below	Y/N	N/A	41WBAD4FAB	7/1/2019	7/1/2020	X PER STATUTE <input type="checkbox"/> OTHER E.L. EACH ACCIDENT \$ 1,000,000 E.L. DISEASE - EA EMPLOYEE \$ 1,000,000 E.L. DISEASE - POLICY LIMIT \$ 1,000,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)

CERTIFICATE HOLDER California Online Public Schools 33272 Valle Road San Juan Capistrano CA 92675	CANCELLATION SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS. AUTHORIZED REPRESENTATIVE
---	--



CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)
6/28/2019

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must have ADDITIONAL INSURED provisions or be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER Marsh & McLennan Agency LLC 7225 Northland Drive Suite 300 Minneapolis MN 55428		CONTACT NAME: Dana Smith PHONE (A/C, No, Ext): 763-746-8000 FAX (A/C, No): E-MAIL ADDRESS: dana.smith@marshmma.com	
INSURED Connections Education LLC California Online Public Schools 33272 Valle Road San Juan Capistrano CA 92675		INSURER(S) AFFORDING COVERAGE INSURER A: Philadelphia Indemnity Insurance Co. NAIC # 18058 INSURER B: Tokio Marine Specialty Insurance Co. 23850 INSURER C: INSURER D: INSURER E: INSURER F:	

COVERAGES **CERTIFICATE NUMBER:** 654901480 **REVISION NUMBER:**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSR	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: <input checked="" type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC <input type="checkbox"/> OTHER			PHPK2003682	7/1/2019	7/1/2020	EACH OCCURRENCE \$ 1,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 300,000 MED EXP (Any one person) \$ 15,000 PERSONAL & ADV INJURY \$ 1,000,000 GENERAL AGGREGATE \$ 2,000,000 PRODUCTS - COMPROP AGG \$ 2,000,000 \$
A	<input checked="" type="checkbox"/> AUTOMOBILE LIABILITY <input checked="" type="checkbox"/> ANY AUTO <input type="checkbox"/> OWNED AUTOS ONLY <input type="checkbox"/> HIRE AUTOS ONLY <input type="checkbox"/> SCHEDULED AUTOS <input type="checkbox"/> NON-OWNED AUTOS ONLY			PHPK2003682	7/1/2019	7/1/2020	COMBINED SINGLE LIMIT (Ea accident) \$ 1,000,000 BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$ \$
A	<input checked="" type="checkbox"/> UMBRELLA LIAB <input checked="" type="checkbox"/> EXCESS LIAB <input type="checkbox"/> DED <input checked="" type="checkbox"/> RETENTIONS \$ 10,000 <input type="checkbox"/> CLAIMS-MADE			PHU8683044	7/1/2019	7/1/2020	EACH OCCURRENCE \$ 20,000,000 AGGREGATE \$ 20,000,000 \$
	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in HI) If yes, describe under DESCRIPTION OF OPERATIONS below	Y/N	N/A				PER STATUTE <input type="checkbox"/> OTHER <input type="checkbox"/> E.L. EACH ACCIDENT \$ E.L. DISEASE - EA EMPLOYEE \$ E.L. DISEASE - POLICY LIMIT \$
B	Employment Practices Liability Education Legal Liability EPLI Ded Each Claim - \$100,000			PSD1459609 PHPK2003682	7/1/2019 7/1/2019	7/1/2020 7/1/2020	Aggregate Limit \$5,000,000 Limit \$1,000,000 EducLegal Ded \$25,000 Each Claim

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)
This Insurance [Company B] is issued by a non-admitted insurer not under the jurisdiction of the Maryland Insurance Commissioner.
Crime Employee Dishonesty Limit: \$5,000,000
Deductible: \$25,000
Carrier: Hanover Insurance Company
Policy Dates: 07/01/19 - 07/01/20
Policy Number: BDXD964428

CERTIFICATE HOLDER California Online Public Schools 33272 Valle Road San Juan CA 92675	CANCELLATION SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS. AUTHORIZED REPRESENTATIVE
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EXHIBIT F

Memorandum of Understanding

In this exhibit, we provide the following:

- Memorandum of Understanding (Current)

**Financial and Operational
MEMORANDUM OF UNDERSTANDING
Between**

**Alpaugh Unified School District and Alpaugh Academies
for California Connections Academy @Central
Effective July 1, 2016**

As approved by the boards of AUSD and California Connections Academy @ Central

1. RECITALS

The governing Board of Alpaugh Unified School District (hereinafter referred to as "District") granted a renewal charter to Alpaugh Academies, a non-profit corporation (hereinafter referred to as "Corporation") for California Connections Academy @Central, a charter school previously known as Central California Connections Academy, (hereinafter referred to as "School"), pursuant to the *Charter Schools Act* of 1992, as amended. This charter, among other matters, calls for the Corporation, acting on behalf of the School, and the District to enter into a mutually agreeable Memorandum of Understanding ("MOU") that describes funding entitlements of the School, operation and oversight arrangements, and other matters of mutual interest.

2. PURPOSE OF THIS MEMORANDUM

- Define funding entitlements of the School and the terms under which the District will make funds available to the School
- Define fees to be paid from the School to the District
- Define services that the District will provide to the School
- Clarify the responsibilities of each party.

3. TERM

The term of this MOU shall be from July 1, 2016 and will continue in full force and effect until such time the School is no longer chartered by the District, unless the MOU is terminated pursuant to Section 21.3. Both parties agree to review this MOU annually and update this MOU as necessary.

4. STATUS OF CHARTER SCHOOL

The following characteristics describe the School and its relationship to the District for purposes of this MOU:

Legal status	<input type="checkbox"/> Dependent on District	<input checked="" type="checkbox"/> Non-profit corporation
Employer for Collective Bargaining	<input type="checkbox"/> District	<input checked="" type="checkbox"/> School
Special Education	<input type="checkbox"/> Provided By District	<input checked="" type="checkbox"/> Provided By School
Legal Status of Special Ed	<input type="checkbox"/> Public School of District	<input checked="" type="checkbox"/> LEA in Tulare SELPA

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5. FUNDING SOURCES

- 5.1 Direct Funding. The School shall receive direct state funding in accordance with Ed. Code sec 47633. The School will be responsible for providing the State Department of Education and/or the District with all data required for direct funding. The School may receive funding from new or "one-time" funding sources available to schools or school districts provided by the State of California to the extent that the Charter School and its Students generate such entitlements. The District will cooperate with the School, as necessary, to procure such additional funds.
- 5.2 Property Taxes. The District shall distribute the funds known as "in lieu of property taxes" to the School as described in Ed. Code Section 47635, and as outlined in this agreement. (See Section 6.1) In the case where distribution of property tax to the school in accordance with Ed Code creates a financial hardship for the District, or as otherwise agreed to by both parties, the School and District will work out an alternative payment plan.
- 5.3 State and Federal Funds. The District and/or County Treasurer shall distribute funds to the School from state and federal sources in a manner and timeline similar to other public schools.
- 5.4 Special Education Funds. The Tulare County/District Special Education Local Plan Area (SELPA) and the School will maintain a separate arrangement for Special Education funding. However, if the District receives any of the Special Education funding for School students, the District shall immediately transfer such funds. The parties recognize the funds received for special education purposes from federal and state resources are currently inadequate, and that additional funds are required. It is the intent of the parties that, outside of the above-mentioned funding received from the SELPA and/or the District, the School will bear financial responsibility for the provision of special education services. The School, as a Local Educational Agency (LEA) in the SELPA, will be required to pay for all excess costs related to the provision of special education services to its Students. The School may participate in any risk pooling arrangements of the SELPA in the same manner as any other LEA of the SELPA. The School retains the right to join another SELPA and in which case, the parties will amend the MOU to reflect the name of the new SELPA.
- 5.5 Non-governmental Funds. The School retains the right to apply for and receive private grant money and/or private donations on its own, and to engage in other fund-raising and service providing activities. The School shall retain all such funds for its use consistent with the terms of such grants or activities. Any such monies received shall not reduce the annual apportionment received from the District.

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6. CASH FLOW AND TRANSFER

- 6.1 Payments From District to School. The School agrees that due to the generally small percentage of revenue constituted by property tax, and the administrative burden imposed by monthly payments, the District will pay the 'in lieu of property tax' to the school once per year, after the P2 reporting period has ended. The amount due to the School will be calculated based on the P1 certified property tax rates, and then modified if needed after the P2 certification occurs. Annual payment will also include any calculations for prior year adjustments to property tax, as certified by the state. The District will make payments within sixty (60) days of receipt of an invoice for "in lieu of property taxes" from the School. Details of the amounts due from the District to the School will be calculated in Table 1, which will be updated at least three times per year: prior to the commencement of school, after P1 certification and after P2 certification. This payment plan may be adjusted by mutual agreement pursuant to the adjustment and reconciliation process described in Section 7 below.
- 6.2 Payments From School to District. The School shall pay funds due to the District as described in this MOU on an annual schedule. **Table 2** contains details of ongoing funds due and shall be updated twice annually: prior to the commencement of the school year and again after the P2 reporting period has ended and as soon as possible after certification of P2 by the state. The School may subtract the amounts due to the District from the invoice for "in lieu of property taxes" described in Section 6.1, or the District may elect to invoice the School separately for funds due to the District. If the District elects to invoice the School, the School shall pay the District as soon as possible and no later than sixty (60) days after the receipt of an invoice.
- Oversight fees are described in Section 8.3 of this MOU. The schedule of payments may be adjusted by mutual agreement pursuant to the adjustment and reconciliation process described in Section 7 below.
 - Administrative service fees are described in Section 12 and will be adjusted annually.
- 6.3 Other Services. The estimates of costs for other services provided by the District to the School are based on mutual agreement and are discussed in Section 12 of this MOU. Other services shall be agreed upon and recorded in separate agreements. Payments may be incorporated herein with mutual written consent of parties.

7. ADJUSTMENTS AND RECONCILIATION

The amounts described in Tables 1 and 2 are estimates of amounts due to be transferred between the District and the School based on the current best information available. These amounts are estimated based on the projected enrollment of the School, the budget adopted by the School's governance board, estimates of state and local funding rates, and the guidelines of the CDE School Fiscal Services Division.

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Either party may request, at any time, a meeting to discuss adjustments to, or reconciliation of, these figures whenever there is reason to believe that these estimates are not reflective of the actual amounts owing. Payments to the School will be adjusted following P2 adjustments to revenues made by the state. Payments to the School shall also be subject to adjustment based on any adjustments to student counts as a result of an audit by the state of California.

Financial adjustments may be made in subsequent fiscal years between the School and the District that result from apportionment changes, audit adjustments, and/or other legally required adjustments.

Any funds due the School under the Charter School Law between the beginning of the contracted fiscal year and the commencement of this agreement will be paid as soon as possible following written invoice by the School for these funds, and no later than thirty (30) days following receipt by the District of the invoice.

8. SUPERVISORIAL OVERSIGHT

The School, the Corporation, and the District agree that the "supervisory oversight" as used in Ed. Code sec. 47613 shall include the following:

1. All activities related to the charter revocation, renewal and amendment processes, as described in Ed. Code sec. 47607 and of the School Charter.
2. Activities related to monitoring the performance and compliance of the Charter School with respect to the terms of its Charter, related agreements and applicable laws.
3. Review of and timely response to any school performance reports (Charter, Section VIII) and related processes as outlined in the School's Charter.
4. Participating in the dispute resolution process as described in Section V. E. of the Charter.
5. Development and updating of this MOU to clarify and interpret the charter and the operational relationship of the District and the School.
6. Completion of the following duties required under Education Code Section 47604.32:
 - a. Identify at least one (1) District staff member as a contact person for the School.
 - b. Visit the School at least annually.
 - c. Ensure that the School complies with all reports required of charter schools by law.
 - d. Monitor the fiscal condition of the School, including review of annual fiscal audit of the School.
 - e. Provide timely notification to the California Department of Education if any of the following circumstances occur: Renewal of the charter is granted or denied; the charter is revoked; or, the School will cease operation for any reason.
7. Inspection of teacher credentials as required by Education Code Section 47605 (1).
8. Communication between the School and District staff that relates to these oversight and monitoring activities will not be considered "other services" as defined in Section 12 of this MOU.

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- 8.1 Local Control Accountability Plan. In addition to an annual audit and in accordance with Education Code 47605.5, and starting on July 1, 2016, the School shall deliver to the District by July 1 of each year, a report which provides an analysis of academic performance of Students during the prior school year as required by the state and as further described in the Charter Section VIII. A. The report shall include performance reflected in the California Academic Performance Index or its successors, applicable requirements under No Child Left Behind or equivalent federal requirements, and any other required elements.
- 8.2 Monitoring Activities by District. The District shall provide advance notice prior to an official visit for the purpose of monitoring the School and shall make an effort not to disrupt instruction during any visit.
- 8.3 Oversight Fees. In accordance with Education Code Section 47613 (a) and (f), the District will charge the School for the actual costs of this oversight. Table 2 indicates the current estimate of this amount. (See also Section 6.2). The annual amount owed for the oversight fees will be adjusted at least once annually following the state's certification at P2 of the amount of revenue owed to the school as defined above. Subsequent adjustments may also be made during the following fiscal year if necessitated by adjustments to the school's revenue by the state.

9. DATA REPORTING

- 9.1 Average Daily Attendance (ADA). The School will develop an attendance reporting calendar and maintain a system to record and account for ADA. The School will report the ADA figures to the District, the Tulare County Office of Education (TCOE), and/or the California Department of Education, as required by law, on a timely basis for the P1, P2 and annual reporting periods. When requested, the School shall report ADA to the District on a more frequent basis. The School and District will review and agree on the procedures to be used for attendance accounting when updating this MOU, including review of the school's attendance calendar. When appropriate, the District will provide access to the School to the District's Student Information System software for attendance reporting and other required reporting.
- 9.2 California Pupil Longitudinal Achievement Data System (CALPADS). The School shall complete and submit enrollment and other necessary demographic information to CALPADS and obtain State Student Identification Numbers from CALPADS, as necessary, on its own behalf. This also will include submission of any CBEDS reports.
- 9.3 Other Data. The District and the School shall work cooperatively to supply any other information necessary to enable the School and District to calculate entitlement to all available funding sources and to comply with any other state reporting requirements.
- 9.4 Information Systems Package. If the School has a computer terminal capable of housing the District's relevant software, the School may request that the District install the district's software on that terminal as part of District Oversight Responsibilities. If the

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School maintains a school calendar different from the District calendar, the School agrees to reimburse one hundred (100%) percent of actual costs incurred by the District making manual or clerical adjustments to the District software to accommodate the School's calendar. The School may also elect to purchase its own software for Information Systems.

10. BUDGET AND FINANCE

On behalf of the School, the Corporation shall annually provide the following financial information to the District:

- a) A proposed budget, approved by the Corporation's governing board for the School, for the upcoming fiscal year. The budget will show estimated revenue and expenditures based on identified and reasonable assumptions. The approved budget will be available before June 1 of the preceding fiscal year.
- b) Following final budget revisions at the State, District and School level, the Corporation will provide the School's revised operational budget effective as of October 31. The revised Budget may be provided as part of the first interim financial report due on December 15 each year. The Corporation will notify the District prior to that date if the School becomes aware of any substantial budget changes.
- c) Monthly financial reports will be available to the District in the format used to present the reports to Corporation's governing board.
- d) In accordance with Education Code Sections 1628, 42100, and 47604.33, mid-year financial reports displaying the financial status of the School as of October 31st, and January 31st, will be provided to the District and County Office of Education no later than December 15th and March 15th, respectively. Financial information will be provided in a format mutually agreed upon by the Corporation and District. The County Office of Education may also make requests regarding the format of the interim reports.
- e) The Corporation will provide the District and the County Office of Education with unaudited actual reports for the School for the full prior year no later than September 15, as required by Education Code Section 47604.33. The charter school alternative format provided annually by the CDE will be the format used unless otherwise mutually agreed upon by the School and District.
- f) The District reserves the right to request additional School financial information and inspect School financial records if District officials deem such information necessary to perform State required financial oversight responsibilities. Such requests would be made in writing and reasonable timeframes would be established to allow the Corporation to produce such additional financial information.

11. FISCAL AUDIT

The Corporation shall cause to be prepared an annual audit of the financial transactions of the School each year pursuant to the terms specified in the charter. The Corporation shall retain an auditor certified to audit public schools. This audit will include School attendance records (as described in the Charter). The Corporation shall forward a copy of the audit to the

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Superintendent of the District, as well as to other parties required by law, after review by the Corporation's governing board of the final audit findings. An annual audit will be completed by December 15th following the close of the school year. Any negative findings or exceptions shall be resolved pursuant to the terms of the Charter.

12. OTHER SERVICES

- 12.1 Fees for Other Services. The District may provide other technical support to the School on request. These support services may be provided at an hourly rate and will be billed to the School (or to the Corporation on behalf of the School) monthly or quarterly based on the actual number of staff hours accrued during the previous month or quarter. The hourly rate charged to the School shall represent the District's payroll and benefit cost for the employee(s) providing the service to the School, plus an additional ten (10%) percent administrative overhead fee.
- 12.2 Scheduling of Services. The School will submit requests for District services via mutually agreeable procedures. The School agrees to work cooperatively with District staff to coordinate the scheduling and scope of the services to be provided.
- 12.3 Optional Services. The School may opt for the following services from the District or from another provider.
- a) Information/computer systems support for attendance accounting and student information data management Technical and software support provided by District personnel, billed on an hourly basis.
 - b) Fiscal consultation and planning (for services beyond the scope of Supervisorial oversight).
 - c) Risk management.
 - d) Staff development and training: Provided on a per diem rate to be agreed upon prior to the training session. Training services may be obtained by attendance at district classes, or be organized specifically for School staff.
 - e) Food Services.
 - f) Counseling or academic advising services
 - g) Special education services
- 12.4 Administrative and outreach services: Either the Superintendent or his/her designee from the District will serve as the liaison between the School and other Districts in the areas served by the School. Fees for the District staff time for this service will be Ten Thousand (10,000) Dollars per year and will be paid according to the schedule laid out in Table 2. Payment detail is included in Table 2.
- 12.5 Termination of Services. If either the District or the School (or the Corporation on behalf of the School) decide to terminate provision of ongoing services being provided under Section 12.3 or 12.4, that party must give the other at least sixty (60) days notice of its determination to terminate services being provided.

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13. SPECIAL EDUCATION AND RELATED SERVICES

The School has elected to be a Local Educational Agency for special education purposes pursuant to Education Code 47641. For purposes of this agreement, the SELPA, shall provide the state and federal Special Education funding to the School and the School shall provide all services to the School's Students and shall be financially responsible for the provision of those services as further described below. This MOU constitutes written verifiable assurances that the School will provide special education services in compliance with all applicable laws and regulations. The information provided below provided additional information about how the School will provide Special Education Services to enrolled students in compliance with applicable laws.

- 13.1 Section 504 and the ADA. Absent agreement of the parties to the contrary, the School shall be solely responsible, at its own expense, for compliance with Section 504 and the Americans with Disabilities Act (ADA) with respect to eligible Students.
- 13.2 Interpretation of Agreement. Nothing in this MOU is intended to supersede any term or condition of the charter granted to the School.
- 13.3 Identification and Referral of Students. The School has the initial responsibility to make referrals for identification and assessments of any Students who are enrolled in the School who are believed to be eligible for special education assessment and/or services. Prior to making any referral, the School shall convene a Student study team, if at all possible (given a parent's right to refuse such an option) to determine if alternative interventions are appropriate. All referrals shall immediately be provided to the School Special Education staff and/or the School's contracted service provider for consultation, identification and assessment.
- 13.4 Assessment of Special Education Students. The School will determine what assessments, if any, are necessary and arrange for such assessments for all referred Students, for annual assessments, and for tri-annual assessments.
- 13.5 Individualized Education Program. The School shall be initially responsible for arranging the necessary IEP meetings. The School shall be responsible for providing adequate meeting arrangements, having the designated representative of the School participate in the IEP meeting, in addition to representatives who are knowledgeable about the regular education program at the School. Further, the School responsibilities shall include documentation of the IEP meeting and the provision of parent rights.
- 13.6 Eligibility and Placement. Decisions regarding eligibility, goals/objectives, program placement and exit from special education shall be the decision of the IEP team. Team membership shall be in compliance with federal law and shall include the designated

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representative of the School. Services and placement shall be provided to all eligible School Students in accordance with the IDEA and the policies, procedures and requirements of the SELPA.

- 13.7 Interim Placement. For Students who enroll in the School with a current IEP where the IEP team determined that Independent Study is appropriate, it is the responsibility of the School to implement the existing IEP to the extent possible at the School. The School will also require, as part of its admissions process, that prospective Students consent to acquisition of their cumulative files, including all special education files from their prior school. For Students who were previously enrolled in the District, the District agrees to forward the student's cumulative file, including all special education files to the School within ten (10) days of written notification.
- 13.8 Special Educational Services and Programs. The School can contract all or part of its above responsibilities for the provision of special needs services to a third party provider. To the extent that the agreed upon IEP requires educational or related services to be delivered by staff other than the School staff, the School shall provide such services through a contract with a third party special education provider(s). All services required by the IEP will be provided by the School and its contractor(s).
- 13.9 Parent/Guardian Concerns. Parent/Guardian concerns regarding special education services shall be directed to the School. The School shall address the Parent/Guardian concerns. The School shall distribute with its admissions material information pertaining to the provision of special education services.
- 13.10 Complaints. The School shall address, respond, investigate, and take any and all necessary action to respond to all complaints received under, among other things, the uniform complaint procedure, involving special education and IDEA compliance.
- 13.11 Due Process Hearing. The School may initiate a due process hearing on behalf of the Student enrolled in the School as the School determines is legally necessary to meet its responsibilities under federal law. In the event that Parents/Guardians file for a due process hearing, the School shall be responsible for the defense.
- 13.12 SELPA Activities and Meetings. The School shall participate in SELPA meetings and activities to the extent allowable under SELPA policies. To the extent that the District and/or SELPA provide training opportunities and/or information regarding special education to site staff, such opportunities/information shall be made available to the School and its staff.
- 13.13 Special Education Funding. The SELPA shall provide the School all state or federal revenues that are generated by Students attending the School that are distributed to the SELPA by the state and in accordance with SELPA policies.. The parties recognize the funds received for special education purposes from federal and state resources are currently inadequate, and that additional funds are required. It is the intent of the parties

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that, outside of the above-mentioned funding received by the SELPA, the School will bear financial responsibility for the provision of special education services. The School will be required to pay for all excess costs related to special education services to School Students.

- 13.14. Indemnification. The School shall defend, hold harmless and indemnify the District and its officers, agents, trustees, and employees from all liabilities and claims for damages, death, sickness or injury to persons or property including, but not limited to, all consequential damages, reimbursements, compensatory education, attorneys fees or costs from any act or omission of the School, its officers, directors, employees, agents, subcontractors, or independent contractors, whatsoever, arising from or in connection with the services as described in this Section 13 regarding special education and related services, whether or not resulting from the negligent acts or omissions of the School, its officers, directors, employees, agents or subcontractors or independent contractors.

14. STANDARDIZED TESTING

- 14.1 State Standardized Testing. The School will administer the California State standardized testing as required by law. Arrangements for ordering, administering, and obtaining reimbursement for the state tests will be done by the School independently from the District. The School is responsible to ensure the School's test scores and data are reported accurately according to law. Upon request, District shall provide one (1) testing site for test administration. The School, however, will provide staff to administer the assessments.
- 14.2 CELDT (California English Language Development Test) Testing. The School will administer the CELDT as required by law. Arrangements for ordering, administering, and being reimbursed for the state tests will be done by the School. The School will insure the School's test scores and data are compiled and reported accurately and on time. In addition, the School will work to identify and designate the status of English Language Learners enrolled at the school. Upon request, District shall provide one (1) testing site for test administration and a trained test administrator as needed.

15. DISTRICT REPRESENTATIVE TO GOVERNING BOARD

The District has the option of appointing a representative to the Corporation governing board under Education Code 47604. Until and unless changed in writing by the District, the District elects at this time not to appoint a member of the governing board.

16. NOTIFICATIONS TO SCHOOL PARENTS

Notification of Transferability of High School Courses: The School will notify parents of the transferability of School courses to other high schools and colleges as part of the School Handbook.

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17. SCHOOL RECORDS

The School will be responsible for keeping and maintaining accurate and legal records regarding its business, including, but not limited to, student and personnel records. On behalf of the school, the Corporation will adopt policy and procedures regarding content and responsibility for these records and will comply with applicable law regarding retention, confidentiality, and destruction of school records. The District will be provided with a copy of this policy for review upon request. The Corporation and School agree to cooperate with the District regarding input on this policy. The School and District agree to provide any applicable student or personnel records to the other in a timely way, to the extent permitted by applicable law. The School or District may charge for the actual cost of providing such records (e.g. copying and mailing). The School and District shall cooperate on maintaining long-term student records. The School and District also agree to cooperate with each other if further assistance beyond student records is needed following a student transfer.

18. PERSONNEL AGREEMENT

As stated in the Charter in Section V. C., Employee Rights, if any person currently employed by the District wishes to work at the School, the District and the Corporation on behalf of the School may negotiate a "loan" agreement that is in accordance with the charter, the School and District personnel policies, and other applicable law. Neither party is obligated to negotiate such an agreement. If the School becomes aware of a District employee who is interested in working at the School, the School will notify the appropriate District staff in a timely way so that the issue can be addressed during annual labor negotiations.

19. INSURANCE AND INDEMNIFICATION

19.1 General liability. The Corporation on behalf of the School shall purchase and maintain in force during the term of this MOU, general and public liability coverage in amounts of not less than One Million (\$1,000,000) Dollars primary and Five Million (\$5,000,000) Dollars in excess or umbrella coverage. Upon written request, the insurance or self-insurance program will name the District as an additional insured or the equivalent thereof, or otherwise cover the District as insured.

19.2 Workers' Compensation. The Corporation on behalf of the School agrees to carry workers' compensation insurance or self-insurance to protect its employees at a limit determined by the Labor Code of the State of California and Employers' Liability insurance or self-insurance in the amount of One Million (\$1,000,000) Dollars or its current limit of each, whichever is greater. Proof of such coverage will be furnished to the District upon request.

19.3 Property Insurance.

The School shall have the sole responsibility for insuring its personal property and securing property insurance for its facility.

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- 19.4 Indemnification. The District agrees to indemnify and hold the Corporation and the School and their officers, directors, employees, and agents harmless and free from all claims, actions, audits, losses, liabilities or expenses arising under this agreement that are the responsibility of the District that may arise as a result of the District's acts or omissions in the performance of this agreement except such loss or damage caused solely by the negligence or willful misconduct of the Corporation.

The Corporation and the School agree to indemnify and hold the District and its officers, directors, employees, and agents harmless and free from all claims, actions, audits, losses, liabilities or expenses arising under this agreement that are the responsibility of the School that may arise as a result of the School's acts or omissions in the performance of this agreement, except such loss or damage caused solely by the negligence or willful misconduct of the District.

- 19.5 Evidence of Coverage. The Corporation on behalf of the School will provide the District evidence of insurance coverage upon request.

20. FACILITIES USE AGREEMENT

Aside from the provision of facilities under Section 14, if the School has a need to use any District facilities, and the District agrees to provide such facilities, the School and District will prepare and approve a Facilities Use Agreement in addition to this MOU. This agreement will contain the details of the arrangements, including fees, between the District and School for the use of a District facility. The District agrees that if it is needed, and upon request, the School may use the District address for reporting purposes.

21. CONSTRUCTION AND SEVERABILITY

- 21.1 Amendments. This agreement may be amended or modified, in whole or in part, only by an agreement in writing developed in the same manner as this agreement.
- 21.2 Severability. If any provision or any part of this agreement is for any reason held to be invalid and/or unenforceable or contrary to public policy, law, statute, and/or ordinance, the remainder of this agreement shall not be affected thereby and shall remain valid and fully enforceable.
- 21.3 Termination. Except as otherwise provided in paragraph 12.5 of this MOU pursuant to which either party may separately terminate the provision of one or more of the "Other Services" upon no less than 60 days notice to the other party, the remaining provisions of this MOU may not be terminated except:
- a) In the event of a material breach of the MOU by a party and in that event only after the non-breaching party provides written notice to the breaching party specifically identifying the breach and a minimum of sixty (60) days opportunity to cure the specified breach in order to avoid termination; or

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- b) In the event a party provides notification to the other party of its intent to terminate the MOU no less than sixty (60) days prior to the expiration of the existing charter term. Termination of this MOU under this subsection 21.3.b shall occur on the date the existing charter term ends.

In the event of termination, any amounts owed as of the date of termination shall be paid within sixty (60) days of such date.

The parties' indemnity obligations and rights with respect to any liabilities and claims for damages, death, sickness or injury to persons or property from acts and/or omissions during the term of this MOU shall survive the termination or expiration of this MOU.

- 21.4 Notifications. All notices, requests and other communications (collectively "Notices") under this agreement given to or by the parties shall be in writing. Notices shall be deemed to have been duly given on the date of service if personally served on the party to whom the Notice is to be given or if such Notice is transmitted by email, facsimile or overnight mail to addresses below. Additionally, Notice shall be deemed to have been duly given seventy two (72) hours after mailing by United States first class mail, registered or certified mail, postage pre-paid, and addressed to the party to whom Notice is to be given at the proper addresses as follows:

To the District at:
Alpaugh Unified School District
Attn: Robert Hudson, Superintendent
P.O. Box 9
5313 Road 39
Alpaugh, CA 93201

To the Corporation and the School at:
California Connections Academy @Central
Attn: Site Administrator
4216 S Mooney Blvd #356
Visalia, CA 93277

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IN WITNESS WHEREOF, the parties to this agreement have duly executed it on the day and year set forth below.

On behalf of the Alpaugh Unified School District:

By Robert M. Hudson Date: 3-11-16
Robert Hudson, Superintendent

On behalf of Alpaugh Academies for California Connections Academy @Central:

By Dave 7. Souza Date: 5/3/2016
Dave Souza, President, Alpaugh Academies

EXHIBIT G

Business Plan

In this exhibit, we provide the following:

- 3 Year Budget Projection
- Cash Flow Explanation

California Connections Academy Central Valley
3 Year Budget Projection

	21-22	22-23	23-24
Projected Student Funded ADA	574	618	662
Revenue			
LCFF / General Purpose Block Grant - State	3,931,774	4,505,273	5,275,977
LCFF / General Purpose Block Grant - State EPA	856,925	981,918	1,149,892
LCFF / General Purpose Block Grant - Local	252,037	288,800	338,204
Subtotal	5,040,736	5,775,991	6,764,073
Lottery	102,803	115,028	125,628
Special Education Pass through funds - State	355,296	382,807	409,886
ERMHS reimbursements	30,000	32,000	34,000
One time Discretionary Private Grant	815,000	535,000	285,000
Mandated Cost Reimbursement	14,000	15,000	19,000
Total Pupil Funding	6,357,835	6,855,826	7,637,587
State Testing Reimbursement	1,000	1,000	1,000
Federal Funding - Title I	112,053	120,729	129,269
Federal Funding - Title II-A	16,000	17,000	18,000
Federal Funding - IDEA	71,748	77,303	82,772
Federal Funding - Title IV	12,577	13,551	14,510
E-Rate Funds	1,200	1,200	1,200
Interest Income	1,200	1,300	1,300
Subtotal	215,778	232,083	248,051
Total Revenue	<u>6,573,613</u>	<u>7,087,909</u>	<u>7,885,638</u>
Expenses			
Salaries			
Administration	307,304	325,640	364,828
Teachers	1,644,618	1,767,409	2,001,118
	1,951,922	2,093,049	2,365,946
Benefits/Pension/Taxes			
Administration	116,548	123,246	137,851
Teachers	701,430	753,800	853,477
	817,978	877,046	991,328
Total School Compensation Expenses	2,769,900	2,970,095	3,357,274
Educational Resource Center	81,952	88,297	94,543
Enrollment and Records Management	37,698	40,617	43,490
Human Resources Support	39,673	42,608	45,503
Accounting and Regulatory Reporting	32,520	35,039	37,517
Internet Subsidy Payment Processing	13,956	15,036	16,100
Technical Support and Repairs	97,561	105,116	112,551
Special Populations Consultative Services	158,845	171,145	183,252
Facility Support Services	2,143	2,127	2,127
I Professional Services (per Connections/OBL fee schedule)	464,348	499,984	535,083
School Curriculum Supplies	14,027	15,101	16,156
Student Technology Assistance	307,246	331,037	354,454
Connexus™ Annual License (LMS)	390,245	420,462	450,205
Hardware/Software - Employees	19,043	20,452	21,841
Voice Over IP Services	11,426	12,271	13,105
Tangible and Intangible Instructional Materials	964,182	1,039,170	1,112,680
Direct Course Instruction Support	14,218	14,108	14,108
Curriculum Postage	31,101	33,509	35,880
I Educational Products (per Connections/OBL fee schedule)	1,751,488	1,886,109	2,018,429
Treasury Services	79,506	90,894	106,092
Marketing Services	53,004	60,596	70,728
School Administration	318,022	363,576	424,367
II Support Services (per Connections/OBL fee schedule)	450,531	515,066	601,186

California Connections Academy Central Valley
3 Year Budget Projection

Office supplies	3,585	3,597	3,603
Community Outreach	25,000	25,000	25,000
ISP Payment Reimbursement	67,457	72,680	83,847
Copiers/Reproduction	2,788	3,099	3,456
Office Postage	3,569	3,924	4,383
Student Testing & Assessment	54,778	59,019	68,088
Staff Recruiting	2,613	2,840	3,145
Staff Training / Prof. Development	37,874	39,480	41,644
Team Building	3,894	4,222	4,793
Travel and Conferences- Teacher	6,480	6,507	6,727
Travel and Conferences- Admin	10,388	10,532	10,758
Maintenance & Repair	4,258	4,343	4,430
High Speed Internet	7,363	7,511	7,661
Phone	2,843	2,900	2,958
Office Rent & Utilities (shared)	40,640	41,453	42,282
Expensed Furniture and Equipment	13,522	13,792	14,068
Graduation Expense	6,630	7,143	8,241
Sales and Use Tax	43,640	47,019	50,339
District Oversight & Other Fees for Service	62,007	69,360	79,241
Total Pass-Through Type Expenses	399,329	424,423	464,664
Banking fees	600	600	600
Dues	7,749	8,540	9,440
Accreditation	1,070	1,100	1,130
Student Activities	18,975	21,257	23,905
Other Curriculum	12,470	13,436	15,500
Special Education Contracted Services	621,735	669,876	772,800
Other Contracted Services	14,177	14,259	14,378
Summer School	7,796	8,400	9,690
SELPA Admin Fee	23,113	24,903	28,729
Independent Auditor	9,200	9,400	9,600
Board-Related Expenses	2,800	3,000	3,200
STRS Reporting	2,863	3,183	3,564
Aeries Annual Fees	4,935	5,317	6,134
Insurance - D&O	795	811	827
Legal	5,408	5,550	5,700
Total Expenses Paid Directly by Board/School	733,686	789,631	905,197
Total Expenses	6,569,283	7,085,308	7,881,834
Excess (Deficiency) of Revenue over Expenditures	4,330	2,601	3,804
Beginning Fund Balance	10,365	14,696	17,297
Cumulative Ending Fund Balance (Reserve)	14,696	17,297	21,101
"Teacher Compensation" (incl. direct spec. ed) > 40% of ADA revenue *	51%	51%	52%
Instructional Expenses > 80% of total revenue	84%	84%	85%

California Connections Academy Central Valley

3 Year Budget Projection

Student Enrollment

Average Enrollment by Grade

Grade	2021-2022	2022-2023	2023-2024
K	28	33	35
1	25	30	32
2	32	38	41
3	33	34	36
4	46	33	36
5	29	30	32
6	46	47	50
7	61	65	70
8	71	83	89
9	54	68	73
10	71	76	81
11	82	85	91
12	74	79	85
	650	701	750

Total Enrollment by Grade

Grade	2021-2022	2022-2023	2023-2024
K	41	47	51
1	36	43	46
2	46	55	59
3	47	49	53
4	66	48	52
5	42	44	47
6	66	68	72
7	88	94	101
8	103	120	128
9	78	99	106
10	103	110	118
11	119	123	132
12	107	114	123
	942	1,015	1,087

Funded ADA by Grade

Grade	2021-2022	2022-2023	2023-2024
K	25	29	31
1	22	26	28
2	28	34	36
3	29	30	32
4	40	29	31
5	25	27	28
6	40	41	44
7	54	57	61
8	63	73	78
9	48	60	65
10	63	67	72
11	73	75	80
12	65	70	75
	574	618	662

CALIFORNIA CONNECTIONS ACADEMY CENTRAL VALLEY

CASH FLOW EXPLANATION

CalOPS contracts with Connections/OBL as a vendor providing various products and services for California Connections Academy Central Valley (the “School”), as laid out in the Statement of Agreement (“SOA”). Connections/OBL invoices CalOPS on a monthly basis for products and services provided in accordance with the SOA and school budget. The CalOPS Board Treasurer and Director of Finance review the invoices, and those invoices are then also approved by the Governing Board as an open session agenda item prior to payment to Connections/OBL.

In accordance with the SOA, CalOPS may defer/delay payment of any invoices owed to Connections/OBL if the School is experiencing cash flow issues. Therefore, due to this favorable arrangement between the CalOPS and this service provider, any additional delays in state payments, such as those imposed in the past by California on all public schools, has limited negative effect on the School and the School is able to maintain small but positive cash balances at all times.

Due to potential variability of state and federal funding and the annual expenditures of the School, CalOPS and Connections/OBL have agreed to negotiate, in good faith, a reduction in the fees, as needed. If the School’s expenditures are projected to exceed its funding and would result in a cumulative net asset deficit on its audited financial statements, with the negotiated reduction in fees, the School will maintain overall positive net assets. Any reduction in fees is limited to the year for which such reduction is negotiated, except if otherwise noted.

Since these contractual terms are anticipated to continue in the new SOA applicable to the upcoming charter term, as with the prior charter in operation for the past 15 years, the School has not included a detailed cash flow analysis and the School does not anticipate the need to seek outside financing to cover expenses.

EXHIBIT H

Insurance Certificate Samples

In this exhibit, we provide the following:

- Certificate of Liability Insurance, California Online Public Schools dba California Connections Academy @ Central
- Certificate of Liability Insurance, Connections Education, LLC
- Evidence of Property Insurance, Connections Education, LLC



CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)

6/26/2020

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an **ADDITIONAL INSURED**, the policy(ies) must have **ADDITIONAL INSURED** provisions or be endorsed. If **SUBROGATION IS WAIVED**, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER Marsh & McLennan Agency LLC 6160 Golden Hills Drive Minneapolis MN 55416	CONTACT NAME: Jen Anderson PHONE (A/C, No. Ext): E-MAIL ADDRESS: jen.anderson@marshmma.com	FAX (A/C, No):
INSURER(S) AFFORDING COVERAGE		NAIC #
INSURER A: Twin City Fire Insurance Company		29459
INSURED California Online Public Schools dba California Connections Academy @ Central 33272 Valle Rd. San Juan Capistrano CA 92675	INSURER B:	
	INSURER C:	
	INSURER D:	
	INSURER E:	
	INSURER F:	

COVERAGES

CERTIFICATE NUMBER: 1175728582

REVISION NUMBER:

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
	COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input type="checkbox"/> OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: <input type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC <input type="checkbox"/> OTHER:						EACH OCCURRENCE DAMAGE TO RENTED PREMISES (Ea occurrence) \$ MED EXP (Any one person) \$ PERSONAL & ADV INJURY \$ GENERAL AGGREGATE \$ PRODUCTS - COMP/OP AGG \$ \$
	AUTOMOBILE LIABILITY <input type="checkbox"/> ANY AUTO <input type="checkbox"/> OWNED AUTOS ONLY <input type="checkbox"/> SCHEDULED AUTOS <input type="checkbox"/> HIRED AUTOS ONLY <input type="checkbox"/> NON-OWNED AUTOS ONLY						COMBINED SINGLE LIMIT (Ea accident) \$ BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$ \$
	UMBRELLA LIAB <input type="checkbox"/> OCCUR EXCESS LIAB <input type="checkbox"/> CLAIMS-MADE DED RETENTION \$						EACH OCCURRENCE \$ AGGREGATE \$ \$
A	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below	Y / N <input type="checkbox"/> N / A		41WEAD4FAB	7/1/2020	7/1/2021	X PER STATUTE OTH-ER E.L. EACH ACCIDENT \$ 1,000,000 E.L. DISEASE - EA EMPLOYEE \$ 1,000,000 E.L. DISEASE - POLICY LIMIT \$ 1,000,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)

CERTIFICATE HOLDER**CANCELLATION**

Alpaugh Unified
5313 Road 39 P.O. Box 93201
Alpaugh CA 93201

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE

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CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)

6/26/2020

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an **ADDITIONAL INSURED**, the policy(ies) must have **ADDITIONAL INSURED** provisions or be endorsed. If **SUBROGATION IS WAIVED**, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER Marsh & McLennan Agency LLC 6160 Golden Hills Drive Minneapolis MN 55416	CONTACT NAME: Dana Smith PHONE (A/C, No, Ext): 763-746-8000 E-MAIL ADDRESS: dana.smith@marshmma.com FAX (A/C, No):
INSURED Connections Education, LLC California Connections Academy @ Central 33272 Valle Rd. San Juan Capistrano CA 92675	INSURER(S) AFFORDING COVERAGE INSURER A: Philadelphia Indemnity Insurance Co. INSURER B: Tokio Marine Specialty Insurance Co. INSURER C: INSURER D: INSURER E: INSURER F:

COVERAGES **CERTIFICATE NUMBER:** 588545099 **REVISION NUMBER:**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: <input checked="" type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC OTHER:			PHPK2149754	7/1/2020	7/1/2021	EACH OCCURRENCE \$1,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$300,000 MED EXP (Any one person) \$15,000 PERSONAL & ADV INJURY \$1,000,000 GENERAL AGGREGATE \$2,000,000 PRODUCTS - COMP/OP AGG \$2,000,000 \$
A	<input checked="" type="checkbox"/> AUTOMOBILE LIABILITY <input checked="" type="checkbox"/> ANY AUTO <input type="checkbox"/> OWNED AUTOS ONLY <input type="checkbox"/> SCHEDULED AUTOS <input type="checkbox"/> HIRED AUTOS ONLY <input type="checkbox"/> NON-OWNED AUTOS ONLY			PHPK2149754	7/1/2020	7/1/2021	COMBINED SINGLE LIMIT (Ea accident) \$1,000,000 BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$ \$
A	<input checked="" type="checkbox"/> UMBRELLA LIAB <input checked="" type="checkbox"/> OCCUR <input type="checkbox"/> EXCESS LIAB <input type="checkbox"/> CLAIMS-MADE DED <input checked="" type="checkbox"/> RETENTION \$ 10,000			PHUB728046	7/1/2020	7/1/2021	EACH OCCURRENCE \$10,000,000 AGGREGATE \$10,000,000 \$
	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below	Y/N	N/A				PER STATUTE E.L. EACH ACCIDENT \$ E.L. DISEASE - EA EMPLOYEE \$ E.L. DISEASE - POLICY LIMIT \$
B A	Employment Practices Liability Educators Legal Liability EPLI Ded Each Claim - \$100,000			PHSD1554735 PHPK2149754	7/1/2020 7/1/2020	7/1/2021 7/1/2021	Aggregate Limit \$5,000,000 Limit \$1,000,000 EducLegal Ded \$25,000 Each Claim

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)

2nd Excess Liability:
Carrier: American Alternative
Policy Number: 82A2FF0000785
Limit: \$5,000,000
Coverage Dates: 07/01/2020 - 07/01/2021

3rd Excess Liability:
Carrier: Evanston Insurance
See Attached...

CERTIFICATE HOLDER

CANCELLATION

Alpaugh Unified
5313 Road 39 P.O. Box 93201
Alpaugh CA 93201

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE

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**ADDITIONAL REMARKS SCHEDULE**Page 1 of 1

AGENCY Marsh & McLennan Agency LLC		NAMED INSURED Connections Education, LLC California Connections Academy @ Central 33272 Valle Rd. San Juan Capistrano CA 92675
POLICY NUMBER		
CARRIER	NAIC CODE	EFFECTIVE DATE:

ADDITIONAL REMARKS**THIS ADDITIONAL REMARKS FORM IS A SCHEDULE TO ACORD FORM,****FORM NUMBER:** 25 **FORM TITLE:** CERTIFICATE OF LIABILITY INSURANCE

Policy Number: MKLM3EUE100808

Limit: \$5,000,000

Coverage Dates: 07/01/2020 - 07/01/2021

This insurance [Evanston Insurance] is issued by a non-admitted insurer not under the jurisdiction of the Maryland Insurance Commissioner.

Certificate Holder is included as Additional Insured as required by written contract or agreement limited to the General Liability and Auto Liability coverage.



EVIDENCE OF PROPERTY INSURANCE

DATE (MM/DD/YYYY)

6/26/2020

THIS EVIDENCE OF PROPERTY INSURANCE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE ADDITIONAL INTEREST NAMED BELOW. THIS EVIDENCE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS EVIDENCE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE ADDITIONAL INTEREST.

AGENCY Marsh & McLennan Agency LLC 6160 Golden Hills Drive Minneapolis, MN 55416	PHONE (A/C, No, Ext):	COMPANY Philadelphia Indemnity Insurance Co. One Bala Plaza, Suite 100 Bala Cynwyd, PA 19004
FAX (A/C, No):	E-MAIL ADDRESS:	
CODE:	SUB CODE:	
AGENCY CUSTOMER ID #:		
INSURED Connections Education, LLC California Connections Academy @ Central 33272 Valle Rd. San Juan Capistrano, CA 92675	LOAN NUMBER	POLICY NUMBER PHPK2149754
	EFFECTIVE DATE 07/01/2020	EXPIRATION DATE 07/01/2021
		<input type="checkbox"/> CONTINUED UNTIL TERMINATED IF CHECKED
THIS REPLACES PRIOR EVIDENCE DATED:		

PROPERTY INFORMATION

LOCATION/DESCRIPTION
580 N. Wilma Avenue, Suite G, Ripon, CA 95366
3705 W Connelly Ave, Visalia, CA 93291
496 Hearn Ave, Santa Rosa, CA 95407

THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS EVIDENCE OF PROPERTY INSURANCE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

COVERAGE INFORMATION

PERILS INSURED ☐ BASIC ☐ BROAD ☒ SPECIAL ☐

COVERAGE / PERILS / FORMS	AMOUNT OF INSURANCE	DEDUCTIBLE
Blanket Electronic Data Processing	\$3,537,913	\$10,000

REMARKS (Including Special Conditions)

CANCELLATION

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

ADDITIONAL INTEREST

NAME AND ADDRESS Alpaugh Unified 5313 Road 39 P.O. Box 93201 Alpaugh, CA 93201	ADDITIONAL INSURED MORTGAGEE LOAN #	LENDER'S LOSS PAYABLE <input type="checkbox"/> LOSS PAYEE
AUTHORIZED REPRESENTATIVE 		