



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, September 24, 2019 at 3:30 p.m. PT

Telephone Conference Call Locations:

CalCA Ripon: 580 N. Wilma Avenue, Suite G, Ripon, CA 95366
CalCA SoCAL: 33272 Valle Road, San Juan Capistrano, CA 92675
23091 Arden Street, Lake Forest, CA 92630
2142 E. Yosemite, Merced, CA 95340
25858 Tanforan Drive, Madera, CA 93638
1081 W. Manning Avenue, Reedley, CA 93654
8803 Cardinal Avenue, Fountain Valley, CA 92615
8422 Madison Avenue, Fair Oaks, CA 95628
44304 Copper Moon Lane, Lancaster, CA 93536

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 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 "About Us" page at www.connectionsacademy.com

IV. Routine Business

- a. Approval of Agenda – E. Pavlich

V. Oral Reports

- a. Executive Director's Report (MSRs attached) – R. Savage
 - i. Back to School Activities
 - ii. Enrollment and Staffing Update
 - iii. New Schools Update
- b. Principal's Reports (attached)
 - i. Elementary School – M. White
 - ii. Middle School – H. Tamayo
 - iii. High School – K. Mannix
- c. CalCA Financial Report (to follow) – F. Sassini/ L. Carter
 - i. Attendance Reports Update
 - ii. State Teachers' Retirement System (STRS) Update
 - iii. New Schools Banking Arrangements Update
 - iv. CalCA North Bay Memorandum of Understanding (MOU) Update
 - v. Consolidated Financial Report (attached)
 - vi. CalCA North Bay Financial Report (attached)
 - vii. CalCA Central Financial Report (attached)
 - viii. CalCA Central Coast Financial Report (attached)
 - ix. CalCA Monterey Bay Financial Report (attached)
 - x. CalCA Ripon Financial Report (attached)
 - xi. CalCA Southern California Financial Report (attached)

VI. Consent Agenda

- a. Approval of Minutes from the August 27, 2019 Board Meeting (attached)
- b. Approval of Staffing Report (attached)
- c. Approval of Pearson Online & Blended Learning (POBL) Invoice(s) (attached)
- d. Approval of Invoice(s) from POBL Summer School (attached)
- e. Ratification of Unaudited Actuals for Fiscal Year Ending June 30, 2019 (attached)
- f. Approval of Federal Title Funding Documentation: Parent and Family Engagement Policy (attached)
- g. Approval of Revisions to 2019-2020 School Year State Specific Handbook: Various Policies (to follow)
- h. Approval of CalOPS Employee Handbook (to follow)
- i. Approval of 2019-2020 Base Salaries and Career Ladder Positions (attached)
- j. Approval of Math Placement Policy (attached)
- k. Approval of Closing Enrollment for the 2019-2020 School Year on March 3, 2020

- VII. Action Items
 - a. Approval of Resolution to Establish Authority to Reallocate Income for LEAs in Special Education Local Plan Area (SELPA) (attached) – F. Sassin
- VIII. Information Items
 - a. Local Control Accountability Plans (LCAP) Progress Update – F. Sassin/ R. Romero
 - b. Math Placement Annual Report (attached) – R. Romero
 - c. State & Strategic Client Relations Update – E. Sigmund
 - d. Partner School Leadership Team (PSLT) Update – M. Brown
 - i. Teacher Professional Development Products and Services for the 2019-2020 School Year (attached)
 - e. Sponsoring District(s) Update – E. Pavlich/ R. Savage
- IX. Adjournment and Confirmation of the Next Meeting on Tuesday, October 22, 2019 at 3:30 p.m. PT

Agenda publicly posted:

On: Friday, September 20, 2019

At: 580 N. Wilma Avenue, Suite G, Ripon, CA 95366
33272 Valle Road, San Juan Capistrano, CA 92675
23091 Arden Street, Lake Forest, CA 92630
2142 E. Yosemite, Merced, CA 95340
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MONTHLY SCHOOL REPORT

School & Date Selection

School

California Connections Academy @ North Bay ▾

Report Date

August 31, 2019 ▾

Currently Enrolled

151

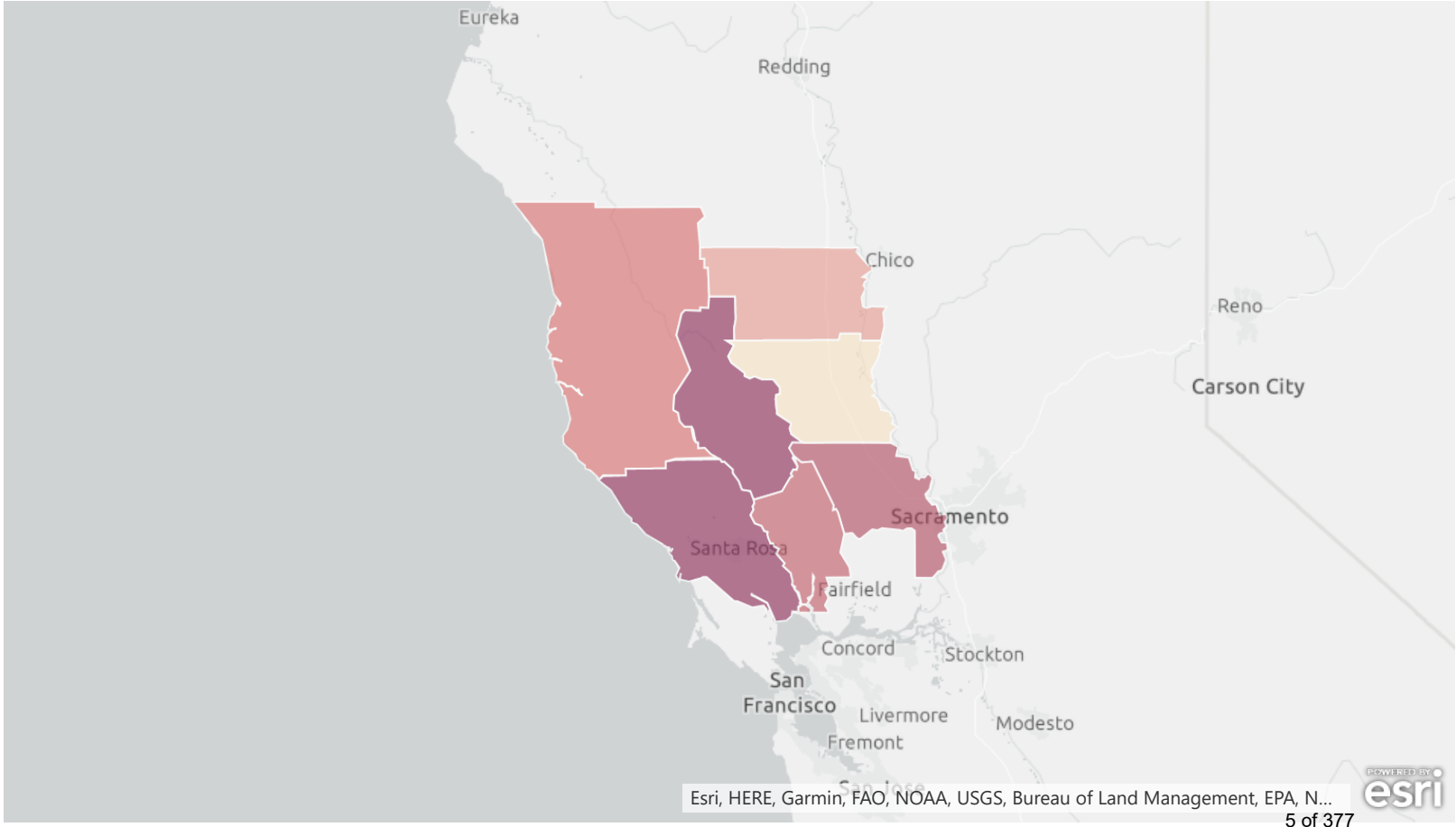
Total YTD Enrolled

151

Enrollment Services Complete (Stage 4)

157

Enrolled Students by County



California Connections Academy at North Bay
August 31, 2019

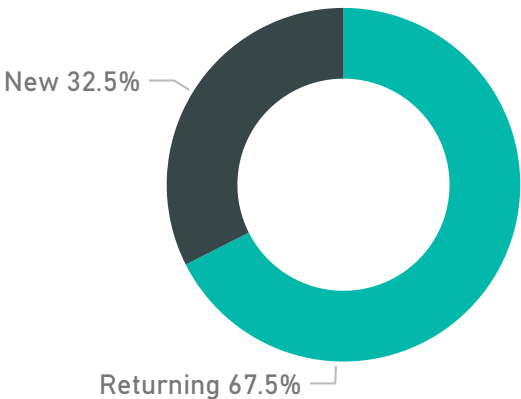
Current Enrollment Month-Over-Month Change

N/A

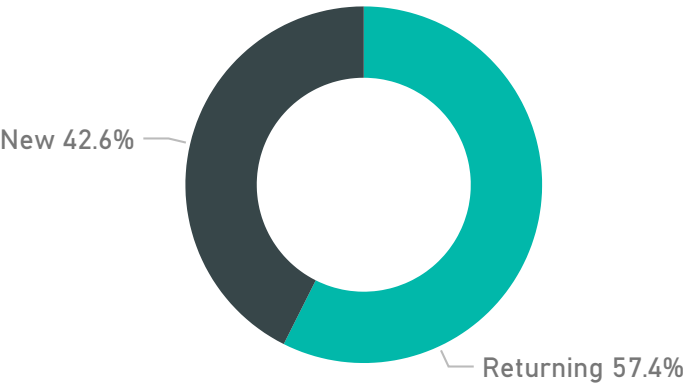
Current Enrollment Year-Over-Year Change

-7%

New and Returning

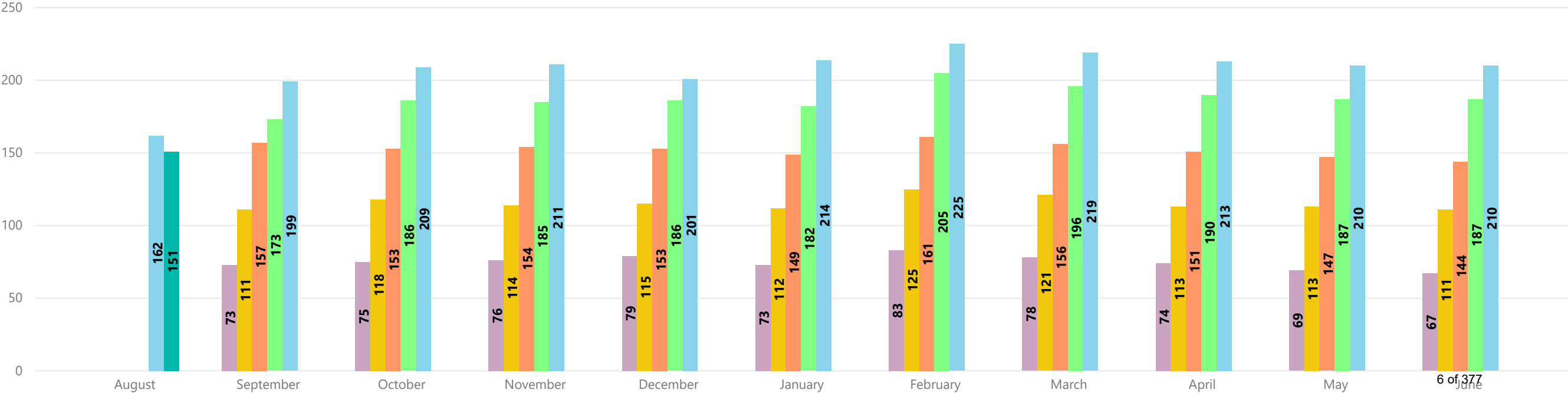


New and Returning Prior Year



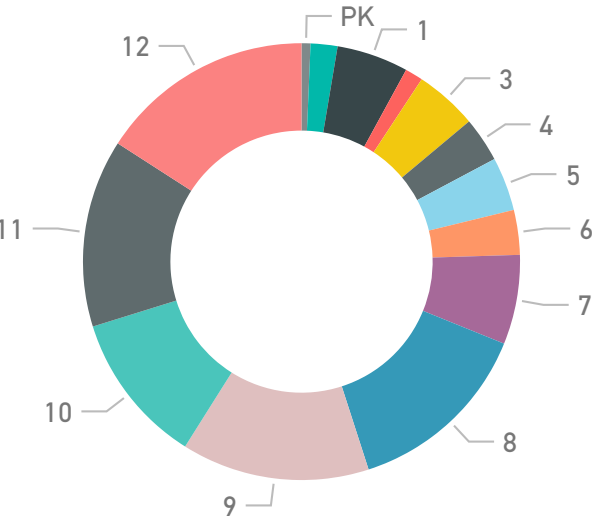
Monthly Student Current Enrollment Comparison

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

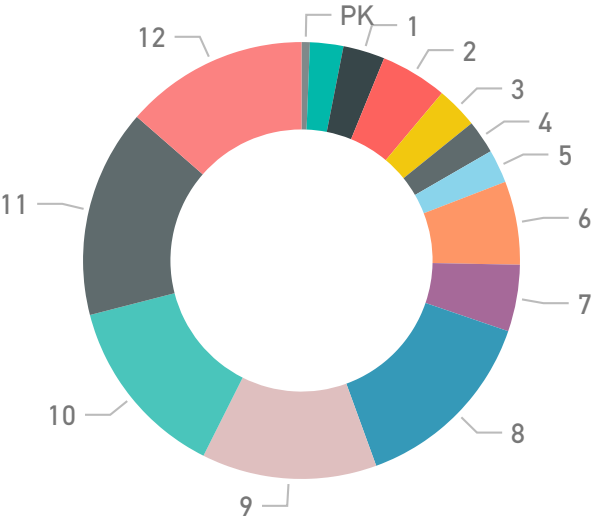


California Connections Academy at North Bay
August 31, 2019

Enrolled Students by Final Grade



Enrolled Students Prior Year by Final Grade



Grade Distribution

ReportPeriod	SameMonthPriorYear		PriorEOY		CurrentMonth	
GradeDistribution	Students	%CT Students	Students	%CT Students	Students	%CT Students
PK-2	18	11%	22	10%	14	9%
PK	1	1%			1	1%
KG	4	2%	9	4%	3	2%
1	5	3%	6	3%	8	5%
2	8	5%	7	3%	2	1%
3-5	13	8%	15	7%	18	12%
3	5	3%	4	2%	7	5%
4	4	2%	4	2%	5	3%
5	4	2%	7	3%	6	4%
6-8	41	25%	52	25%	36	24%
6	10	6%	8	4%	5	3%
7	8	5%	18	9%	10	7%
8	23	14%	26	12%	21	14%
9-12	90	56%	121	58%	83	55%
9	21	13%	28	13%	21	14%
10	22	14%	32	15%	17	11%
11	25	15%	35	17%	21	14%
12	22	14%	26	12%	24	16%
Total	162	100%	210	100%	151	100%

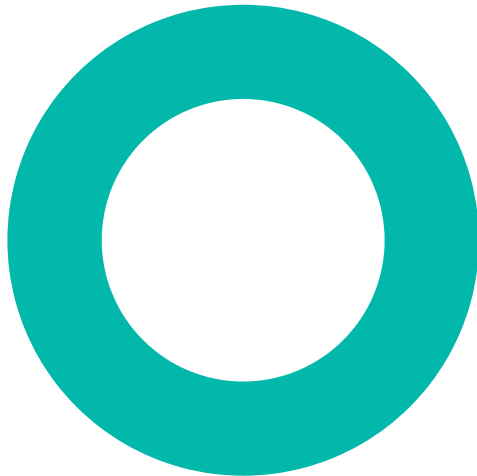
California Connections Academy at North Bay
August 31, 2019

Total YTD Enrollment by Withdrawal Category



Enrolled, Not Grad 100.0%

Total YTD Enrollment Prior Year by Withdrawal Category



Enrolled, Not Grad 100.0%

Total YTD Enrollment

ReportPeriod	SameMonthPriorYear		PriorEOY		CurrentMonth	
Withdrawal Category	Student Count	%CT Student Count	Student Count	%CT Student Count	Student Count	%CT Student Count
Enrolled, Not Grad	162	100%	210	71%	151	100%
Graduated			3	1%		
Prior To Engagement			18	6%		
Withdrawal During School Year			63	21%		
Total	162	100%	294	100%	151	100%

Enrollment Services Complete (Stage 4)

157

California Connections Academy at North Bay
August 31, 2019

Withdrawal Reason

Withdrawal Reason ▲	PriorEOY
Different/Better Schooling Option (Not related to socialization)	39
Life change	6
Regulation	15
Student wants more socialization	3

California Connections Academy at North Bay

August 31, 2019

Household Data

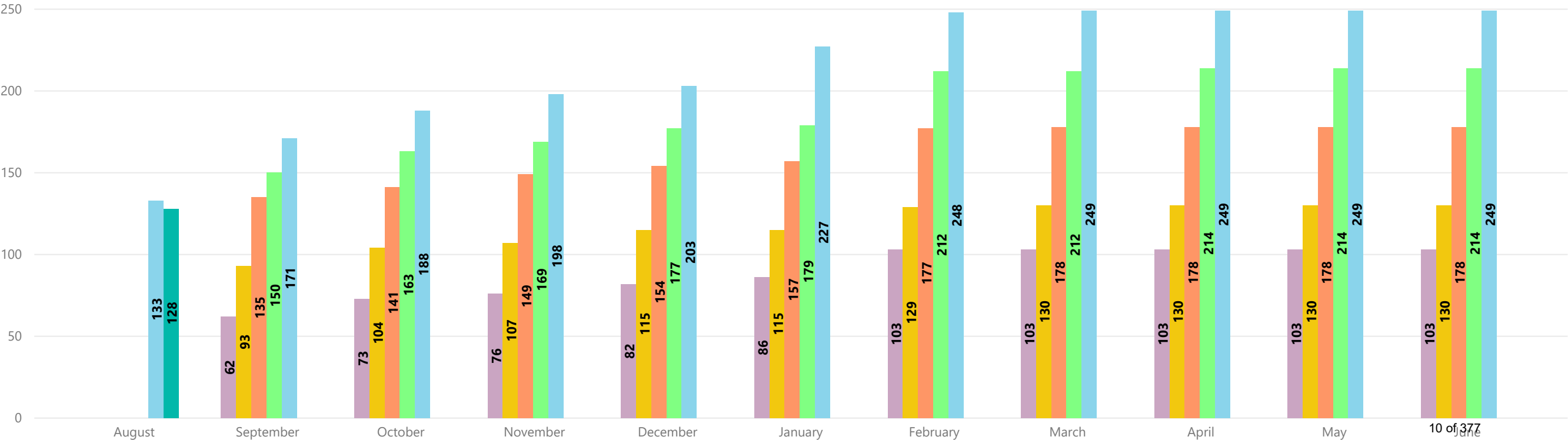
Household Data	SameMonthPriorYear	PriorEOY	CurrentMonth
Active	133	181	128
Graduated		3	
WD During School Year		54	
WD Prior To Engagement		18	

Students Per Active Household

	SameMonthPriorYear	PriorEOY	CurrentMonth
	1.22	1.16	1.18

Monthly Total Households

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



California Connections Academy at North Bay
August 31, 2019

Ethnicity

Ethnicity	SameMonthPriorYear	PriorEOY	CurrentMonth
Hispanic or Latino	44	55	39
Not Hispanic or Latino	118	155	112

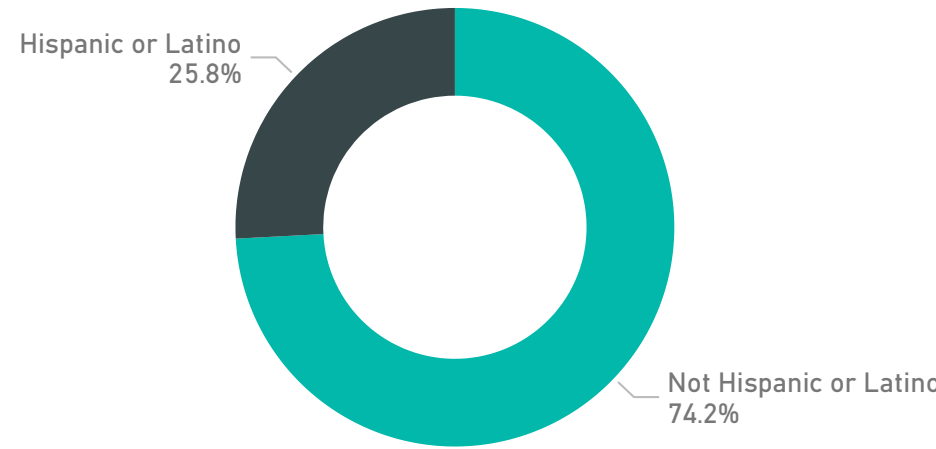
Race

Race	SameMonthPriorYear	PriorEOY	CurrentMonth
American Indian or Alaskan Native	16	22	7
Asian	10	17	13
Black/African American	17	21	21
Native Hawaiian or Other Pacific Islander	4	6	3
White	137	179	130

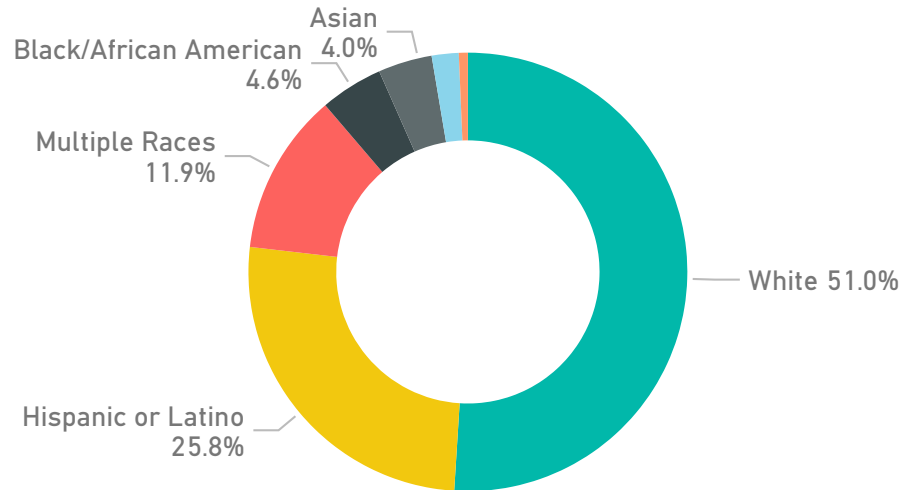
Distinct Race/Ethnicity

Distinct Race/Ethnicity	SameMonthPriorYear	PriorEOY	CurrentMonth
American Indian or Alaskan Native	3	3	3
Asian	6	8	6
Black/African American	3	3	7
Hispanic or Latino	44	55	39
Multiple Races	13	21	18
Native Hawaiian or Other Pacific Islander	1	2	1
White	92	118	77

Enrolled Students by Ethnicity



Enrolled Students by Distinct Race/Ethnicity



California Connections Academy at North Bay
August 31, 2019

Gender

Gender	SameMonthPriorYear	PriorEOY	CurrentMonth
F	83	109	83
M	79	101	68

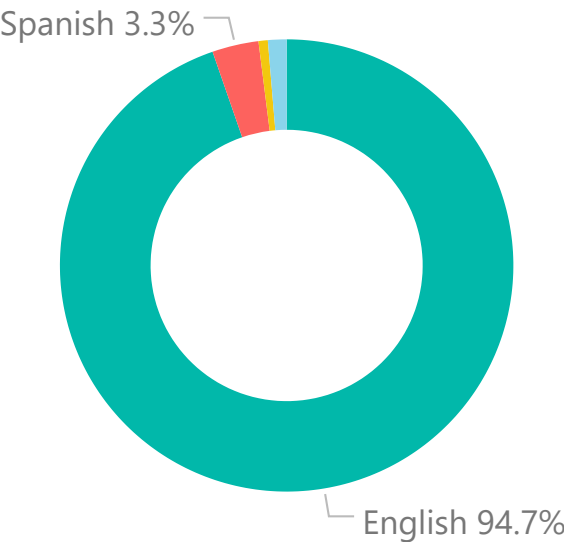
Primary Language

Home Language	SameMonthPriorYear	PriorEOY	CurrentMonth
English	90	195	143
Spanish	3	11	5
Russian	1	1	
Arabic		1	1
Another Language	3	2	2
No Language Reported	65		

Enrolled Students by Gender



Enrolled Students by Language

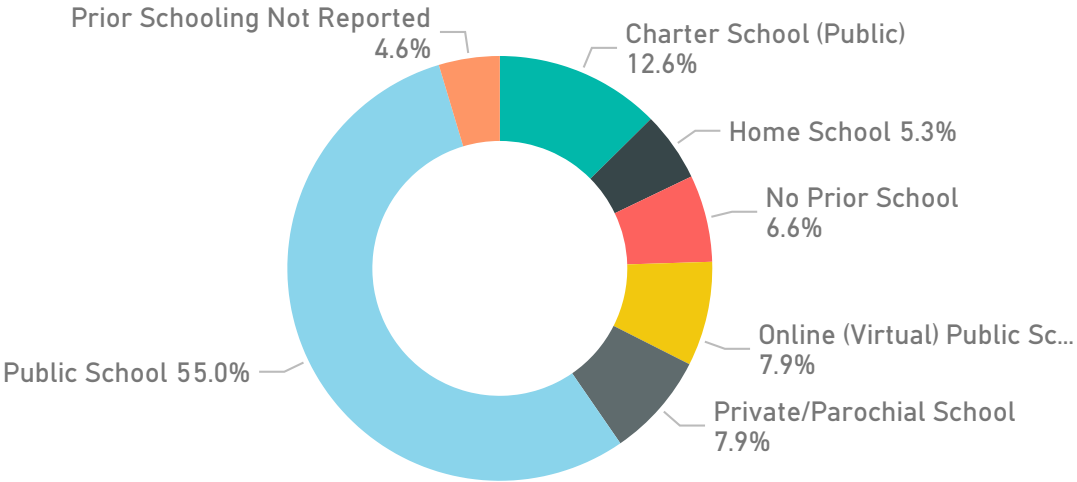


California Connections Academy at North Bay August 31, 2019

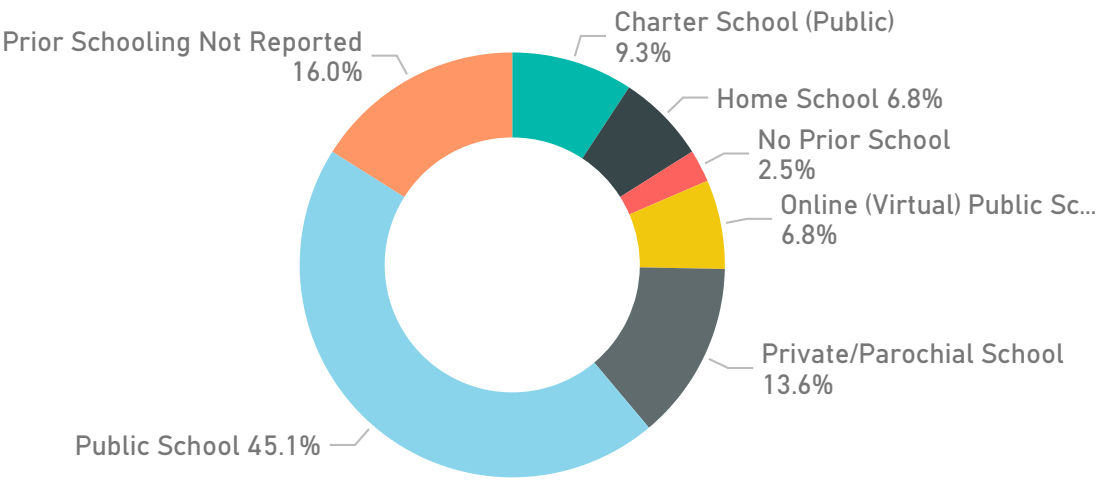
Prior Schooling

Prior Schooling ▲	SameMonthPriorYear	PriorEOY	CurrentMonth
Charter School (Public)	15	22	19
Home School	11	12	8
No Prior School	4	15	10
Online (Virtual) Public School	11	13	12
Private/Parochial School	22	24	12
Public School	73	119	83
Prior Schooling Not Reported	26	5	7

Prior Schooling
August 31, 2019

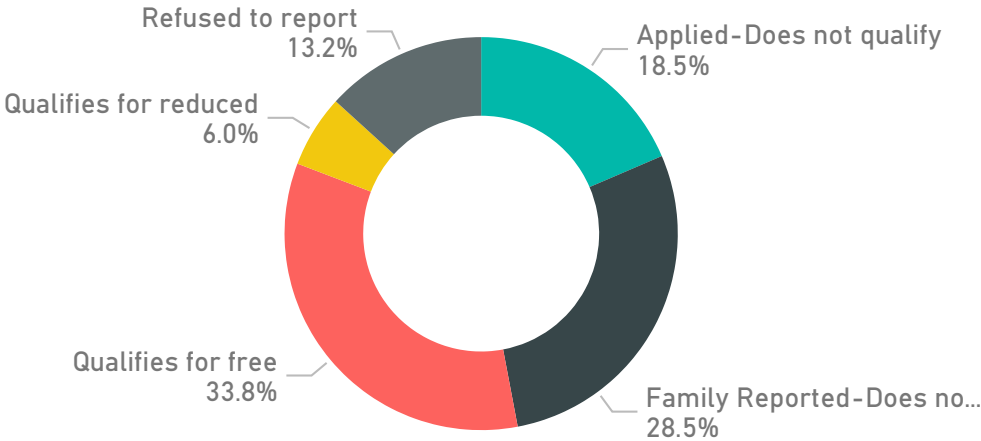


Prior Schooling
August 31, 2018

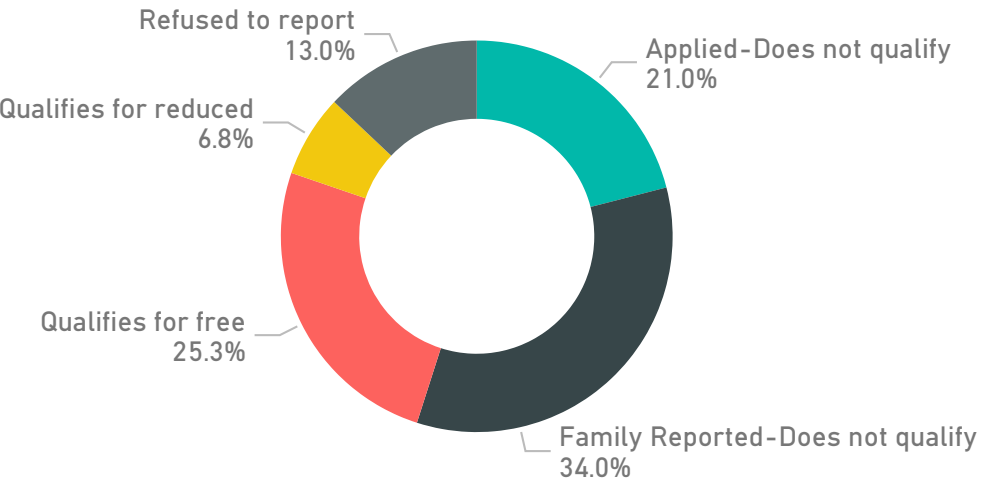


California Connections Academy at North Bay
August 31, 2019

FARM Eligibility
August 31, 2019

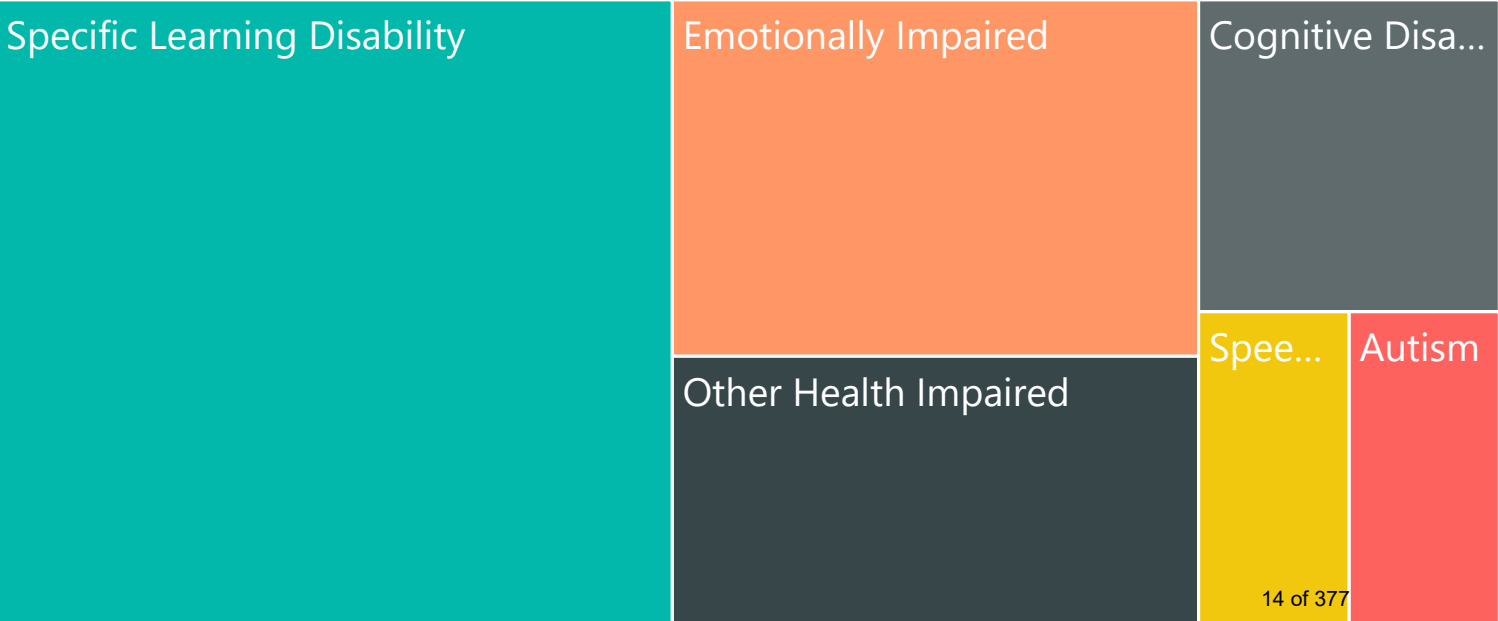


FARM Eligibility
August 31, 2018

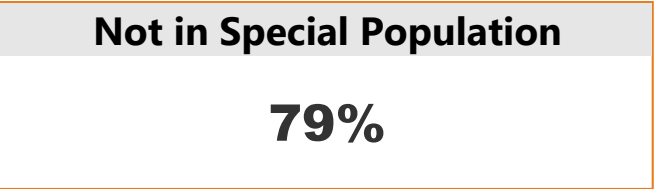
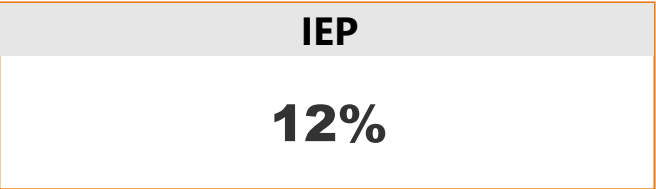
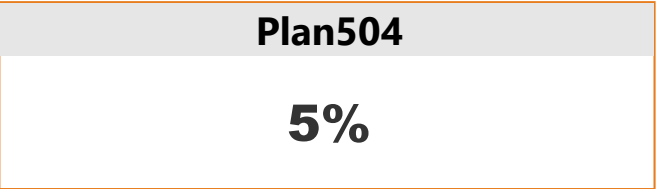
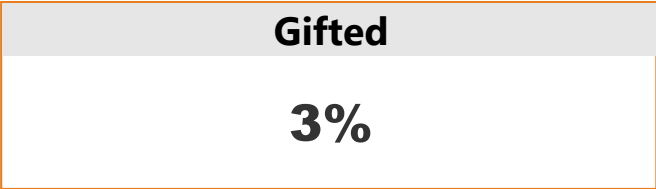
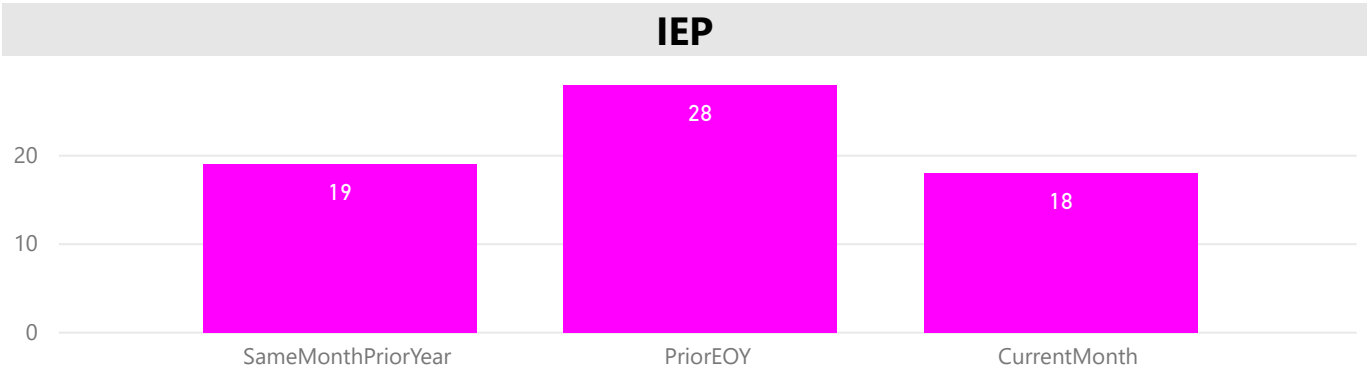
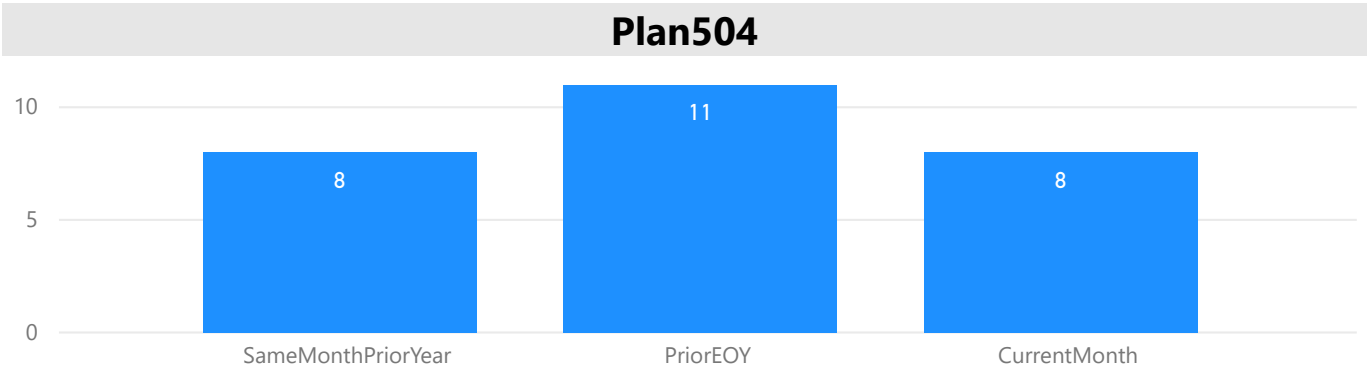
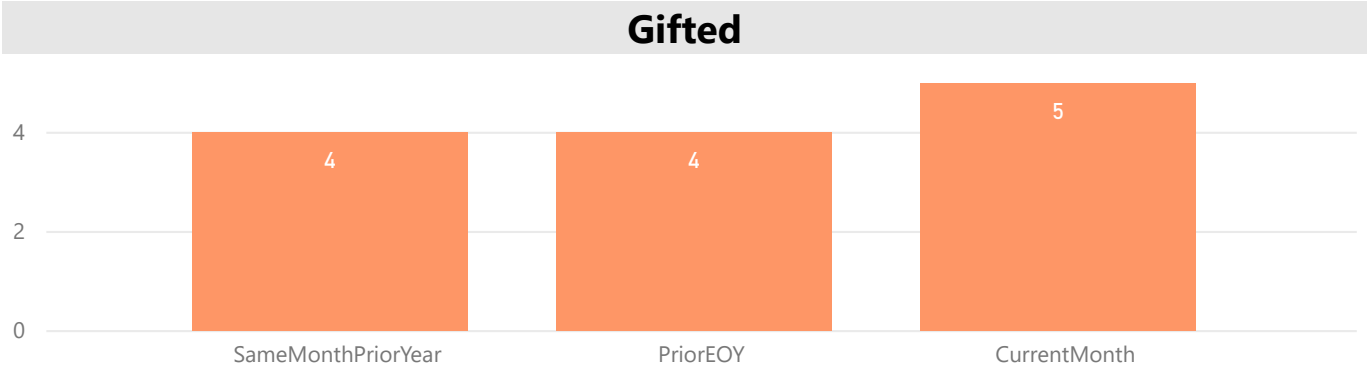


Disability

Disability	SameMonthPriorYear	PriorEOY	CurrentMonth
Autism		2	1
Cognitive Disability		1	2
Emotionally Impaired	3	7	4
Other Health Impaired	3	5	3
Specific Learning Disability	12	14	9
Speech/Language Impaired	3	1	1

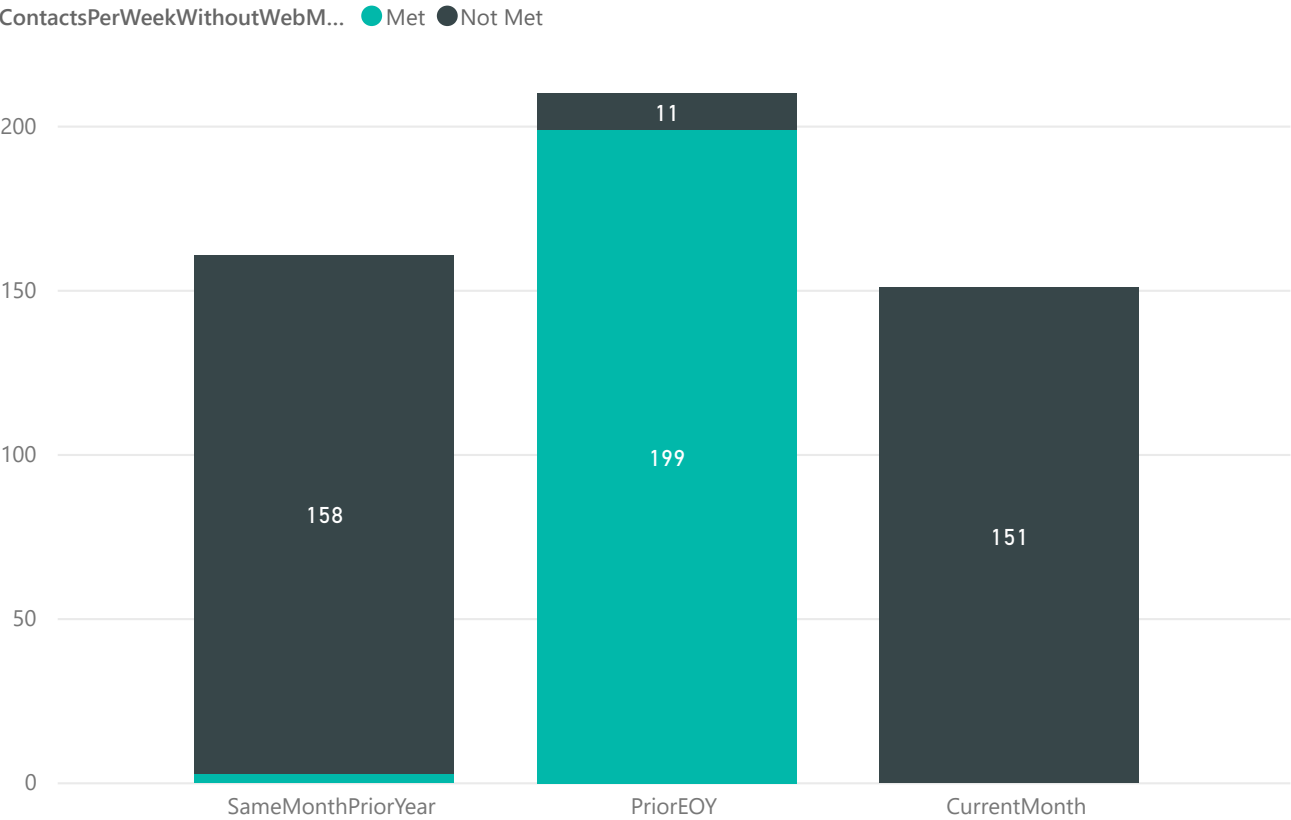


California Connections Academy at North Bay
August 31, 2019

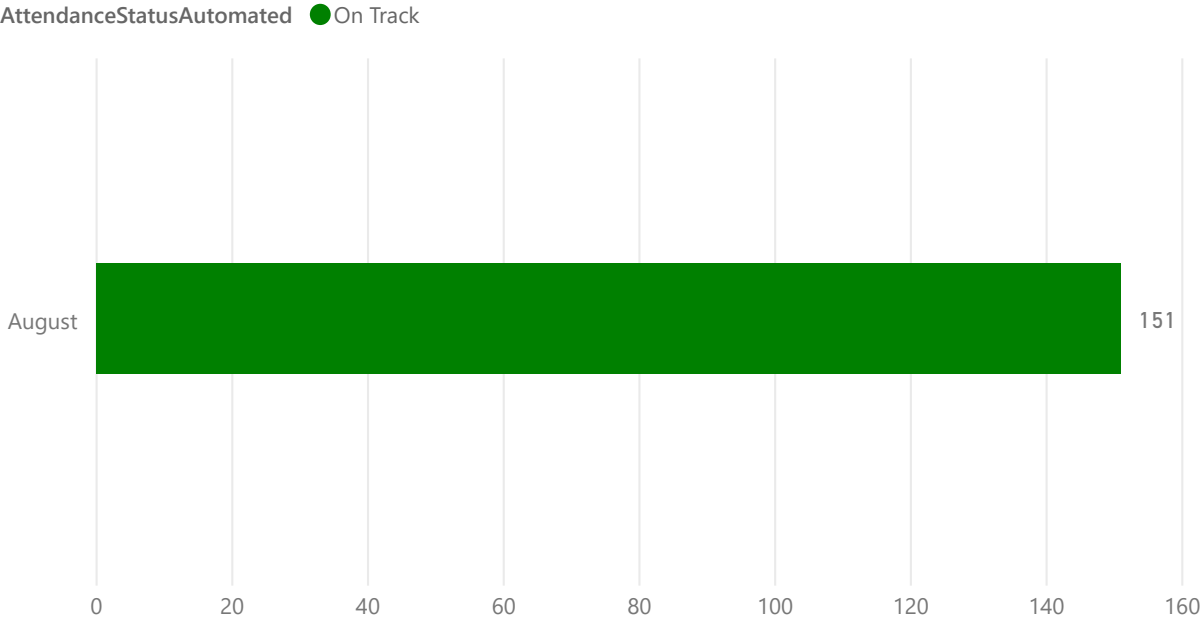


California Connections Academy at North Bay
August 31, 2019

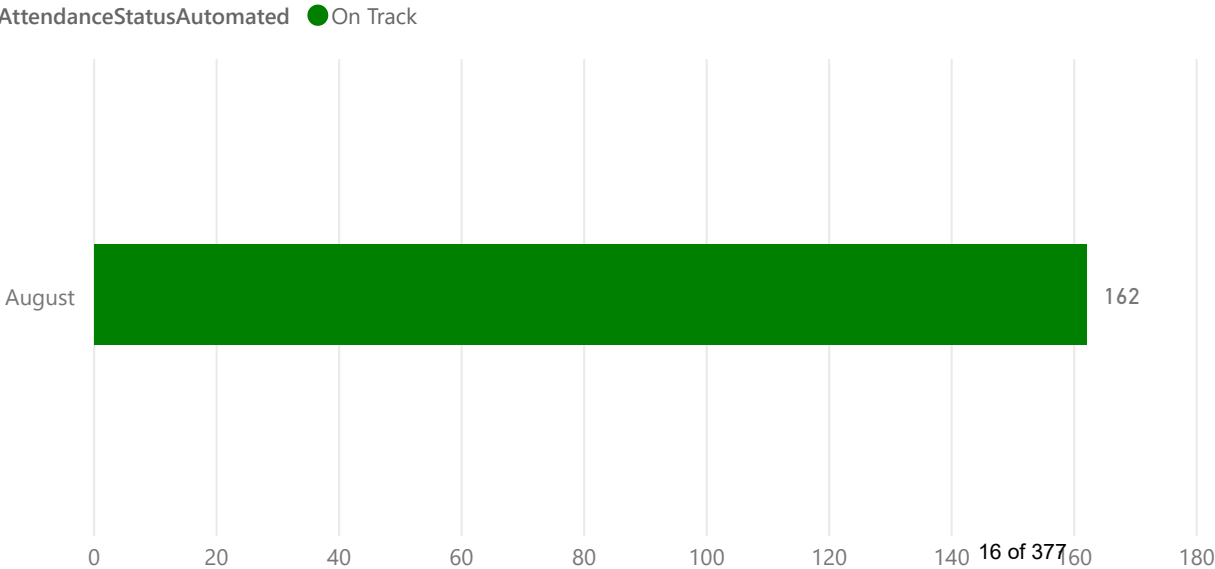
Contacts Per Week



School Year: 2019-2020



School Year: 2018-2019



Currently Enrolled

151

California Connections Academy at North Bay
August 31, 2019

Average Participation

GradeDistribution	SameMonthPriorYear	PriorEOY	CurrentMonth
PK-2	100%	89%	100%
3-5	100%	87%	100%
6-8	99%	96%	100%
9-12	100%	95%	100%
Total	100%	94%	100%

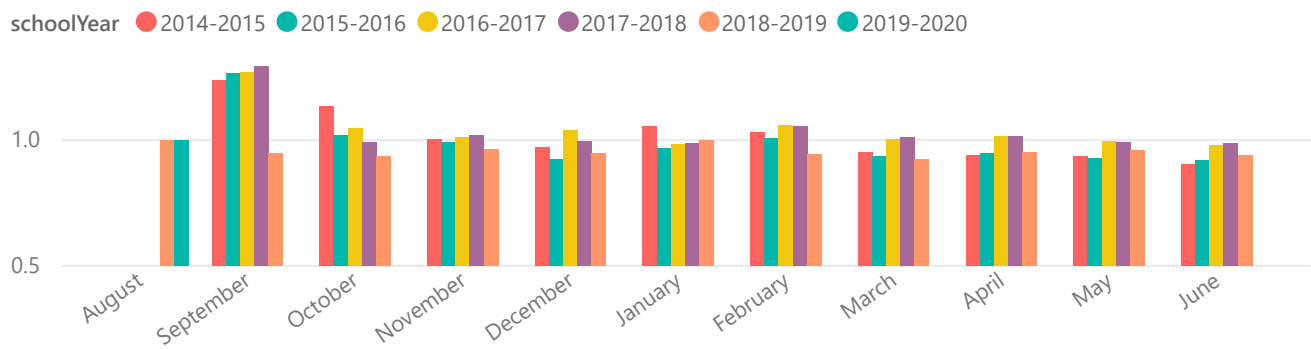
Average Performance

GradeDistribution	PriorEOY
PK-2	89%
3-5	71%
6-8	77%
9-12	75%
Total	76%

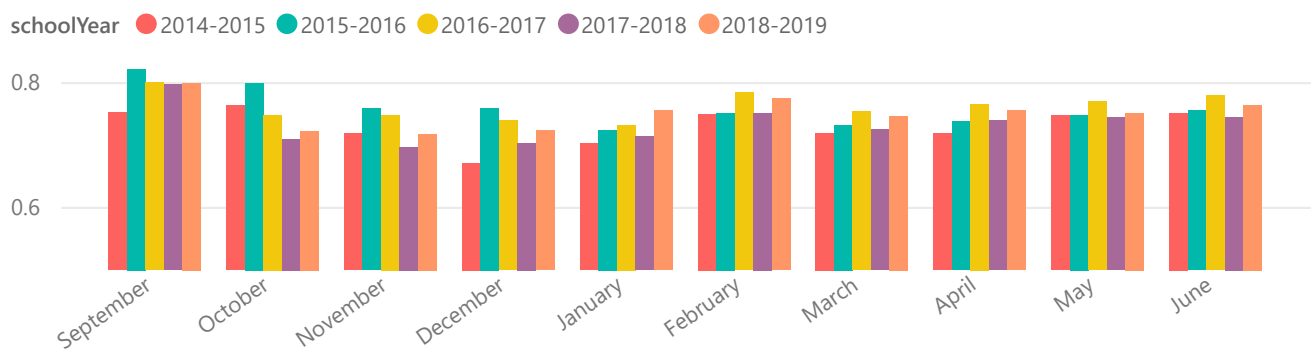
Average Attendance

GradeDistribution	SameMonthPriorYear	PriorEOY	CurrentMonth
PK-2	100%	96%	100%
3-5	100%	91%	100%
6-8	100%	95%	100%
9-12	100%	84%	100%
Total	100%	89%	100%

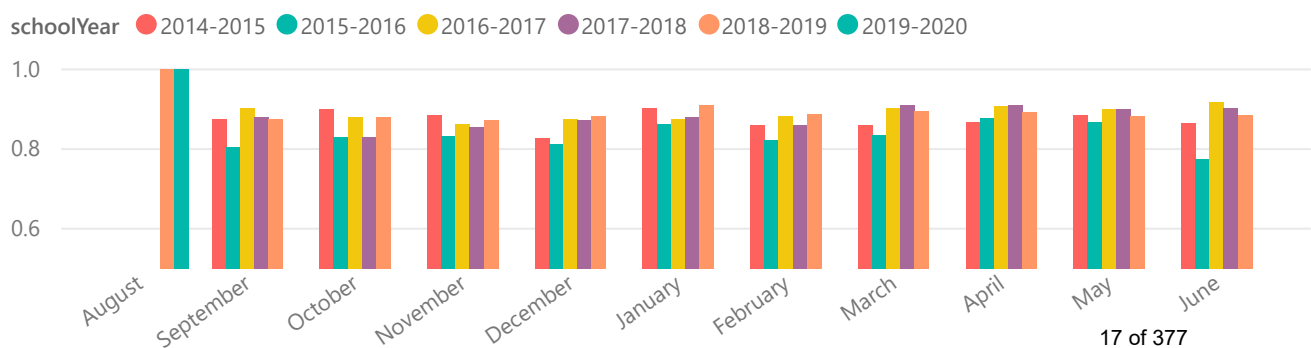
Average Total Participation



Average Total Performance



Average Total Attendance



Currently Enrolled 151		Total YTD Enrolled 151		California Connections Academy at North Bay August 31, 2019				Current Enrollment Month-Over-Month Change N/A																																																																									
Enrollment Services Complete (Stage 4) 157				Current Enrollment Year-Over-Year Change -7%																																																																													
Monthly Student Current Enrollment Comparison					Total YTD Enrollment																																																																												
<div>schoolYear</div> <div><div>2014-2015</div><div>2015-2016</div><div>2016-2017</div><div>2017-2018</div><div>2018-2019</div></div> <div><table><caption>Monthly Student Current Enrollment Comparison Data</caption><thead><tr><th>Month</th><th>2014-2015</th><th>2015-2016</th><th>2016-2017</th><th>2017-2018</th><th>2018-2019</th></tr></thead><tbody><tr><td>August</td><td>162</td><td></td><td></td><td></td><td></td></tr><tr><td>September</td><td>73</td><td>173</td><td></td><td></td><td></td></tr><tr><td>October</td><td>75</td><td>186</td><td></td><td></td><td></td></tr><tr><td>November</td><td>76</td><td>185</td><td></td><td></td><td></td></tr><tr><td>December</td><td>79</td><td>186</td><td></td><td></td><td></td></tr><tr><td>January</td><td>73</td><td>182</td><td></td><td></td><td></td></tr><tr><td>February</td><td>83</td><td>205</td><td></td><td></td><td></td></tr><tr><td>March</td><td>78</td><td>196</td><td></td><td></td><td></td></tr><tr><td>April</td><td>74</td><td>190</td><td></td><td></td><td></td></tr><tr><td>May</td><td>69</td><td>187</td><td></td><td></td><td></td></tr><tr><td>June</td><td>67</td><td>187</td><td></td><td></td><td></td></tr></tbody></table></div>					Month	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	August	162					September	73	173				October	75	186				November	76	185				December	79	186				January	73	182				February	83	205				March	78	196				April	74	190				May	69	187				June	67	187				ReportPeriod	SameMonthPriorYear		CurrentMonth	
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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	133	128	1.22	1.18
New	69	42.59%	49	32.45%					
Returning	93	57.41%	102	67.55%					

Grade Distribution				
ReportPeriod	SameMonthPriorYear		CurrentMonth	
GradeDistribution	Students	%CT Students	Students	%CT Students
PK-2	18	11%	14	9%
PK	1	1%	1	1%
KG	4	2%	3	2%
1	5	3%	8	5%
2	8	5%	2	1%
3-5	13	8%	18	12%
3	5	3%	7	5%
4	4	2%	5	3%
5	4	2%	6	4%
6-8	41	25%	36	24%
6	10	6%	5	3%
7	8	5%	10	7%
8	23	14%	21	14%
9-12	90	56%	83	55%
9	21	13%	21	14%
10	22	14%	17	11%
11	25	15%	21	14%
12	22	14%	24	16%
Total	162	100%	151	100%

Withdrawal Reason	
Withdrawal Reason	

18 of 377

Gender		
Gender	SameMonthPriorYear	CurrentMonth
F	83	83
M	79	68

Primary Language		
Home Language	SameMonthPriorYear	CurrentMonth
English	90	143
Spanish	3	5
Russian	1	
Arabic		1
Another Language	3	2
No Language Reported	65	

Ethnicity		
Ethnicity	SameMonthPriorYear	CurrentMonth
Hispanic or Latino	44	39
Not Hispanic or Latino	118	112

Race		
Race	SameMonthPriorYear	CurrentMonth
American Indian or Alaskan Native	16	7
Asian	10	13
Black/African American	17	21
Native Hawaiian or Other Pacific Islander	4	3
White	137	130

Household FARM Eligibility		
HouseholdFARMEligibility	SameMonthPriorYear	CurrentMonth
Applied-Does not qualify	30	24
Family Reported-Does not qualify	46	36
Qualifies for free	36	44
Qualifies for reduced	10	9
Refused to report	19	18

California Connections Academy at North Bay August 31, 2019		
Disability		
Disability	SameMonthPriorYear	CurrentMonth
Autism		1
Cognitive Disability		2
Emotionally Impaired	3	4
Other Health Impaired	3	3
Specific Learning Disability	12	9
Speech/Language Impaired	3	1

Gifted		
Gifted	SameMonthPriorYear	CurrentMonth
Yes	4	5

Plan 504		
Plan504	SameMonthPriorYear	CurrentMonth
504	8	8

IEP		
IEP	SameMonthPriorYear	CurrentMonth
IEP	19	18

Gifted	Plan504
3%	5%
IEP	Not in Special Population
12%	79%

Distinct Race/Ethnicity		
Distinct Race/Ethnicity	SameMonthPriorYear	CurrentMonth
American Indian or Alaskan Native	3	3
Asian	6	6
Black/African American	3	7
Hispanic or Latino	44	39
Multiple Races	13	18
Native Hawaiian or Other Pacific Islander	1	1
White	92	77

Prior Schooling		
Prior Schooling	SameMonthPriorYear	CurrentMonth
Charter School (Public)	15	19
Home School	11	8
No Prior School	4	10
Online (Virtual) Public School	11	12
Private/Parochial School	22	12
Public School	73	83
Prior Schooling Not Reported	26	7

California Connections Academy at North Bay
August 31, 2019

Contacts Per Week

ContactsPerWeekWithoutWebMail	SameMonthPriorYear	CurrentMonth
Met	3	
Not Met	158	151

Attendance Status

AttendanceStatusAutomated	SameMonthPriorYear	CurrentMonth
On Track	162	151

Average Participation

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	100%	100%
3-5	100%	100%
6-8	99%	100%
9-12	100%	100%
Total	100%	100%

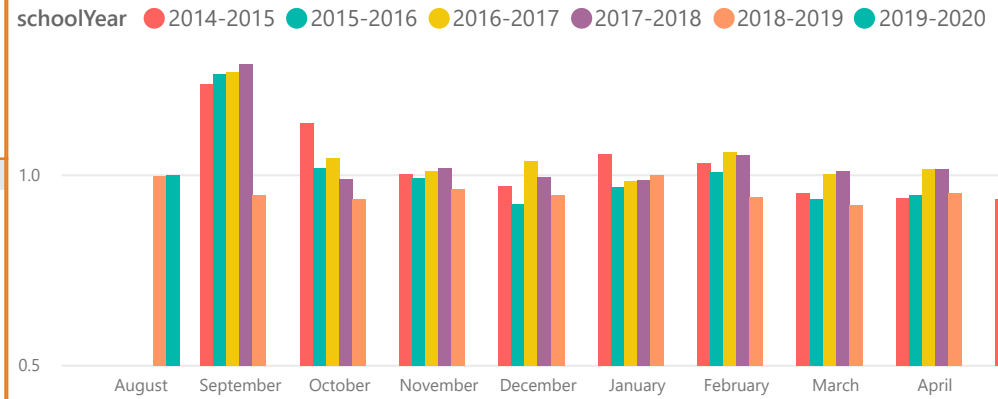
Average Performance

GradeDistribution
Total

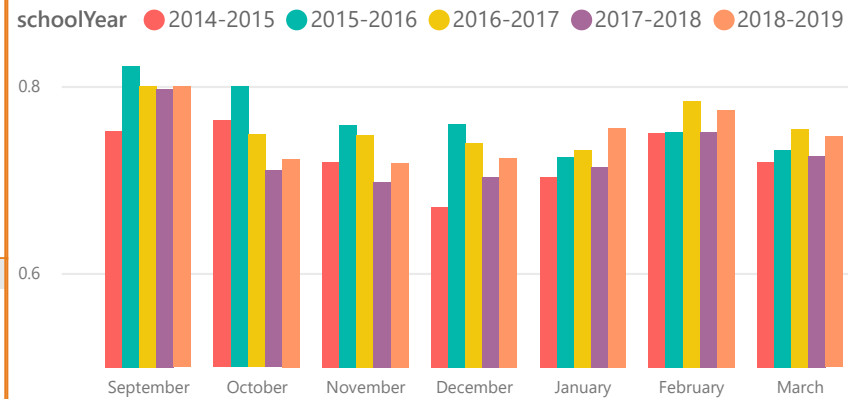
Average Attendance

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	100%	100%
3-5	100%	100%
6-8	100%	100%
9-12	100%	100%
Total	100%	100%

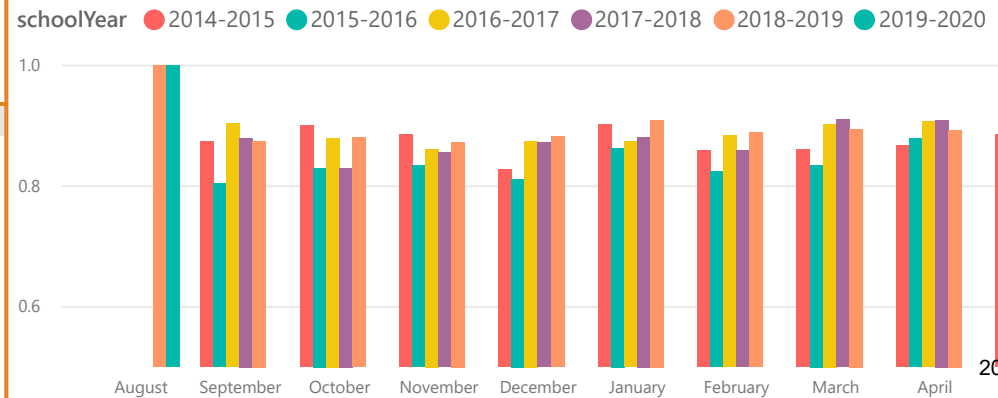
Average Total Participation



Average Total Performance



Average Total Attendance



MONTHLY SCHOOL REPORT

School & Date Selection

School

California Connections Academy @ Central

Report Date

August 31, 2019

Currently Enrolled

459

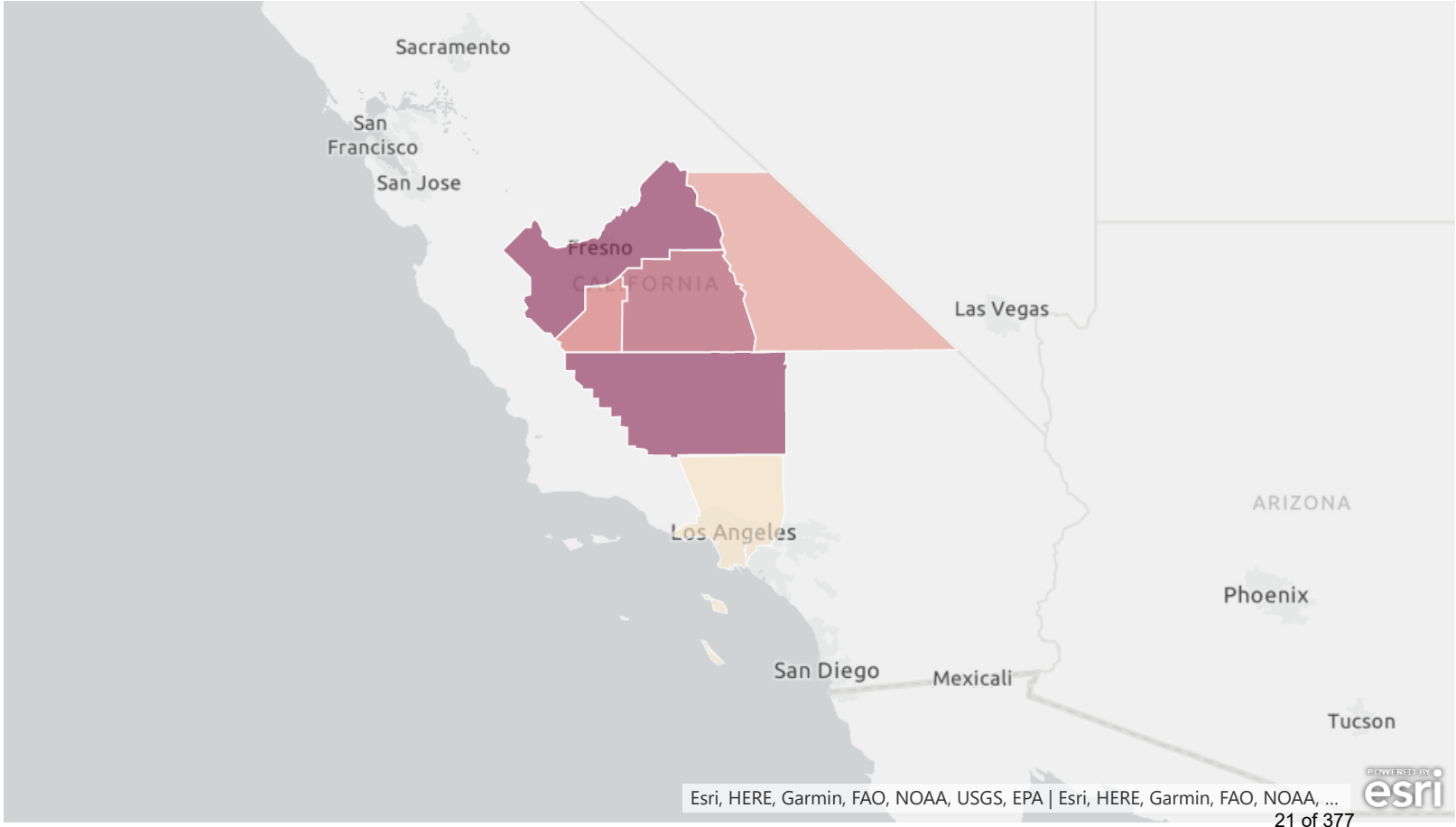
Total YTD Enrolled

459

Enrollment Services Complete (Stage 4)

479

Enrolled Students by County



Central California Connections Academy
August 31, 2019

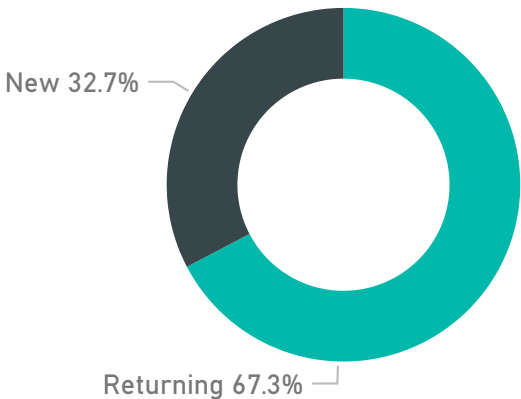
Current Enrollment Month-Over-Month Change

N/A

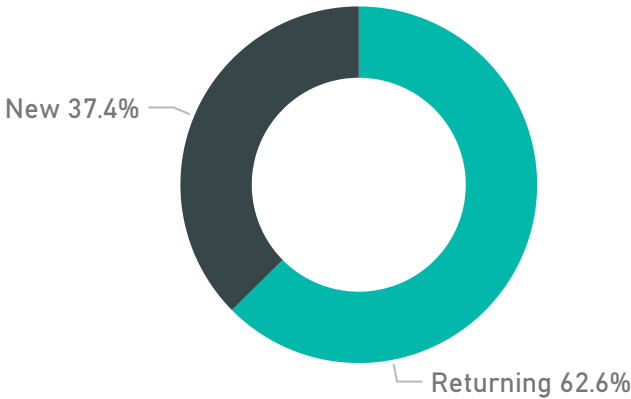
Current Enrollment Year-Over-Year Change

8%

New and Returning

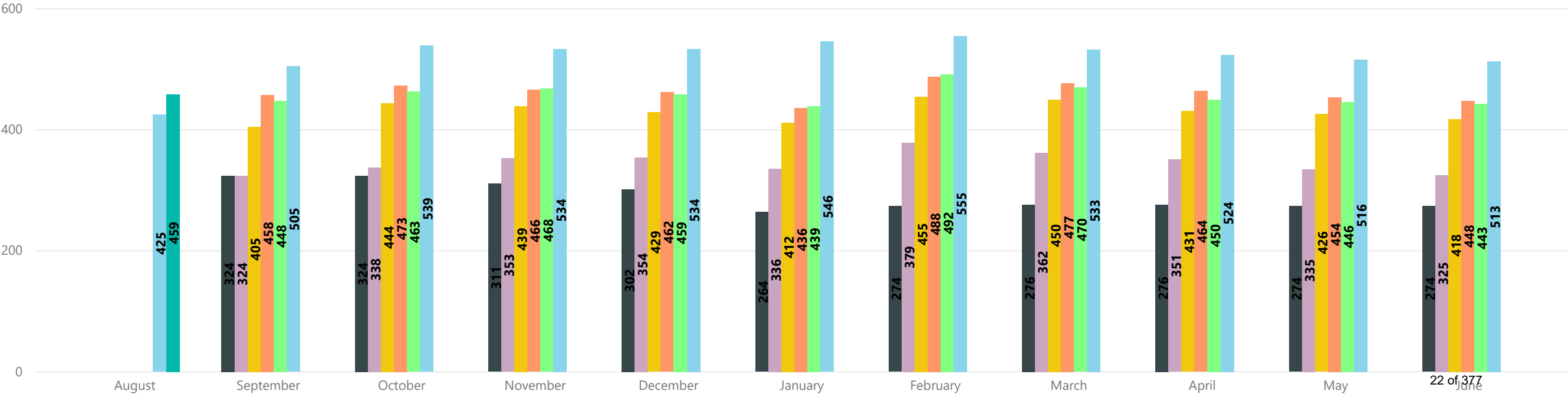


New and Returning Prior Year



Monthly Student Current Enrollment Comparison

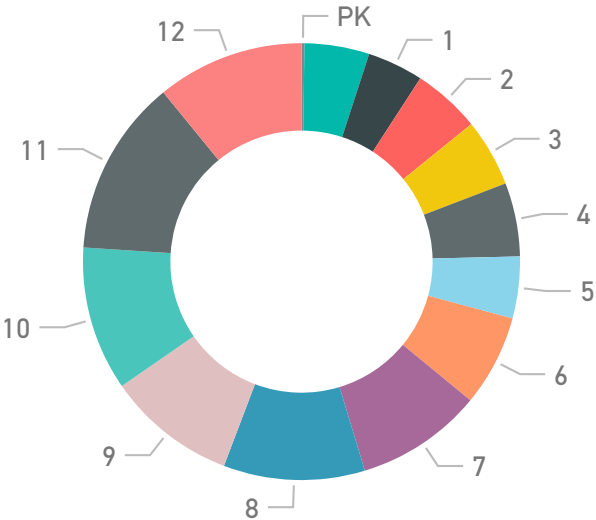
schoolYear 2013-2014 2014-2015 2015-2016 2016-2017 2017-2018 2018-2019 2019-2020



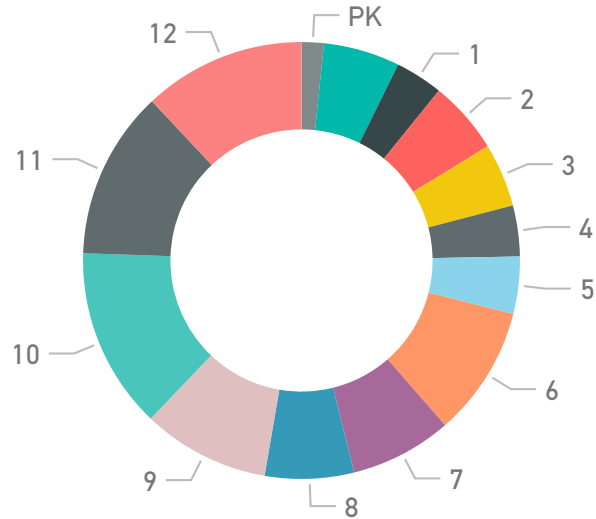
Central California Connections Academy

August 31, 2019

Enrolled Students by Final Grade



Enrolled Students Prior Year by Final Grade



Grade Distribution

ReportPeriod	SameMonthPriorYear		PriorEOY		CurrentMonth	
GradeDistribution	Students	%CT Students	Students	%CT Students	Students	%CT Students
PK-2	69	16%	77	15%	65	14%
PK	7	2%	10	2%	1	0%
KG	24	6%	18	4%	22	5%
1	15	4%	22	4%	19	4%
2	23	5%	27	5%	23	5%
3-5	54	13%	70	14%	69	15%
3	20	5%	27	5%	23	5%
4	16	4%	22	4%	25	5%
5	18	4%	21	4%	21	5%
6-8	101	24%	131	26%	122	27%
6	41	10%	40	8%	31	7%
7	32	8%	48	9%	43	9%
8	28	7%	43	8%	48	10%
9-12	201	47%	235	46%	203	44%
9	40	9%	51	10%	44	10%
10	57	13%	73	14%	49	11%
11	53	12%	61	12%	60	13%
12	51	12%	50	10%	50	11%
Total	425	100%	513	100%	459	100%

Central California Connections Academy
August 31, 2019

Total YTD Enrollment by Withdrawal Category



Enrolled, Not Grad 100.0%

Total YTD Enrollment Prior Year by Withdrawal Category



Enrolled, Not Grad 100.0%

Total YTD Enrollment

ReportPeriod	SameMonthPriorYear		PriorEOY		CurrentMonth	
Withdrawal Category	Student Count	%CT Student Count	Student Count	%CT Student Count	Student Count	%CT Student Count
Enrolled, Not Grad	425	100%	513	71%	459	100%
Graduated			2	0%		
Prior To Engagement			42	6%		
Withdrawal During School Year			169	23%		
Total	425	100%	726	100%	459	100%

Enrollment Services Complete (Stage 4)

479

Central California Connections Academy
August 31, 2019

Withdrawal Reason

Withdrawal Reason ▲	PriorEOY
Different/Better Schooling Option (Not related to socialization)	84
Getting started with the school was too difficult	1
Life change	24
Mismatch Academic	10
Mismatch Family Schedule	1
Regulation	40
Student wants more socialization	9

Central California Connections Academy

August 31, 2019

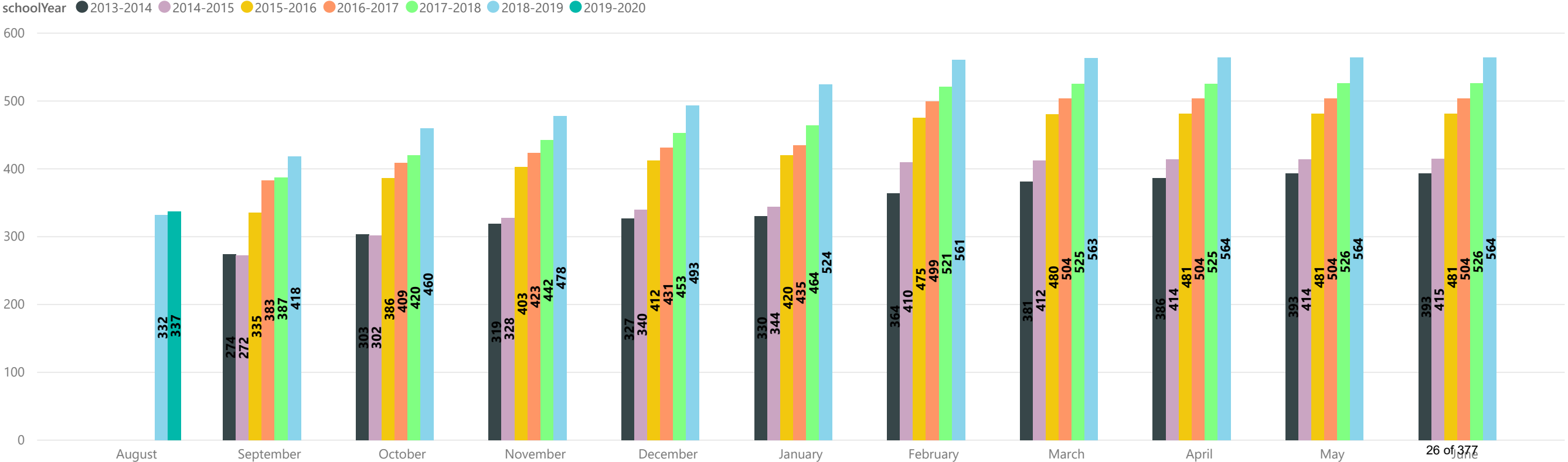
Household Data

Household Data	SameMonthPriorYear	PriorEOY	CurrentMonth
Active	332	400	337
Graduated		2	
WD During School Year		140	
WD Prior To Engagement		36	

Students Per Active Household

SameMonthPriorYear	PriorEOY	CurrentMonth
1.28	1.28	1.36

Monthly Total Households



Central California Connections Academy

August 31, 2019

Ethnicity

Ethnicity	SameMonthPriorYear	PriorEOY	CurrentMonth
Hispanic or Latino	179	221	201
Not Hispanic or Latino	246	292	258

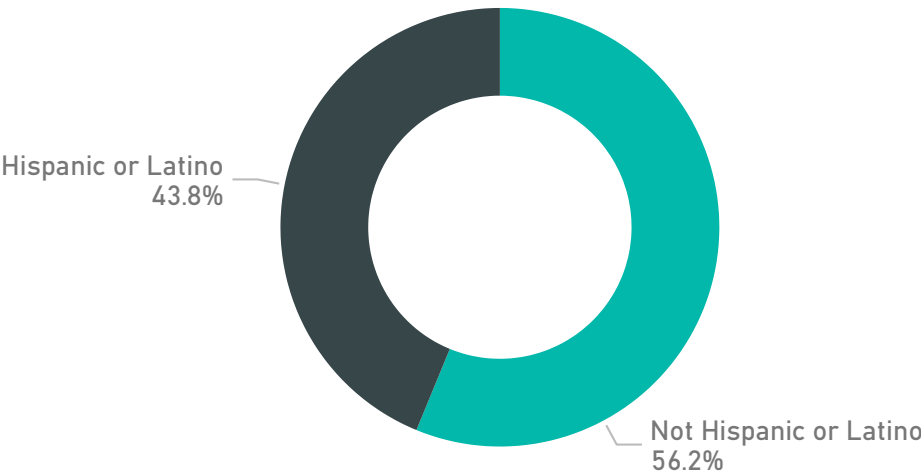
Race

Race	SameMonthPriorYear	PriorEOY	CurrentMonth
American Indian or Alaskan Native	61	65	63
Asian	22	26	23
Black/African American	45	53	51
Native Hawaiian or Other Pacific Islander	7	7	8
White	342	414	368

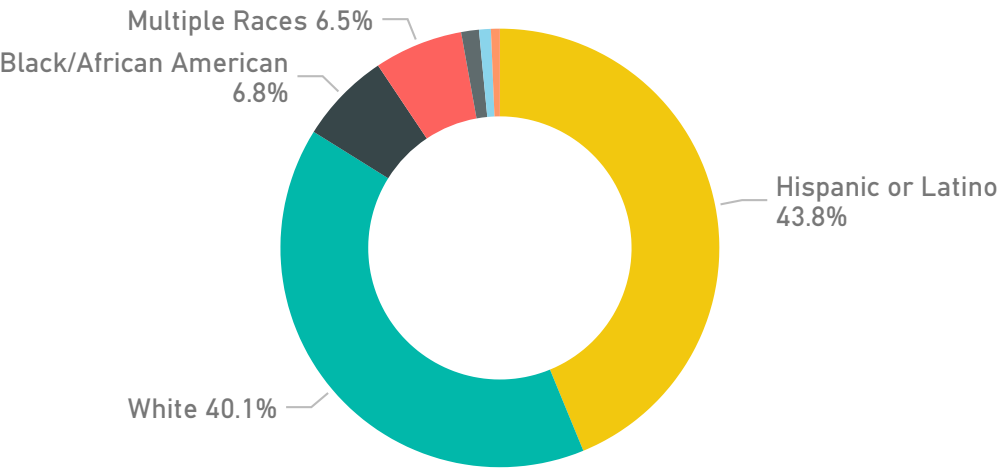
Distinct Race/Ethnicity

Distinct Race/Ethnicity	SameMonthPriorYear	PriorEOY	CurrentMonth
American Indian or Alaskan Native	3	4	4
Asian	5	9	6
Black/African American	23	33	31
Hispanic or Latino	179	221	201
Multiple Races	28	31	30
Native Hawaiian or Other Pacific Islander	4	2	3
White	183	213	184

Enrolled Students by Ethnicity



Enrolled Students by Distinct Race/Ethnicity



Central California Connections Academy
August 31, 2019

Gender

Gender	SameMonthPriorYear	PriorEOY	CurrentMonth
F	215	269	236
M	210	244	223

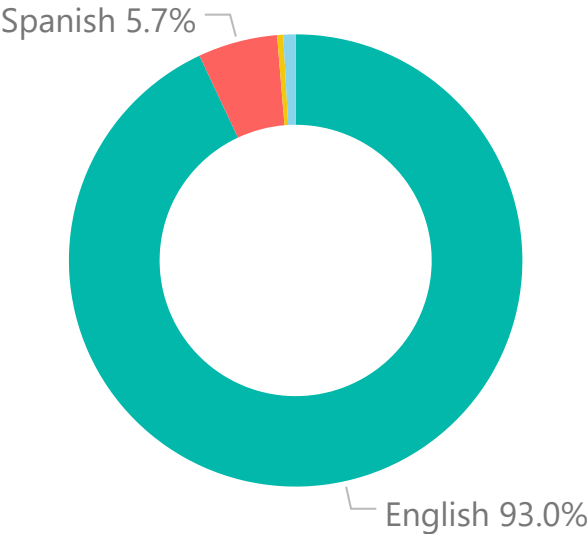
Primary Language

Home Language	SameMonthPriorYear	PriorEOY	CurrentMonth
English	266	478	427
Spanish	20	30	26
Arabic		3	2
Another Language	1	2	4
No Language Reported	138		

Enrolled Students by Gender



Enrolled Students by Language



Central California Connections Academy

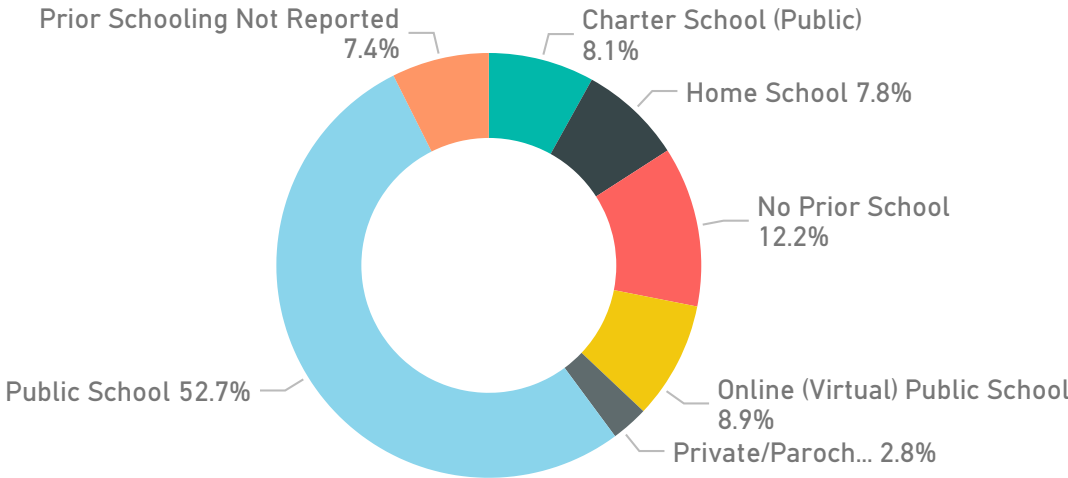
August 31, 2019

Prior Schooling

Prior Schooling	SameMonthPriorYear	PriorEOY	CurrentMonth
Charter School (Public)	32	34	37
Home School	28	36	36
No Prior School	34	63	56
Online (Virtual) Public School	24	40	41
Private/Parochial School	15	18	13
Public School	233	299	242
Prior Schooling Not Reported	59	23	34

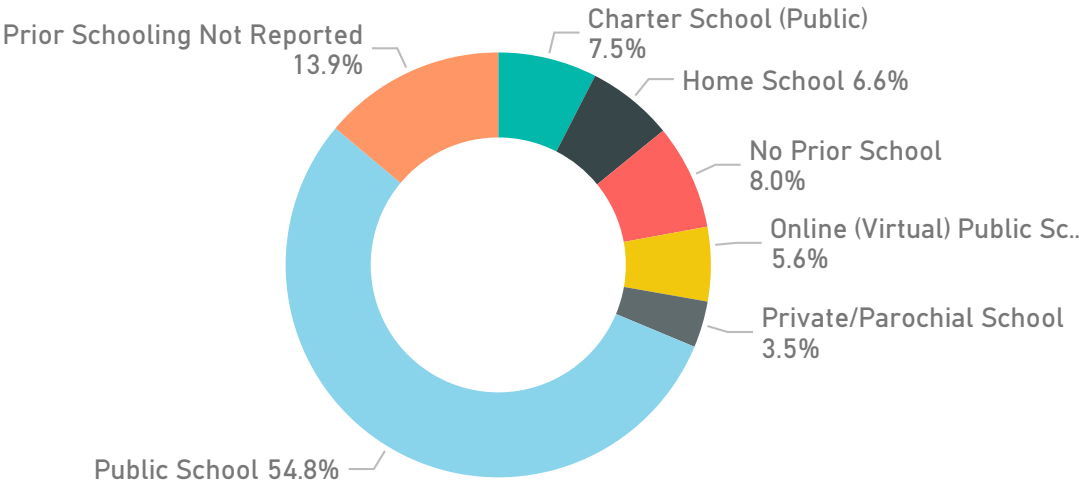
Prior Schooling

August 31, 2019



Prior Schooling

August 31, 2018

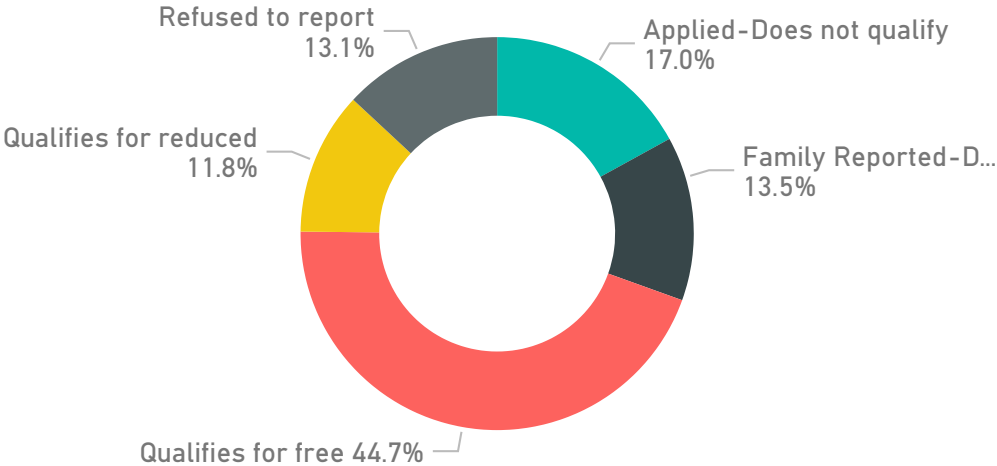


Central California Connections Academy

August 31, 2019

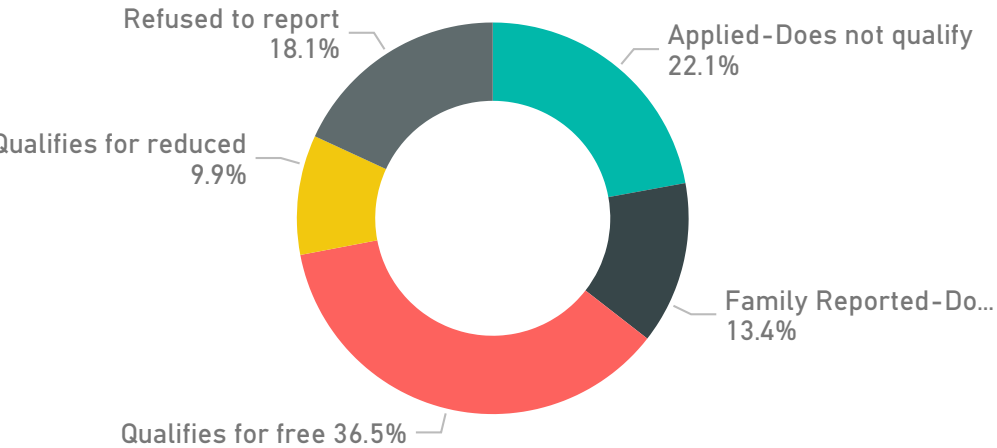
FARM Eligibility

August 31, 2019



FARM Eligibility

August 31, 2018



Disability

Disability	SameMonthPriorYear	PriorEOY	CurrentMonth
Autism	10	15	14
Cognitive Disability	2	4	5
Emotionally Impaired	5	7	2
Other Health Impaired	9	15	13
Physical Disability	2	2	2
Specific Learning Disability	13	24	22
Speech/Language Impaired	9	9	10

Specific Learning Disability

Other Health Impaired

Cognitiv...

Autism

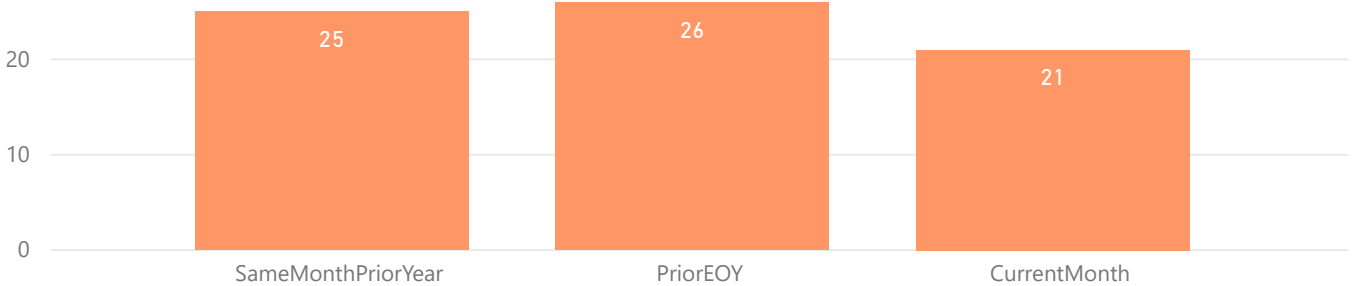
Speech/Language Impaired

Ph...

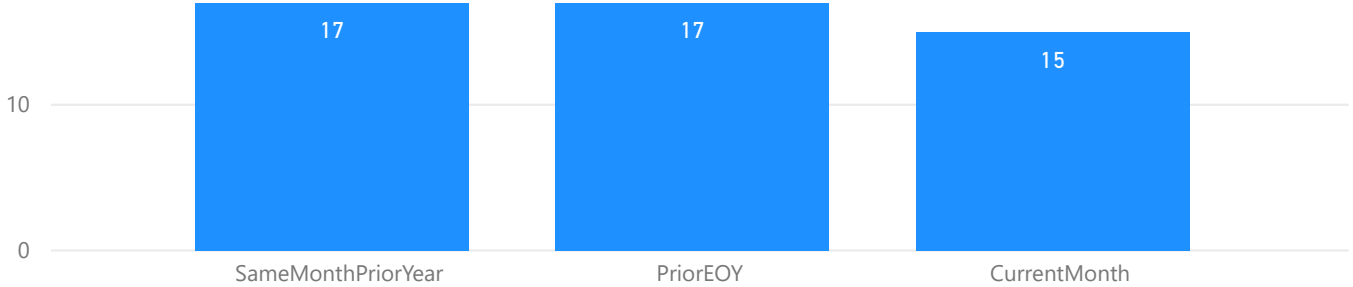
E...

Central California Connections Academy
August 31, 2019

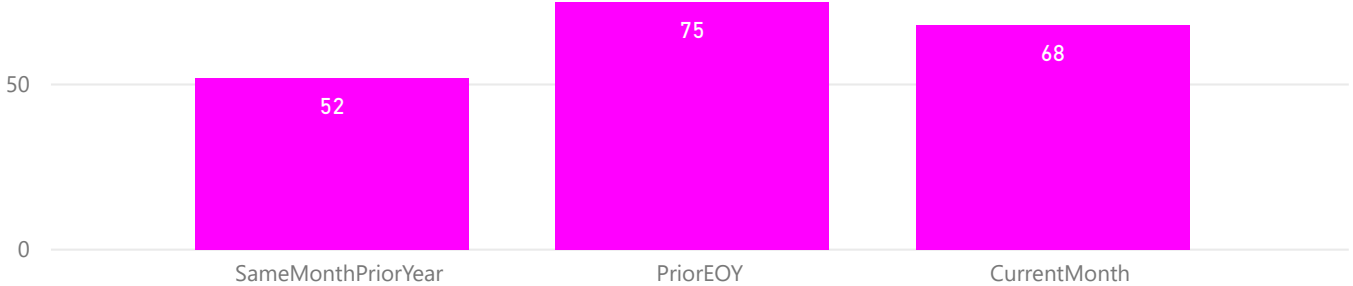
Gifted



Plan504



IEP



Currently Enrolled

459

Gifted

5%

Plan504

3%

IEP

15%

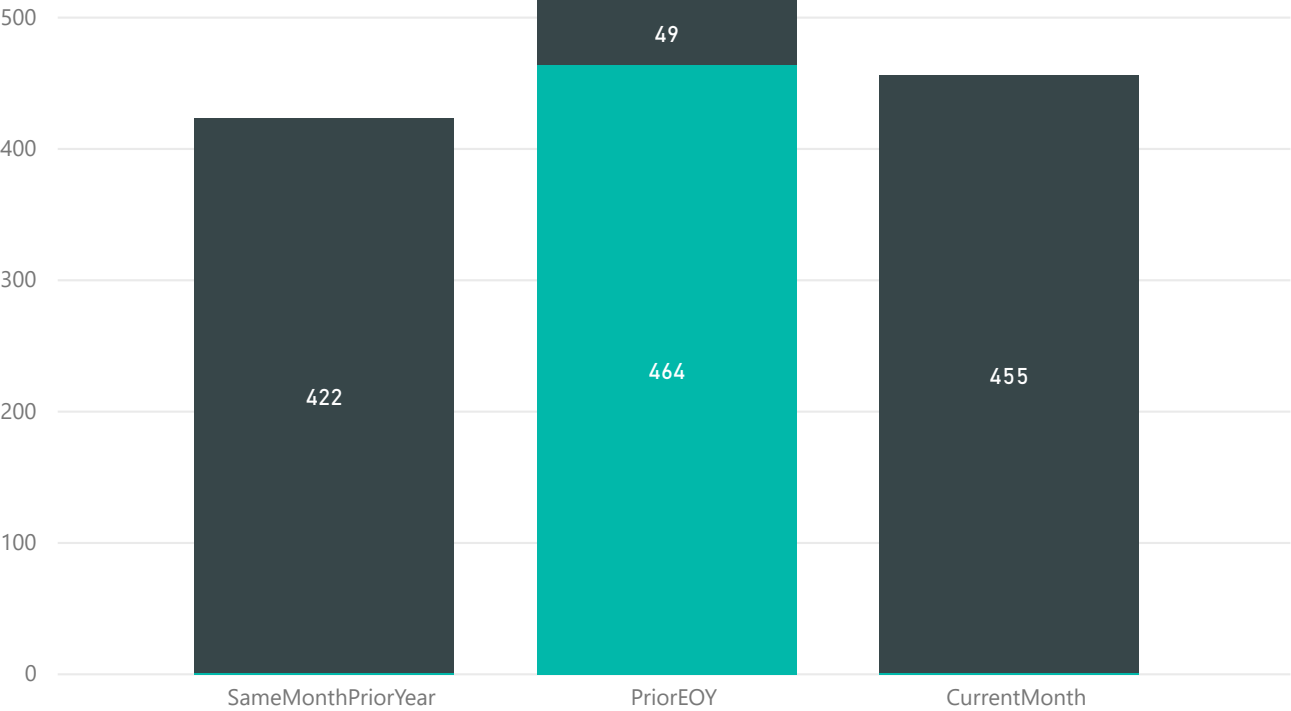
Not in Special Population

78%

Central California Connections Academy
August 31, 2019

Contacts Per Week

ContactsPerWeekWithoutWebM... ● Met ● Not Met

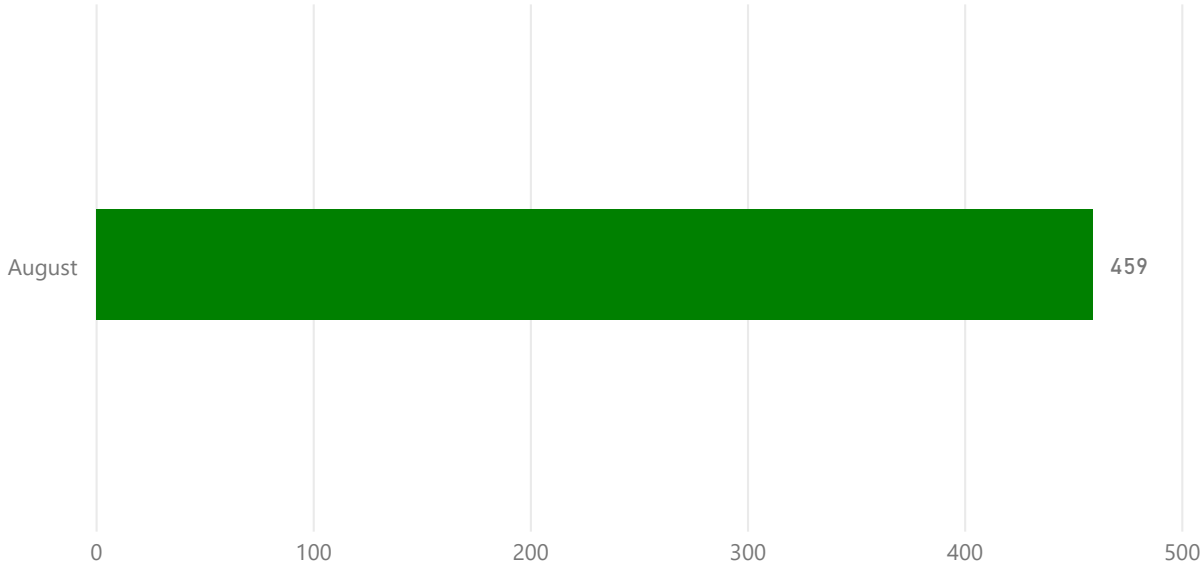


Currently Enrolled

459

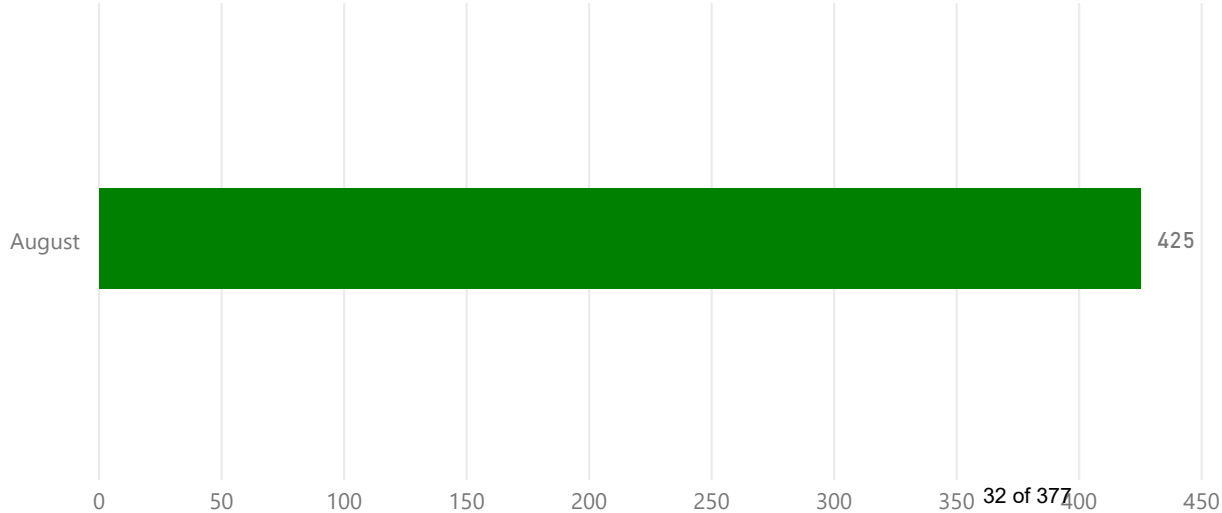
School Year: 2019-2020

AttendanceStatusAutomated ● On Track



School Year: 2018-2019

AttendanceStatusAutomated ● On Track



Central California Connections Academy

August 31, 2019

Average Participation

GradeDistribution	SameMonthPriorYear	PriorEOY	CurrentMonth
PK-2	100%	101%	100%
3-5	100%	96%	100%
6-8	100%	99%	100%
9-12	100%	93%	99%
Total	100%	96%	100%

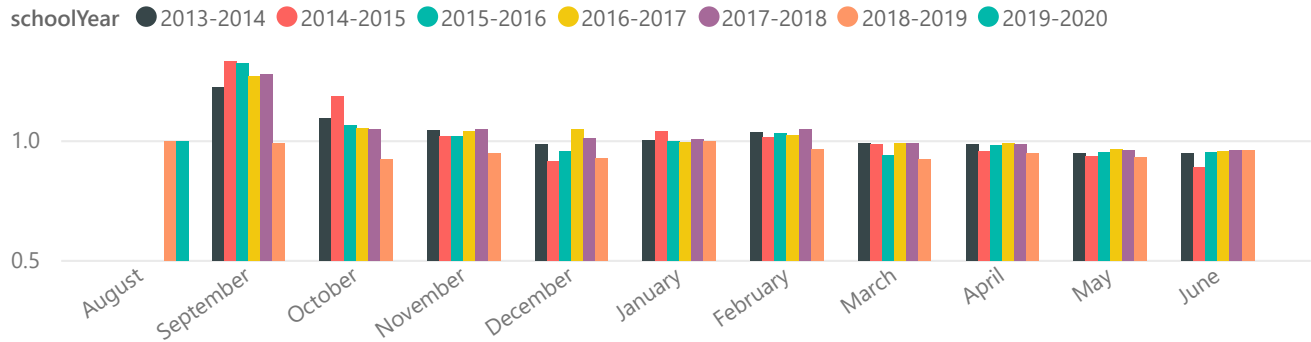
Average Performance

GradeDistribution	PriorEOY	CurrentMonth
PK-2	89%	
3-5	74%	
6-8	74%	
9-12	69%	73%
Total	74%	73%

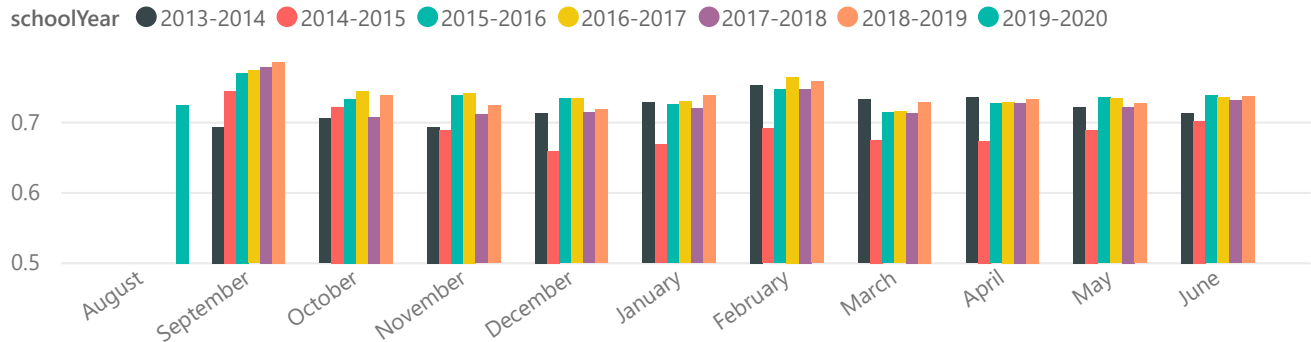
Average Attendance

GradeDistribution	SameMonthPriorYear	PriorEOY	CurrentMonth
PK-2	100%	94%	100%
3-5	100%	92%	100%
6-8	100%	93%	100%
9-12	100%	84%	100%
Total	100%	89%	100%

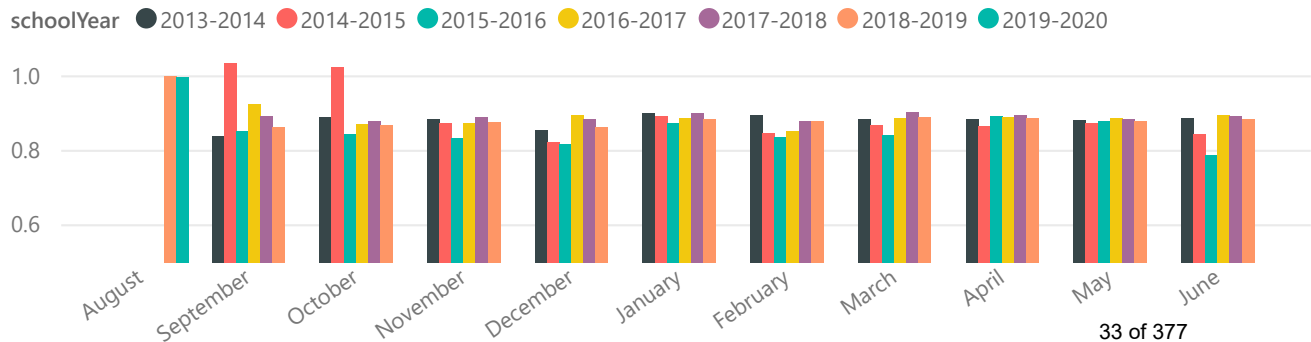
Average Total Participation



Average Total Performance



Average Total Attendance



Currently Enrolled

459

Total YTD Enrolled

459

Enrollment Services Complete (Stage 4)

479

Central California Connections Academy

August 31, 2019

Current Enrollment Month-Over-Month Change

N/A

Current Enrollment Year-Over-Year Change

8%

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

458

473

311

466

302

462

264

436

274

488

276

477

276

464

274

454

274

448

Total YTD Enrollment

ReportPeriod

Withdrawal Category

Enrolled, Not Grad

Total

SameMonthPriorYear

Student Count

425

425

%CT Student Count

100%

100%

100%

CurrentMonth

Student Count

459

459

%CT Student Count

100%

100%

100%

New & Returning

ReportPeriod

New or Returning

New

Returning

SameMonthPriorYear

Students

159

266

%CT Students

37.41%

62.59%

CurrentMonth

Students

150

309

%CT Students

32.68%

67.32%

Household Data

Household Data

Active

SameMonthPriorYear

332

CurrentMonth

337

Students Per Active Household

SameMonthPriorYear

1.28

CurrentMonth

1.36

Grade Distribution

ReportPeriod

GradeDistribution

PK-2

PK

KG

1

2

3-5

3

4

5

6-8

6

7

8

9-12

9

10

11

12

Total

SameMonthPriorYear

Students

69

7

24

15

23

54

20

16

18

101

41

32

28

201

40

57

53

51

425

%CT Students

16%

2%

6%

4%

5%

13%

5%

4%

4%

24%

10%

8%

7%

47%

9%

13%

12%

12%

100%

CurrentMonth

Students

65

1

22

19

23

69

23

25

21

122

31

43

48

203

44

49

60

50

459

%CT Students

14%

0%

5%

4%

5%

15%

5%

5%

5%

27%

7%

9%

10%

44%

10%

11%

13%

11%

100%

Withdrawal Reason

Withdrawal Reason

34 of 377

Gender		
Gender	SameMonthPriorYear	CurrentMonth
F	215	236
M	210	223

Primary Language		
Home Language	SameMonthPriorYear	CurrentMonth
English	266	427
Spanish	20	26
Arabic		2
Another Language	1	4
No Language Reported	138	

Ethnicity		
Ethnicity	SameMonthPriorYear	CurrentMonth
Hispanic or Latino	179	201
Not Hispanic or Latino	246	258

Race		
Race	SameMonthPriorYear	CurrentMonth
American Indian or Alaskan Native	61	63
Asian	22	23
Black/African American	45	51
Native Hawaiian or Other Pacific Islander	7	8
White	342	368

Household FARM Eligibility		
HouseholdFARMEligibility	SameMonthPriorYear	CurrentMonth
Applied-Does not qualify	82	66
Family Reported-Does not qualify	51	54
Qualifies for free	138	172
Qualifies for reduced	32	43
Refused to report	72	56

Central California Connections Academy August 31, 2019		
Disability		
Disability	SameMonthPriorYear	CurrentMonth
Autism	10	14
Cognitive Disability	2	5
Emotionally Impaired	5	2
Other Health Impaired	9	13
Physical Disability	2	2
Specific Learning Disability	13	22
Speech/Language Impaired	9	10

Gifted		
Gifted	SameMonthPriorYear	CurrentMonth
Yes	25	21

Plan 504		
Plan504	SameMonthPriorYear	CurrentMonth
504	17	15

IEP		
IEP	SameMonthPriorYear	CurrentMonth
IEP	52	68

Gifted	Plan504
5%	3%
IEP	Not in Special Population
15%	78%

Distinct Race/Ethnicity		
Distinct Race/Ethnicity	SameMonthPriorYear	CurrentMonth
American Indian or Alaskan Native	3	4
Asian	5	6
Black/African American	23	31
Hispanic or Latino	179	201
Multiple Races	28	30
Native Hawaiian or Other Pacific Islander	4	3
White	183	184

Prior Schooling		
Prior Schooling	SameMonthPriorYear	CurrentMonth
Charter School (Public)	32	37
Home School	28	36
No Prior School	34	56
Online (Virtual) Public School	24	41
Private/Parochial School	15	13
Public School	233	242
Prior Schooling Not Reported	59	34

Central California Connections Academy
August 31, 2019

Contacts Per Week

ContactsPerWeekWithoutWebMail	SameMonthPriorYear	CurrentMonth
Met	1	1
Not Met	422	455

Attendance Status

AttendanceStatusAutomated	SameMonthPriorYear	CurrentMonth
On Track	425	459

Average Participation

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	100%	100%
3-5	100%	100%
6-8	100%	100%
9-12	100%	99%
Total	100%	100%

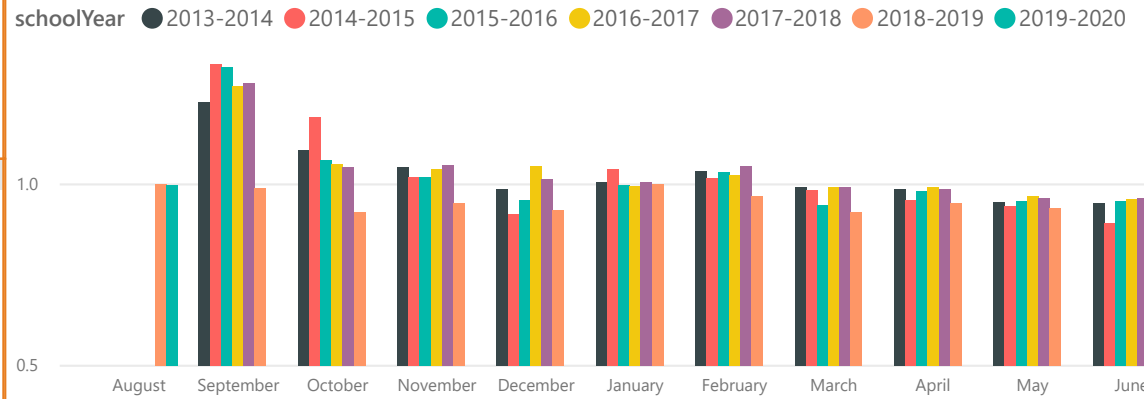
Average Performance

GradeDistribution	CurrentMonth
9-12	73%
Total	73%

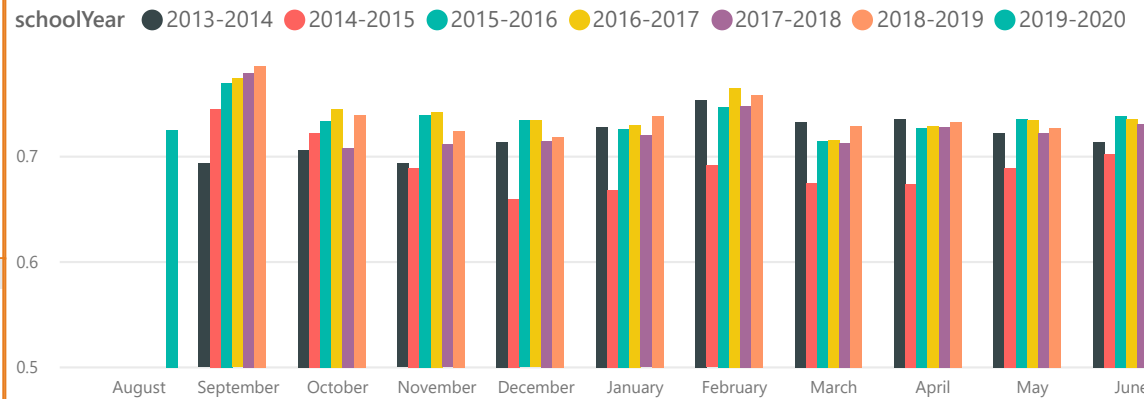
Average Attendance

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	100%	100%
3-5	100%	100%
6-8	100%	100%
9-12	100%	100%
Total	100%	100%

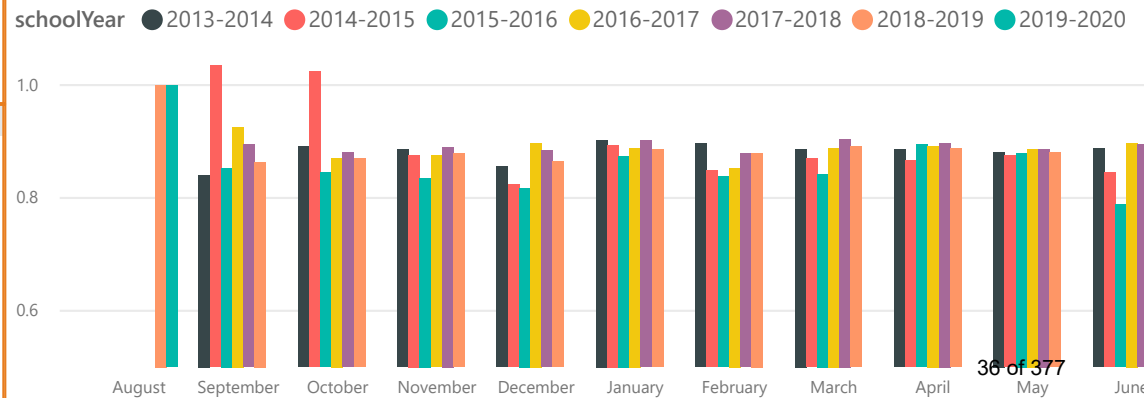
Average Total Participation



Average Total Performance



Average Total Attendance



MONTHLY SCHOOL REPORT

School & Date Selection

School

California Connections Academy @ Central Co... ▾

Report Date

August 31, 2019 ▾

Currently Enrolled

33

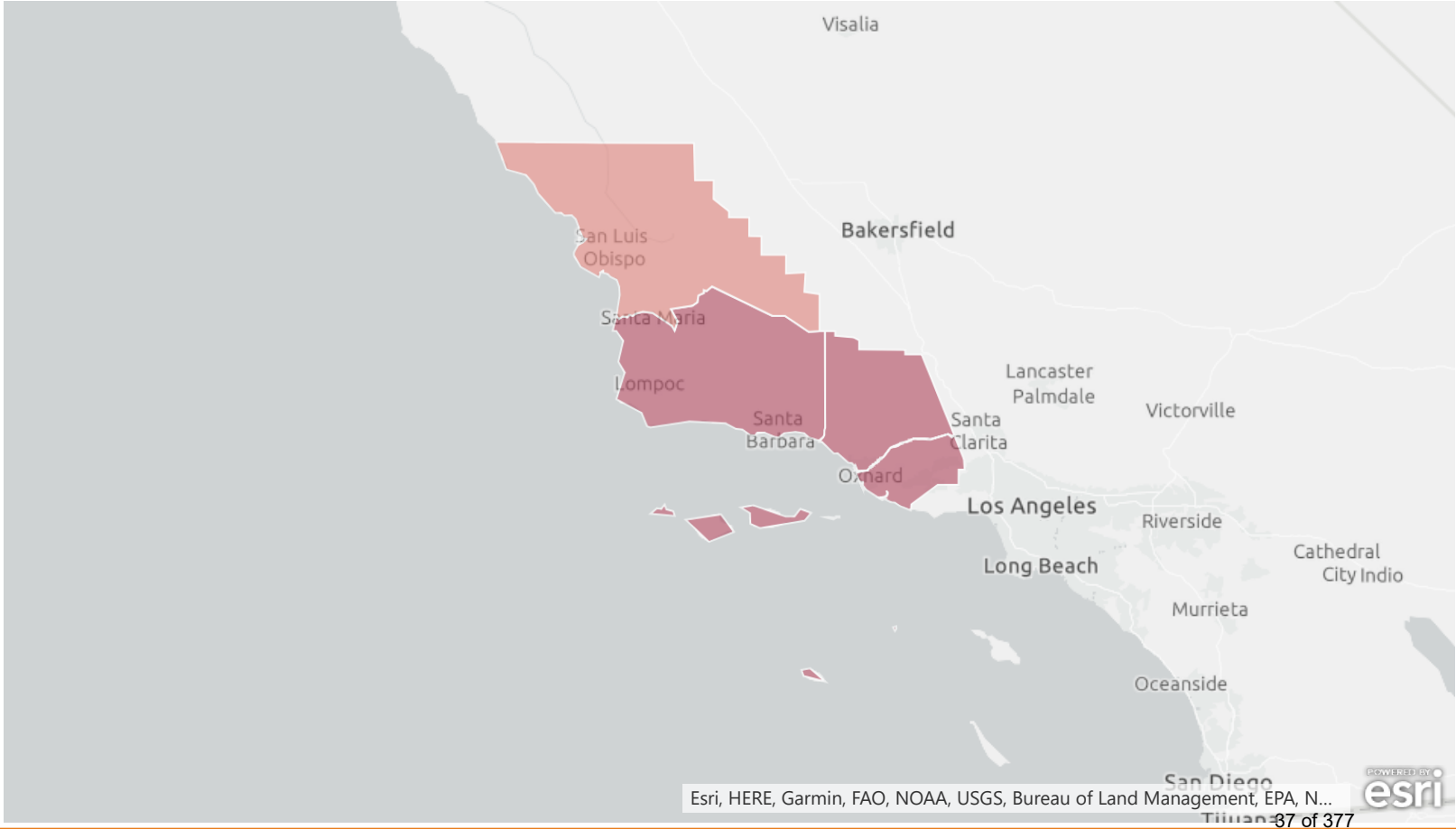
Total YTD Enrolled

33

Enrollment Services Complete (Stage 4)

33

Enrolled Students by County



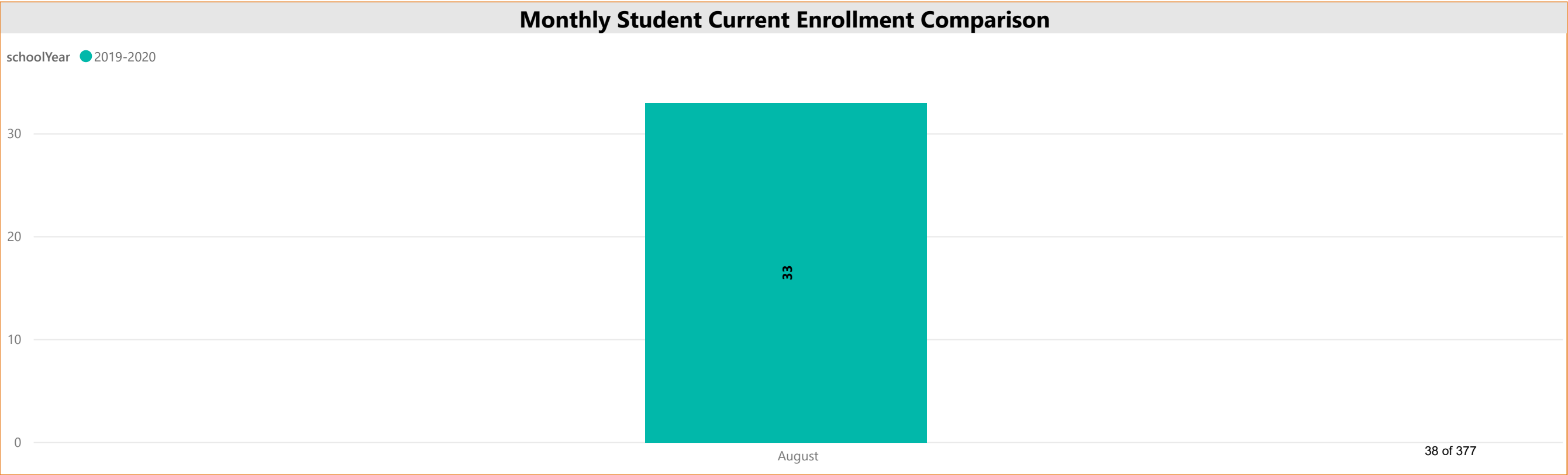
California Connections Academy at Central Coast
August 31, 2019

New and Returning

New and Returning Prior Year

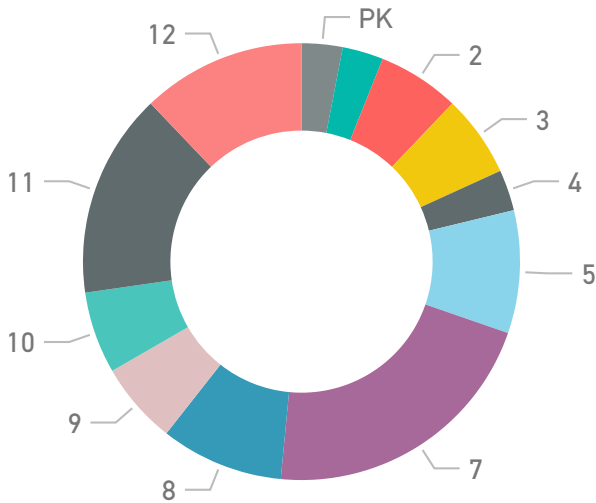
Current Enrollment Month-Over-Month Change
N/A

Current Enrollment Year-Over-Year Change
N/A



California Connections Academy at Central Coast
August 31, 2019

Enrolled Students by Final Grade



Enrolled Students Prior Year by Final Grade

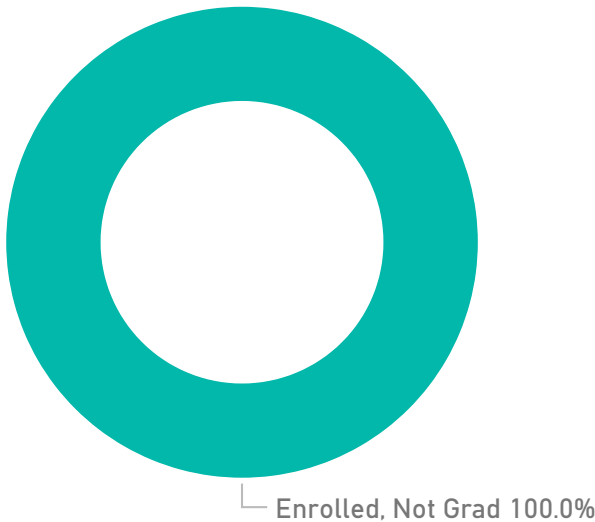
Grade Distribution

ReportPeriod	CurrentMonth	
GradeDistribution	Students	%CT Students
PK-2	4	12%
PK	1	3%
KG	1	3%
2	2	6%
3-5	6	18%
3	2	6%
4	1	3%
5	3	9%
6-8	10	30%
7	7	21%
8	3	9%
9-12	13	39%
9	2	6%
10	2	6%
11	5	15%
12	4	12%
Total	33	100%

California Connections Academy at Central Coast
August 31, 2019

Total YTD Enrollment by Withdrawal Category

Total YTD Enrollment Prior Year by Withdrawal Category



Total YTD Enrollment

ReportPeriod	CurrentMonth	
Withdrawal Category	Student Count	%CT Student Count
Enrolled, Not Grad	33	100%
Total	33	100%

Enrollment Services Complete (Stage 4)

33

California Connections Academy at Central Coast
August 31, 2019

Withdrawal Reason

Withdrawal Reason
▲

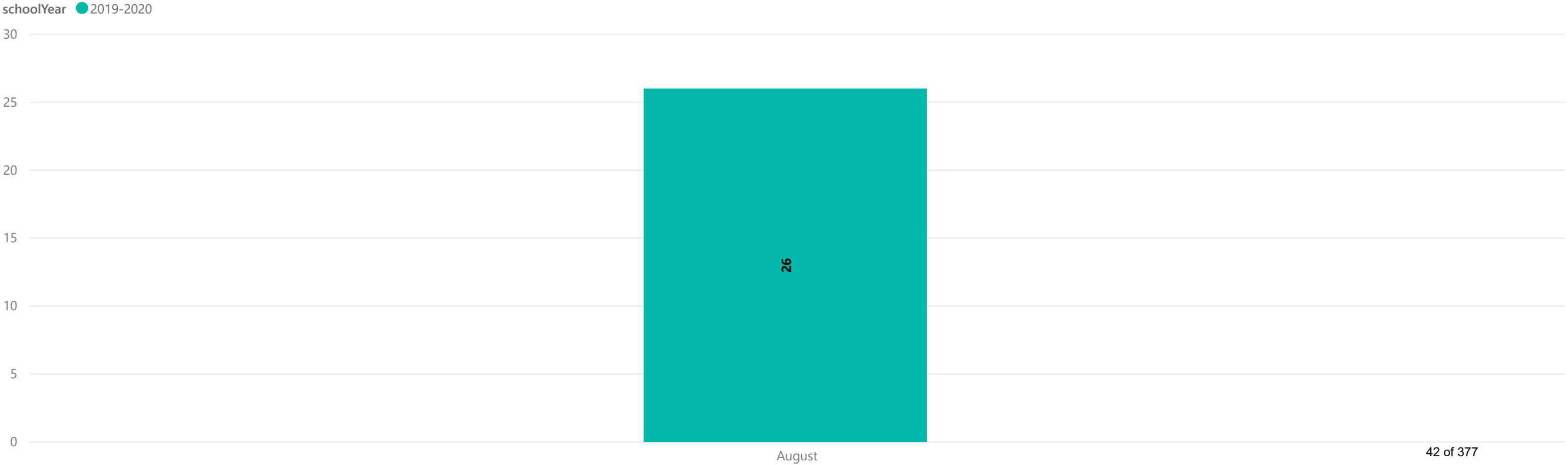
Household Data

Household Data	CurrentMonth
Active	26

Students Per Active Household

CurrentMonth
1.27

Monthly Total Households



California Connections Academy at Central Coast
August 31, 2019

Ethnicity

Ethnicity	CurrentMonth
Hispanic or Latino	9
Not Hispanic or Latino	24

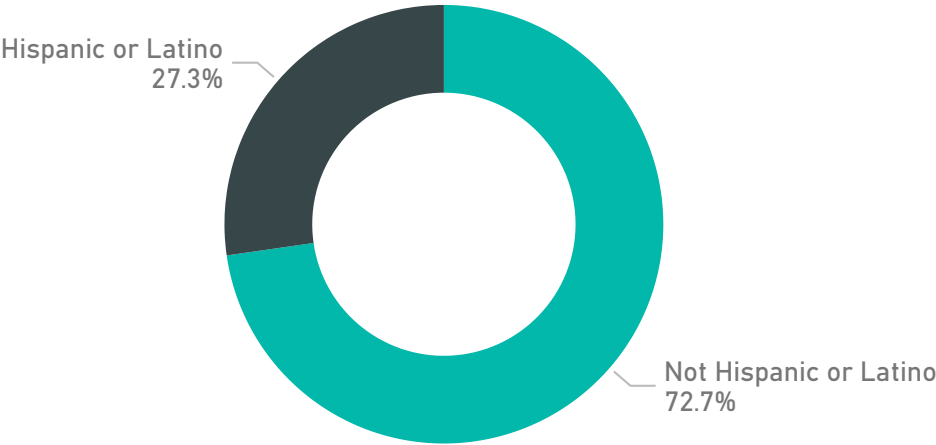
Race

Race	CurrentMonth
American Indian or Alaskan Native	2
Asian	1
Black/African American	4
White	31

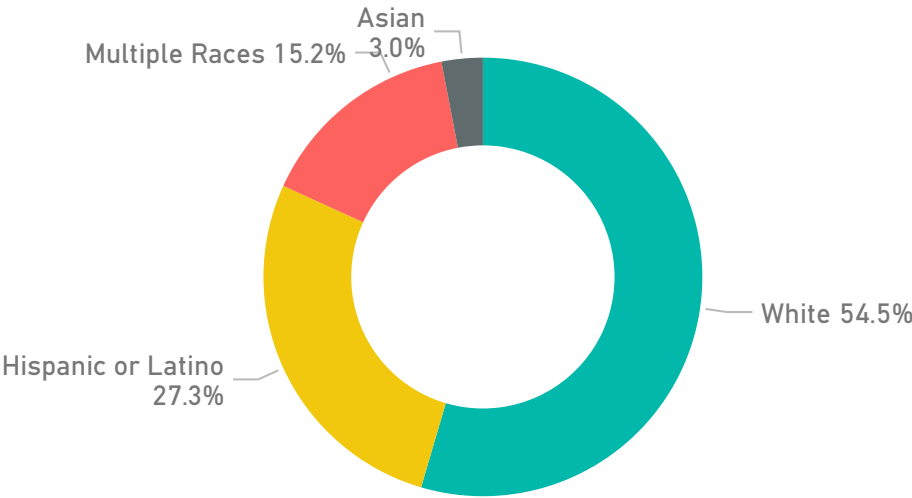
Distinct Race/Ethnicity

Distinct Race/Ethnicity	CurrentMonth
Asian	1
Hispanic or Latino	9
Multiple Races	5
White	18

Enrolled Students by Ethnicity



Enrolled Students by Distinct Race/Ethnicity



California Connections Academy at Central Coast
August 31, 2019

Gender

Gender	CurrentMonth
F	21
M	12

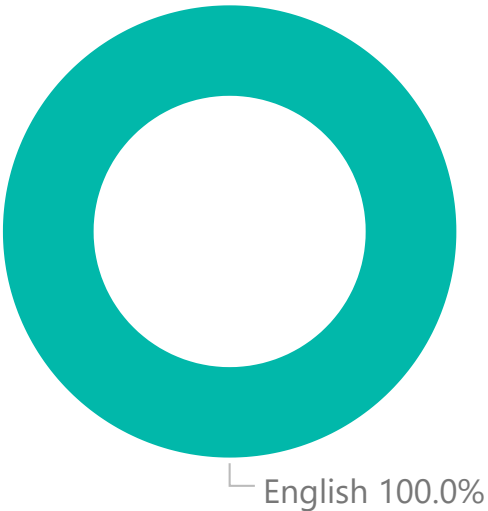
Primary Language

Home Language	CurrentMonth
English	33

Enrolled Students by Gender



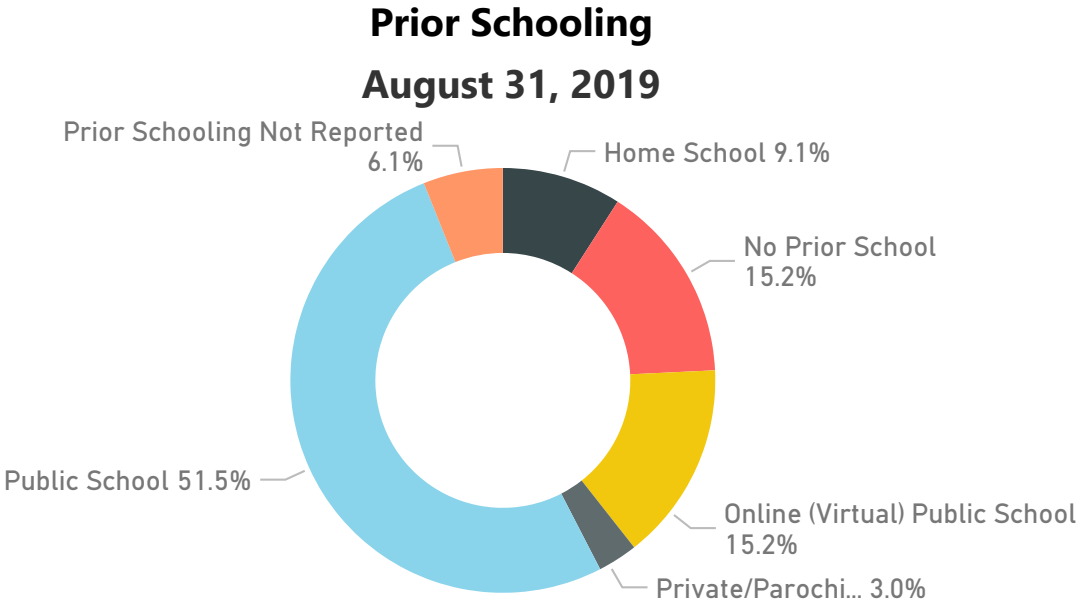
Enrolled Students by Language



California Connections Academy at Central Coast
August 31, 2019

Prior Schooling

Prior Schooling	CurrentMonth
Home School	3
No Prior School	5
Online (Virtual) Public School	5
Private/Parochial School	1
Public School	17
Prior Schooling Not Reported	2



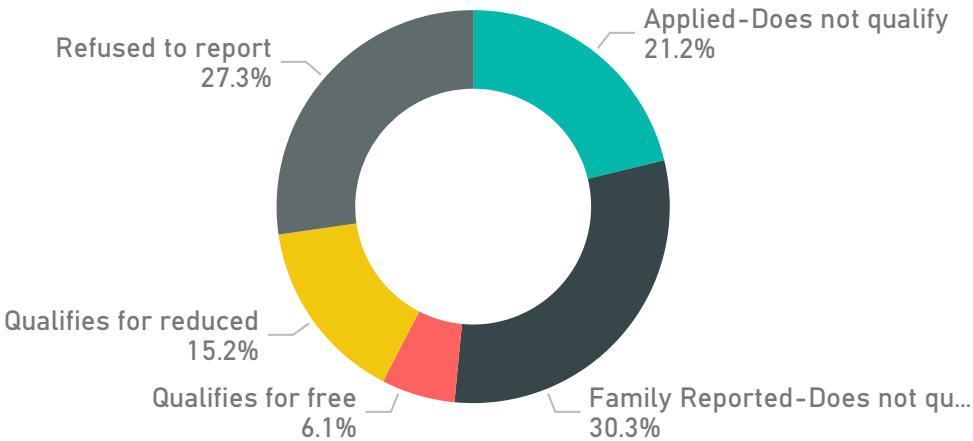
Prior Schooling
August 31, 2018

California Connections Academy at Central Coast
August 31, 2019

Disability

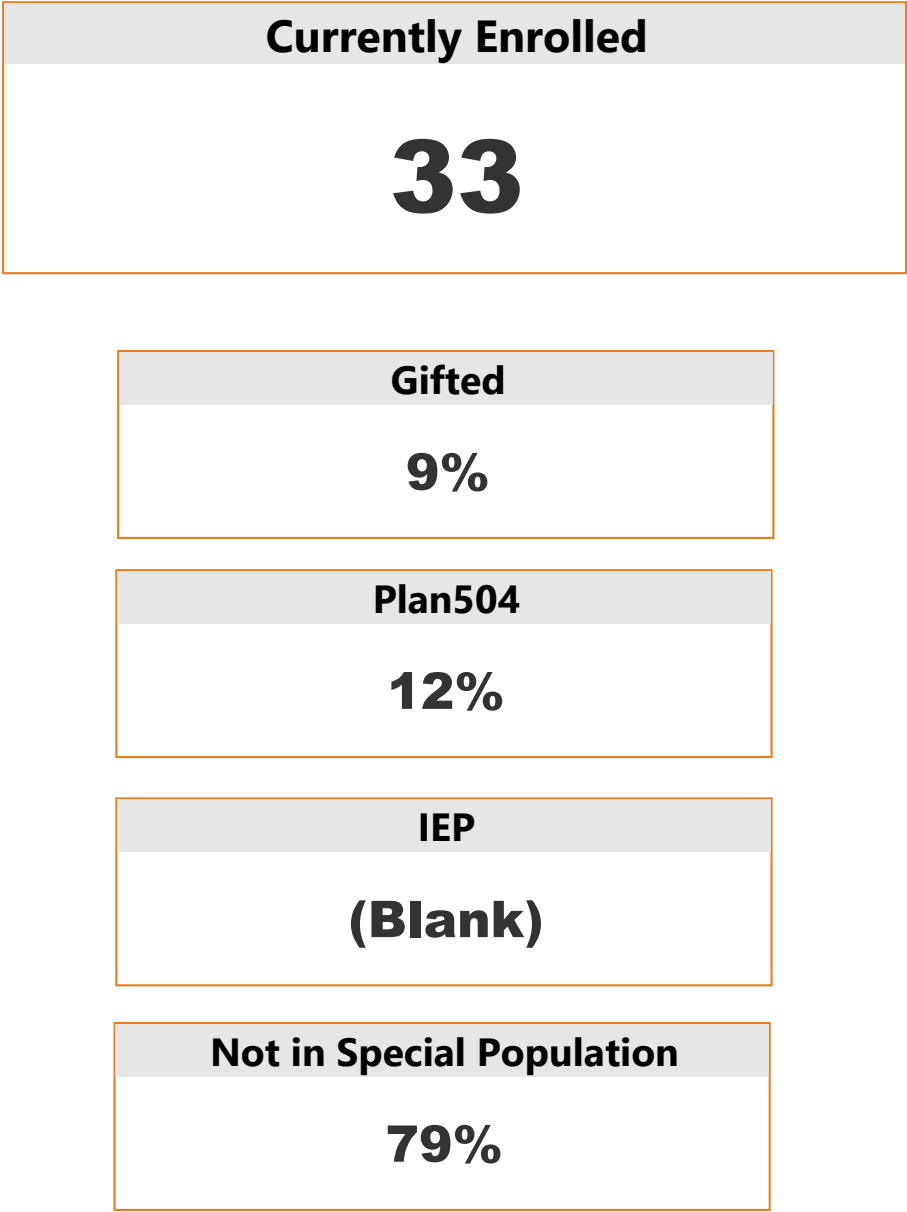
Disability

FARM Eligibility
August 31, 2019



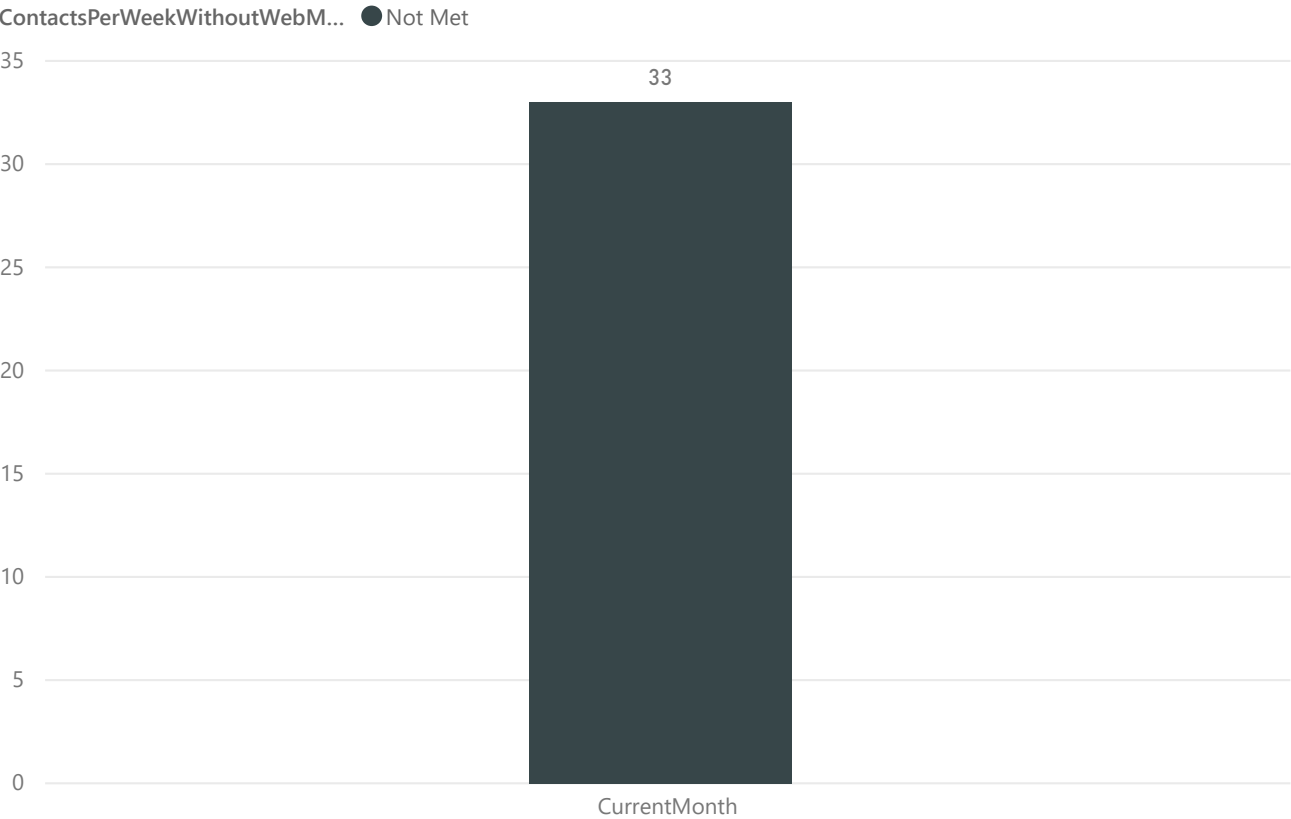
FARM Eligibility
August 31, 2018

California Connections Academy at Central Coast
August 31, 2019

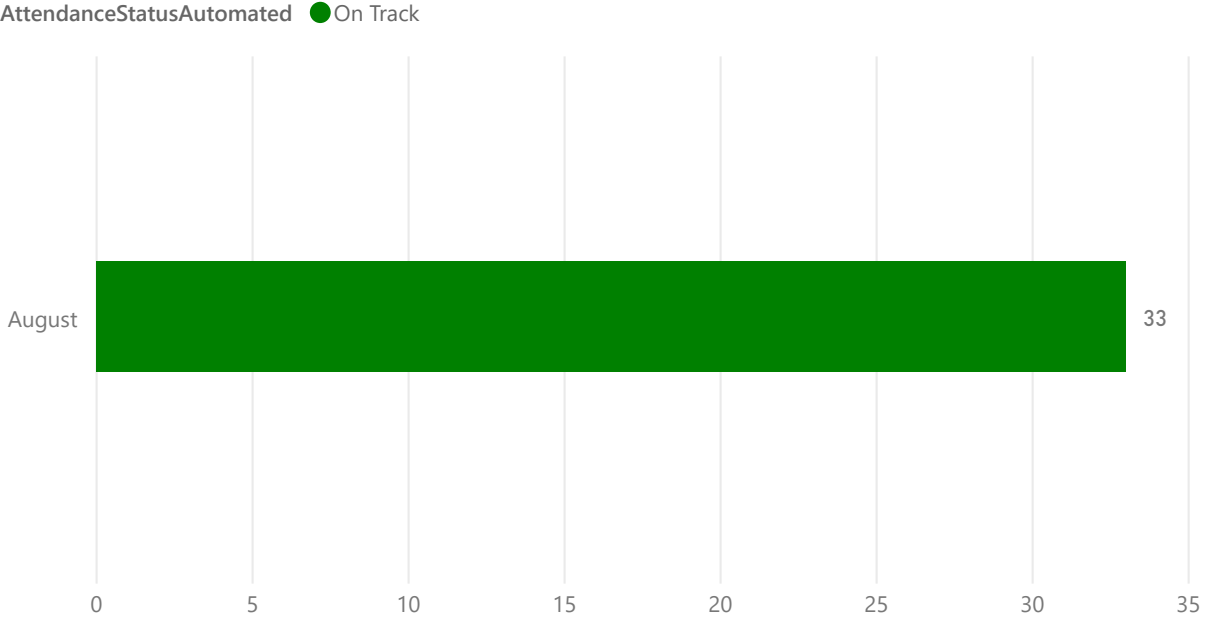


California Connections Academy at Central Coast
August 31, 2019

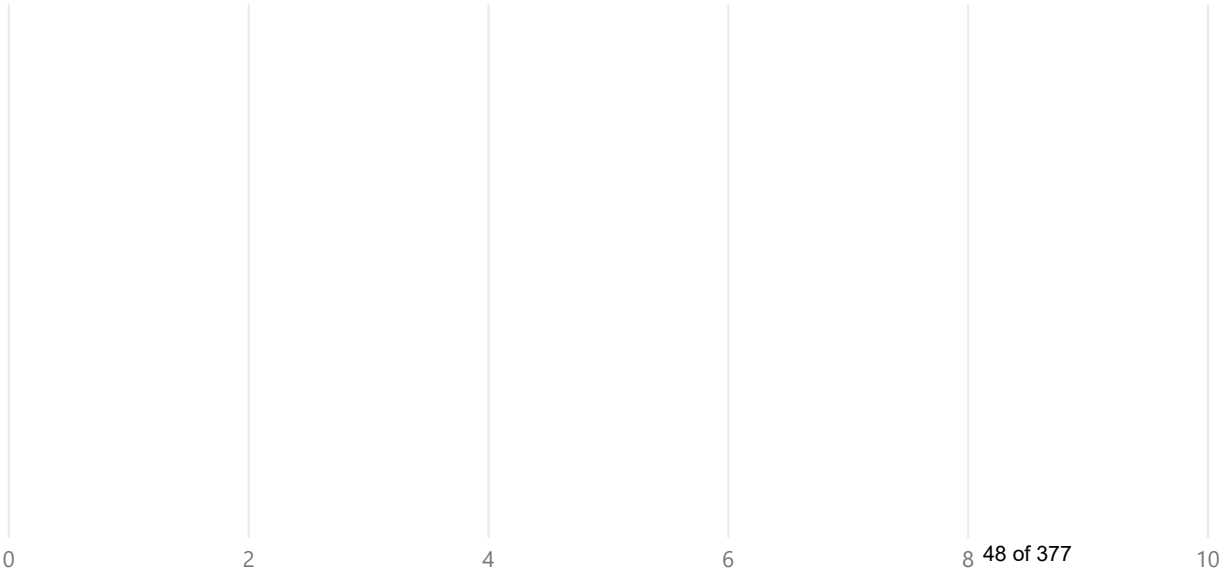
Contacts Per Week



School Year: 2019-2020



School Year: 2018-2019



Currently Enrolled

33

California Connections Academy at Central Coast
August 31, 2019

Average Participation

GradeDistribution	CurrentMonth
PK-2	100%
3-5	100%
6-8	100%
9-12	100%
Total	100%

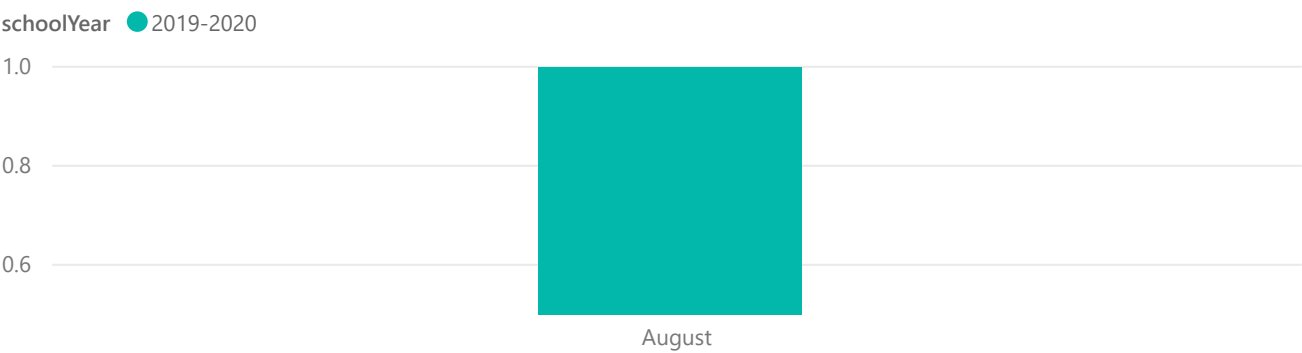
Average Performance

GradeDistribution
Total

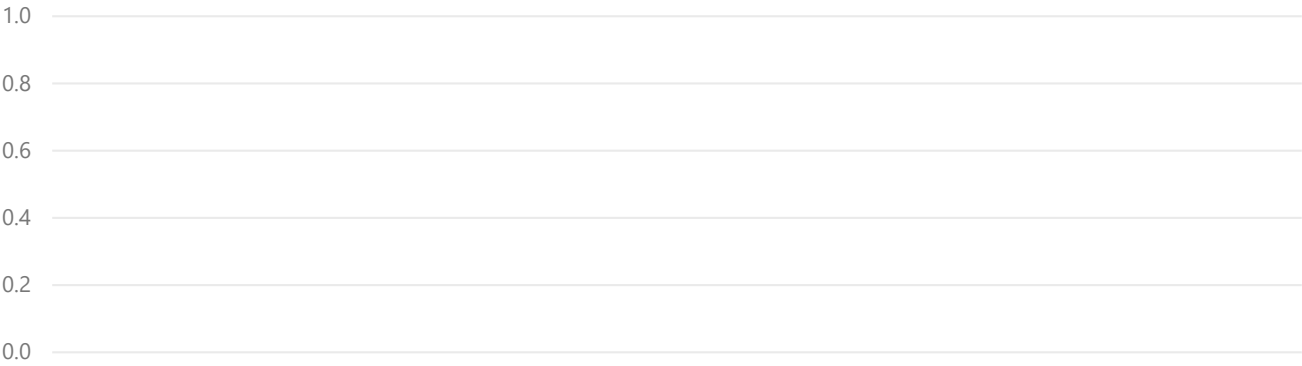
Average Attendance

GradeDistribution	CurrentMonth
PK-2	100%
3-5	100%
6-8	100%
9-12	100%
Total	100%

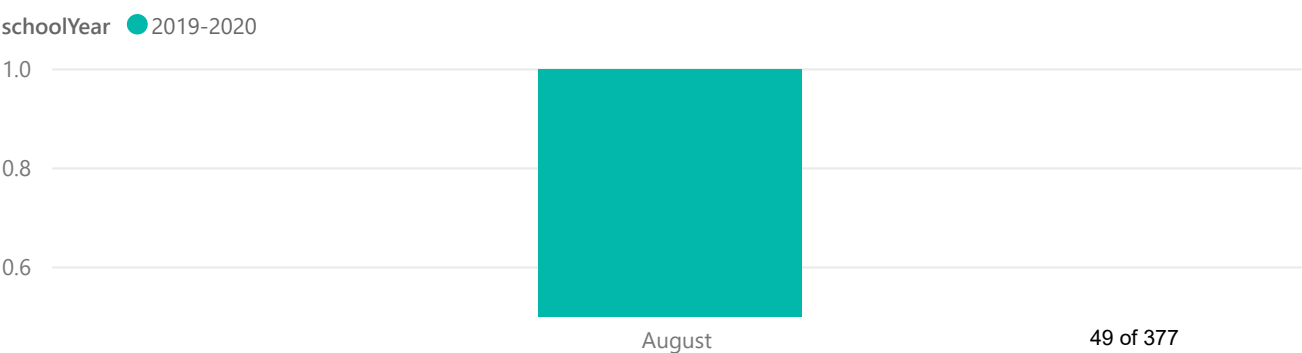
Average Total Participation



Average Total Performance



Average Total Attendance



Currently Enrolled	Total YTD Enrolled
33	33
Enrollment Services Complete (Stage 4)	
33	

California Connections Academy at Central Coast

August 31, 2019

Current Enrollment Month-Over-Month Change
N/A
Current Enrollment Year-Over-Year Change
N/A

Monthly Student Current Enrollment Comparison

schoolYear

2019-2020

40

20

0

August

33

Total YTD Enrollment

ReportPeriod	CurrentMonth	
Withdrawal Category	Student Count	%CT Student Count
Enrolled, Not Grad	33	100%
Total	33	100%

New & Returning

ReportPeriod	CurrentMonth	
New or Returning	Students	%CT Students
New	33	100.00%

Household Data

Household Data	CurrentMonth
Active	26

Students Per Active Household

CurrentMonth
1.27

Grade Distribution

ReportPeriod	CurrentMonth	
GradeDistribution	Students	%CT Students
PK-2	4	12%
PK	1	3%
KG	1	3%
2	2	6%
3-5	6	18%
3	2	6%
4	1	3%
5	3	9%
6-8	10	30%
7	7	21%
8	3	9%
9-12	13	39%
9	2	6%
10	2	6%
11	5	15%
12	4	12%
Total	33	100%

Withdrawal Reason

Withdrawal Reason

Gender	
Gender	CurrentMonth
F	21
M	12

Primary Language	
Home Language	CurrentMonth
English	33

California Connections Academy at Central Coast August 31, 2019	
--	--

Disability	
Disability	

Gifted	
Gifted	CurrentMonth
Yes	3

Plan 504	
Plan504	CurrentMonth
504	4

IEP	
IEP	

Gifted	Plan504
9%	12%
IEP	Not in Special Population
(Blank)	79%

Ethnicity	
Ethnicity	CurrentMonth
Hispanic or Latino	9
Not Hispanic or Latino	24

Race	
Race	CurrentMonth
American Indian or Alaskan Native	2
Asian	1
Black/African American	4
White	31

Household FARM Eligibility	
HouseholdFARMEligibility	CurrentMonth
Applied-Does not qualify	7
Family Reported-Does not qualify	10
Qualifies for free	2
Qualifies for reduced	5
Refused to report	9

Distinct Race/Ethnicity	
Distinct Race/Ethnicity	CurrentMonth
Asian	1
Hispanic or Latino	9
Multiple Races	5
White	18

Prior Schooling	
Prior Schooling	CurrentMonth
Home School	3
No Prior School	5
Online (Virtual) Public School	5
Private/Parochial School	1
Public School	17
Prior Schooling Not Reported	2

California Connections Academy at Central Coast
August 31, 2019

Contacts Per Week

ContactsPerWeekWithoutWebMail	CurrentMonth
Not Met	33

Attendance Status

AttendanceStatusAutomated	CurrentMonth
On Track	33

Average Participation

GradeDistribution	CurrentMonth
PK-2	100%
3-5	100%
6-8	100%
9-12	100%
Total	100%

Average Performance

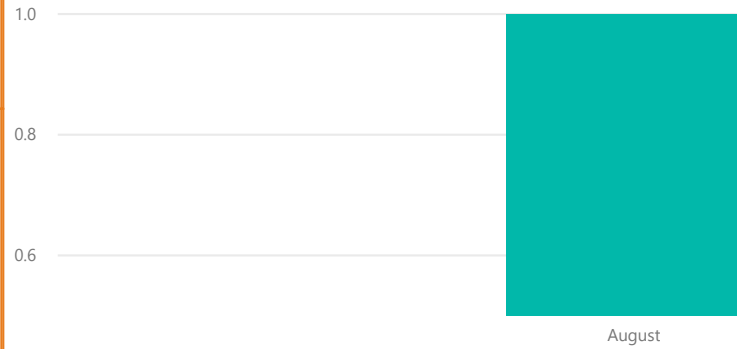
GradeDistribution
Total

Average Attendance

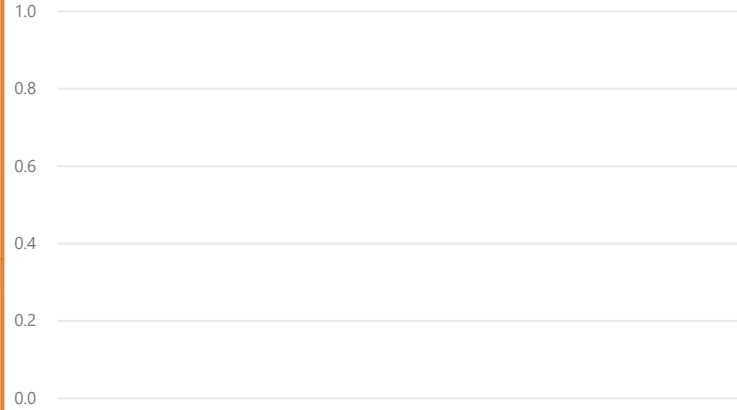
GradeDistribution	CurrentMonth
PK-2	100%
3-5	100%
6-8	100%
9-12	100%
Total	100%

Average Total Participation

schoolYear ● 2019-2020

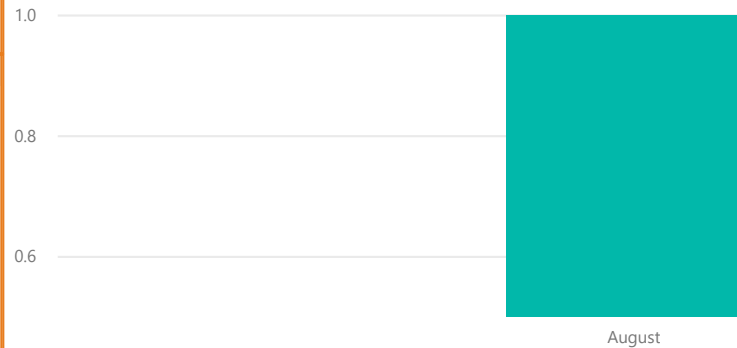


Average Total Performance



Average Total Attendance

schoolYear ● 2019-2020



MONTHLY SCHOOL REPORT

School & Date Selection

School

California Connections Academy @ Monterey ... ▾

Report Date

August 31, 2019 ▾

Currently Enrolled

209

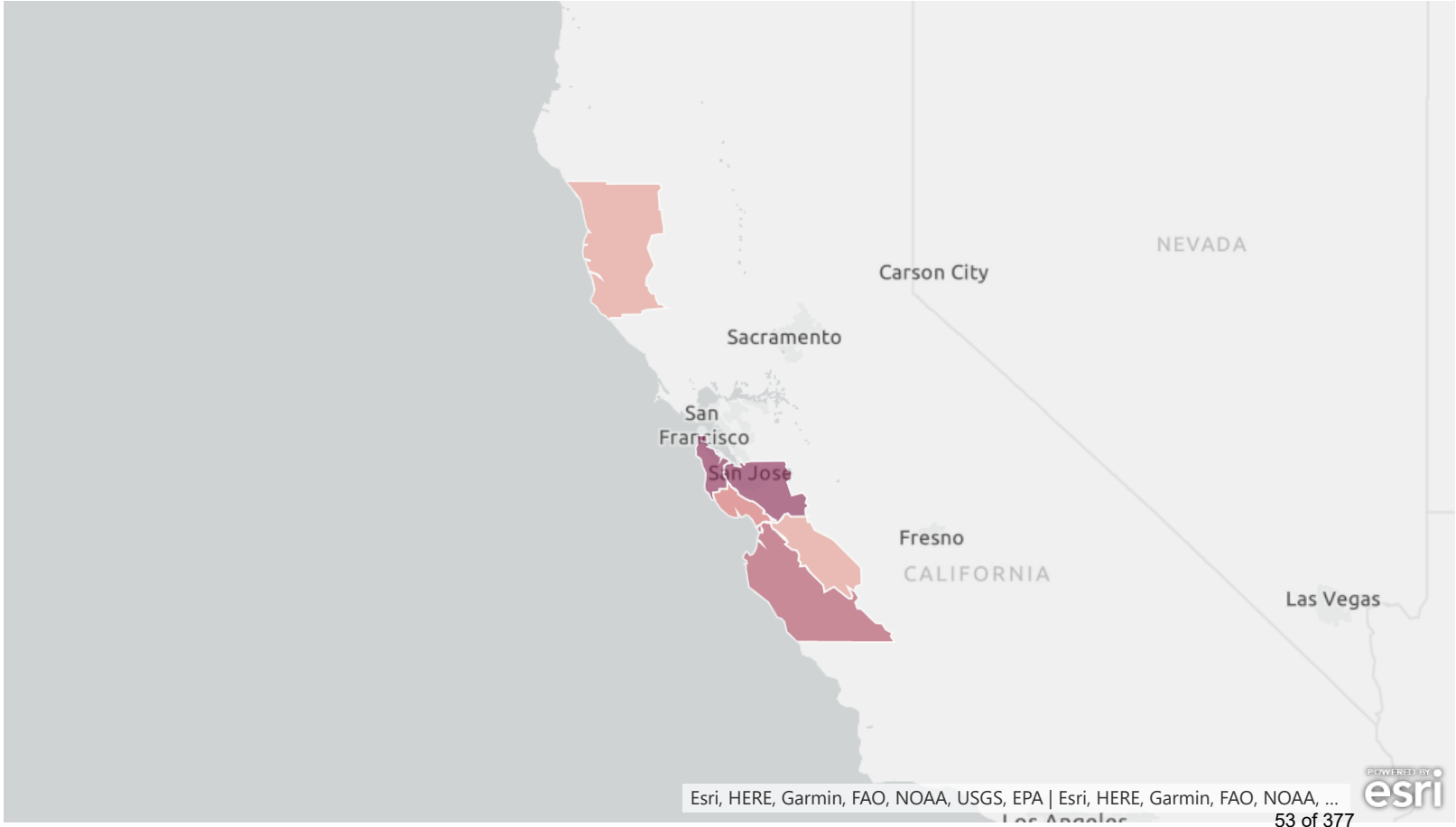
Total YTD Enrolled

209

Enrollment Services Complete (Stage 4)

211

Enrolled Students by County



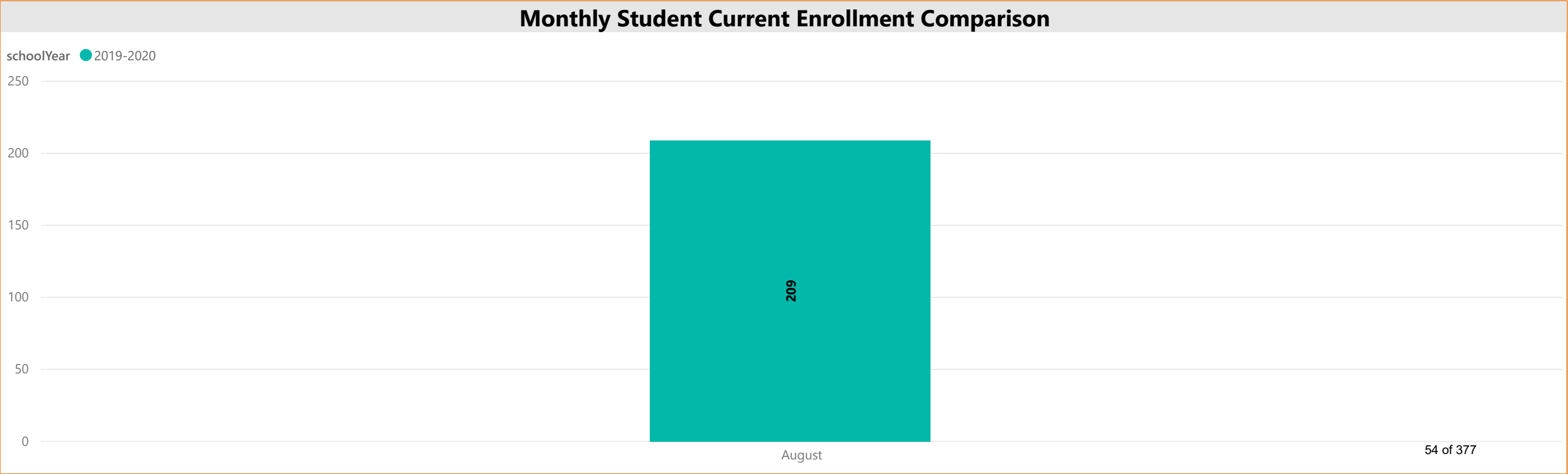
California Connections Academy Monterey Bay
August 31, 2019

New and Returning

New and Returning Prior Year

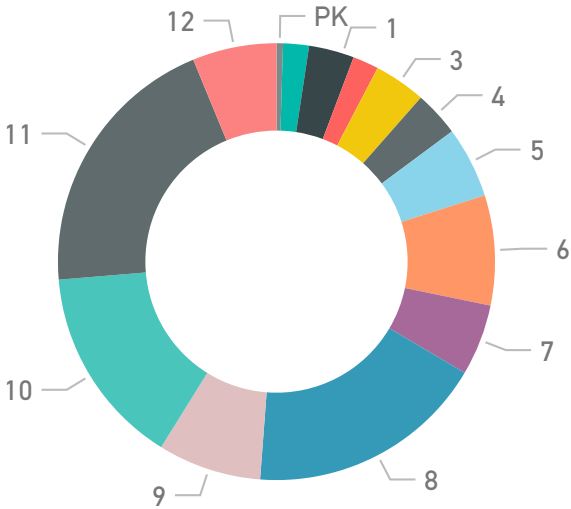
Current Enrollment Month-Over-Month Change
N/A

Current Enrollment Year-Over-Year Change
N/A



California Connections Academy Monterey Bay
August 31, 2019

Enrolled Students by Final Grade



Enrolled Students Prior Year by Final Grade

Grade Distribution

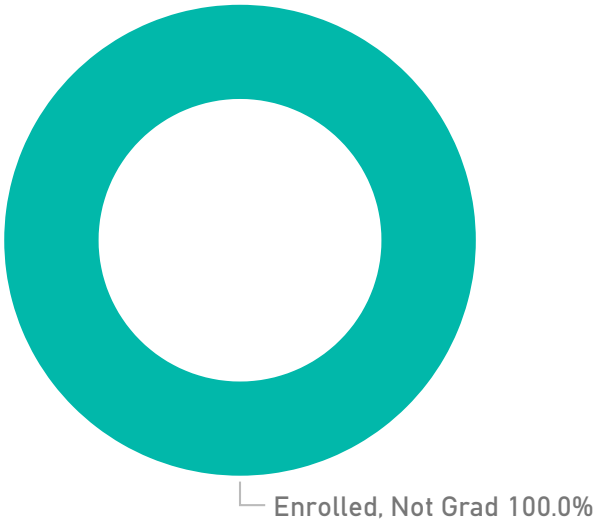
ReportPeriod	CurrentMonth	
GradeDistribution	Students	%CT Students
PK-2	16	8%
PK	1	0%
KG	4	2%
1	7	3%
2	4	2%
3-5	26	12%
3	8	4%
4	7	3%
5	11	5%
6-8	65	31%
6	17	8%
7	11	5%
8	37	18%
9-12	102	49%
9	16	8%
10	31	15%
11	42	20%
12	13	6%
Total	209	100%

California Connections Academy Monterey Bay

August 31, 2019

Total YTD Enrollment by Withdrawal Category

Total YTD Enrollment Prior Year by Withdrawal Category



Total YTD Enrollment

ReportPeriod	CurrentMonth	
Withdrawal Category	Student Count	%CT Student Count
Enrolled, Not Grad	209	100%
Total	209	100%

Enrollment Services Complete (Stage 4)

211

California Connections Academy Monterey Bay
August 31, 2019

Withdrawal Reason

Withdrawal Reason
▲

California Connections Academy Monterey Bay

August 31, 2019

Household Data

Household Data	CurrentMonth
Active	176

Students Per Active Household

CurrentMonth
1.19

Monthly Total Households

schoolYear 2019-2020



California Connections Academy Monterey Bay
August 31, 2019

Ethnicity

Ethnicity	CurrentMonth
Hispanic or Latino	75
Not Hispanic or Latino	134

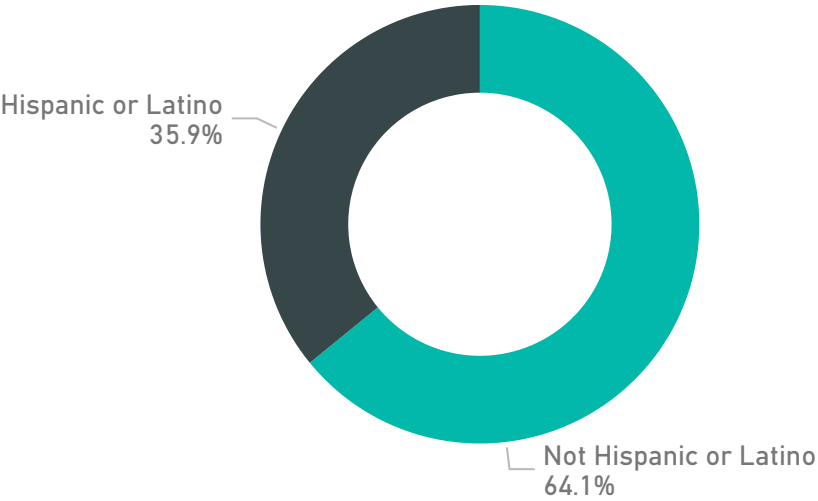
Race

Race	CurrentMonth
American Indian or Alaskan Native	23
Asian	55
Black/African American	18
Native Hawaiian or Other Pacific Islander	16
White	138

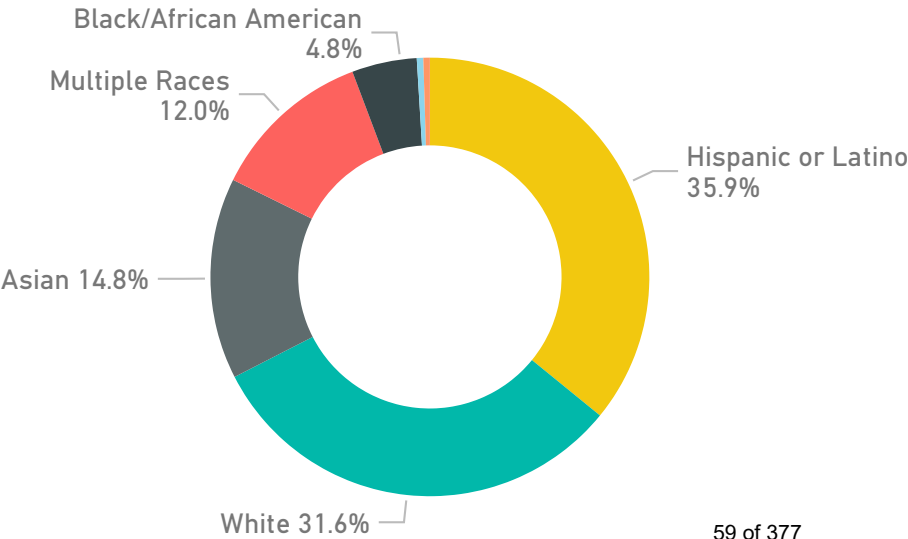
Distinct Race/Ethnicity

Distinct Race/Ethnicity	CurrentMonth
American Indian or Alaskan Native	1
Asian	31
Black/African American	10
Hispanic or Latino	75
Multiple Races	25
Native Hawaiian or Other Pacific Islander	1
White	66

Enrolled Students by Ethnicity



Enrolled Students by Distinct Race/Ethnicity



California Connections Academy Monterey Bay
August 31, 2019

Gender

Gender	CurrentMonth
F	119
M	90

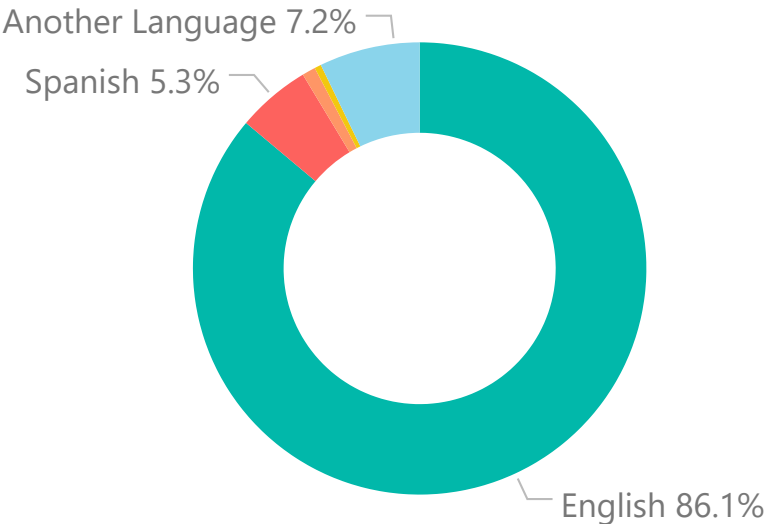
Primary Language

Home Language	CurrentMonth
English	180
Spanish	11
Russian	2
Arabic	1
Another Language	15

Enrolled Students by Gender



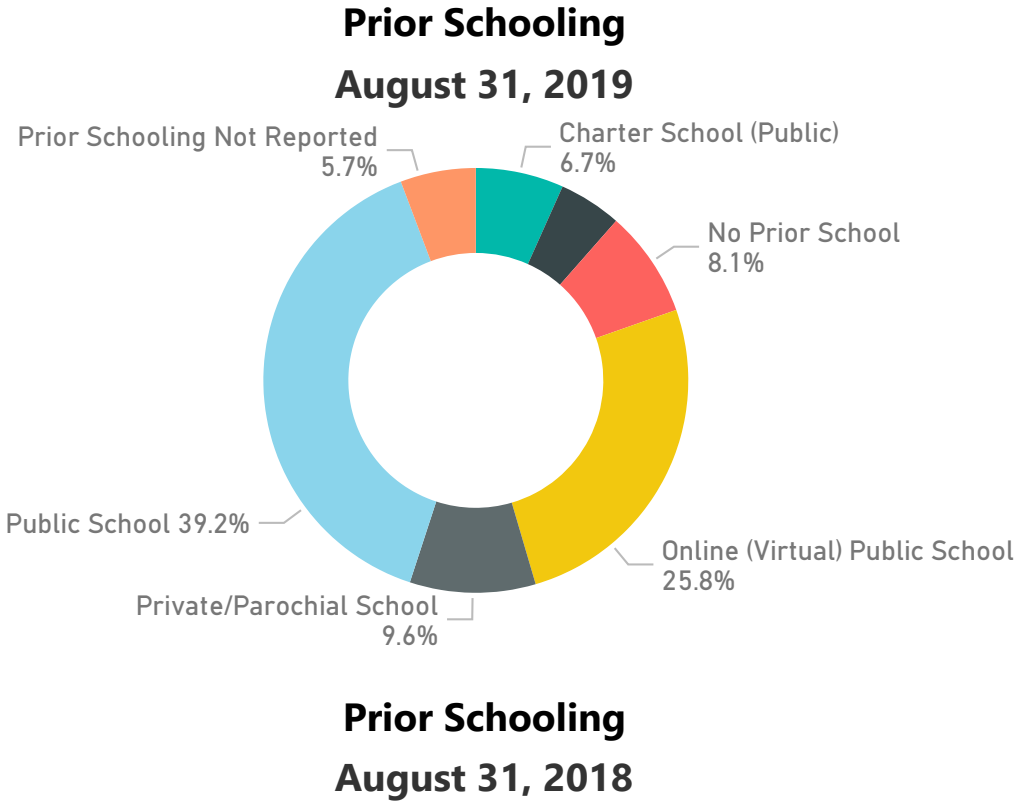
Enrolled Students by Language



California Connections Academy Monterey Bay
August 31, 2019

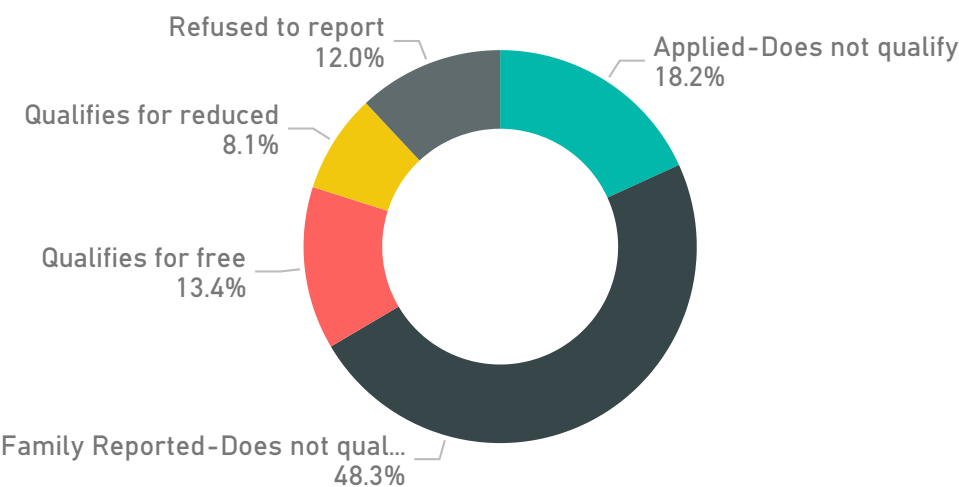
Prior Schooling

Prior Schooling	CurrentMonth
Charter School (Public)	14
Home School	10
No Prior School	17
Online (Virtual) Public School	54
Private/Parochial School	20
Public School	82
Prior Schooling Not Reported	12



California Connections Academy Monterey Bay
August 31, 2019

FARM Eligibility
August 31, 2019



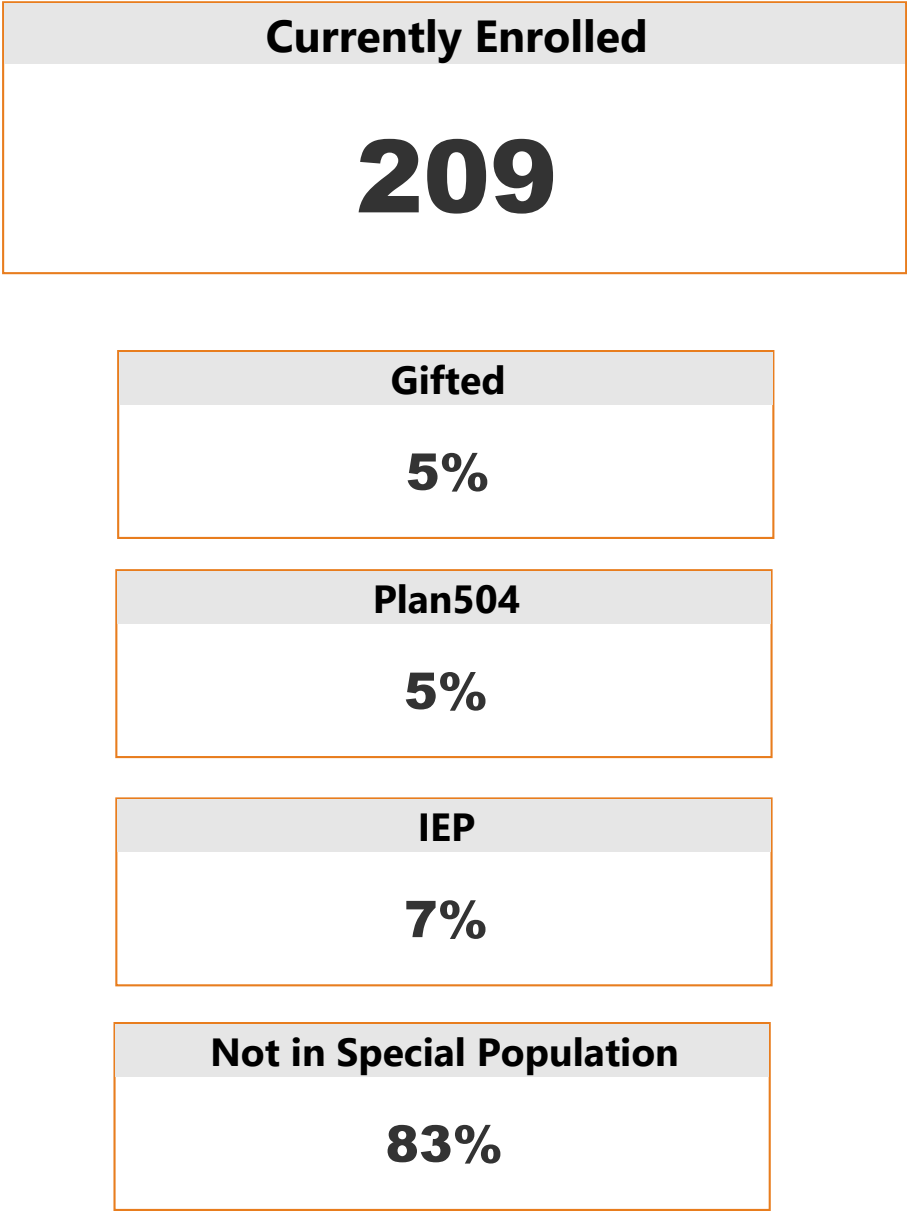
FARM Eligibility
August 31, 2018

Disability

Disability	CurrentMonth
Autism	2
Other Health Impaired	6
Specific Learning Disability	6

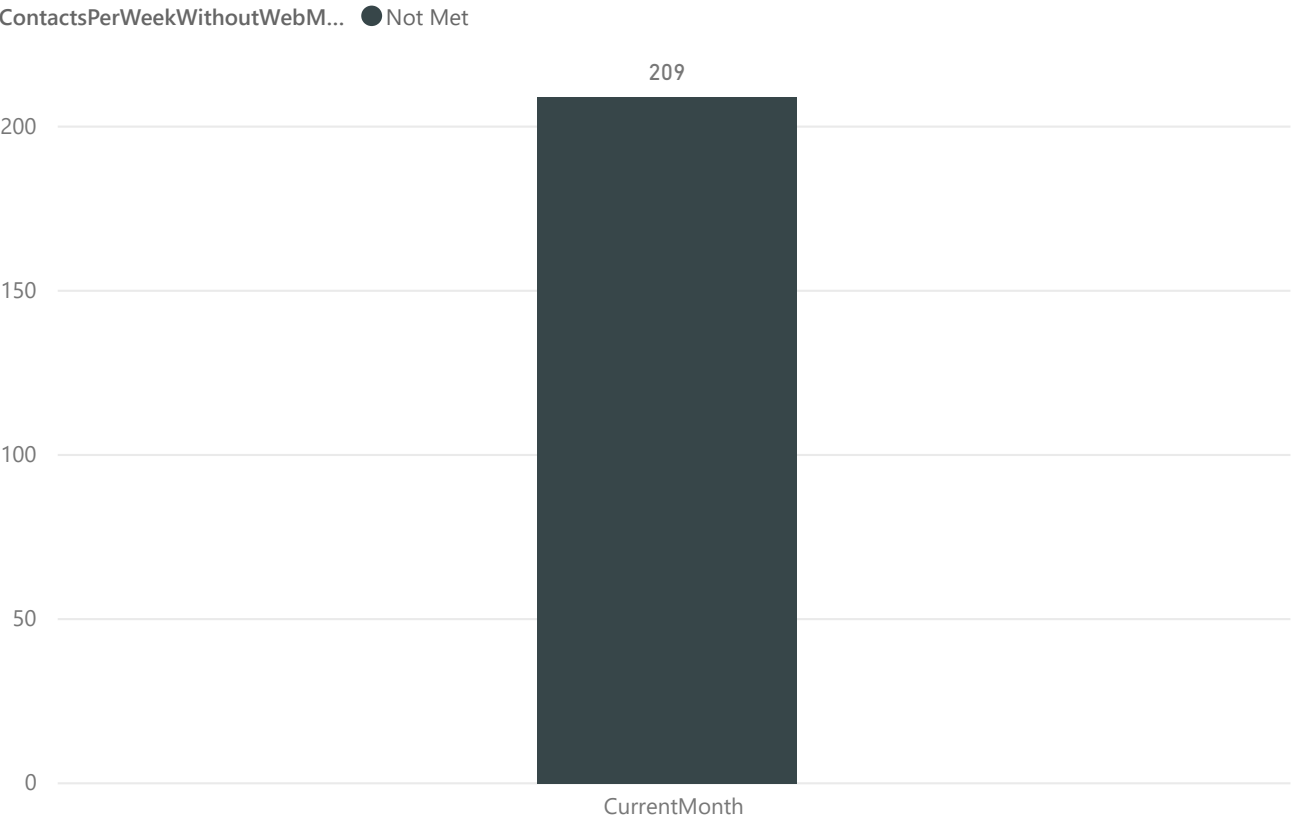


California Connections Academy Monterey Bay
August 31, 2019

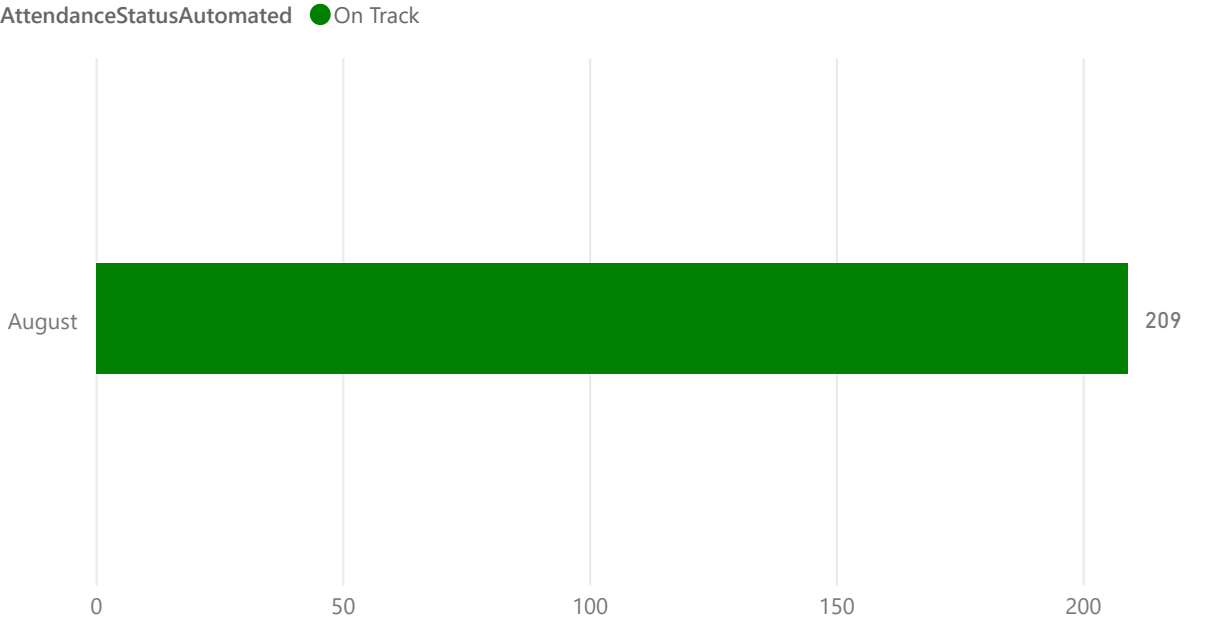


California Connections Academy Monterey Bay
August 31, 2019

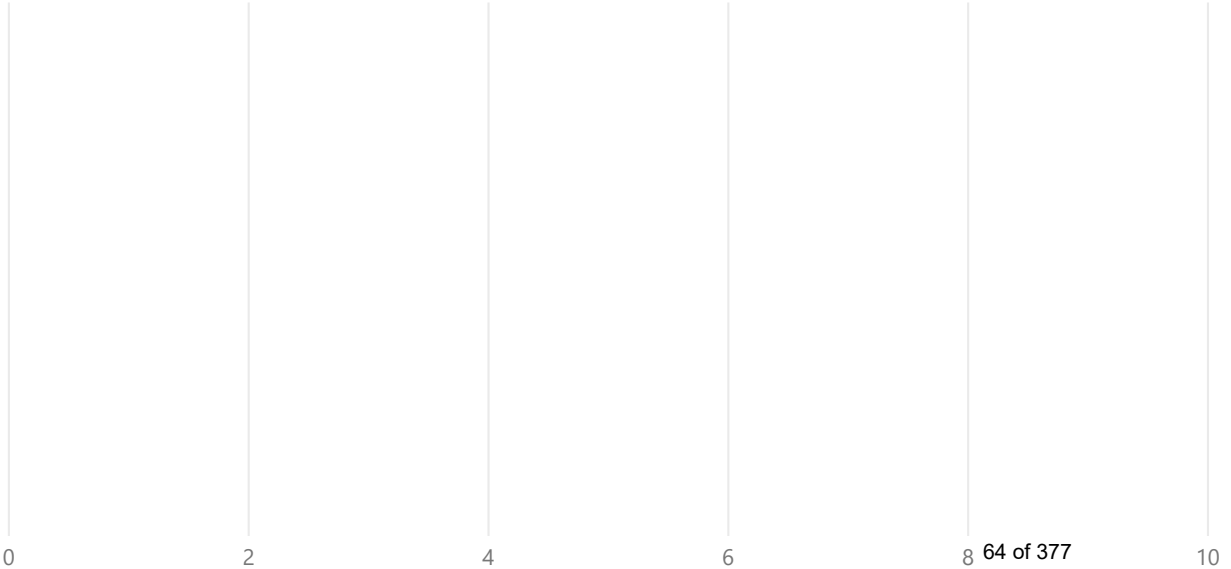
Contacts Per Week



School Year: 2019-2020



School Year: 2018-2019



Currently Enrolled

209

California Connections Academy Monterey Bay
August 31, 2019

Average Participation

GradeDistribution	CurrentMonth
PK-2	100%
3-5	100%
6-8	100%
9-12	100%
Total	100%

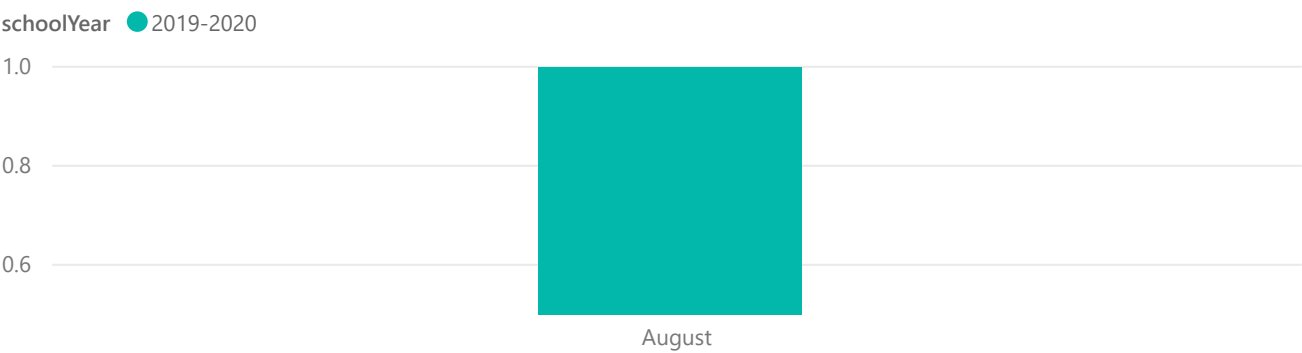
Average Performance

GradeDistribution
Total

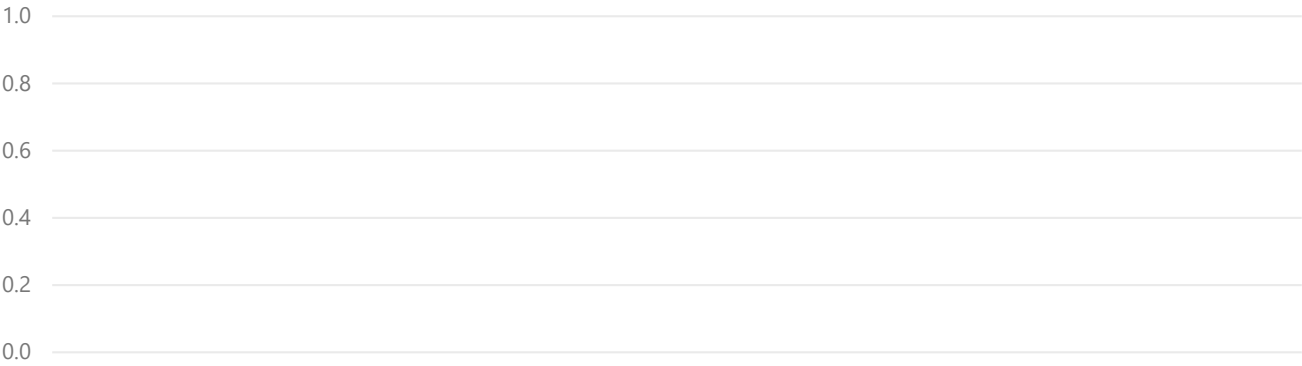
Average Attendance

GradeDistribution	CurrentMonth
PK-2	100%
3-5	100%
6-8	100%
9-12	100%
Total	100%

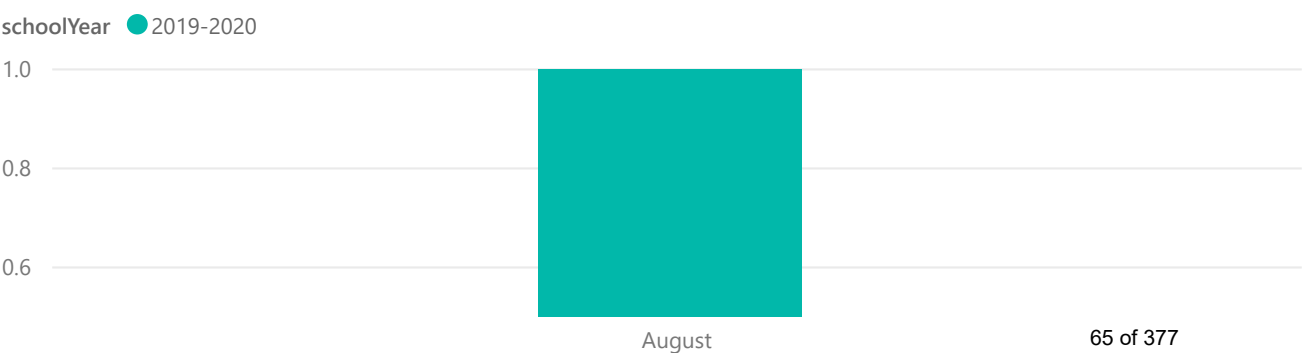
Average Total Participation

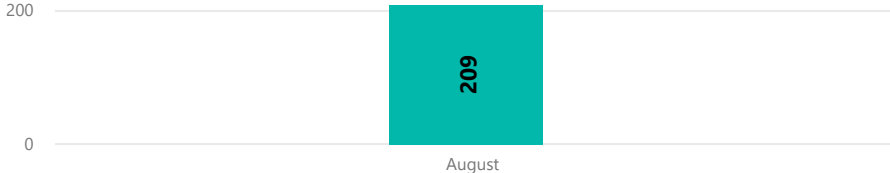


Average Total Performance



Average Total Attendance



Currently Enrolled 209		Total YTD Enrolled 209		California Connections Academy Monterey Bay August 31, 2019		Current Enrollment Month-Over-Month Change N/A	
Enrollment Services Complete (Stage 4) 211				Current Enrollment Year-Over-Year Change N/A			
Monthly Student Current Enrollment Comparison				Total YTD Enrollment			
schoolYear 2019-2020				ReportPeriod			
				Withdrawal Category		CurrentMonth	
				Enrolled, Not Grad		Student Count	
				Total		%CT Student Count	
				209		100%	
				209		100%	
							
New & Returning				Household Data		Students Per Active Household	
ReportPeriod		CurrentMonth		Household Data		CurrentMonth	
New or Returning		Students		Active		CurrentMonth	
New		209		176		1.19	
Grade Distribution				Withdrawal Reason			
ReportPeriod		CurrentMonth		Withdrawal Reason			
GradeDistribution		Students					
PK-2		16					
PK		1					
KG		4					
1		7					
2		4					
3-5		26					
3		8					
4		7					
5		11					
6-8		65					
6		17					
7		11					
8		37					
9-12		102					
9		16					
10		31					
11		42					
12		13					
Total		209					

66 of 377

Gender	
Gender	CurrentMonth
F	119
M	90

Primary Language	
Home Language	CurrentMonth
English	180
Spanish	11
Russian	2
Arabic	1
Another Language	15

Ethnicity	
Ethnicity	CurrentMonth
Hispanic or Latino	75
Not Hispanic or Latino	134

Race	
Race	CurrentMonth
American Indian or Alaskan Native	23
Asian	55
Black/African American	18
Native Hawaiian or Other Pacific Islander	16
White	138

Household FARM Eligibility	
HouseholdFARMEligibility	CurrentMonth
Applied-Does not qualify	35
Family Reported-Does not qualify	93
Qualifies for free	26
Qualifies for reduced	16
Refused to report	25

California Connections Academy Monterey Bay August 31, 2019	
Disability	
Disability	CurrentMonth
Autism	2
Other Health Impaired	6
Specific Learning Disability	6

Gifted	
Gifted	CurrentMonth
Yes	11

Plan 504	
Plan504	CurrentMonth
504	11

IEP	
IEP	CurrentMonth
IEP	14

Gifted	Plan504
5%	5%

IEP	Not in Special Population
7%	83%

Distinct Race/Ethnicity	
Distinct Race/Ethnicity	CurrentMonth
American Indian or Alaskan Native	1
Asian	31
Black/African American	10
Hispanic or Latino	75
Multiple Races	25
Native Hawaiian or Other Pacific Islander	1
White	66

Prior Schooling	
Prior Schooling	CurrentMonth
Charter School (Public)	14
Home School	10
No Prior School	17
Online (Virtual) Public School	54
Private/Parochial School	20
Public School	82
Prior Schooling Not Reported	12

California Connections Academy Monterey Bay
August 31, 2019

Contacts Per Week

ContactsPerWeekWithoutWebMail	CurrentMonth
Not Met	209

Attendance Status

AttendanceStatusAutomated	CurrentMonth
On Track	209

Average Participation

GradeDistribution	CurrentMonth
PK-2	100%
3-5	100%
6-8	100%
9-12	100%
Total	100%

Average Performance

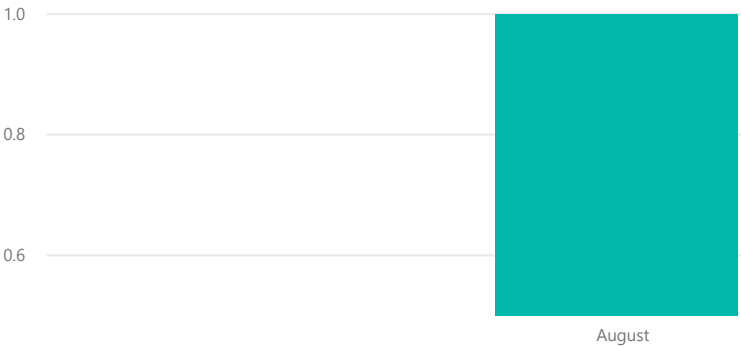
GradeDistribution
Total

Average Attendance

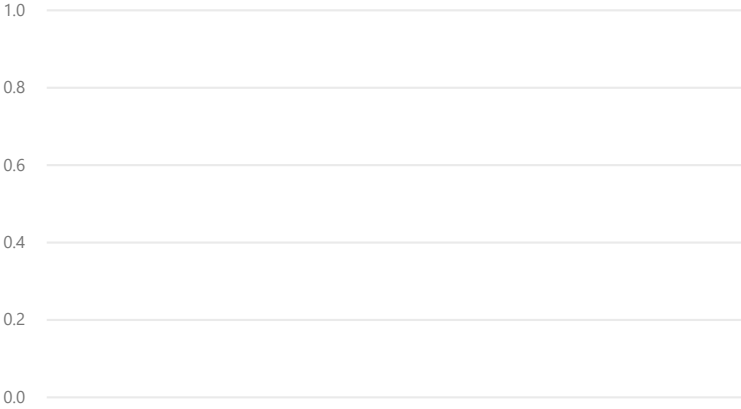
GradeDistribution	CurrentMonth
PK-2	100%
3-5	100%
6-8	100%
9-12	100%
Total	100%

Average Total Participation

schoolYear ● 2019-2020

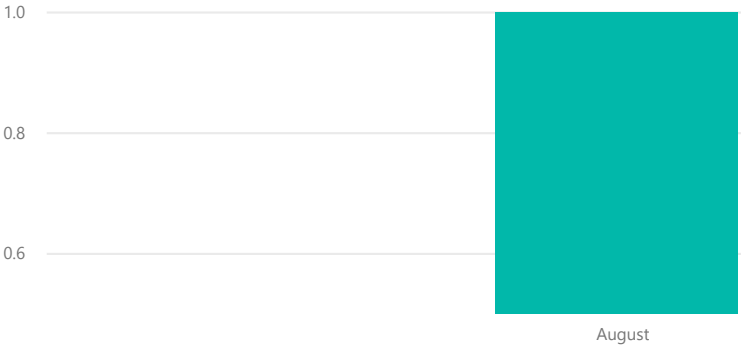


Average Total Performance



Average Total Attendance

schoolYear ● 2019-2020



MONTHLY SCHOOL REPORT

School & Date Selection

School

California Connections Academy @ Ripon

Report Date

August 31, 2019

Currently Enrolled

1057

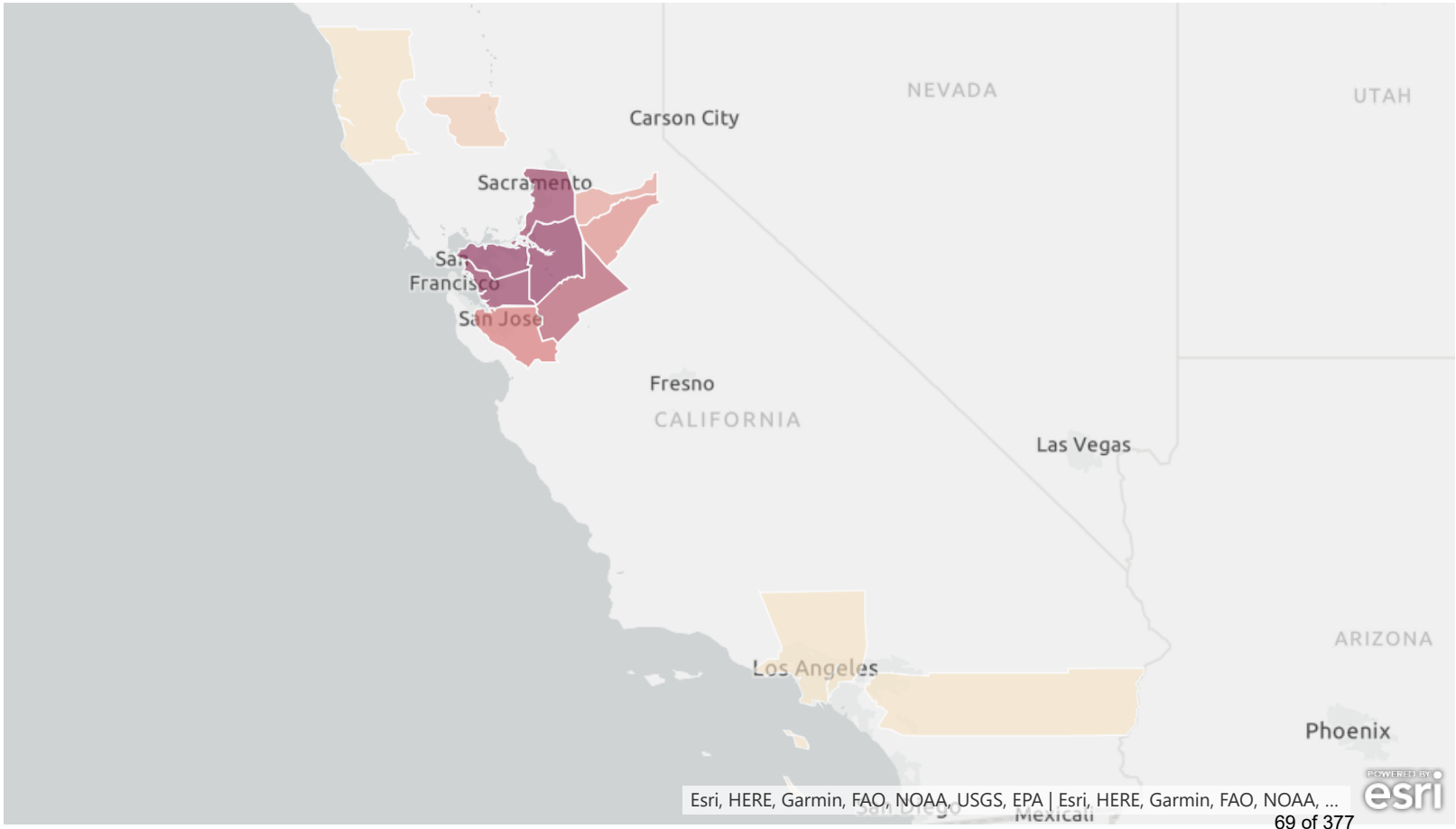
Total YTD Enrolled

1058

Enrollment Services Complete (Stage 4)

1119

Enrolled Students by County

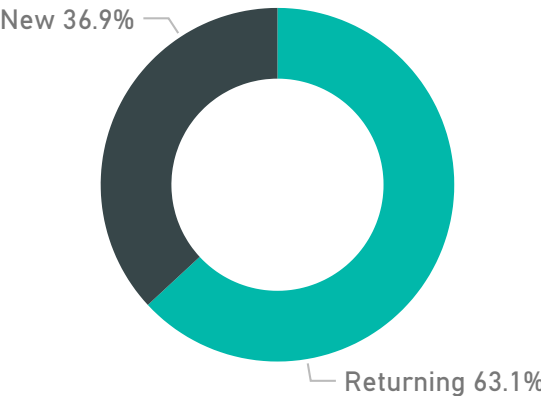


California Connections Academy at Ripon
August 31, 2019

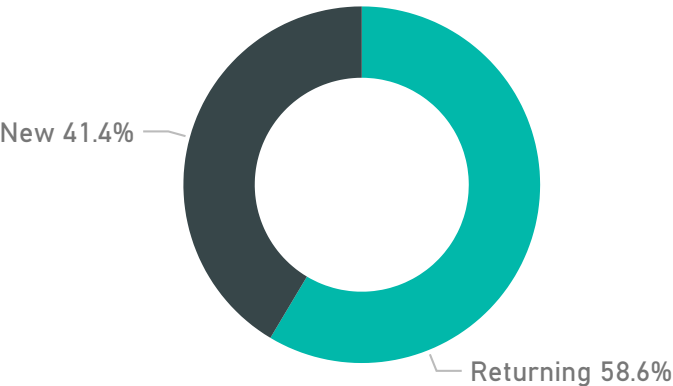
Current Enrollment Month-Over-Month Change
N/A

Current Enrollment Year-Over-Year Change
-10%

New and Returning

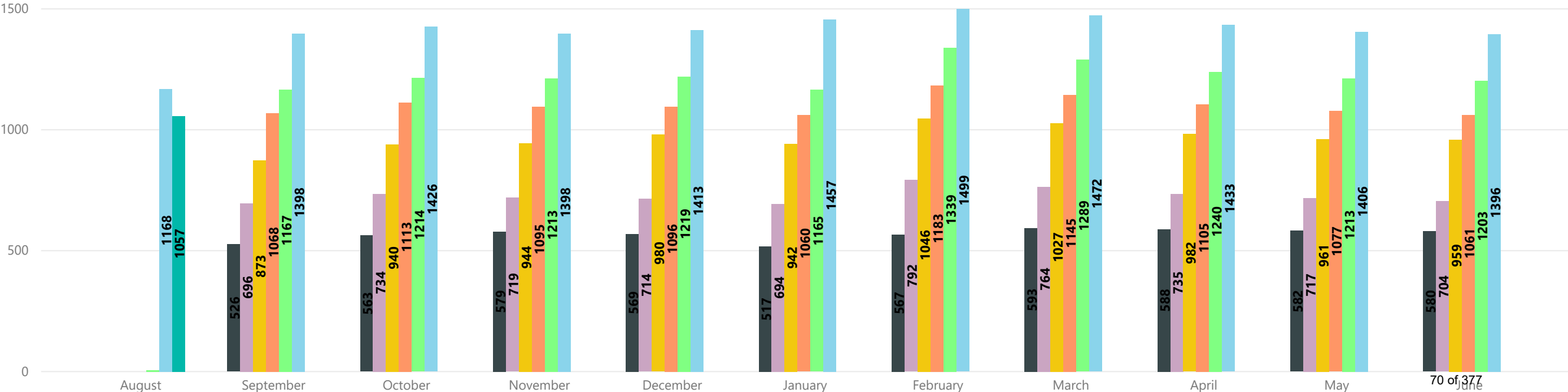


New and Returning Prior Year



Monthly Student Current Enrollment Comparison

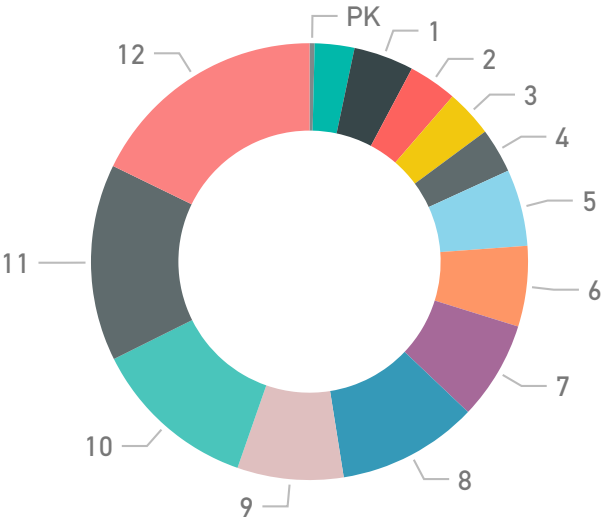
schoolYear 2013-2014 2014-2015 2015-2016 2016-2017 2017-2018 2018-2019 2019-2020



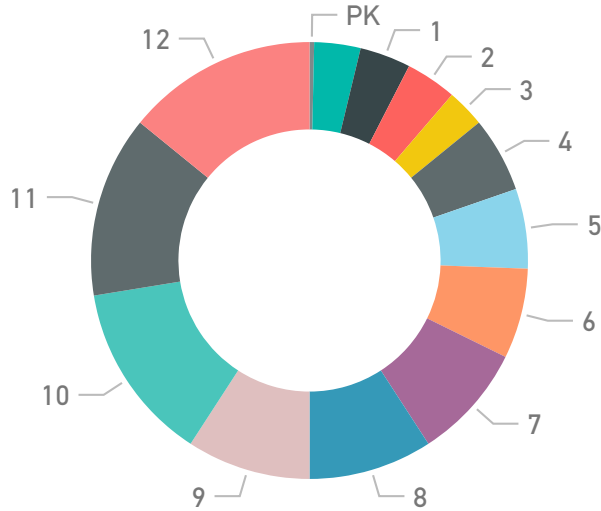
California Connections Academy at Ripon

August 31, 2019

Enrolled Students by Final Grade



Enrolled Students Prior Year by Final Grade



Grade Distribution

ReportPeriod	SameMonthPriorYear		PriorEOY		CurrentMonth	
GradeDistribution	Students	%CT Students	Students	%CT Students	Students	%CT Students
PK-2	132	11%	147	11%	120	11%
PK	4	0%	5	0%	4	0%
KG	40	3%	50	4%	31	3%
1	44	4%	51	4%	47	4%
2	44	4%	41	3%	38	4%
3-5	167	14%	164	12%	132	12%
3	33	3%	36	3%	37	4%
4	65	6%	64	5%	35	3%
5	69	6%	64	5%	60	6%
6-8	285	24%	323	23%	250	24%
6	78	7%	71	5%	63	6%
7	100	9%	117	8%	77	7%
8	107	9%	135	10%	110	10%
9-12	584	50%	762	55%	555	53%
9	107	9%	162	12%	83	8%
10	155	13%	212	15%	130	12%
11	157	13%	198	14%	154	15%
12	165	14%	190	14%	188	18%
Total	1168	100%	1396	100%	1057	100%

California Connections Academy at Ripon
August 31, 2019

Total YTD Enrollment by Withdrawal Category



Enrolled, Not Grad 100.0%

Total YTD Enrollment Prior Year by Withdrawal Category



Enrolled, Not Grad 100.0%

Total YTD Enrollment

ReportPeriod	SameMonthPriorYear		PriorEOY		CurrentMonth	
Withdrawal Category	Student Count	%CT Student Count	Student Count	%CT Student Count	Student Count	%CT Student Count
Enrolled, Not Grad	1170	100%	1396	73%	1058	100%
Graduated			17	1%		
Prior To Engagement			96	5%		
Withdrawal During School Year			411	21%		
Total	1170	100%	1920	100%	1058	100%

Enrollment Services Complete (Stage 4)

1119

California Connections Academy at Ripon
August 31, 2019

Withdrawal Reason

Withdrawal Reason ▲	PriorEOY
Different/Better Schooling Option (Not related to socialization)	222
Getting started with the school was too difficult	1
Inactivity	1
Life change	53
Mismatch Academic	18
Mismatch Family Schedule	2
Regulation	104
Student wants more socialization	10

California Connections Academy at Ripon

August 31, 2019

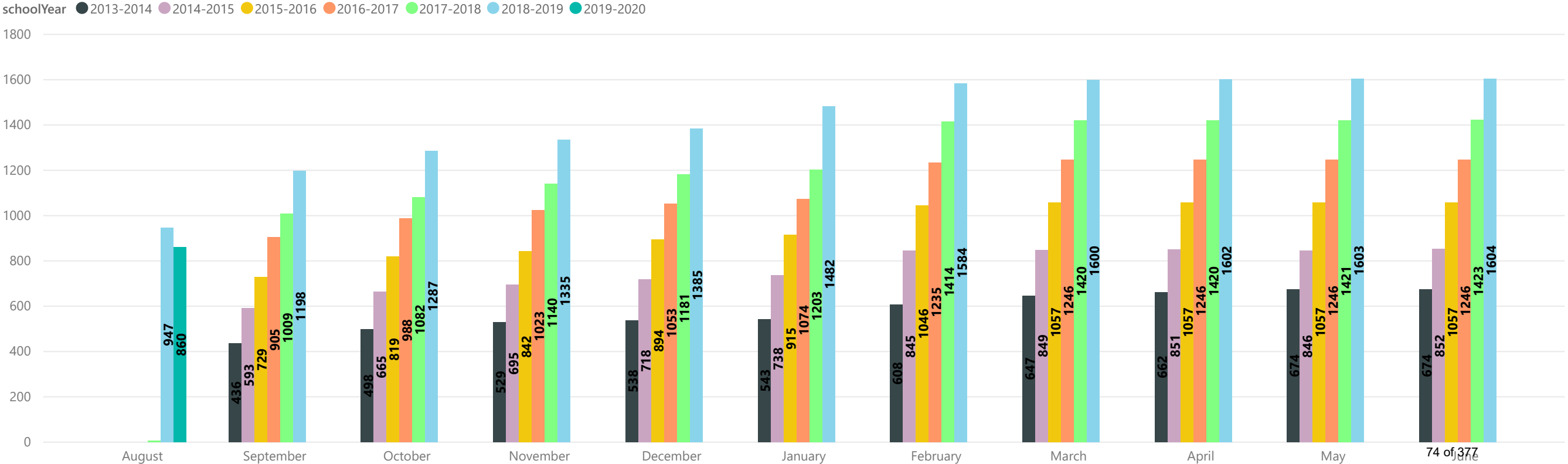
Household Data

Household Data	SameMonthPriorYear	PriorEOY	CurrentMonth
Active	947	1182	860
Graduated	17		
WD During School Year	352		
WD Prior To Engagement	86		

Students Per Active Household

	SameMonthPriorYear	PriorEOY	CurrentMonth
	1.24	1.18	1.23

Monthly Total Households



California Connections Academy at Ripon
August 31, 2019

Ethnicity

Ethnicity	SameMonthPriorYear	PriorEOY	CurrentMonth
Hispanic or Latino	341	416	297
Not Hispanic or Latino	827	980	760

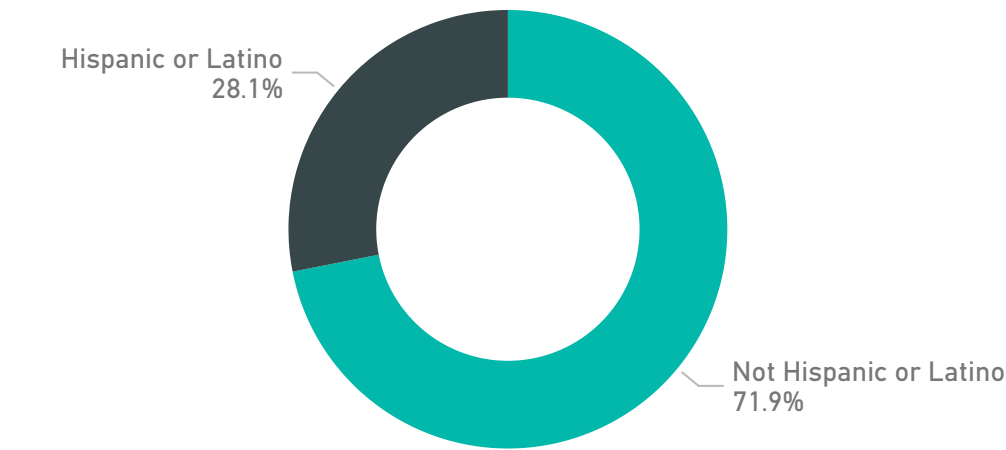
Race

Race	SameMonthPriorYear	PriorEOY	CurrentMonth
American Indian or Alaskan Native	119	144	105
Asian	187	219	155
Black/African American	209	264	218
Native Hawaiian or Other Pacific Islander	46	57	38
White	812	952	743

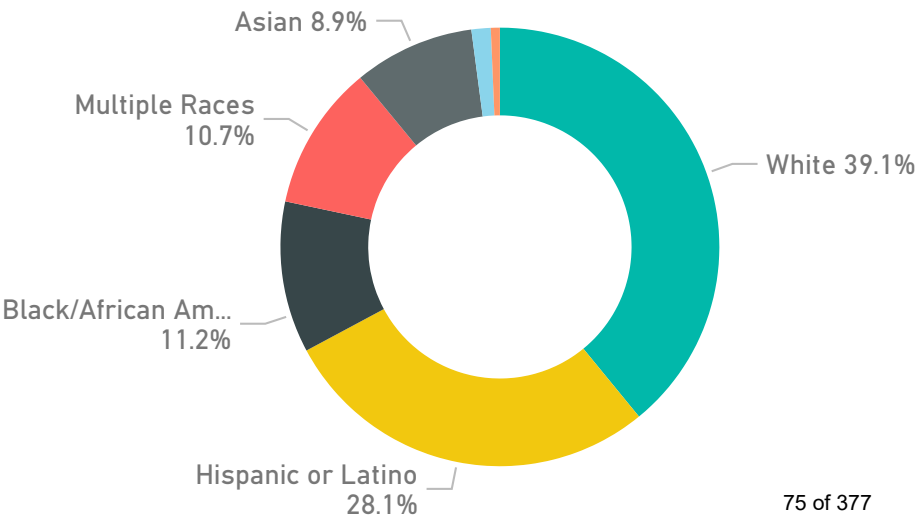
Distinct Race/Ethnicity

Distinct Race/Ethnicity	SameMonthPriorYear	PriorEOY	CurrentMonth
American Indian or Alaskan Native	19	17	15
Asian	106	132	94
Black/African American	116	150	118
Hispanic or Latino	341	416	297
Multiple Races	122	143	113
Native Hawaiian or Other Pacific Islander	14	19	7
White	450	519	413

Enrolled Students by Ethnicity



Enrolled Students by Distinct Race/Ethnicity



California Connections Academy at Ripon
August 31, 2019

Gender

Gender	SameMonthPriorYear	PriorEOY	CurrentMonth
F	634	788	576
M	534	608	481

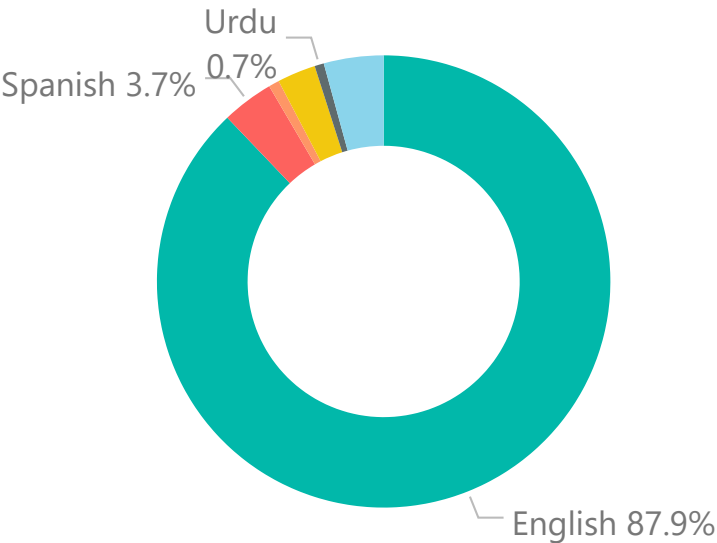
Primary Language

Home Language	SameMonthPriorYear	PriorEOY	CurrentMonth
English	653	1212	929
Spanish	26	75	39
Russian	6	11	8
Arabic	20	27	29
Urdu	1	4	7
Another Language	31	67	45
No Language Reported	431		

Enrolled Students by Gender



Enrolled Students by Language



California Connections Academy at Ripon

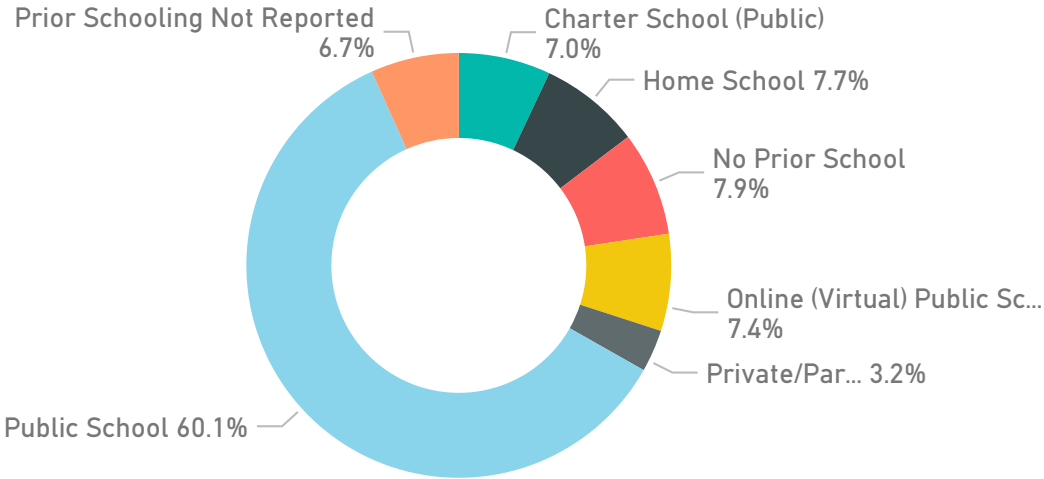
August 31, 2019

Prior Schooling

Prior Schooling	SameMonthPriorYear	PriorEOY	CurrentMonth
Charter School (Public)	77	103	74
Home School	89	91	81
No Prior School	63	112	84
Online (Virtual) Public School	80	96	78
Private/Parochial School	47	56	34
Public School	659	875	635
Prior Schooling Not Reported	153	63	71

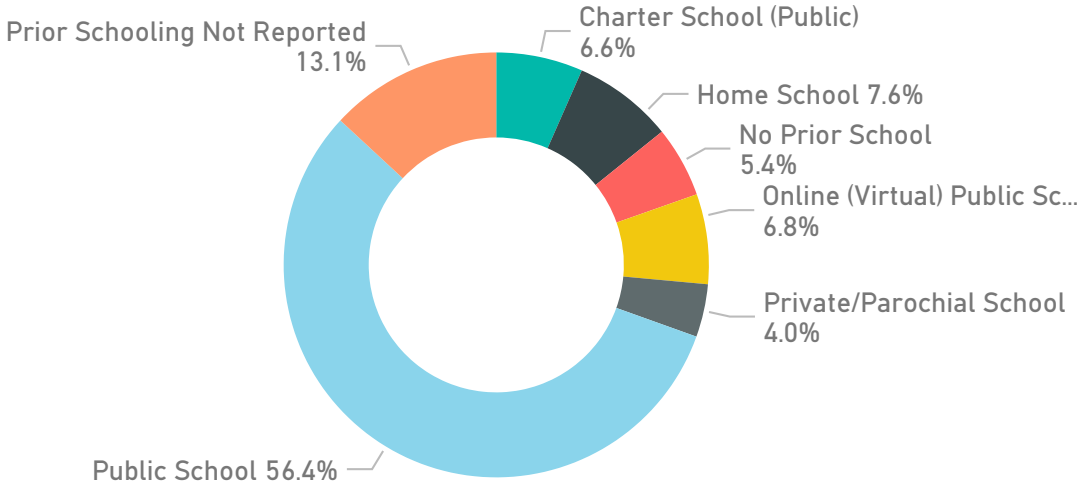
Prior Schooling

August 31, 2019



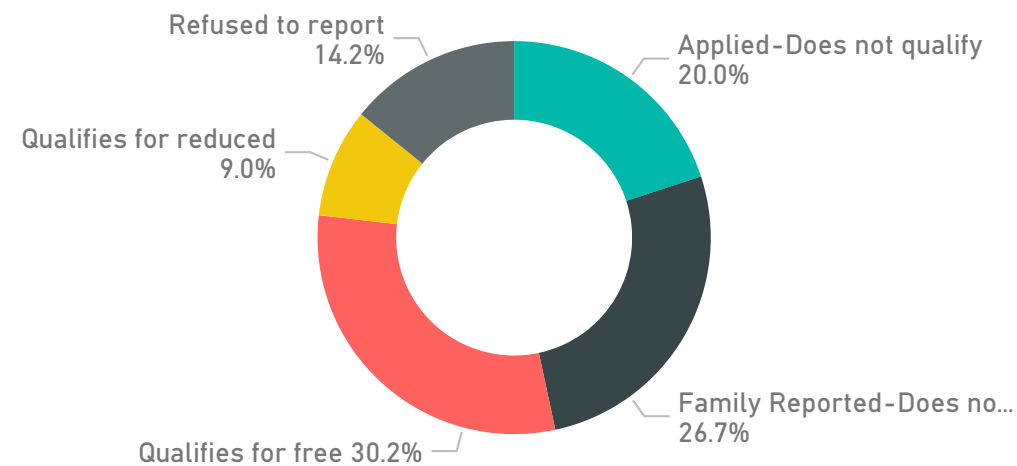
Prior Schooling

August 31, 2018

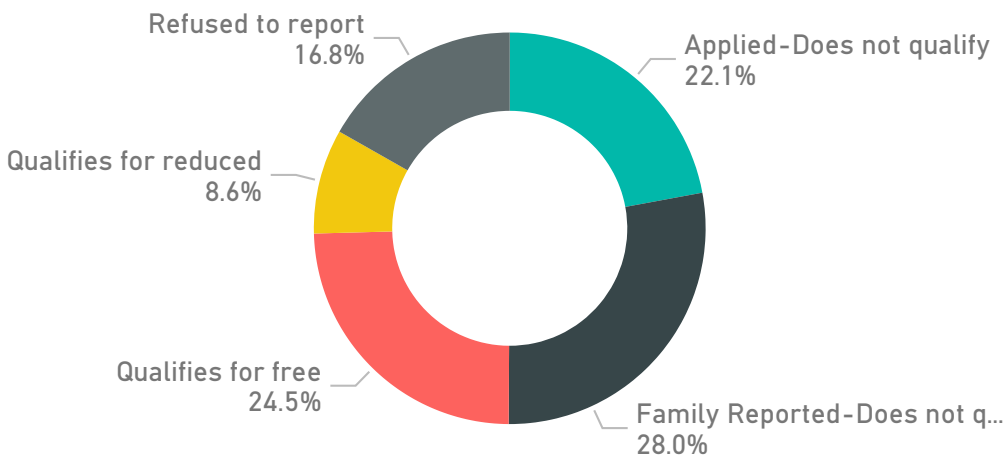


California Connections Academy at Ripon
August 31, 2019

FARM Eligibility
August 31, 2019



FARM Eligibility
August 31, 2018



Disability

Disability	SameMonthPriorYear	PriorEOY	CurrentMonth
Autism	24	35	26
Cognitive Disability	4	5	4
Emotionally Impaired	10	18	9
Hearing Impaired	1	2	1
Other		1	1
Other Health Impaired	34	47	32
Specific Learning Disability	45	50	41
Speech/Language Impaired	19	16	16
Traumatic Brain Injury	1	1	
Visually Impaired		1	1

Specific Learning Disability

Autism

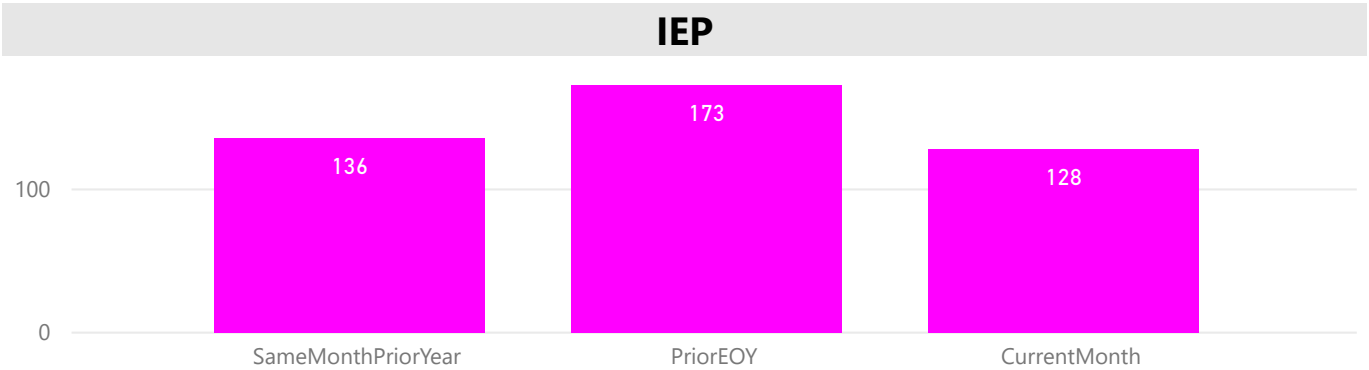
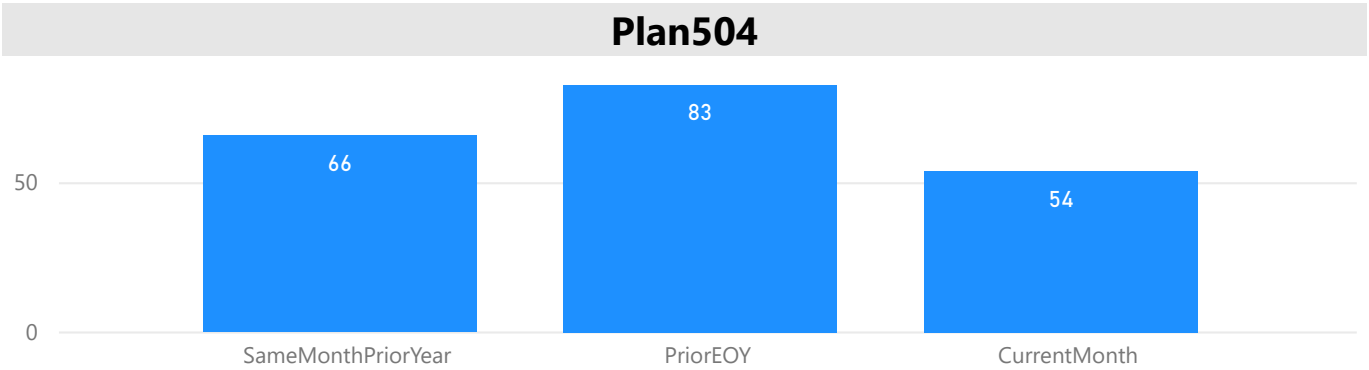
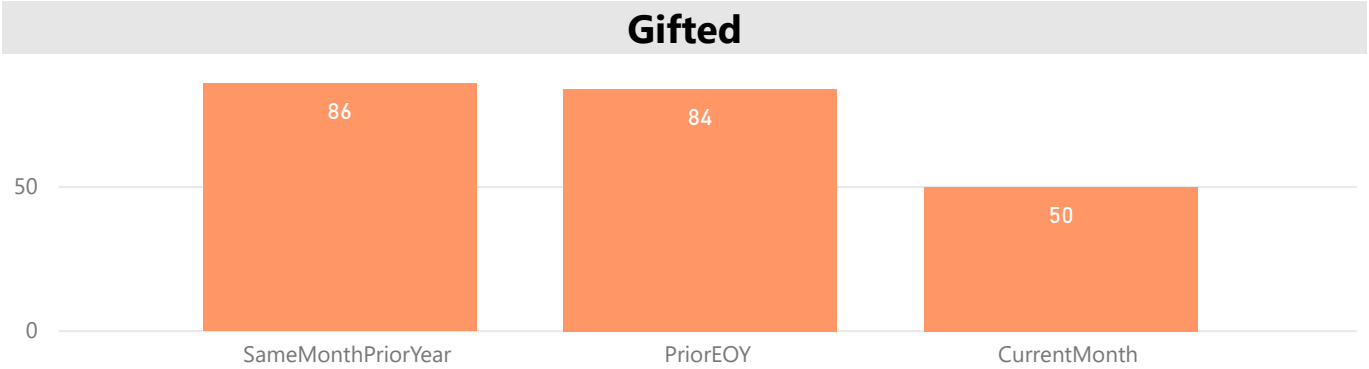
Emotio...

Other Health Impaired

Speech/Language Impair...

Cogniti...

California Connections Academy at Ripon
August 31, 2019



Currently Enrolled

1057

Gifted

5%

Plan504

5%

IEP

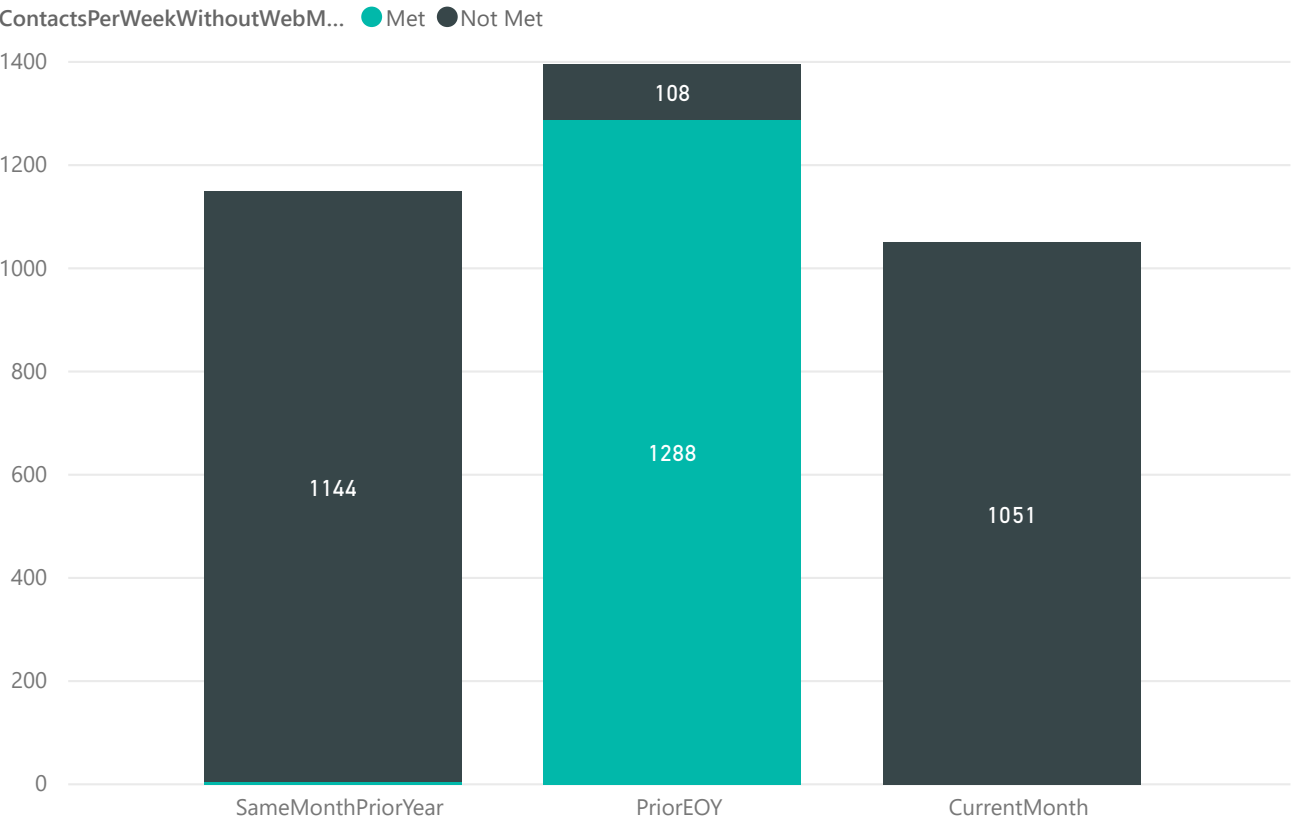
12%

Not in Special Population

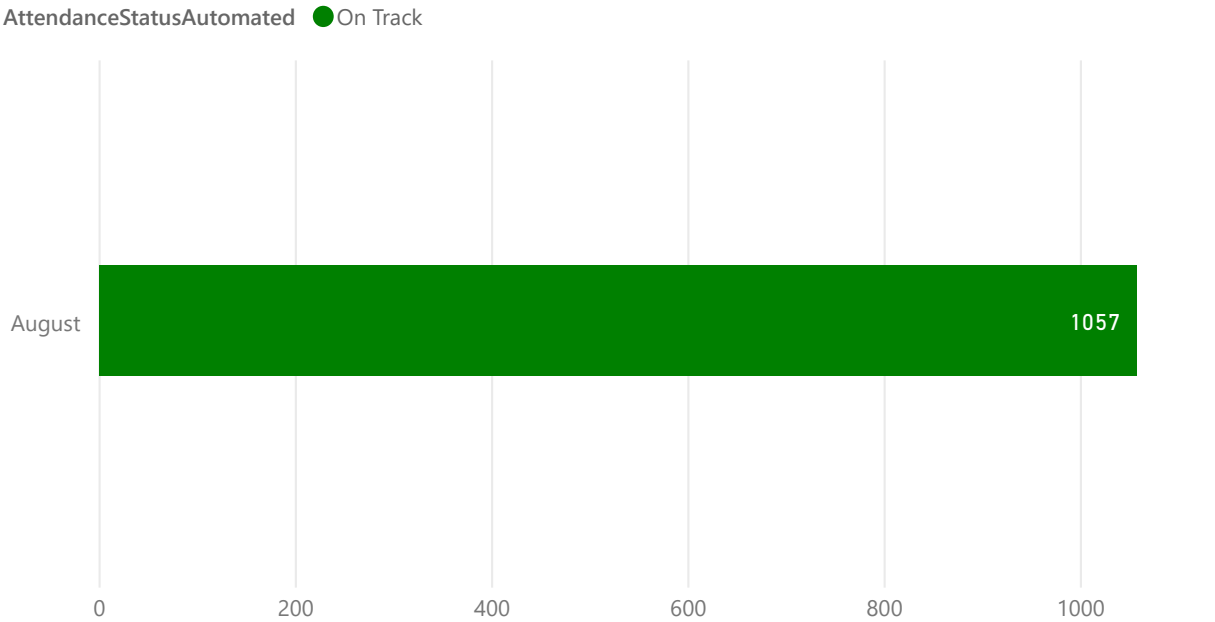
78%

California Connections Academy at Ripon
August 31, 2019

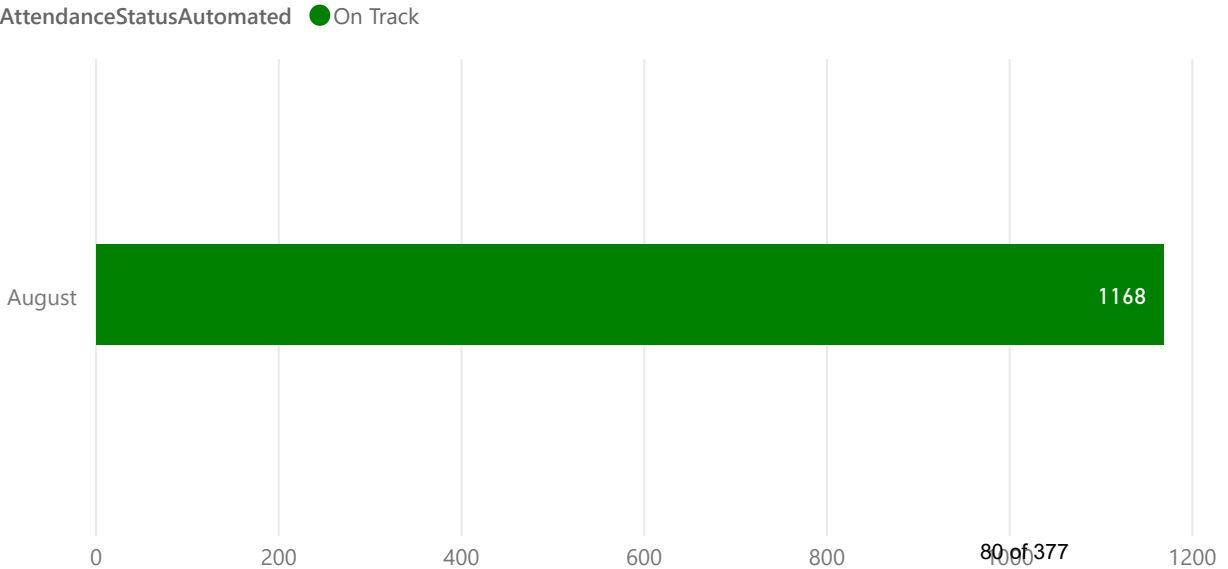
Contacts Per Week



School Year: 2019-2020



School Year: 2018-2019



Currently Enrolled

1057

California Connections Academy at Ripon

August 31, 2019

Average Participation

GradeDistribution	SameMonthPriorYear	PriorEOY	CurrentMonth
PK-2	100%	100%	100%
3-5	100%	103%	100%
6-8	100%	99%	100%
9-12	100%	91%	100%
Total	100%	96%	100%

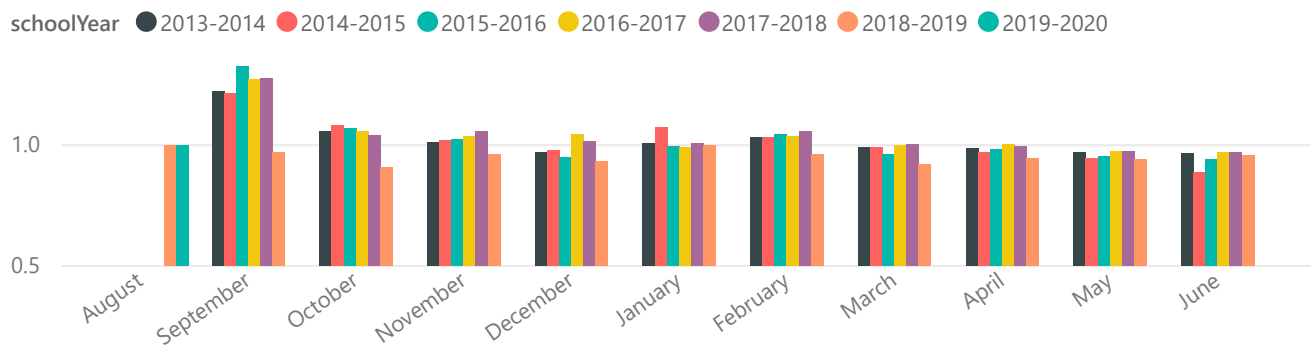
Average Performance

GradeDistribution	SameMonthPriorYear	PriorEOY
PK-2		90%
3-5	78%	79%
6-8		75%
9-12		72%
Total	78%	76%

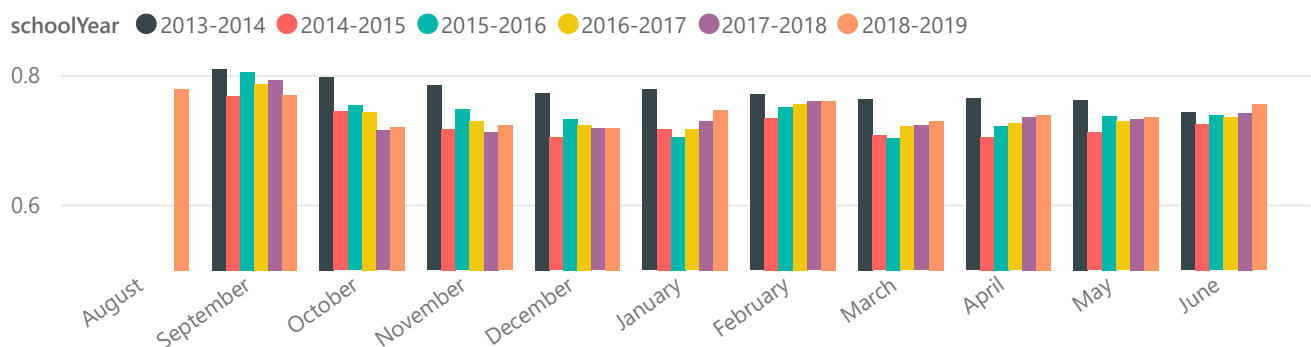
Average Attendance

GradeDistribution	SameMonthPriorYear	PriorEOY	CurrentMonth
PK-2	100%	95%	100%
3-5	100%	93%	100%
6-8	100%	93%	100%
9-12	100%	85%	100%
Total	100%	89%	100%

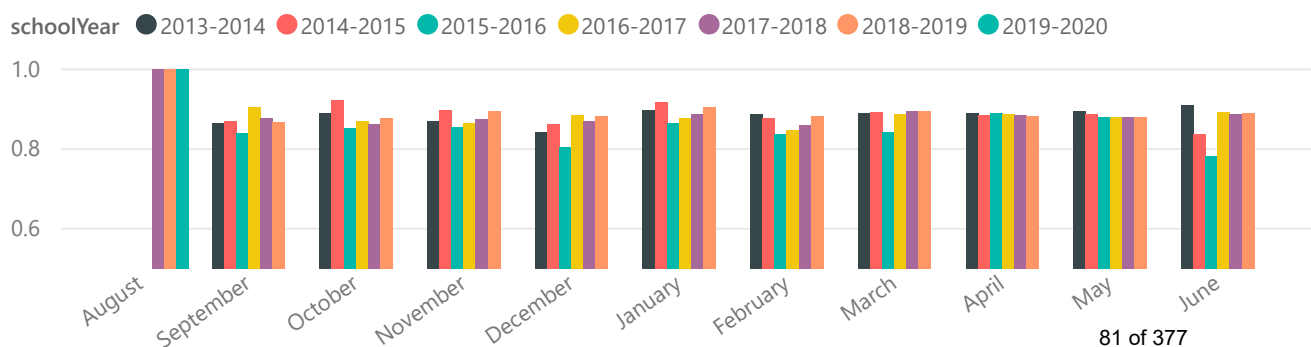
Average Total Participation

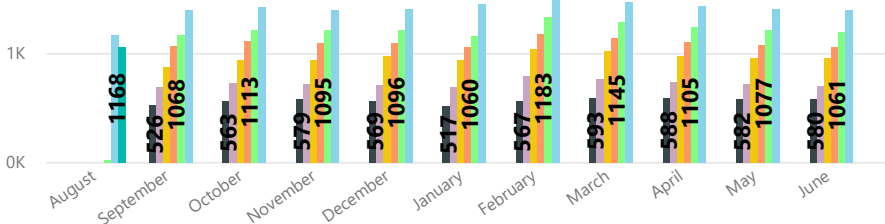


Average Total Performance



Average Total Attendance



Currently Enrolled 1057		Total YTD Enrolled 1058		California Connections Academy at Ripon August 31, 2019				Current Enrollment Month-Over-Month Change N/A											
Enrollment Services Complete (Stage 4) 1119				Current Enrollment Year-Over-Year Change -10%															
Monthly Student Current Enrollment Comparison					Total YTD Enrollment														
schoolYear ● 2013-2014 ● 2014-2015 ● 2015-2016 ● 2016-2017 ● 2017-2018 ▶					ReportPeriod Withdrawal Category		SameMonthPriorYear Student Count		%CT Student Count		CurrentMonth Student Count		%CT Student Count						
					Enrolled, Not Grad		1170		100%		1058		100%						
					Total		1170		100%		1058		100%						
New & Returning					Household Data					Students Per Active Household									
ReportPeriod New or Returning		SameMonthPriorYear Students		%CT Students		CurrentMonth Students		%CT Students		Household Data		SameMonthPriorYear		CurrentMonth		SameMonthPriorYear		CurrentMonth	
New		484		41.44%		390		36.90%		Active		947		860		1.24		1.23	
Returning		684		58.56%		667		63.10%											
Grade Distribution					Withdrawal Reason														
ReportPeriod GradeDistribution		SameMonthPriorYear Students		%CT Students		CurrentMonth Students		%CT Students		Withdrawal Reason ▲									
PK-2		132		11%		120		11%											
PK		4		0%		4		0%											
KG		40		3%		31		3%											
1		44		4%		47		4%											
2		44		4%		38		4%											
3-5		167		14%		132		12%											
3		33		3%		37		4%											
4		65		6%		35		3%											
5		69		6%		60		6%											
6-8		285		24%		250		24%											
6		78		7%		63		6%											
7		100		9%		77		7%											
8		107		9%		110		10%											
9-12		584		50%		555		53%											
9		107		9%		83		8%											
10		155		13%		130		12%											
11		157		13%		154		15%											
12		165		14%		188		18%											
Total		1168		100%		1057		100%		82 of 377									

Gender		
Gender	SameMonthPriorYear	CurrentMonth
F	634	576
M	534	481

Primary Language		
Home Language	SameMonthPriorYear	CurrentMonth
English	653	929
Spanish	26	39
Russian	6	8
Arabic	20	29
Urdu	1	7
Another Language	31	45
No Language Reported	431	

Ethnicity		
▲ Ethnicity	SameMonthPriorYear	CurrentMonth
Hispanic or Latino	341	297
Not Hispanic or Latino	827	760

Race		
▲ Race	SameMonthPriorYear	CurrentMonth
American Indian or Alaskan Native	119	105
Asian	187	155
Black/African American	209	218
Native Hawaiian or Other Pacific Islander	46	38
White	812	743

Household FARM Eligibility		
HouseholdFARMEligibility	SameMonthPriorYear	CurrentMonth
Applied-Does not qualify	232	178
Family Reported-Does not qualify	281	251
Qualifies for free	251	277
Qualifies for reduced	88	85
Refused to report	178	135

California Connections Academy at Ripon August 31, 2019		
Disability		
Disability	SameMonthPriorYear	CurrentMonth
Autism	24	26
Cognitive Disability	4	4
Emotionally Impaired	10	9
Hearing Impaired	1	1
Other		1
Other Health Impaired	34	32
Specific Learning Disability	45	41
Speech/Language Impaired	19	16
Traumatic Brain Injury	1	
Visually Impaired		1

Gifted		
Gifted	SameMonthPriorYear	CurrentMonth
Yes	86	50

Plan 504		
Plan504	SameMonthPriorYear	CurrentMonth
504	66	54

IEP		
IEP	SameMonthPriorYear	CurrentMonth
IEP	136	128

Gifted	Plan504
5%	5%
IEP	Not in Special Population
12%	78%

Distinct Race/Ethnicity		
▲ Distinct Race/Ethnicity	SameMonthPriorYear	CurrentMonth
American Indian or Alaskan Native	19	15
Asian	106	94
Black/African American	116	118
Hispanic or Latino	341	297
Multiple Races	122	113
Native Hawaiian or Other Pacific Islander	14	7
White	450	413

Prior Schooling		
▲ Prior Schooling	SameMonthPriorYear	CurrentMonth
Charter School (Public)	77	74
Home School	89	81
No Prior School	63	84
Online (Virtual) Public School	80	78
Private/Parochial School	47	34
Public School	659	635
Prior Schooling Not Reported	153	71

California Connections Academy at Ripon
August 31, 2019

Contacts Per Week

ContactsPerWeekWithoutWebMail	SameMonthPriorYear	CurrentMonth
Met	5	
Not Met	1144	1051

Attendance Status

AttendanceStatusAutomated	SameMonthPriorYear	CurrentMonth
On Track	1168	1057

Average Participation

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	100%	100%
3-5	100%	100%
6-8	100%	100%
9-12	100%	100%
Total	100%	100%

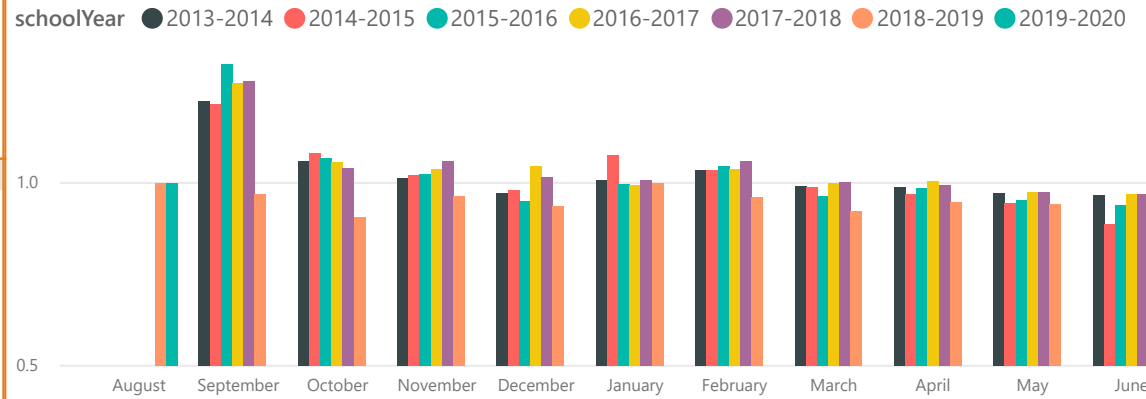
Average Performance

GradeDistribution	SameMonthPriorYear
3-5	78%
Total	78%

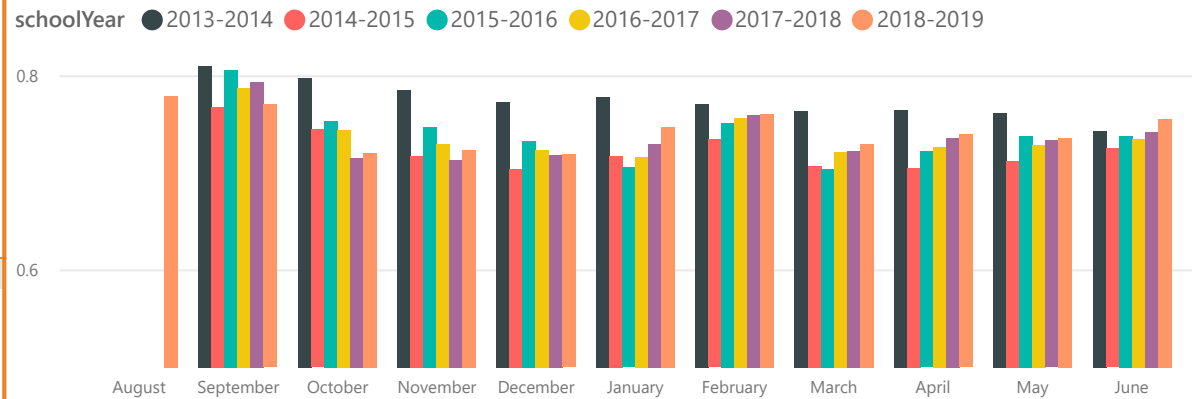
Average Attendance

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	100%	100%
3-5	100%	100%
6-8	100%	100%
9-12	100%	100%
Total	100%	100%

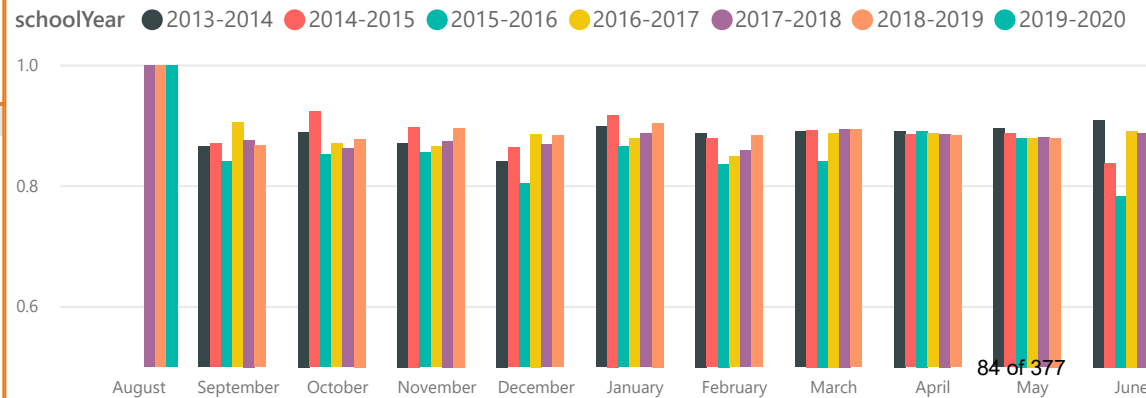
Average Total Participation



Average Total Performance



Average Total Attendance



MONTHLY SCHOOL REPORT

School & Date Selection

School

California Connections Academy @ Capistrano ▾

Report Date

August 31, 2019 ▾

Currently Enrolled

3388

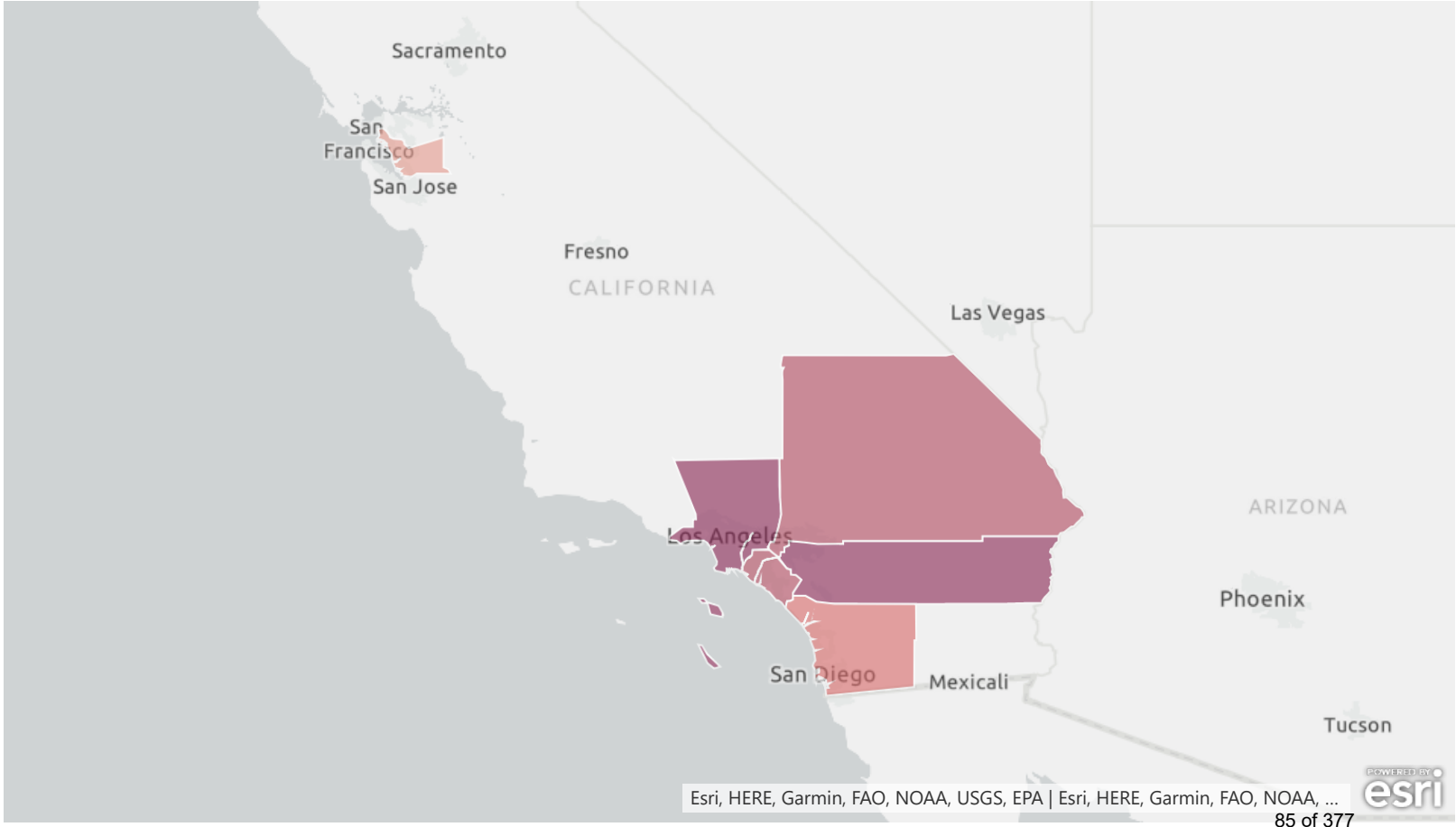
Total YTD Enrolled

3389

Enrollment Services Complete (Stage 4)

3506

Enrolled Students by County



Capistrano Connections Academy

August 31, 2019

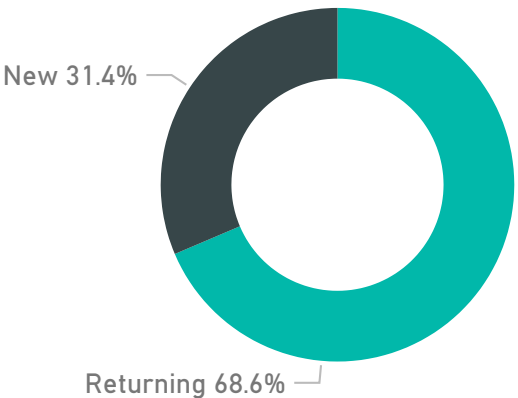
Current Enrollment Month-Over-Month Change

N/A

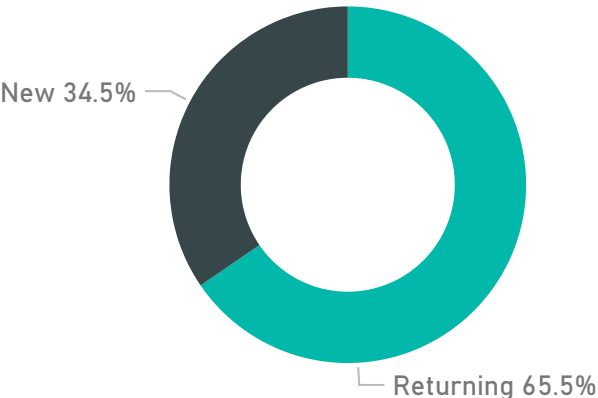
Current Enrollment Year-Over-Year Change

1%

New and Returning

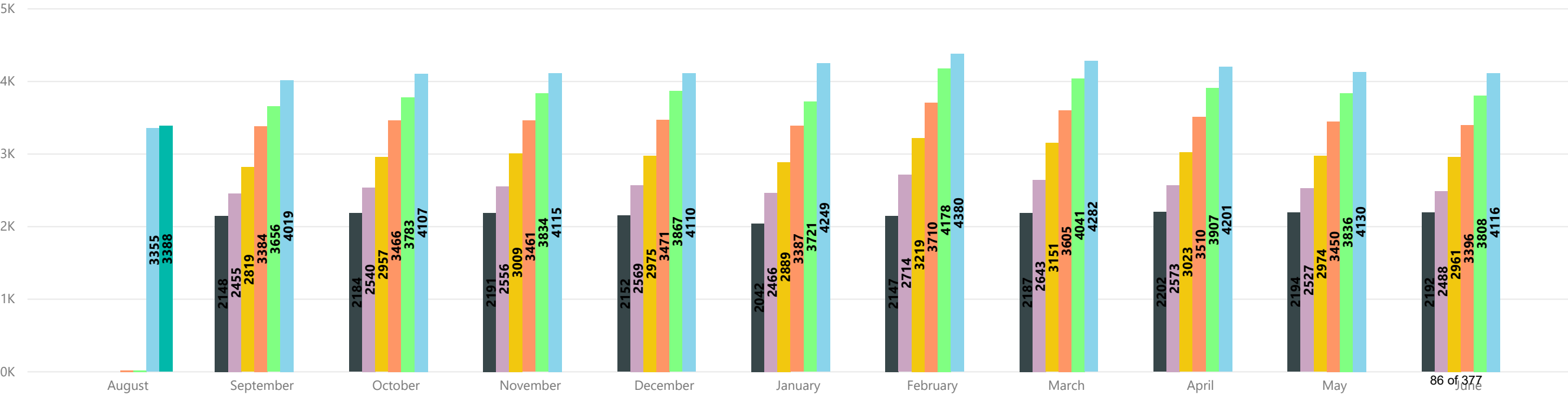


New and Returning Prior Year



Monthly Student Current Enrollment Comparison

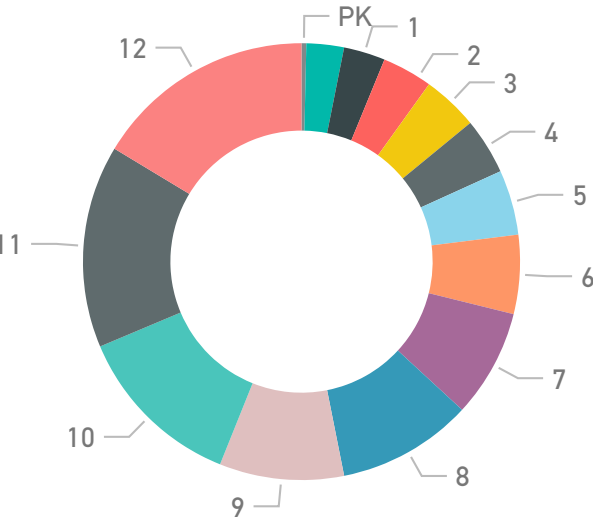
schoolYear 2013-2014 2014-2015 2015-2016 2016-2017 2017-2018 2018-2019 2019-2020



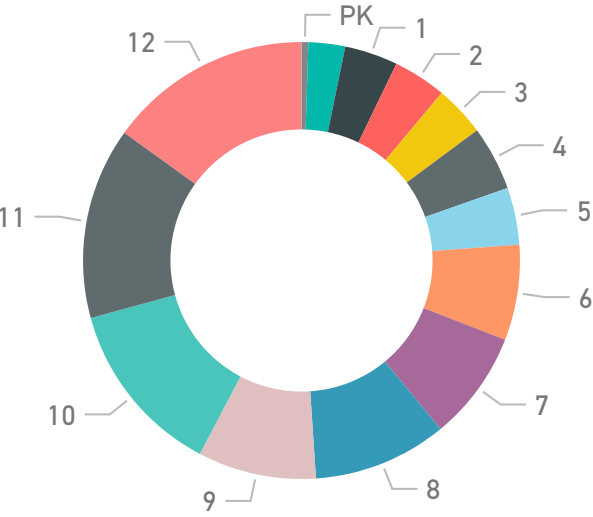
Capistrano Connections Academy

August 31, 2019

Enrolled Students by Final Grade



Enrolled Students Prior Year by Final Grade



Grade Distribution

ReportPeriod	SameMonthPriorYear		PriorEOY		CurrentMonth	
GradeDistribution	Students	%CT Students	Students	%CT Students	Students	%CT Students
PK-2	372	11%	431	10%	336	10%
PK	17	1%	20	0%	12	0%
KG	91	3%	122	3%	94	3%
1	132	4%	141	3%	104	3%
2	132	4%	148	4%	126	4%
3-5	428	13%	467	11%	444	13%
3	126	4%	129	3%	140	4%
4	160	5%	157	4%	141	4%
5	142	4%	181	4%	163	5%
6-8	842	25%	1027	25%	808	24%
6	237	7%	254	6%	198	6%
7	272	8%	340	8%	271	8%
8	333	10%	433	11%	339	10%
9-12	1713	51%	2191	53%	1800	53%
9	294	9%	449	11%	312	9%
10	438	13%	571	14%	426	13%
11	476	14%	620	15%	508	15%
12	505	15%	551	13%	554	16%
Total	3355	100%	4116	100%	3388	100%

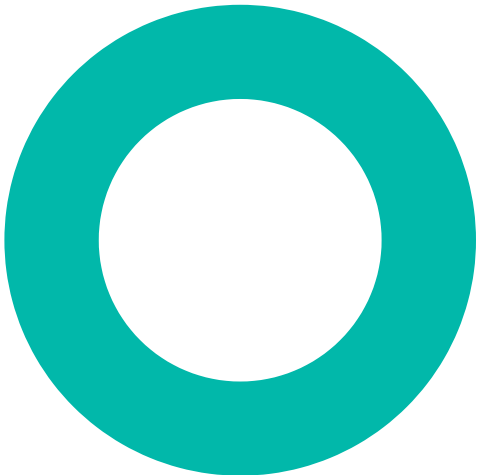
Capistrano Connections Academy
August 31, 2019

Total YTD Enrollment by Withdrawal Category



Enrolled, Not Grad 100.0%

Total YTD Enrollment Prior Year by Withdrawal Category



Enrolled, Not Grad 100.0%

Total YTD Enrollment

ReportPeriod	SameMonthPriorYear		PriorEOY		CurrentMonth	
Withdrawal Category	Student Count	%CT Student Count	Student Count	%CT Student Count	Student Count	%CT Student Count
Enrolled, Not Grad	3355	100%	4116	77%	3389	100%
Graduated			57	1%		
Prior To Engagement			230	4%		
Withdrawal During School Year			952	18%		
Total	3355	100%	5355	100%	3389	100%

Enrollment Services Complete (Stage 4)

3506

Withdrawal Reason

Withdrawal Reason ▲	PriorEOY
Deceased	1
Different/Better Schooling Option (Not related to socialization)	537
Getting started with the school was too difficult	5
Inactivity	1
Life change	131
Mismatch Academic	44
Mismatch Family Schedule	6
Regulation	186
Student wants more socialization	34
Unhappy with the school (teachers, leadership)	7

Capistrano Connections Academy

August 31, 2019

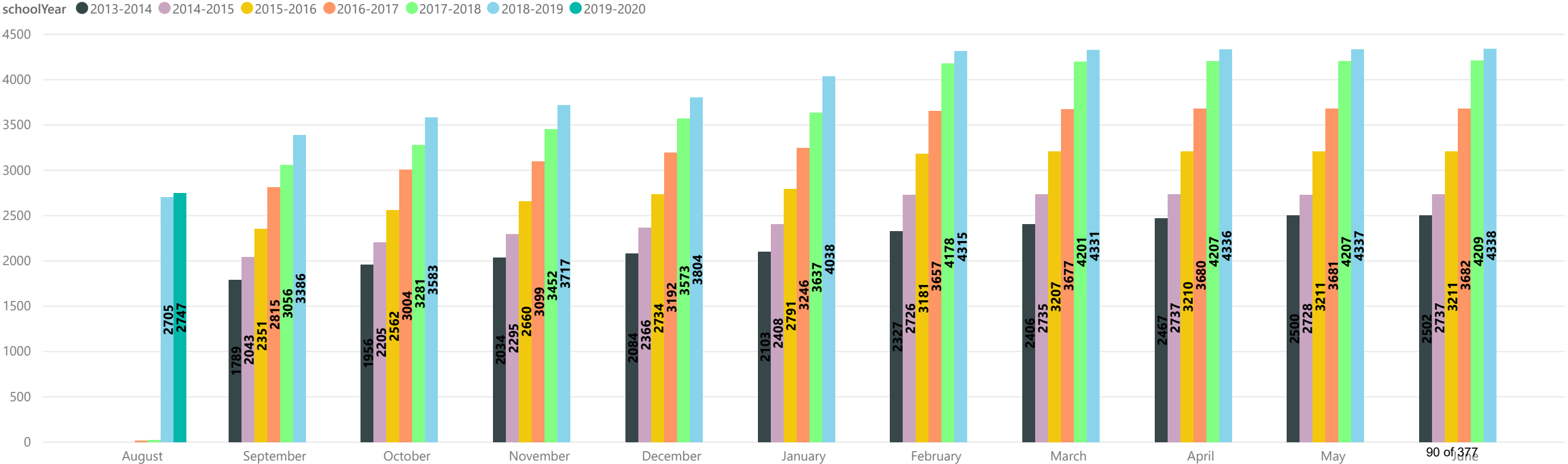
Household Data

Household Data	SameMonthPriorYear	PriorEOY	CurrentMonth
Active	2705	3360	2747
Graduated		57	
WD During School Year		792	
WD Prior To Engagement		216	

Students Per Active Household

	SameMonthPriorYear	PriorEOY	CurrentMonth
	1.24	1.23	1.23

Monthly Total Households



Capistrano Connections Academy

August 31, 2019

Ethnicity

Ethnicity ▲	SameMonthPriorYear	PriorEOY	CurrentMonth
Hispanic or Latino	1208	1446	1296
Not Hispanic or Latino	2147	2670	2092

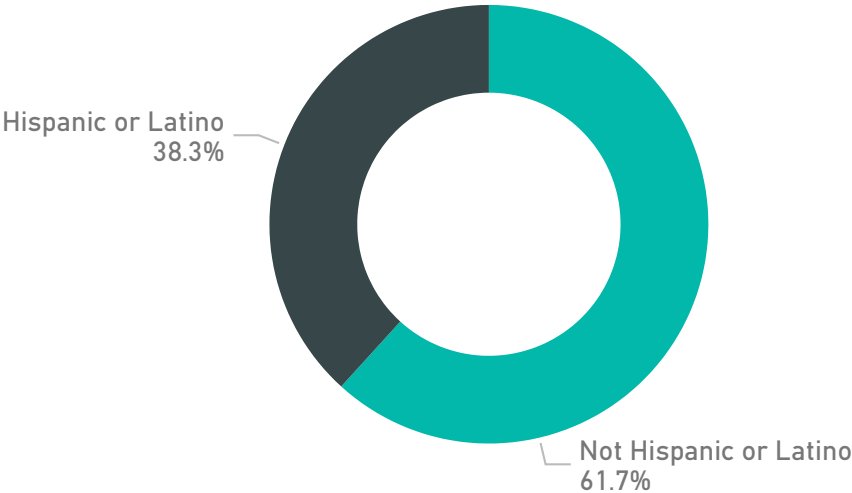
Race

Race ▲	SameMonthPriorYear	PriorEOY	CurrentMonth
American Indian or Alaskan Native	217	283	237
Asian	382	468	416
Black/African American	657	839	613
Native Hawaiian or Other Pacific Islander	103	124	92
White	2394	2932	2410

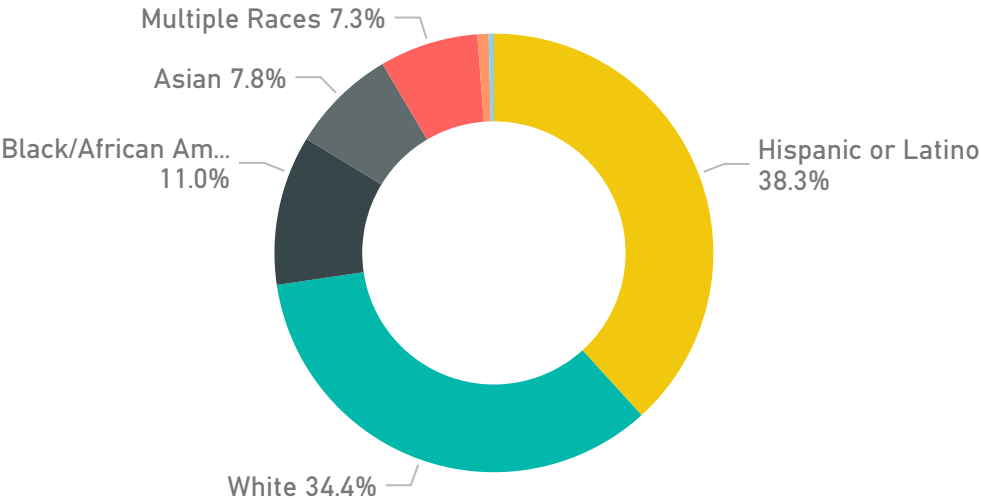
Distinct Race/Ethnicity

Distinct Race/Ethnicity ▲	SameMonthPriorYear	PriorEOY	CurrentMonth
American Indian or Alaskan Native	13	20	12
Asian	236	280	265
Black/African American	411	511	374
Hispanic or Latino	1208	1446	1296
Multiple Races	256	340	246
Native Hawaiian or Other Pacific Islander	35	31	28
Not Indicated	1	1	1
White	1195	1487	1166

Enrolled Students by Ethnicity



Enrolled Students by Distinct Race/Ethnicity



Capistrano Connections Academy

August 31, 2019

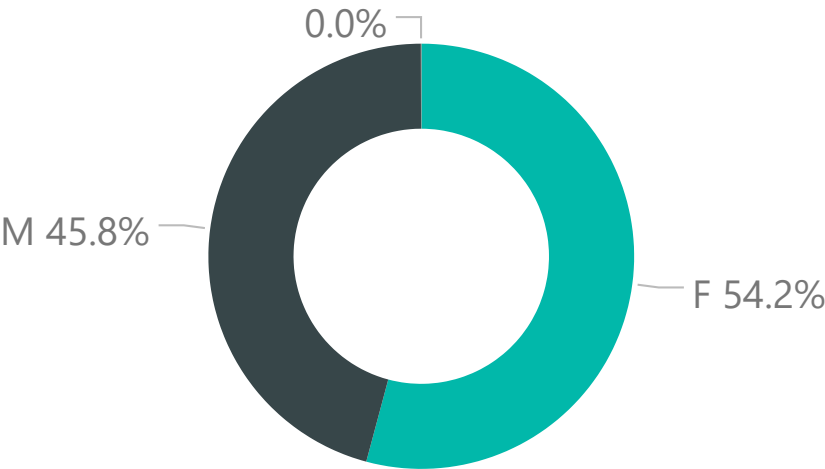
Gender

Gender	SameMonthPriorYear	PriorEOY	CurrentMonth
	1	1	1
F	1809	2255	1835
M	1545	1860	1552

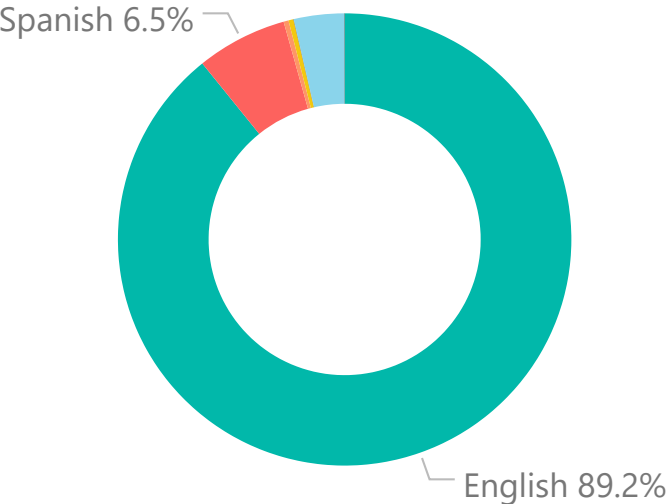
Primary Language

Home Language	SameMonthPriorYear	PriorEOY	CurrentMonth
English	2083	3689	3022
Spanish	148	266	219
Russian	6	8	12
Arabic	5	16	12
Urdu	1	2	1
Another Language	82	134	121
No Language Reported	1030	1	1

Enrolled Students by Gender



Enrolled Students by Language



Capistrano Connections Academy

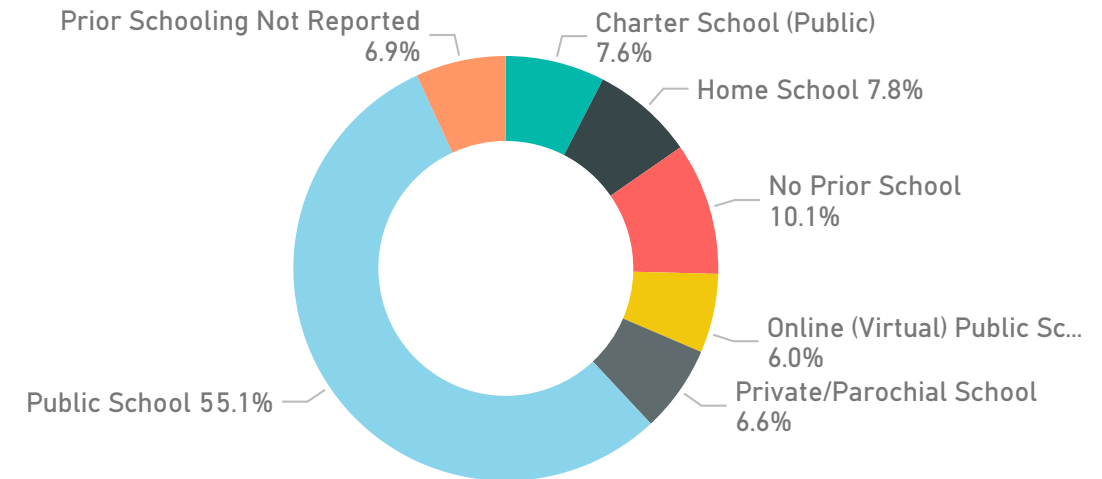
August 31, 2019

Prior Schooling

Prior Schooling ▲	SameMonthPriorYear	PriorEOY	CurrentMonth
Charter School (Public)	251	302	256
Home School	245	280	264
No Prior School	256	461	341
Online (Virtual) Public School	218	274	204
Private/Parochial School	214	274	224
Public School	1747	2335	1866
Prior Schooling Not Reported	424	190	233

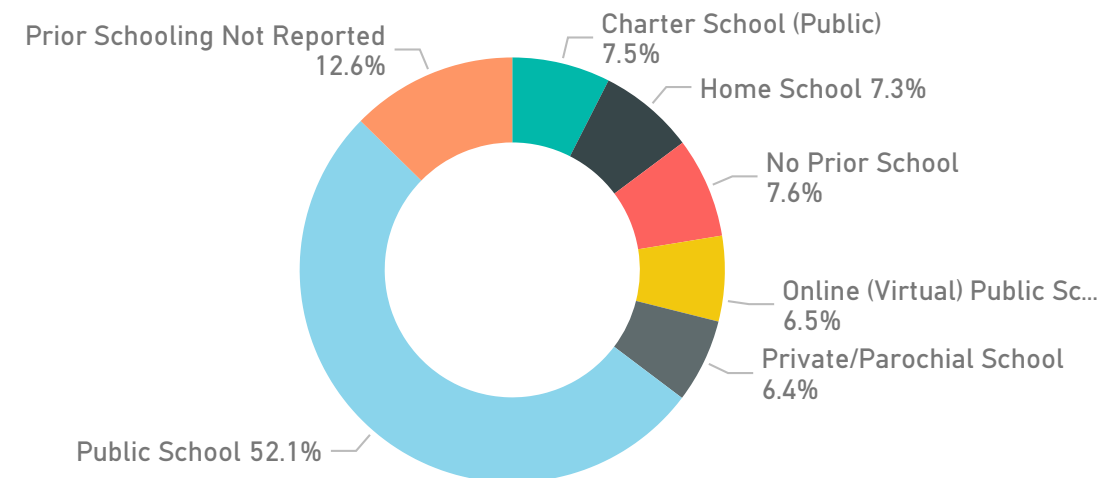
Prior Schooling

August 31, 2019



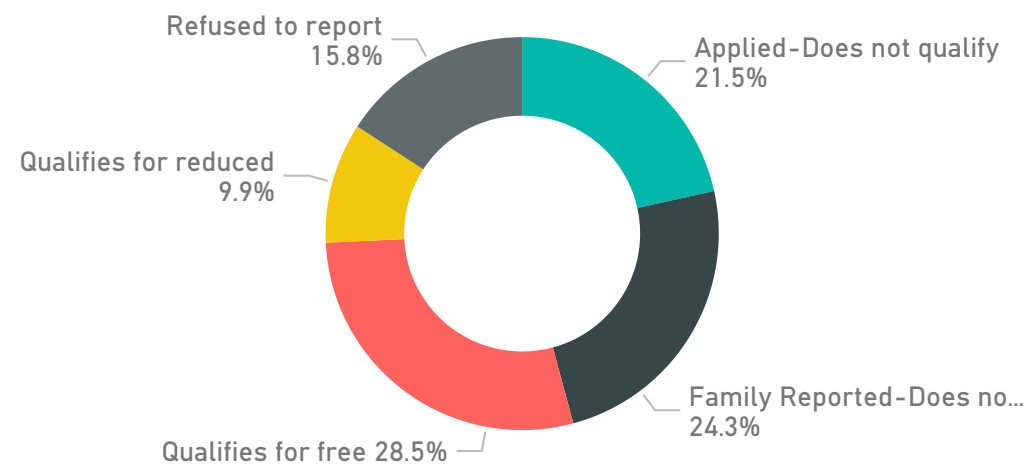
Prior Schooling

August 31, 2018

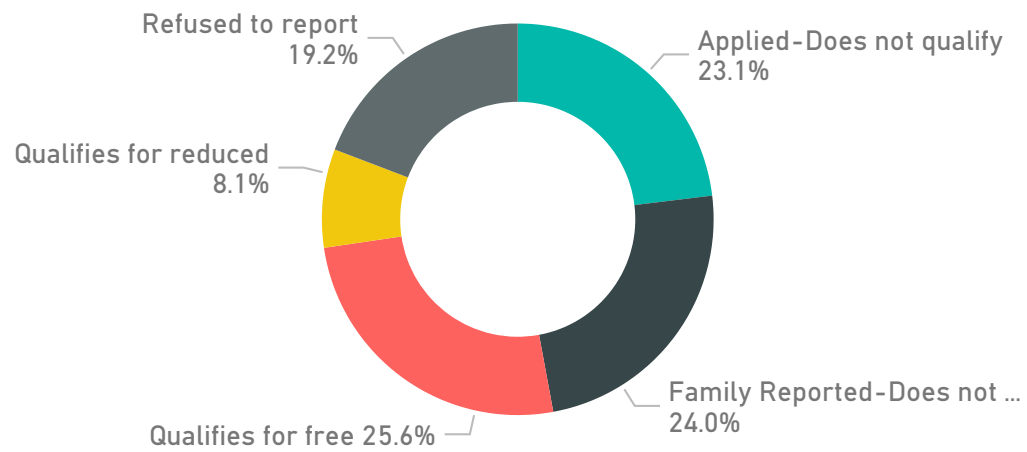


Capistrano Connections Academy
August 31, 2019

FARM Eligibility
August 31, 2019

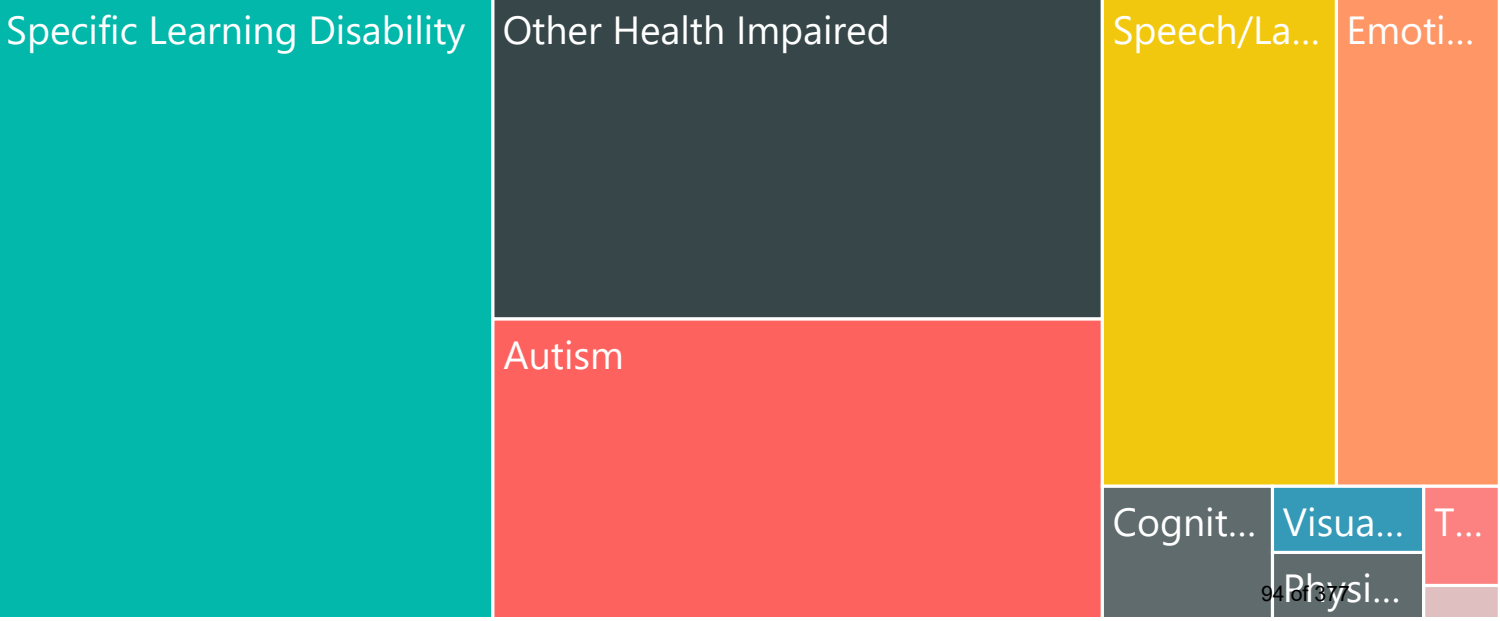


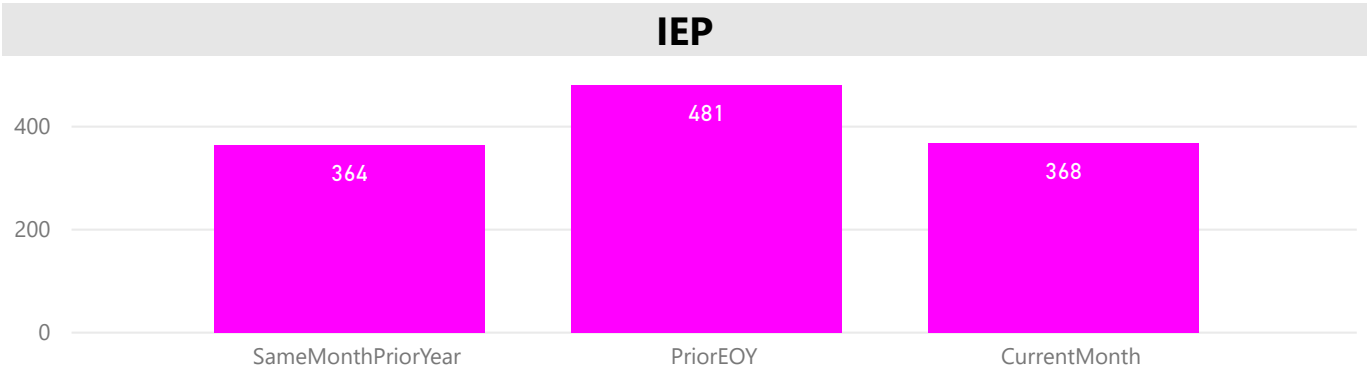
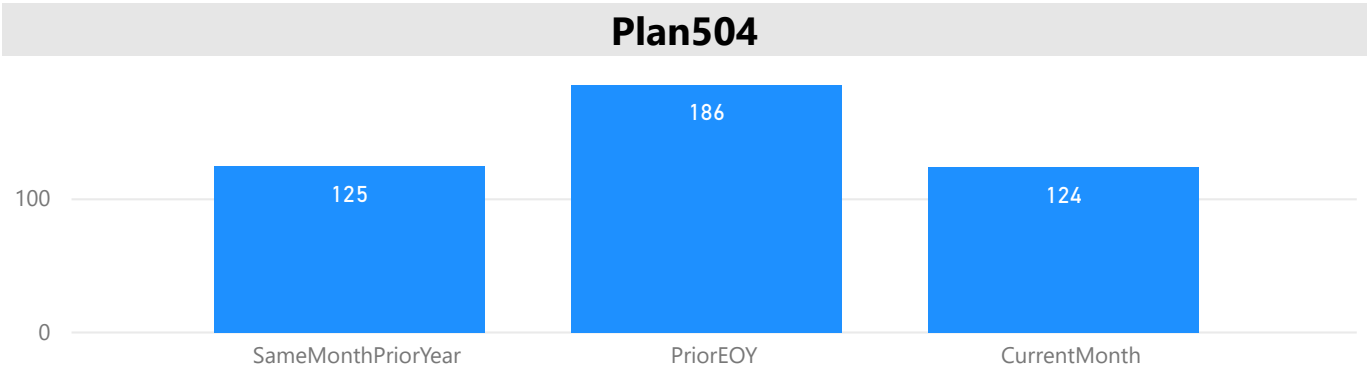
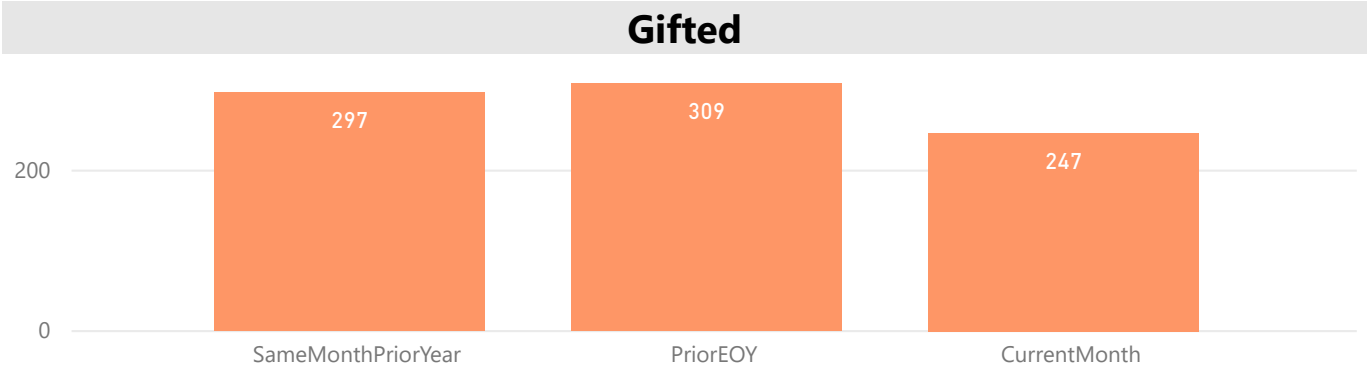
FARM Eligibility
August 31, 2018



Disability

Disability	SameMonthPriorYear	PriorEOY	CurrentMonth
Autism	69	100	73
Cognitive Disability	9	8	9
Emotionally Impaired	33	48	32
Hearing Impaired	4	3	1
Multiple Disabilities		2	
Other Health Impaired	87	100	79
Physical Disability	4	5	4
Specific Learning Disability	110	162	124
Speech/Language Impaired	45	52	46
Traumatic Brain Injury	2	3	3
Visually Impaired	2	4	4





Currently Enrolled

3388

Gifted

7%

Plan504

4%

IEP

11%

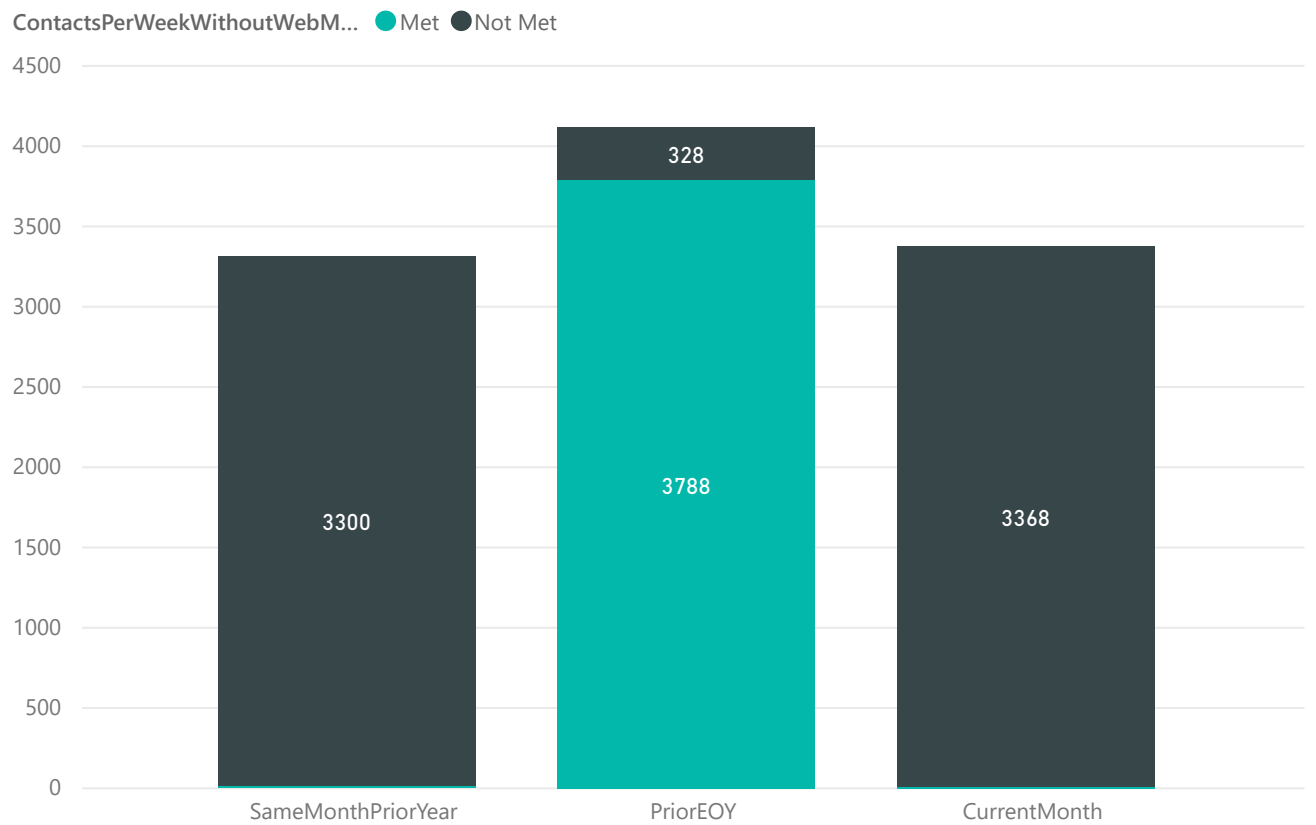
Not in Special Population

79%

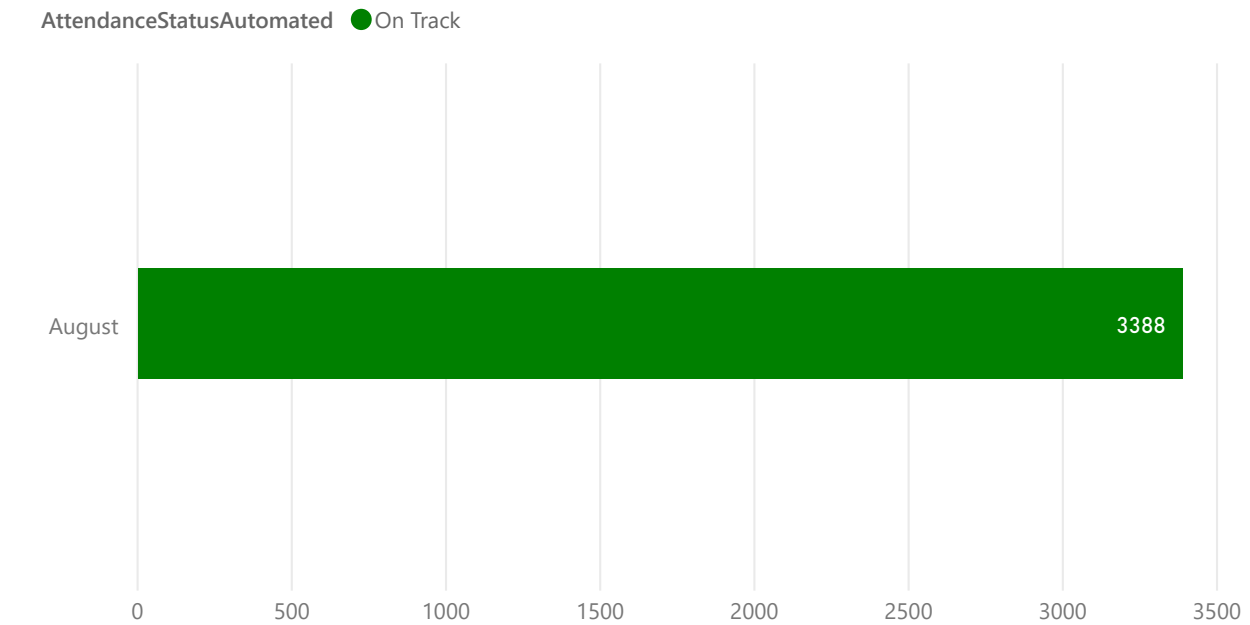
Capistrano Connections Academy

August 31, 2019

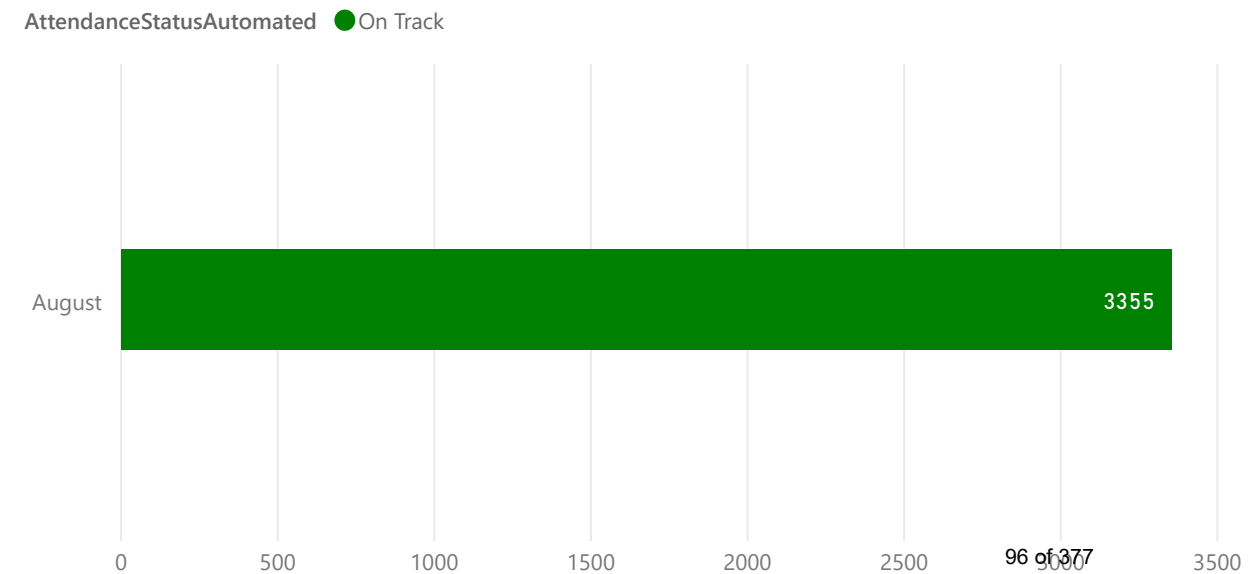
Contacts Per Week



School Year: 2019-2020



School Year: 2018-2019



Currently Enrolled

3388

Capistrano Connections Academy

August 31, 2019

Average Participation

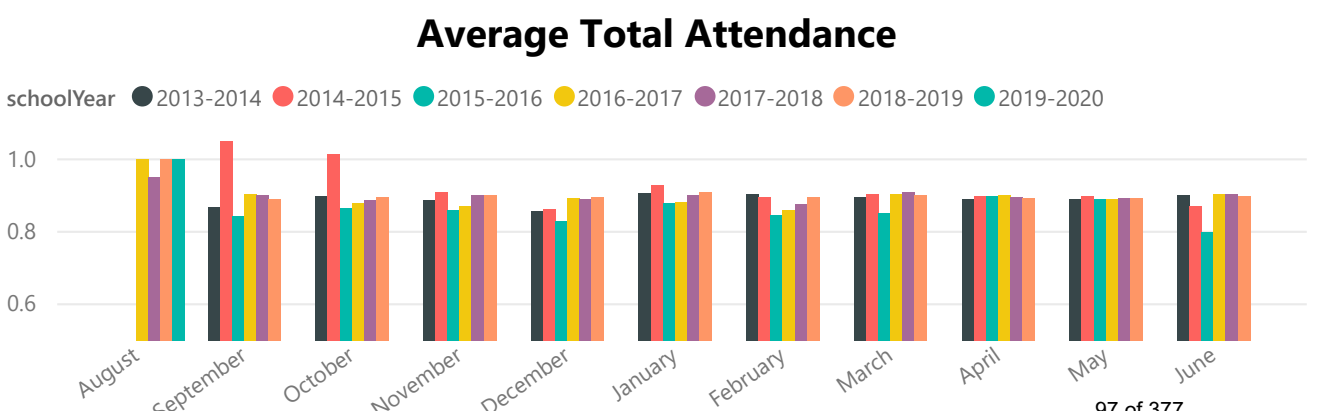
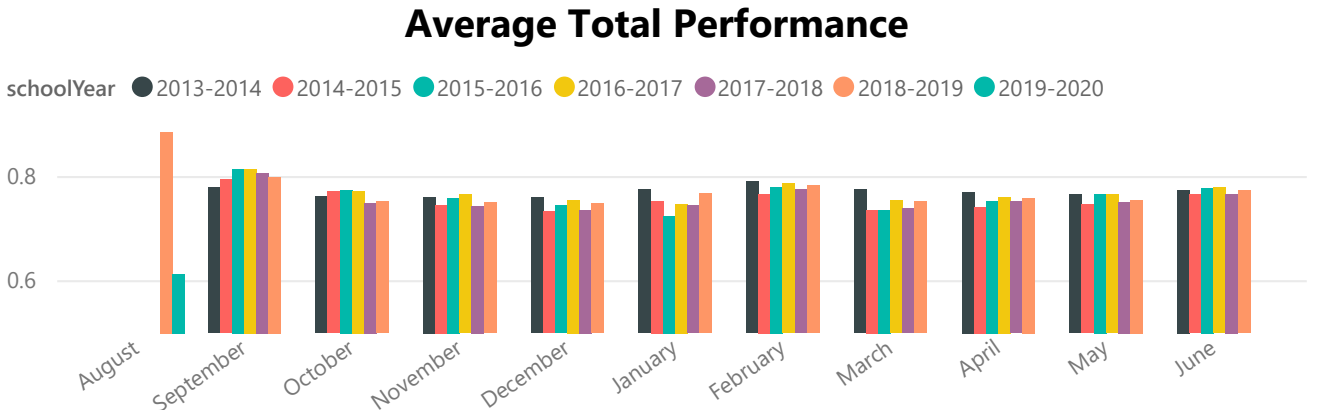
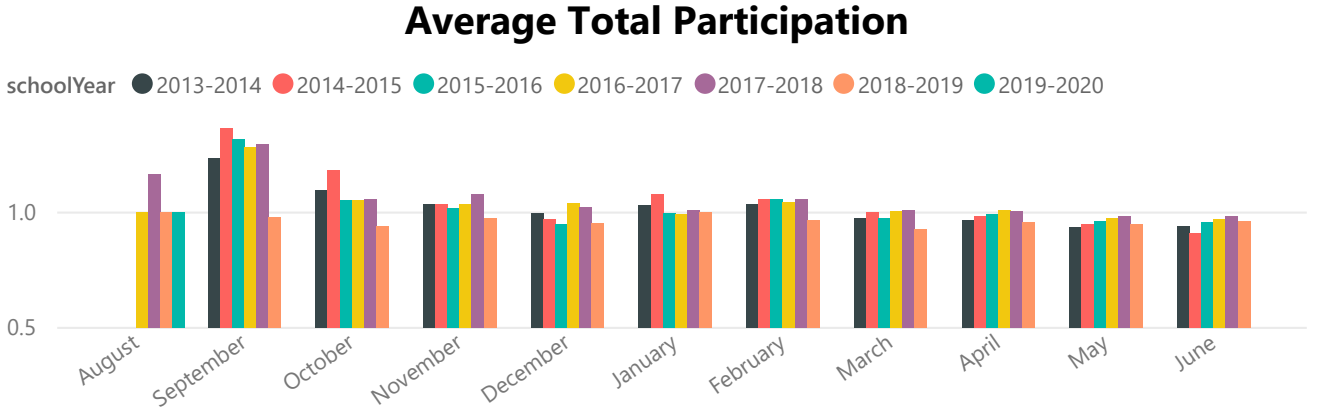
GradeDistribution	SameMonthPriorYear	PriorEOY	CurrentMonth
PK-2	100%	99%	100%
3-5	100%	99%	100%
6-8	100%	99%	100%
9-12	100%	94%	100%
Total	100%	96%	100%

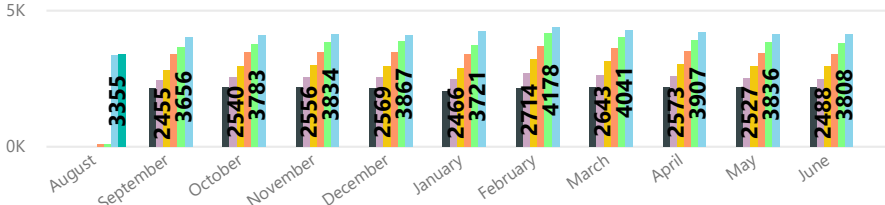
Average Performance

GradeDistribution	SameMonthPriorYear	PriorEOY	CurrentMonth
PK-2		88%	
3-5		77%	53%
6-8	88%	77%	53%
9-12	89%	75%	64%
Total	89%	77%	61%

Average Attendance

GradeDistribution	SameMonthPriorYear	PriorEOY	CurrentMonth
PK-2	100%	94%	100%
3-5	100%	94%	100%
6-8	100%	94%	100%
9-12	100%	87%	100%
Total	100%	90%	100%



Currently Enrolled 3388		Total YTD Enrolled 3389		Capistrano Connections Academy August 31, 2019				Current Enrollment Month-Over-Month Change N/A							
Enrollment Services Complete (Stage 4) 3506								Current Enrollment Year-Over-Year Change 1%							
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>						ReportPeriod		SameMonthPriorYear		CurrentMonth					
						Withdrawal Category		Student Count		%CT Student Count		Student Count		%CT Student Count	
						Enrolled, Not Grad		3355		100%		3389		100%	
						Total		3355		100%		3389		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		2705		2747		1.24		1.23	
New		1159	34.55%	1064	31.40%										
Returning		2196	65.45%	2324	68.60%										
Grade Distribution						Withdrawal Reason									
ReportPeriod		SameMonthPriorYear		CurrentMonth		Withdrawal Reason									
GradeDistribution		Students	%CT Students	Students	%CT Students										
PK-2		372	11%	336	10%										
PK		17	1%	12	0%										
KG		91	3%	94	3%										
1		132	4%	104	3%										
2		132	4%	126	4%										
3-5		428	13%	444	13%										
3		126	4%	140	4%										
4		160	5%	141	4%										
5		142	4%	163	5%										
6-8		842	25%	808	24%										
6		237	7%	198	6%										
7		272	8%	271	8%										
8		333	10%	339	10%										
9-12		1713	51%	1800	53%										
9		294	9%	312	9%										
10		438	13%	426	13%										
11		476	14%	508	15%										
12		505	15%	554	16%										
Total		3355	100%	3388	100%										

98 of 377

Gender		
Gender	SameMonthPriorYear	CurrentMonth
	1	1
F	1809	1835
M	1545	1552

Primary Language		
Home Language	SameMonthPriorYear	CurrentMonth
English	2083	3022
Spanish	148	219
Russian	6	12
Arabic	5	12
Urdu	1	1
Another Language	82	121
No Language Reported	1030	1

Ethnicity		
Ethnicity	SameMonthPriorYear	CurrentMonth
Hispanic or Latino	1208	1296
Not Hispanic or Latino	2147	2092

Race		
Race	SameMonthPriorYear	CurrentMonth
American Indian or Alaskan Native	217	237
Asian	382	416
Black/African American	657	613
Native Hawaiian or Other Pacific Islander	103	92
White	2394	2410

Household FARM Eligibility		
HouseholdFARMEligibility	SameMonthPriorYear	CurrentMonth
Applied-Does not qualify	681	645
Family Reported-Does not qualify	741	740
Qualifies for free	736	837
Qualifies for reduced	237	294
Refused to report	595	497

Capistrano Connections Academy August 31, 2019		
Disability		
Disability	SameMonthPriorYear	CurrentMonth
Autism	69	73
Cognitive Disability	9	9
Emotionally Impaired	33	32
Hearing Impaired	4	1
Other Health Impaired	87	79
Physical Disability	4	4
Specific Learning Disability	110	124
Speech/Language Impaired	45	46
Traumatic Brain Injury	2	3
Visually Impaired	2	4

Gifted		
Gifted	SameMonthPriorYear	CurrentMonth
Yes	297	247

Plan 504		
Plan504	SameMonthPriorYear	CurrentMonth
504	125	124

IEP		
IEP	SameMonthPriorYear	CurrentMonth
IEP	364	368

Gifted	Plan504
7%	4%
IEP	Not in Special Population
11%	79%

Distinct Race/Ethnicity		
Distinct Race/Ethnicity	SameMonthPriorYear	CurrentMonth
American Indian or Alaskan Native	13	12
Asian	236	265
Black/African American	411	374
Hispanic or Latino	1208	1296
Multiple Races	256	246
Native Hawaiian or Other Pacific Islander	35	28
Not Indicated	1	1
White	1195	1166

Prior Schooling		
Prior Schooling	SameMonthPriorYear	CurrentMonth
Charter School (Public)	251	256
Home School	245	264
No Prior School	256	341
Online (Virtual) Public School	218	204
Private/Parochial School	214	224
Public School	1747	1866
Prior Schooling Not Reported	424	233

Capistrano Connections Academy
August 31, 2019

Contacts Per Week

ContactsPerWeekWithoutWebMail	SameMonthPriorYear	CurrentMonth
Met	17	8
Not Met	3300	3368

Attendance Status

AttendanceStatusAutomated	SameMonthPriorYear	CurrentMonth
On Track	3355	3388

Average Participation

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	100%	100%
3-5	100%	100%
6-8	100%	100%
9-12	100%	100%
Total	100%	100%

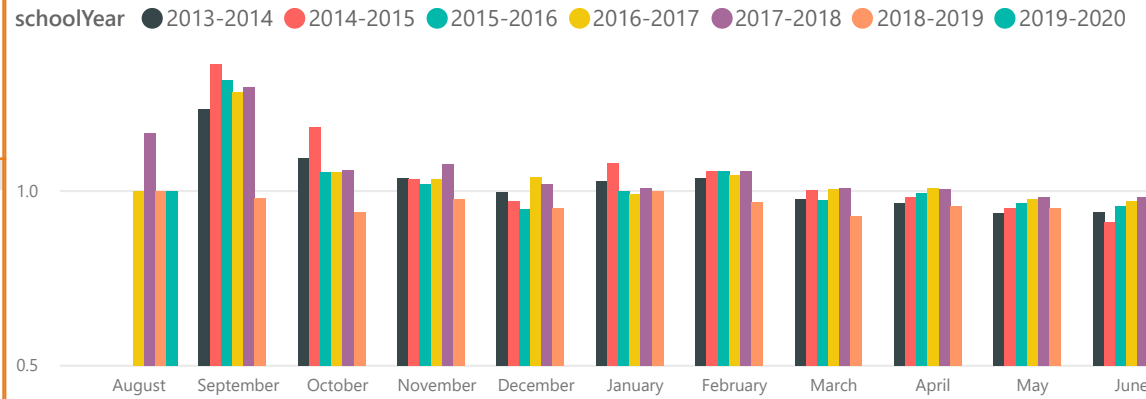
Average Performance

GradeDistribution	SameMonthPriorYear	CurrentMonth
3-5		53%
6-8	88%	53%
9-12	89%	64%
Total	89%	61%

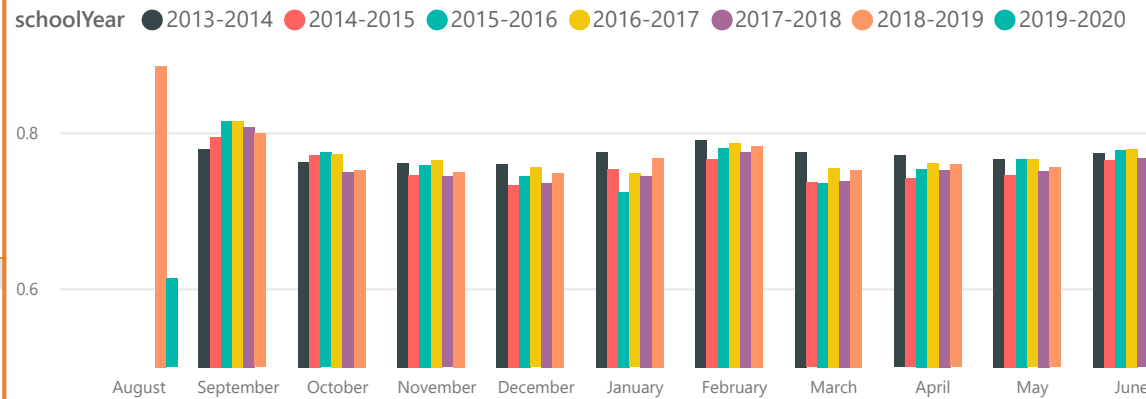
Average Attendance

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	100%	100%
3-5	100%	100%
6-8	100%	100%
9-12	100%	100%
Total	100%	100%

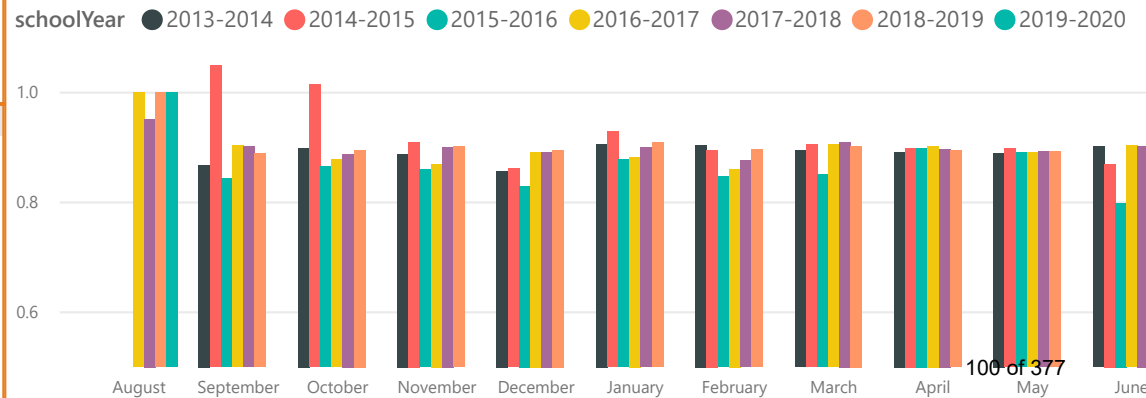
Average Total Participation



Average Total Performance



Average Total Attendance





Principals' Report **California Connections Academy Schools** **2019-20**

Month for Report: September

Enrollment Update

DATA as of September 9, 2019							
	SoCal	Ripon	Central	North Bay	Central Coast	Monterey Bay	All CalCA
Enrolled	3861	1202	521	176	41	248	6049
Approved	76	22	11	8	2	13	132
Pre-Approved	1442	514	263	85	31	109	2444
Applicant	1707	653	294	111	60	174	2999

Field Trip Update

Total Attendance* for Recent Field Trips

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

Upcoming Field Trips

Northern Region - Monterey Bay, North Bay, and Ripon

- 9/25: Fall Festival
- 10/13: Sandhill Crane Tour

Central Region - Central and Central Coast

- 9/23: Fall Festival
- 10/4: Raphio Micro-Chocolate Factory
- 10/7: Bravo Farms

Southern Region - Southern California

- 9/20: LA Fair Homeschool Day
- 9/24: Fall Festival
- 10/9: Claremont College Tour

Virtual

- 9/19: Los Maya: A Tour of Mayan Ruins

Outreach Update

- ***August “School Prep” Parties - new family onboarding events***

Online “party” for new parents from Monterey Bay and Central Coast with fourteen people in attendance. Co-hosted by our very own Dr. Richard Savage and other CalCA staff.

Hosted 12 in-person parties statewide representing all four current school sites.

Attended by over 450 people and approximately 100 staff members. Largest event took place in Ontario with 96 attendees (excluding teachers):

Day	Date	School	City	Number of families	Attendance (excluding staff)	Avg # of staff
Tuesday	8/20/19	Monterey Bay and Central Coast	Online webinar-ON24	14	14	8
Wednesday	8/21/19	SoCal	Irvine	23	66	10
Wednesday	8/21/19	Ripon	Ripon	5	27	7
Thursday	8/22/19	SoCal	Los Angeles	16	49	10
Thursday	8/22/19	North Bay	Santa Rosa	7	22	5
Thursday	8/22/19	Central	Fresno	9	37	10
Thursday	8/22/19	Ripon	Concord	5	20	7
Monday	8/26/19	SoCal	Ontario	31	96	10
Monday	8/26/19	Ripon	Elk Grove	8	29	10
Tuesday	8/27/19	SoCal	San Diego	10	31	10
Tuesday	8/27/19	Central	Visalia	5	29	13
Wednesday	8/28/19	Ripon	Newark	3	9	7
Thursday	8/29/19	Central	Bakersfield	9	29	13
TOTAL:				145	458	120

- Marketing team and staff hosted two virtual information sessions and will be hosting two in September.
- Back to school PR efforts have resulted in numerous press inquiries from Central, North Bay and Ripon reporters.

- **Family Relationship Team:** Enhancing program and will launch outreach to new families the week of September 16. Will include a new interactive message board, updated regionalized secret Facebook pages for Learning Coaches and outbound calling campaign to new parents.

SITE REPORTS

Northern Region:

Kara Mannix, High School Principal

Site Administrator for Monterey Bay, North Bay, and Ripon

We have had an excellent start to the school year with teacher and staff working hard to ensure every family has a warm welcome and a strong start to the school year. We are excited to see the numbers growing for the new Monterey Bay school, and can't wait to see everyone in person at our first Northern Regional event in Antioch on Wednesday, September 25.

Central Region:

Marcus White, Elementary Principal

Site Administrator for Central and Central Coast

It has been fast and furious for us here at Central. We have welcomed so many new families to our school. Our teachers have risen to the occasion. They have been focused on helping our students get off to a successful start. I continue to be impressed with our team's focus on building relationships and really getting to know families. We could not be more thrilled to see our families in person at our Fall Festival on Monday, September 23rd in Bakersfield.

Southern Region:

Heather Tamayo, Middle School Principal

Site Administrator of Southern California

The start to the 2019/2020 school year has certainly been a busy one! The Southern California office has had the privilege of hosting many of our new teachers. Our gracious staff has welcomed them and provided them with in-person training, to get our newest colleagues off to a

strong start. At this moment, our office is preparing for one of our biggest events of the year, the Fall Festival, on September 24, 2019. Jon Sturtevant and Melissa Kolbeck are working hard to get staff organized into important roles, as well working with the site and vendors to be sure that our families have the warm, inviting experience that they deserve.

**California Online Public Schools
Revenue and Expense Statement
For the Period Ended August 31, 2019**

	July-18 Actual	August-18 Actual	YTD Actual	Annual Forecast	Annual Budget	Forecast vs Budget
Forecasted Enrollment						
Forecasted ADM				7,067	7,067	-
Forecasted Total Enrollment				9,563	9,563	-
Forecasted Funded Enrollment				6,362	6,362	-
Revenue						
State Funding	55.00	43,190.00	43,245.00	34,710,831.01	34,667,651	43,180
Federal & Other Program Funding	-	-	-	1,873,700.00	1,873,700	0
Local Aid	-	-	-	28,837,332.00	28,837,332	0
Other Funding Sources	4,376.04	55.88	4,431.92	191,830.03	188,330	3,500
Total Revenue	4,431.04	43,245.88	47,676.92	65,613,693.04	65,567,013	46,680
Program Expenses						
Compensation Expense						
Administration Staff	339,291.44	348,782.92	688,074.36	4,604,469.10	4,604,469	0
Instructional Staff	247,948.69	465,616.09	713,564.78	27,169,527.97	27,169,528	0
Total Compensation Expense	587,240.13	814,399.01	1,401,639.14	31,773,997.07	31,773,997	0
Fee Based Expenses						
Enrollment/Unit Based Fees	1,886,518.17	1,814,014.99	3,700,533.16	23,256,587.50	23,245,797	(10,791)
Revenue Based Fees	450,658.44	450,658.41	901,316.84	5,412,047.20	5,407,901	(4,146)
Total Fee Based Expenses	2,337,176.61	2,264,673.40	4,601,850.00	28,668,634.70	28,653,698	(14,937)
Other School Expenses						
Assessment	5,536.00	464.53	6,000.53	707,102.77	706,968	(135)
Authorizer Oversight	55,478.71	55,478.71	110,957.42	665,744.42	664,142	(1,603)
Employee Related	1,341.53	3,180.33	4,521.86	801,813.74	801,814	0
Facilities	48,427.16	105,338.68	153,765.84	959,028.95	904,310	(54,719)
Governance	791,296.72	3,627.98	794,924.70	146,842.31	144,874	(1,968)
Internet Service Provider	-	-	-	321,500.00	321,500	0
Instructional	-	136,070.49	136,070.49	351,457.28	321,254	(30,204)
Professional Services	20.00	9,724.99	9,744.99	284,007.58	283,510	(498)
Student Related	(16,810.50)	8,189.30	(8,621.20)	1,606,460.00	1,606,460	0
Taxes	38,186.57	232,178.10	270,364.67	450,730.60	398,149	(52,582)
Pending Allocation	55,485.72	299,476.64	354,962.36	-	0	0
Total Other School Expenses	978,961.91	853,729.75	1,832,691.66	6,294,687.65	6,152,980	(141,707)
Adjustments and Credits						
Discretionary Service Credit	-	-	-	(552,000.00)	(1,034,000)	(482,000)
Total Adjustments and Credits	-	-	-	(552,000.00)	(1,034,000)	(482,000)
Total Program Expenses	3,903,378.65	3,932,802.16	7,836,180.81	66,185,319.42	65,546,675	(638,644)
Net Increase (Decrease)	(3,898,947.61)	(3,889,556.28)	(7,788,503.89)	(571,626.38)	20,338	
Beginning fund balance	1,262,745.80	(2,636,201.81)	1,262,745.80	1,262,745.80		
Ending fund balance	(2,636,201.81)	(6,525,758.09)	(6,525,758.09)	691,119.42		

**California Online Public Schools
Balance Sheet
August 31, 2019**

ASSETS

Cash and Short Term Investments:

Checking	\$	278,883.08
Payroll		1,390,132.81
Checking - CALOPS		2,388,466.67
Savings - CALOPS		1,103,500.53
OCDE Cash Account		6,681,253.49
Petty Cash		284.80

Total Cash and Short Term Investments	11,842,521.38
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Other Current Assets:

Pupil Funding	2,338,821.91
SPED Funding State	154,247.00
Other State Receivables	224,582.90
Federal Programs	1,207,515.22
Due from CalOPS Schools	-
Prepaid Expenses	83,557.64

Total Other Current Assets	4,008,724.67
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Total Current Assets	15,851,246.05
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Fixed Assets:

Office Equipment - Shelving System	32,521.50
Accumulated Depreciation	(1,806.80)

Net Fixed Assets	30,714.70
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Other Assets:

Ripon Unified School District - Science Lab Deposit	300.00
Rent Deposit InterPres Corporation	20,287.30
Utilities Deposit	100.00

Total Other Assets	20,687.30
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Total Assets	\$ 15,902,648.05
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LIABILITIES

Current Liabilities:

Due to (from) Pearson Online and Blended Learning	\$	20,425,901.79
CalOPS Payroll Liability		0.00
Pension Payable		541,751.10
Accrued Compensation		407,718.63
Accrued Expenses		65,581.52
Deferred Revenue		754,461.75
Accounts Payable		232,991.35

Total Current Liabilities	22,428,406.14
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Total Liabilities	22,428,406.14
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FUND BALANCE

Beginning Fund Balance	1,262,745.80
Change in Fund Balance	(7,788,503.89)

Ending Fund Balance	(6,525,758.09)
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Total Liabilities and Fund Balance	\$ 15,902,648.05
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California Connections Academy @ North Bay
Revenue and Expense Statement
For the Period Ended August 31, 2019

	July-19 Actual	August-19 Actual	YTD Actual	Annual Forecast	Annual Budget	Forecast vs Budget \$	Forecast vs Budget %
Forecasted Enrollment							
Forecasted ADM				263	263	-	0.00%
Forecasted Total Enrollment				377	377	-	0.00%
Forecasted Funded Enrollment				234	234	-	0.00%
Revenue							
State Funding	-	-	-	1,662,841.34	1,662,841.34	-	0.00%
Federal & Other Program Funding	-	-	-	74,300.00	74,300.00	-	0.00%
Local Aid	-	-	-	651,222.00	651,222.00	-	0.00%
Other Funding Sources	14.37	6.74	21.11	6,683.97	6,683.97	-	0.00%
Total Revenue	14.37	6.74	21.11	2,395,047.31	2,395,047.31	-	0.00%
Program Expenses							
Compensation Expense							
Administration Staff	12,621.64	12,974.72	25,596.37	171,356.35	171,356.35	-	0.00%
Instructional Staff	13,103.13	21,200.36	34,303.49	1,011,120.12	1,011,120.12	-	0.00%
Total Compensation Expense	25,724.77	34,175.09	59,899.86	1,182,476.46	1,182,476.46	-	0.00%
Fee Based Expenses							
Enrollment/Unit Based Fees	60,447.87	51,121.33	111,569.20	870,542.78	870,138.74	(404.05)	-0.05%
Revenue Based Fees	16,568.61	16,568.60	33,137.21	198,823.25	198,823.25	-	0.00%
Total Fee Based Expenses	77,016.48	67,689.93	144,706.41	1,069,366.03	1,068,961.98	(404.05)	-0.04%
Other School Expenses							
Assessment	-	-	-	32,792.42	32,792.42	-	0.00%
Authorizer Oversight	1,958.50	1,958.50	3,916.99	23,501.90	23,501.90	-	0.00%
Employee Related	49.90	118.31	168.21	26,382.47	26,382.47	-	0.00%
Facilities	1,474.19	1,466.48	2,940.67	29,614.12	29,614.12	-	0.00%
Governance	29,310.30	47.78	29,358.08	6,403.51	6,333.03	(70.48)	-1.11%
Internet Service Provider	-	-	-	11,000.00	11,000.00	-	0.00%
Instructional	-	3,864.82	3,864.82	11,765.84	9,713.84	(2,052.00)	-21.12%
Professional Services	-	299.50	299.50	16,389.25	16,389.25	-	0.00%
Student Related	-	39.45	39.45	64,430.00	64,430.00	-	0.00%
Taxes	1,302.45	7,590.69	8,893.14	17,261.92	14,854.00	(2,407.92)	-16.21%
Pending Allocation	2,064.07	11,140.53	13,204.60	-	-	-	0.00%
Total Other School Expenses	36,159.41	26,526.06	62,685.46	239,541.43	235,011.02	(4,530.40)	-1.93%
Adjustments and Credits							
Discretionary Service Credit	-	-	-	-	(81,000.00)	81,000.00	-100.00%
Total Adjustments and Credits	-	-	-	-	(81,000.00)	81,000.00	-100.00%
Total Program Expenses	138,900.66	128,391.07	267,291.73	2,491,383.92	2,405,449.47	76,065.55	-3.57%
Net Increase (Decrease)	(138,886.29)	(128,384.33)	(267,270.62)	(96,336.61)	(10,402.16)	(85,934.45)	-826.12%
Beginning fund balance	154,216.55	15,330.25	154,216.55	154,216.55			
Ending fund balance	15,330.25	(113,054.08)	(113,054.08)	57,879.94			

California Connections Academy @ North Bay
Balance Sheet
August 31, 2019

ASSETS

Cash and Short Term Investments:

Checking	\$	46,334.19
Savings		330,997.61

Total Cash and Short Term Investments	377,331.80
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Other Current Assets:

Pupil Funding	20,734.51
SPED Funding State	6,444.00
Other State Receivables	9,400.55
Federal Programs	35,369.29
Due from CalOPS Schools	(3,047.53)
Prepaid Expenses	1,501.09

Total Other Current Assets	70,401.91
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Total Current Assets	447,733.71
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Total Assets	\$	447,733.71
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LIABILITIES

Current Liabilities:

Due to (from) Pearson Online and Blended Learning	\$	361,071.46
CalOPS Payroll Liability		174,661.69
Pension Payable		1,075.61
Accrued Compensation		11,817.93
Accrued Expenses		2,205.70
Deferred Revenue		3,458.00
Accounts Payable		6,497.38

Total Current Liabilities	560,787.77
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Total Liabilities	560,787.77
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FUND BALANCE

Beginning Fund Balance	154,216.55
Change in Fund Balance	(267,270.62)

Ending Fund Balance	(113,054.08)
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Total Liabilities and Fund Balance	\$	447,733.71
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California Connections Academy @ North Bay
Schedule of Revenue
For the Period Ended August 31, 2019

	July-19 Actual	August-19 Actual	YTD Actual	Annual Forecast	Annual Budget	Forecast vs Budget
Revenue						
State Funding						
LCFF / General Purpose Block Grant - State	-	-	-	1,544,912.66	1,544,912.66	-
LCFF / General Purpose Block Grant - State EPA	-	-	-	35,380.00	35,380.00	-
Star Testing Reimbursement	-	-	-	362.42	362.42	-
Lottery	-	-	-	47,736.00	47,736.00	-
Special Education Pass through funds - State	-	-	-	28,450.26	28,450.26	-
One Time State Funding	-	-	-	-	-	-
Mandated Cost Reimbursement	-	-	-	6,000.00	6,000.00	-
Classified Employee PD Grant	-	-	-	-	-	-
Low Performing Student Block Grant	-	-	-	-	-	-
Total State Funding	-	-	-	1,662,841.34	1,662,841.34	-
Federal & Other Programs Funding						
Title I	-	-	-	29,000.00	29,000.00	-
Title II	-	-	-	5,000.00	5,000.00	-
Title IV	-	-	-	13,000.00	13,000.00	-
IDEA	-	-	-	27,000.00	27,000.00	-
E-Rate	-	-	-	300.00	300.00	-
Total Federal & Other Programs Funding	-	-	-	74,300.00	74,300.00	-
Local Funding						
LCFF / General Purpose Block Grant - Local	-	-	-	651,222.00	651,222.00	-
Microsoft Voucher Reimbursement Program	-	-	-	-	-	-
Donations/Tax Credits	-	-	-	-	-	-
Prior Year Revenue Adjustments	-	-	-	-	-	-
Total Local Funding	-	-	-	651,222.00	651,222.00	-
Other Funding						
Interest	14.37	6.74	21.11	500.00	500.00	-
OBL Grant	-	-	-	6,183.97	6,183.97	-
Prior Year Revenue	-	-	-	-	-	-
Total Other Funding	14.37	6.74	21.11	6,683.97	6,683.97	-
Total Revenue	14.37	6.74	21.11	2,395,047.31	2,395,047.31	-

California Connections Academy @ North Bay
Schedule of Fees
For the Period Ended August 31, 2019

	July-19 Actual	August-19 Actual	YTD Actual	Annual Forecast	Annual Budget	Forecast vs Budget
SCHEDULE OF FEES:						
Enrollment/Unit-Based Fees						
Accounting and Regulatory Reporting	858.21	858.21	1,716.42	13,150.00	13,150.00	-
Community Outreach	-	-	-	-	-	-
Connexus Annual License (EMS)	10,298.50	10,298.50	20,597.00	157,800.00	157,800.00	-
Curriculum Postage	827.75	827.75	1,655.50	12,454.20	12,455.49	1.29
Direct Course Instruction Support	-	-	-	-	-	-
Educational Resource Center	2,162.69	2,162.68	4,325.37	33,138.00	33,138.00	-
Enrollment and Records Management	1,003.33	1,003.34	2,006.67	15,096.00	15,097.56	1.56
Facility Support Services	72.50	72.50	145.00	1,674.69	1,674.69	0.00
Hardware/Software - Employees	650.00	650.00	1,300.00	7,844.23	7,832.69	(11.53)
Human Resources Support	1,354.17	1,354.16	2,708.33	16,342.14	16,318.11	(24.02)
ISP Processing Fee	-	773.75	773.75	4,642.50	4,641.40	(1.10)
School Curriculum Supplies	479.17	479.16	958.33	5,781.39	5,768.20	(13.19)
Short-Term Sub Teaching Services	354.00	-	354.00	354.00	-	(354.00)
Special Populations Consultative Services	4,873.12	(4,873.12)	-	58,209.13	58,209.26	0.14
Student Technology Assistance- Laptops	8,898.13	8,898.12	17,796.25	106,777.50	106,752.23	(25.27)
Tangible/Intangible Instr. Materials	26,041.67	26,041.66	52,083.33	393,122.50	393,151.49	28.99
Technical Support and Repairs	2,574.63	2,574.62	5,149.25	39,450.00	39,450.00	-
Voice Over IP Services	-	-	-	4,706.54	4,699.62	(6.92)
Total Enrollment/Unit Based Fees	60,447.87	51,121.33	111,569.20	870,542.78	870,138.74	(404.05)
Revenue-Based Fees						
Marketing Services	1,949.25	1,949.25	3,898.50	23,390.97	23,390.97	-
School Administration	11,695.49	11,695.48	23,390.97	140,345.82	140,345.82	-
Treasury Services	2,923.87	2,923.87	5,847.74	35,086.46	35,086.46	-
Total Revenue Based Fees	16,568.61	16,568.60	33,137.21	198,823.25	198,823.25	-
Total Fee-Based Expenses	77,016.48	67,689.93	144,706.41	1,069,366.03	1,068,961.98	(404.05)
SCHEDULE OF COMPENSATION:						
Administrative Compensation						
Salaries	9,717.79	9,979.34	19,697.13	121,653.29	121,653.29	-
Benefits	2,380.86	2,444.94	4,825.80	29,805.04	29,805.04	-
Pension	161.30	167.94	329.24	12,949.71	12,949.71	-
Taxes	361.69	382.51	744.20	6,948.31	6,948.31	-
Total Administrative Compensation	12,621.64	12,974.72	25,596.37	171,356.35	171,356.35	-
Instructional Compensation						
Salaries	13,122.40	19,227.99	32,350.39	706,681.48	706,681.48	-
Benefits	3,214.99	4,710.86	7,925.85	172,632.84	172,632.84	-
Pension	(3,260.33)	(2,907.05)	(6,167.38)	117,672.16	117,672.16	-
Taxes	26.08	168.56	194.64	14,133.64	14,133.64	-
Total Instructional Compensation	13,103.13	21,200.36	34,303.49	1,011,120.12	1,011,120.12	-
Total Compensation	25,724.77	34,175.09	59,899.86	1,182,476.46	1,182,476.46	-

California Connections Academy @ North Bay
Schedule Other Expenses
For the Period Ended August 31, 2019

	July-19 Actual	August-19 Actual	YTD Actual	Annual Forecast	Annual Budget	Forecast vs Budget
SCHEDULE OF OTHER SCHOOL EXPENSES:						
Assessment						
Student Testing & Assessment Facilities & Services	-	-	-	14,000.00	14,000.00	-
Student Testing & Assessment Travel	-	-	-	10,792.42	10,792.42	-
Student Testing Technology	-	-	-	8,000.00	8,000.00	-
Total Assessment	-	-	-	32,792.42	32,792.42	-
Authorizer Oversight						
District Administrative Fees	-	-	-	-	-	-
District Oversight	1,859.60	1,859.60	3,719.20	22,315.15	22,315.15	-
STRS Reporting	98.90	98.90	197.79	1,186.76	1,186.76	-
Total Authorizer Oversight	1,958.50	1,958.50	3,916.99	23,501.90	23,501.90	-
Employee Related						
Staff Recruiting/Background Checks	10.14	19.12	29.26	1,433.25	1,433.25	-
Staff Training/Prof. Dvlpmt	39.76	96.20	135.96	14,703.87	14,703.87	-
Team Building	-	2.99	2.99	1,529.55	1,529.55	-
Travel and Conferences - Administration	-	-	-	5,373.88	5,373.88	-
Travel and Conferences - Teachers	-	-	-	3,341.93	3,341.93	-
Total Employee Related	49.90	118.31	168.21	26,382.47	26,382.47	-
Facilities						
Copiers/ Reproduction	-	-	-	1,084.84	1,084.84	-
Expensed Furniture and Equipment	-	-	-	1,878.04	1,878.04	-
Internet	-	-	-	1,678.41	1,678.41	-
Maintenance & Repairs	58.86	59.06	117.92	2,255.24	2,255.24	-
Office Postage	0.55	-	0.55	1,395.82	1,395.82	-
Office Rent	1,170.03	1,176.12	2,346.15	13,813.03	13,813.03	-
Office Supplies	34.98	34.37	69.35	1,882.44	1,882.44	-
Rent Operating Expense	118.15	118.15	236.30	1,797.50	1,797.50	-
Rent Storage Unit	-	-	-	450.00	450.00	-
Telephone	-	-	-	1,506.90	1,506.90	-
Utilities	91.62	78.78	170.40	1,871.93	1,871.93	-
Total Facilities	1,474.19	1,466.48	2,940.67	29,614.12	29,614.12	-
Governance						
Accreditation	-	-	-	1,000.00	1,000.00	-
Banking Fees	-	-	-	400.00	400.00	-
Board-Related Expenses	0.56	47.78	48.34	1,424.18	1,424.18	-
Dues - Staff	-	-	-	650.71	650.71	-
Dues - School	386.00	-	386.00	2,600.00	2,600.00	-
Insurance Expenses	28,923.74	-	28,923.74	328.62	258.14	(70.48)
Total Governance	29,310.30	47.78	29,358.08	6,403.51	6,333.03	(70.48)
Internet Service Provider						
ISP Payment Reimbursement	-	-	-	11,000.00	11,000.00	-
Total Internet Service Provider	-	-	-	11,000.00	11,000.00	-
Instructional						
LiveSpeech	-	-	-	800.00	800.00	-
Math Time to Talk	-	-	-	2,694.38	2,694.38	-
Other Curriculum	-	612.82	612.82	3,519.46	3,519.46	-
Science Lab	-	-	-	-	-	-
Science Lab - Other Contracted Services	-	-	-	-	-	-
Summer School	-	3,252.00	3,252.00	3,252.00	1,200.00	(2,052.00)
Title I - SES Tutoring	-	-	-	1,500.00	1,500.00	-
Total Instructional	-	3,864.82	3,864.82	11,765.84	9,713.84	(2,052.00)
Professional Services						
Accounting Services/Audit	-	-	-	9,000.00	9,000.00	-
AERIES	-	-	-	1,900.00	1,900.00	-
Legal Services	-	299.50	299.50	2,791.14	2,791.14	-
Manager Services	-	-	-	-	-	-
Other School Contracted Services	-	-	-	2,474.81	2,474.81	-
Other School Expense	-	-	-	223.29	223.29	-
Total Professional Services	-	299.50	299.50	16,389.25	16,389.25	-
Student Related						
College and Career Grant	-	-	-	-	-	-
Graduation Expense	-	21.02	21.02	5,000.00	5,000.00	-
SPED Related Services	-	-	-	47,000.00	47,000.00	-
Student Activities	-	18.43	18.43	12,430.00	12,430.00	-
Total Student Related	-	39.45	39.45	64,430.00	64,430.00	-
Taxes						
Sales Tax and Use	1,302.45	7,590.69	8,893.14	17,261.92	14,854.00	(2,407.92)
Total Taxes	1,302.45	7,590.69	8,893.14	17,261.92	14,854.00	(2,407.92)
Pending Allocation						
Expenses Pending Allocation	2,064.07	11,140.53	13,204.60	-	-	-
Total Pending Allocation	2,064.07	11,140.53	13,204.60	-	-	-
Total Other Expenses	36,159.41	26,526.06	62,685.46	239,541.43	235,011.02	(4,530.40)

California Connections Academy @ Central
Revenue and Expense Statement
For the Period Ended August 31, 2019

	July-19 Actual	August-19 Actual	YTD Actual	Annual Forecast	Annual Budget	Forecast vs Budget \$	Forecast vs Budget %
Forecasted Enrollment							
Forecasted ADM				574	574	-	0.00%
Forecasted Total Enrollment				816	816	-	0.00%
Forecasted Funded Enrollment				510	510	-	0.00%
Revenue							
State Funding	-	10.00	10.00	4,866,465.25	4,866,465.25	-	0.00%
Federal & Other Program Funding	-	-	-	194,900.00	194,900.00	-	0.00%
Local Aid	-	-	-	238,170.00	238,170.00	-	0.00%
Other Funding Sources	451.67	49.14	500.81	14,678.00	14,678.00	-	0.00%
Total Revenue	451.67	59.14	510.81	5,314,213.25	5,314,213.25	-	0.00%
Program Expenses							
Compensation Expense							
Administration Staff	27,550.46	28,321.17	55,871.64	373,986.85	373,986.85	-	0.00%
Instructional Staff	18,818.35	36,492.94	55,311.29	2,206,779.26	2,206,779.26	-	0.00%
Total Compensation Expense	46,368.82	64,814.12	111,182.93	2,580,766.11	2,580,766.11	-	0.00%
Fee Based Expenses							
Enrollment/Unit Based Fees	149,498.22	129,017.66	278,515.88	1,933,979.93	1,933,134.36	(845.57)	-0.04%
Revenue Based Fees	36,656.11	36,656.11	73,312.21	439,771.32	439,873.31	101.99	0.02%
Total Fee Based Expenses	186,154.33	165,673.77	351,828.09	2,373,751.24	2,373,007.66	(743.58)	-0.03%
Other School Expenses							
Assessment	-	180.00	180.00	48,554.55	48,554.55	-	0.00%
Authorizer Oversight	5,280.38	5,280.38	10,560.76	63,364.52	63,364.52	(0.00)	0.00%
Employee Related	108.94	258.24	367.18	74,668.08	74,668.08	-	0.00%
Facilities	3,217.80	3,200.97	6,418.77	65,150.58	65,150.58	-	0.00%
Governance	64,153.84	1,204.27	65,358.11	12,545.60	12,391.28	(154.32)	-1.25%
Internet Service Provider	-	-	-	29,000.00	29,000.00	-	0.00%
Instructional	-	8,220.49	8,220.49	30,194.76	28,511.76	(1,683.00)	-5.90%
Professional Services	-	653.67	653.67	24,990.00	24,990.00	-	0.00%
Student Related	-	86.12	86.12	188,400.00	188,400.00	-	0.00%
Taxes	3,510.00	17,957.77	21,467.77	43,718.91	38,273.00	(5,445.91)	-14.23%
Pending Allocation	4,505.44	24,317.50	28,822.94	-	-	-	0.00%
Total Other School Expenses	80,776.40	61,359.41	142,135.81	580,587.01	573,303.77	(7,283.23)	-1.27%
Adjustments and Credits							
Discretionary Service Credit	-	-	-	(214,000.00)	(214,000.00)	-	0.00%
Total Adjustments and Credits	-	-	-	(214,000.00)	(214,000.00)	-	0.00%
Total Program Expenses	313,299.54	291,847.30	605,146.84	5,321,104.36	5,313,077.55	(8,026.81)	-0.15%
Net Increase (Decrease)	(312,847.87)	(291,788.16)	(604,636.03)	(6,891.11)	1,135.70	(8,026.81)	
Beginning fund balance	147,906.07	(164,941.80)	147,906.07	147,906.07			
Ending fund balance	(164,941.80)	(456,729.96)	(456,729.96)	141,014.96			

California Connections Academy @ Central
Balance Sheet
August 31, 2019

ASSETS

Cash and Short Term Investments:

Checking	\$	21,574.02
Savings		772,502.92

Total Cash and Short Term Investments		794,076.94
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Other Current Assets:

Pupil Funding	75,039.40
SPED Funding State	7,335.00
Other State Receivables	32,552.68
Federal Programs	103,098.16
Due from CalOPS Schools	(6,000.10)
Prepaid Expenses	8,190.18

Total Other Current Assets		220,215.32
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Total Current Assets		1,014,292.26
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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	\$	1,014,392.26
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LIABILITIES

Current Liabilities:

Due to (from) Pearson Online and Blended Learning	\$	891,383.87
CalOPS Payroll Liability		402,560.55
Pension Payable		2,931.57
Accrued Compensation		32,209.66
Accrued Expenses		5,402.52
Deferred Revenue		52,003.00
Accounts Payable		84,631.05

Total Current Liabilities		1,471,122.22
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Total Liabilities		1,471,122.22
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FUND BALANCE

Beginning Fund Balance	147,906.07
Change in Fund Balance	(604,636.03)

Ending Fund Balance		(456,729.96)
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Total Liabilities and Fund Balance	\$	1,014,392.26
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California Connections Academy @ Central
Schedule of Revenue
For the Period Ended August 31, 2019

	July-19 Actual	August-19 Actual	YTD Actual	Annual Forecast	Annual Budget	Forecast vs Budget
Revenue						
State Funding						
LCFF / General Purpose Block Grant - State	-	-	-	3,959,777.17	3,959,777.17	-
LCFF / General Purpose Block Grant - State EPA	-	-	-	719,505.00	719,505.00	-
Star Testing Reimbursement	-	10.00	10.00	910.02	910.02	-
Lottery	-	-	-	104,040.00	104,040.00	-
Special Education Pass through funds - State	-	-	-	68,233.06	68,233.06	-
One Time State Funding	-	-	-	-	-	-
Mandated Cost Reimbursement	-	-	-	14,000.00	14,000.00	-
Classified Employee PD Grant	-	-	-	-	-	-
Low Performing Student Block Grant	-	-	-	-	-	-
Total State Funding	-	10.00	10.00	4,866,465.25	4,866,465.25	-
Federal & Other Programs Funding						
Title I	-	-	-	98,000.00	98,000.00	-
Title II	-	-	-	14,000.00	14,000.00	-
Title IV	-	-	-	11,000.00	11,000.00	-
IDEA	-	-	-	71,000.00	71,000.00	-
E-Rate	-	-	-	900.00	900.00	-
Total Federal & Other Programs Funding	-	-	-	194,900.00	194,900.00	-
Local Funding						
LCFF / General Purpose Block Grant - Local	-	-	-	238,170.00	238,170.00	-
Microsoft Voucher Reimbursement Program	-	-	-	-	-	-
Donations/Tax Credits	-	-	-	-	-	-
Prior Year Revenue Adjustments	-	-	-	-	-	-
Total Local Funding	-	-	-	238,170.00	238,170.00	-
Other Funding						
Interest	451.67	49.14	500.81	1,200.00	1,200.00	-
OBL Grant	-	-	-	13,478.00	13,478.00	-
Prior Year Revenue	-	-	-	-	-	-
Total Other Funding	451.67	49.14	500.81	14,678.00	14,678.00	-
Total Revenue	451.67	59.14	510.81	5,314,213.25	5,314,213.25	-

California Connections Academy @ Central
Schedule of Fees
For the Period Ended August 31, 2019

	July-19 Actual	August-19 Actual	YTD Actual	Annual Forecast	Annual Budget	Forecast vs Budget
SCHEDULE OF FEES:						
Enrollment/Unit-Based Fees						
Accounting and Regulatory Reporting	2,160.13	2,160.12	4,320.25	28,700.00	28,700.00	-
Community Outreach	2,083.33	2,083.34	4,166.67	25,000.00	25,000.00	-
Connexus Annual License (EMS)	25,921.50	25,921.50	51,843.00	344,400.00	344,400.00	-
Curriculum Postage	2,048.75	2,048.75	4,097.50	26,928.00	26,930.55	2.55
Direct Course Instruction Support	-	-	-	-	-	-
Educational Resource Center	5,443.52	5,443.51	10,887.03	72,324.00	72,324.00	-
Enrollment and Records Management	2,483.33	2,483.34	4,966.67	32,640.00	32,643.09	3.09
Facility Support Services	197.50	197.50	395.00	3,655.02	3,655.02	-
Hardware/Software - Employees	1,420.00	1,420.00	2,840.00	17,120.10	17,094.93	(25.17)
Human Resources Support	2,958.33	2,958.34	5,916.67	35,666.87	35,614.43	(52.43)
ISP Processing Fee	-	1,945.83	1,945.83	11,675.00	11,678.17	3.17
School Curriculum Supplies	1,045.83	1,045.84	2,091.67	12,617.93	12,589.15	(28.78)
Short-Term Sub Teaching Services	864.00	-	864.00	864.00	-	(864.00)
Special Populations Consultative Services	10,781.21	(10,781.21)	-	127,041.97	127,042.27	0.30
Student Technology Assistance- Laptops	22,377.08	22,377.09	44,754.17	268,525.00	268,597.84	72.84
Tangible/Intangible Instr. Materials	63,233.33	63,233.34	126,466.67	830,450.00	830,507.95	57.95
Technical Support and Repairs	6,480.38	6,480.37	12,960.75	86,100.00	86,100.00	-
Voice Over IP Services	-	-	-	10,272.06	10,256.96	(15.10)
Total Enrollment/Unit Based Fees	149,498.22	129,017.66	278,515.88	1,933,979.93	1,933,134.36	(845.57)
Revenue-Based Fees						
Marketing Services	4,312.48	4,312.48	8,624.96	51,737.80	51,749.80	12.00
School Administration	25,874.90	25,874.90	51,749.80	310,426.81	310,498.80	71.99
Treasury Services	6,468.73	6,468.73	12,937.45	77,606.70	77,624.70	18.00
Total Revenue Based Fees	36,656.11	36,656.11	73,312.21	439,771.32	439,873.31	101.99
Total Fee-Based Expenses	186,154.33	165,673.77	351,828.09	2,373,751.24	2,373,007.66	(743.58)
SCHEDULE OF COMPENSATION:						
Administrative Compensation						
Salaries	21,211.94	21,782.86	42,994.80	265,509.46	265,509.46	-
Benefits	5,196.93	5,336.80	10,533.73	65,049.79	65,049.79	-
Pension	352.09	366.58	718.67	28,262.86	28,262.86	-
Taxes	789.50	834.94	1,624.44	15,164.74	15,164.74	-
Total Administrative Compensation	27,550.46	28,321.17	55,871.64	373,986.85	373,986.85	-
Instructional Compensation						
Salaries	21,791.68	35,118.92	56,910.59	1,542,339.05	1,542,339.05	-
Benefits	5,338.96	8,604.13	13,943.09	376,772.80	376,772.80	-
Pension	(8,232.14)	(7,460.98)	(15,693.12)	256,820.61	256,820.61	-
Taxes	(80.14)	230.88	150.73	30,846.79	30,846.79	-
Total Instructional Compensation	18,818.35	36,492.94	55,311.29	2,206,779.26	2,206,779.26	-
Total Compensation	46,368.82	64,814.12	111,182.93	2,580,766.11	2,580,766.11	-

California Connections Academy @ Central
Schedule Other Expenses
For the Period Ended August 31, 2019

	July-19 Actual	August-19 Actual	YTD Actual	Annual Forecast	Annual Budget	Forecast vs Budget
SCHEDULE OF OTHER SCHOOL EXPENSES:						
Assessment						
Student Testing & Assessment Facilities & Services	-	-	-	19,000.00	19,000.00	-
Student Testing & Assessment Travel	-	-	-	23,554.55	23,554.55	-
Student Testing Technology	-	180.00	180.00	6,000.00	6,000.00	-
Total Assessment	-	180.00	180.00	48,554.55	48,554.55	-
Authorizer Oversight						
District Administrative Fees	966.67	966.67	1,933.34	11,600.00	11,600.00	-
District Oversight	4,097.88	4,097.88	8,195.76	49,174.52	49,174.52	(0.00)
STRS Reporting	215.83	215.83	431.66	2,590.00	2,590.00	-
Total Authorizer Oversight	5,280.38	5,280.38	10,560.76	63,364.52	63,364.52	(0.00)
Employee Related						
Staff Recruiting/Background Checks	22.14	41.75	63.89	3,128.08	3,128.08	-
Staff Training/Prof. Dvlpmnt	86.80	209.96	296.76	49,179.00	49,179.00	-
Team Building	-	6.53	6.53	3,338.00	3,338.00	-
Travel and Conferences - Administration	-	-	-	11,729.00	11,729.00	-
Travel and Conferences - Teachers	-	-	-	7,294.00	7,294.00	-
Total Employee Related	108.94	258.24	367.18	74,668.08	74,668.08	-
Facilities						
Copiers/ Reproduction	-	-	-	2,367.66	2,367.66	-
Expensed Furniture and Equipment	-	-	-	4,098.83	4,098.83	-
Internet	-	-	-	3,663.14	3,663.14	-
Maintenance & Repairs	128.47	128.90	257.37	4,922.09	4,922.09	-
Office Postage	1.19	-	1.19	3,046.00	3,046.00	-
Office Rent	2,553.94	2,567.22	5,121.16	30,147.06	30,147.06	-
Office Supplies	76.34	75.02	151.36	4,108.44	4,108.44	-
Rent Operating Expense	257.89	257.89	515.78	3,923.05	3,923.05	-
Rent Storage Unit	-	-	-	1,500.00	1,500.00	-
Telephone	-	-	-	3,288.81	3,288.81	-
Utilities	199.97	171.94	371.91	4,085.50	4,085.50	-
Total Facilities	3,217.80	3,200.97	6,418.77	65,150.58	65,150.58	-
Governance						
Accreditation	-	-	-	1,000.00	1,000.00	-
Banking Fees	30.00	30.00	60.00	600.00	600.00	-
Board-Related Expenses	1.22	104.27	105.49	3,108.28	3,108.28	-
Dues - Staff	-	-	-	1,420.00	1,420.00	-
Dues - School	988.00	1,070.00	2,058.00	5,700.00	5,700.00	-
Insurance Expenses	63,134.62	-	63,134.62	717.32	563.00	(154.32)
Total Governance	64,153.84	1,204.27	65,358.11	12,545.60	12,391.28	(154.32)
Internet Service Provider						
ISP Payment Reimbursement	-	-	-	29,000.00	29,000.00	-
Total Internet Service Provider	-	-	-	29,000.00	29,000.00	-
Instructional						
LiveSpeech	-	-	-	4,750.00	4,750.00	-
Math Time to Talk	-	-	-	5,880.52	5,880.52	-
Other Curriculum	-	1,337.49	1,337.49	7,681.24	7,681.24	-
Summer School	-	6,883.00	6,883.00	6,883.00	5,200.00	(1,683.00)
Title I - SES Tutoring	-	-	-	5,000.00	5,000.00	-
Total Instructional	-	8,220.49	8,220.49	30,194.76	28,511.76	(1,683.00)
Professional Services						
Accounting Services/Audit	-	-	-	9,000.00	9,000.00	-
AERIES	-	-	-	4,010.00	4,010.00	-
Legal Services	-	653.67	653.67	6,091.69	6,091.69	-
Other School Contracted Services	-	-	-	5,401.30	5,401.30	-
Other School Expense	-	-	-	487.00	487.00	-
Total Professional Services	-	653.67	653.67	24,990.00	24,990.00	-
Student Related						
College and Career Grant	-	-	-	63,000.00	63,000.00	-
Graduation Expense	-	45.89	45.89	5,800.00	5,800.00	-
SPED Related Services	-	-	-	103,000.00	103,000.00	-
Student Activities	-	40.23	40.23	16,600.00	16,600.00	-
Total Student Related	-	86.12	86.12	188,400.00	188,400.00	-
Taxes						
Sales Tax and Use	3,510.00	17,957.77	21,467.77	43,718.91	38,273.00	(5,445.91)
Total Taxes	3,510.00	17,957.77	21,467.77	43,718.91	38,273.00	
Pending Allocation						
Expenses Pending Allocation	4,505.44	24,317.50	28,822.94	-	-	-
Total Pending Allocation	4,505.44	24,317.50	28,822.94	-	-	-
Total Other Expenses	80,776.40	61,359.41	142,135.81	580,587.01	573,303.77	(7,283.23)

California Connections Academy @ Central Coast
Revenue and Expense Statement
For the Period Ended August 31, 2019

	July-19 Actual	August-19 Actual	YTD Actual	Annual Forecast	Annual Budget	Forecast vs Budget \$	Forecast vs Budget %
Forecasted Enrollment							
Forecasted ADM				165	165	-	0.00%
Forecasted Total Enrollment				231	231	-	0.00%
Forecasted Funded Enrollment				150	150	-	0.00%
Revenue							
State Funding	-	-	-	1,144,419.00	1,144,419.00	-	0.00%
Federal & Other Program Funding	-	-	-	200.00	200.00	-	0.00%
Local Aid	-	-	-	417,450.00	417,450.00	-	0.00%
Other Funding Sources	-	-	-	4,464.00	4,464.00	-	0.00%
Total Revenue	-	-	-	1,566,533.00	1,566,533.00	-	0.00%
Program Expenses							
Compensation Expense							
Administration Staff	7,905.49	8,126.64	16,032.13	107,504.93	107,504.93	-	0.00%
Instructional Staff	31,333.00	36,404.65	67,737.64	634,352.92	634,352.92	-	0.00%
Total Compensation Expense	39,238.49	44,531.29	83,769.78	741,857.85	741,857.85	-	0.00%
Fee Based Expenses							
Enrollment/Unit Based Fees	116,225.74	116,727.79	232,953.53	541,530.37	541,847.12	316.75	0.06%
Revenue Based Fees	10,550.87	10,550.85	21,101.72	126,610.31	126,610.29	(0.02)	0.00%
Total Fee Based Expenses	126,776.61	127,278.64	254,055.25	668,140.67	668,457.40	316.73	0.05%
Other School Expenses							
Assessment	-	-	-	22,930.52	22,930.52	-	0.00%
Authorizer Oversight	1,274.36	1,274.36	2,548.72	15,292.23	14,617.86	(674.38)	-4.61%
Employee Related	31.27	74.11	105.38	13,414.86	13,414.86	-	0.00%
Facilities	923.48	918.65	1,842.13	18,626.88	18,626.88	-	0.00%
Governance	18,116.57	29.97	18,146.54	4,712.57	4,668.69	(43.89)	-0.94%
Internet Service Provider	-	-	-	5,775.00	5,775.00	-	0.00%
Instructional	-	384.47	384.47	9,398.42	9,398.42	-	0.00%
Professional Services	-	187.90	187.90	11,038.82	11,038.82	-	0.00%
Student Related	-	24.72	24.72	42,500.00	42,500.00	-	0.00%
Taxes	1,809.97	11,332.70	13,142.67	10,885.54	9,497.48	(1,388.06)	-14.62%
Pending Allocation	1,292.82	6,977.81	8,270.63	-	-	-	0.00%
Total Other School Expenses	23,448.47	21,204.69	44,653.16	154,574.84	152,468.51	(2,106.32)	-1.38%
Adjustments and Credits							
Discretionary Service Credit	-	-	-	(8,500.00)	(6,000.00)	2,500.00	41.67%
Total Adjustments and Credits	-	-	-	(8,500.00)	(6,000.00)	2,500.00	41.67%
Total Program Expenses	189,463.57	193,014.62	382,478.19	1,556,073.37	1,556,783.77	710.41	0.05%
Net Increase (Decrease)	(189,463.57)	(193,014.62)	(382,478.19)	10,459.63	9,749.23	710.41	7.29%
Beginning fund balance	-	(189,463.57)	-	-			
Ending fund balance	(189,463.57)	(382,478.19)	(382,478.19)	10,459.63			

California Connections Academy @ Central Coast
Balance Sheet
August 31, 2019

ASSETS

Cash and Short Term Investments:

Operating Account	-	

Total Cash and Short Term Investments	-	

Other Current Assets:

Due from CalOPS Schools	\$	(981.13)

Total Other Current Assets		(981.13)

Total Current Assets		(981.13)

Total Assets	\$	(981.13)
		=====

LIABILITIES

Current Liabilities:

Due to (from) Pearson Online and Blended Learning	\$	316,166.15
CalOPS Payroll Liability		62,976.33
Accounts Payable		2,354.58

Total Current Liabilities		381,497.06

Total Liabilities		381,497.06

FUND BALANCE

Beginning Fund Balance		-
Change in Fund Balance		(382,478.19)

Ending Fund Balance		(382,478.19)

Total Liabilities and Fund Balance	\$	(981.13)
		=====

California Connections Academy @ Central Coast
Schedule of Revenue
For the Period Ended August 31, 2019

	July-19 Actual	August-19 Actual	YTD Actual	Annual Forecast	Annual Budget	Forecast vs Budget
Revenue						
State Funding						
LCFF / General Purpose Block Grant - State	-	-	-	1,001,939.00	1,001,939.00	-
LCFF / General Purpose Block Grant - State EPA	-	-	-	35,380.00	35,380.00	-
Lottery	-	-	-	30,600.00	30,600.00	-
Special Education Pass through funds - State	-	-	-	76,500.00	76,500.00	-
Total State Funding	-	-	-	1,144,419.00	1,144,419.00	-
Federal & Other Programs Funding						
Title I	-	-	-	-	-	-
Title II	-	-	-	-	-	-
Title IV	-	-	-	-	-	-
IDEA	-	-	-	-	-	-
E-Rate	-	-	-	200.00	200.00	-
Total Federal & Other Programs Funding	-	-	-	200.00	200.00	-
Local Funding						
LCFF / General Purpose Block Grant - Local	-	-	-	417,450.00	417,450.00	-
Donations/Tax Credits	-	-	-	-	-	-
Total Local Funding	-	-	-	417,450.00	417,450.00	-
Other Funding						
Interest	-	-	-	500.00	500.00	-
OBL Grant	-	-	-	3,964.00	3,964.00	-
Total Other Funding	-	-	-	4,464.00	4,464.00	-
Total Revenue	-	-	-	1,566,533.00	1,566,533.00	-

California Connections Academy @ Central Coast
Schedule of Fees
For the Period Ended August 31, 2019

	July-19 Actual	August-19 Actual	YTD Actual	Annual Forecast	Annual Budget	Forecast vs Budget
SCHEDULE OF FEES:						
Enrollment/Unit-Based Fees						
Accounting and Regulatory Reporting	2,160.13	2,160.12	4,320.25	8,250.00	8,250.00	-
Community Outreach	-	-	-	-	-	-
Connexus Annual License (EMS)	25,921.50	25,921.50	51,843.00	99,000.00	99,000.00	-
Curriculum Postage	2,048.75	2,048.75	4,097.50	7,623.00	7,623.00	-
Direct Course Instruction Support	-	-	-	-	-	-
Educational Resource Center	5,443.52	5,443.51	10,887.03	20,790.00	20,790.00	-
Enrollment and Records Management	2,483.33	2,483.34	4,966.67	9,240.00	9,240.00	-
Facility Support Services	197.50	197.50	395.00	700.44	1,050.66	350.22
Hardware/Software - Employees	650.00	650.00	1,300.00	4,921.28	4,914.05	(7.23)
Human Resources Support	1,354.17	1,354.16	2,708.33	10,252.67	10,237.60	(15.07)
ISP Processing Fee	-	502.08	502.08	3,012.05	3,012.05	-
School Curriculum Supplies	479.17	479.16	958.33	3,627.10	3,618.83	(8.27)
Short-Term Sub Teaching Services	-	-	-	-	-	-
Special Populations Consultative Services	-	-	-	36,519.03	36,519.12	0.09
Student Technology Assistance	5,773.96	5,773.96	11,547.92	69,277.04	69,277.04	-
Tangible/Intangible Instr. Materials	63,233.33	63,233.34	126,466.67	240,615.00	240,616.35	1.35
Technical Support and Repairs	6,480.38	6,480.37	12,960.75	24,750.00	24,750.00	-
Voice Over IP Services	-	-	-	2,952.77	2,948.43	(4.34)
Total Enrollment/Unit Based Fees	116,225.74	116,727.79	232,953.53	541,530.37	541,847.12	316.75
Revenue-Based Fees						
Marketing Services	1,241.28	1,241.28	2,482.56	14,895.33	14,895.33	(0.00)
School Administration	7,447.67	7,447.66	14,895.33	89,371.98	89,371.97	(0.01)
Treasury Services	1,861.92	1,861.91	3,723.83	22,343.00	22,342.99	(0.00)
Total Revenue Based Fees	10,550.87	10,550.85	21,101.72	126,610.31	126,610.29	(0.02)
Total Fee-Based Expenses	126,776.61	127,278.64	254,055.25	668,140.67	668,457.40	316.73
SCHEDULE OF COMPENSATION:						
Administrative Compensation						
Salaries	6,086.68	6,250.50	12,337.18	76,322.40	76,322.40	-
Benefits	1,491.24	1,531.37	3,022.61	18,698.98	18,698.98	-
Pension	101.03	105.19	206.22	8,124.34	8,124.34	-
Taxes	226.54	239.58	466.13	4,359.20	4,359.20	-
Total Administrative Compensation	7,905.49	8,126.64	16,032.13	107,504.93	107,504.93	-
Instructional Compensation						
Salaries	24,416.04	28,240.24	52,656.28	443,355.30	443,355.30	-
Benefits	5,981.93	6,918.86	12,900.79	108,305.77	108,305.77	-
Pension	594.76	816.04	1,410.80	73,824.74	73,824.74	-
Taxes	340.26	429.51	769.78	8,867.11	8,867.11	-
Total Instructional Compensation	31,333.00	36,404.65	67,737.64	634,352.92	634,352.92	-
Total Compensation	39,238.49	44,531.29	83,769.78	741,857.85	741,857.85	-

California Connections Academy @ Central Coast
Schedule Other Expenses
For the Period Ended August 31, 2019

	July-19 Actual	August-19 Actual	YTD Actual	Annual Forecast	Annual Budget	Forecast vs Budget
SCHEDULE OF OTHER SCHOOL EXPENSES:						
Assessment						
Student Testing & Assessment Facilities & Services	-	-	-	9,735.00	9,735.00	-
Student Testing & Assessment Travel	-	-	-	6,770.91	6,770.91	-
Student Testing Technology	-	-	-	6,424.61	6,424.61	-
Total Assessment	-	-	-	22,930.52	22,930.52	-
Authorizer Oversight						
District Oversight	1,212.31	1,212.31	2,424.62	14,547.69	13,873.31	(674.38)
STRS Reporting	62.05	62.05	124.10	744.54	744.54	-
Total Authorizer Oversight	1,274.36	1,274.36	2,548.72	15,292.23	14,617.86	(674.38)
Employee Related						
Staff Recruiting/Background Checks	6.36	12.00	18.36	899.19	899.19	-
Staff Training/Prof. Dvlpmt	24.91	60.24	85.15	6,087.98	6,087.98	-
Team Building	-	1.87	1.87	959.60	959.60	-
Travel and Conferences - Administration	-	-	-	3,371.44	3,371.44	-
Travel and Conferences - Teachers	-	-	-	2,096.65	2,096.65	-
Total Employee Related	31.27	74.11	105.38	13,414.86	13,414.86	-
Facilities						
Copiers/ Reproduction	-	-	-	680.60	680.60	-
Expensed Furniture and Equipment	-	-	-	1,178.24	1,178.24	-
Internet	-	-	-	1,052.99	1,052.99	-
Maintenance & Repairs	36.93	37.04	73.97	1,414.89	1,414.89	-
Office Postage	0.34	-	0.34	875.70	875.70	-
Office Rent	732.84	736.65	1,469.49	8,665.97	8,665.97	-
Office Supplies	21.91	21.53	43.44	1,181.00	1,181.00	-
Rent Operating Expense	74.00	74.00	148.00	1,127.71	1,127.71	-
Rent Storage Unit	-	-	-	330.00	330.00	-
Telephone	-	-	-	945.39	945.39	-
Utilities	57.46	49.43	106.89	1,174.40	1,174.40	-
Total Facilities	923.48	918.65	1,842.13	18,626.88	18,626.88	-
Governance						
Accreditation	-	-	-	1,155.00	1,155.00	-
Banking Fees	-	-	-	400.00	400.00	-
Board-Related Expenses	0.35	29.97	30.32	893.50	893.50	-
Dues - Staff	-	-	-	408.24	408.24	-
Dues - School	-	-	-	1,650.00	1,650.00	-
Insurance Expenses	18,116.22	-	18,116.22	205.84	161.95	(43.89)
Total Governance	18,116.57	29.97	18,146.54	4,712.57	4,668.69	(43.89)
Internet Service Provider						
ISP Payment Reimbursement	-	-	-	5,775.00	5,775.00	-
Total Internet Service Provider	-	-	-	5,775.00	5,775.00	-
Instructional						
LiveSpeech	-	-	-	1,500.00	1,500.00	-
Math Time to Talk	-	-	-	1,690.39	1,690.39	-
Other Curriculum	-	384.47	384.47	2,208.02	2,208.02	-
Summer School	-	-	-	4,000.00	4,000.00	-
Title I - SES Tutoring	-	-	-	-	-	-
Total Instructional	-	384.47	384.47	9,398.42	9,398.42	-
Professional Services						
Accounting Services/Audit	-	-	-	6,600.00	6,600.00	-
AERIES	-	-	-	995.00	995.00	-
Legal Services	-	187.90	187.90	1,751.10	1,751.10	-
Other School Contracted Services	-	-	-	1,552.64	1,552.64	-
Other School Expense	-	-	-	140.09	140.09	-
Total Professional Services	-	187.90	187.90	11,038.82	11,038.82	-
Student Related						
Graduation Expense	-	13.17	13.17	4,000.00	4,000.00	-
SPED Related Services	-	-	-	30,000.00	30,000.00	-
Student Activities	-	11.55	11.55	8,500.00	8,500.00	-
Total Student Related	-	24.72	24.72	42,500.00	42,500.00	-
Taxes						
Sales Tax and Use	1,809.97	11,332.70	13,142.67	10,885.54	9,497.48	(1,388.06)
Total Taxes	1,809.97	11,332.70	13,142.67	10,885.54	9,497.48	(1,388.06)
Pending Allocation						
Expenses Pending Allocation	1,292.82	6,977.81	8,270.63	-	-	-
Total Pending Allocation	1,292.82	6,977.81	8,270.63	-	-	-
Total Other Expenses	23,448.47	21,204.69	44,653.16	154,574.84	152,468.51	(2,106.32)

California Connections Academy @ Monterey Bay
Revenue and Expense Statement
For the Period Ended August 31, 2019

	July-19 Actual	August-19 Actual	YTD Actual	Annual Forecast	Annual Budget	Forecast vs Budget \$	Forecast vs Budget %
Forecasted Enrollment							
Forecasted ADM				330	330	-	0.00%
Forecasted Total Enrollment				462	462	-	0.00%
Forecasted Funded Enrollment				300	300	-	0.00%
Revenue							
State Funding	-	-	-	2,288,837.47	2,288,837.47	-	0.00%
Federal & Other Program Funding	-	-	-	400.00	400.00	-	0.00%
Local Aid	-	-	-	834,900.00	834,900.00	-	0.00%
Other Funding Sources	-	-	-	8,428.17	8,428.17	-	0.00%
Total Revenue	-	-	-	3,132,565.63	3,132,565.63	-	0.00%
Program Expenses							
Compensation Expense							
Administration Staff	15,844.91	16,288.16	32,133.07	215,009.86	215,009.86	-	0.00%
Instructional Staff	62,800.47	72,965.54	135,766.01	1,268,705.85	1,268,705.85	-	0.00%
Total Compensation Expense	78,645.38	89,253.70	167,899.08	1,483,715.71	1,483,715.71	-	0.00%
Fee Based Expenses							
Enrollment/Unit Based Fees	121,999.70	123,003.83	245,003.53	1,083,060.75	1,083,694.23	633.48	0.06%
Revenue Based Fees	21,101.72	21,101.72	42,203.44	253,220.58	253,220.58	-	0.00%
Total Fee Based Expenses	143,101.42	144,105.55	287,206.97	1,336,281.33	1,336,914.81	633.48	0.05%
Other School Expenses							
Assessment	-	-	-	46,350.72	46,350.72	-	0.00%
Authorizer Oversight	2,548.70	2,548.70	5,097.41	30,584.46	29,656.12	(928.34)	-3.13%
Employee Related	62.65	148.52	211.17	26,829.72	26,829.72	-	0.00%
Facilities	1,850.58	1,840.90	3,691.48	37,263.76	37,263.76	-	0.00%
Governance	36,310.88	59.95	36,370.83	9,295.81	9,207.18	(88.64)	-0.96%
Internet Service Provider	-	-	-	11,725.00	11,725.00	-	0.00%
Instructional	-	768.94	768.94	16,630.31	16,630.31	-	0.00%
Professional Services	-	375.80	375.80	22,292.65	22,292.65	-	0.00%
Student Related	-	49.53	49.53	75,210.00	75,210.00	-	0.00%
Taxes	2,257.45	14,111.69	16,369.14	21,771.07	18,994.95	(2,776.12)	-14.62%
Pending Allocation	2,591.18	13,985.56	16,576.74	-	-	-	0.00%
Total Other School Expenses	45,621.44	33,889.59	79,511.04	297,953.50	294,160.40	(3,793.10)	-1.29%
Adjustments and Credits							
Discretionary Service Credit	-	-	-	-	-	-	0.00%
Total Adjustments and Credits	-	-	-	-	-	-	0.00%
Total Program Expenses	267,368.24	267,248.84	534,617.09	3,117,950.54	3,114,790.92	(3,159.62)	-0.10%
Net Increase (Decrease)	(267,368.24)	(267,248.84)	(534,617.09)	14,615.09	17,774.71	(3,159.62)	-17.78%
Beginning fund balance	-	(267,368.24)	-	-	-	-	-
Ending fund balance	(267,368.24)	(534,617.09)	(534,617.09)	14,615.09	17,774.71	-	-

California Connections Academy @ Monterey Bay
Balance Sheet
August 31, 2019

ASSETS

Cash and Short Term Investments:

Operating Account	-	
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Total Cash and Short Term Investments	-	
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Other Current Assets:

Due from CalOPS Schools	\$	(1,962.26)
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Total Other Current Assets		(1,962.26)
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Total Current Assets		(1,962.26)
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Total Assets	\$	(1,962.26)
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LIABILITIES

Current Liabilities:

Due to (from) Pearson Online and Blended Learning	\$	401,722.74
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CalOPS Payroll Liability		126,222.98
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Accounts Payable		4,709.11
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Total Current Liabilities		532,654.83
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Total Liabilities		532,654.83
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FUND BALANCE

Beginning Fund Balance	-	
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Change in Fund Balance		(534,617.09)
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Ending Fund Balance		(534,617.09)
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Total Liabilities and Fund Balance	\$	(1,962.26)
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California Connections Academy @ Monterey Bay
Schedule of Revenue
For the Period Ended August 31, 2019

	July-19 Actual	August-19 Actual	YTD Actual	Annual Forecast	Annual Budget	Forecast vs Budget
Revenue						
State Funding						
LCFF / General Purpose Block Grant - State	-	-	-	2,039,257.47	2,039,257.47	-
LCFF / General Purpose Block Grant - State EPA	-	-	-	35,380.00	35,380.00	-
Lottery	-	-	-	61,200.00	61,200.00	-
Special Education Pass through funds - State	-	-	-	153,000.00	153,000.00	-
Total State Funding	-	-	-	2,288,837.47	2,288,837.47	-
Federal & Other Programs Funding						
E-Rate	-	-	-	400.00	400.00	-
Total Federal & Other Programs Funding	-	-	-	400.00	400.00	-
Local Funding						
LCFF / General Purpose Block Grant - Local	-	-	-	834,900.00	834,900.00	-
Total Local Funding	-	-	-	834,900.00	834,900.00	-
Other Funding						
Interest	-	-	-	500.00	500.00	-
OBL Grant	-	-	-	7,928.17	7,928.17	-
Total Other Funding	-	-	-	8,428.17	8,428.17	-
Total Revenue	-	-	-	3,132,565.63	3,132,565.63	-

California Connections Academy @ Monterey Bay
Schedule of Fees
For the Period Ended August 31, 2019

	July-19 Actual	August-19 Actual	YTD Actual	Annual Forecast	Annual Budget	Forecast vs Budget
SCHEDULE OF FEES:						
Enrollment/Unit-Based Fees						
Accounting and Regulatory Reporting	2,160.13	2,160.12	4,320.25	16,500.00	16,500.00	-
Connexus Annual License (EMS)	25,921.50	25,921.50	51,843.00	198,000.00	198,000.00	-
Curriculum Postage	2,048.75	2,048.75	4,097.50	15,246.00	15,246.00	-
Direct Course Instruction Support	-	-	-	-	-	-
Educational Resource Center	5,443.52	5,443.51	10,887.03	41,580.00	41,580.00	-
Enrollment and Records Management	2,483.33	2,483.34	4,966.67	18,480.00	18,480.00	-
Facility Support Services	197.50	197.50	395.00	1,400.88	2,101.32	700.44
Hardware/Software - Employees	650.00	650.00	1,300.00	9,842.56	9,828.09	(14.47)
Human Resources Support	1,354.17	1,354.16	2,708.33	20,505.34	20,475.20	(30.15)
ISP Processing Fee	-	1,004.17	1,004.17	6,024.09	6,024.09	-
School Curriculum Supplies	479.17	479.16	958.33	7,254.21	7,237.66	(16.55)
Short-Term Sub Teaching Services	-	-	-	-	-	-
Special Populations Consultative Services	-	-	-	73,038.07	73,038.24	0.17
Student Technology Assistance- Laptops	11,547.92	11,547.91	23,095.83	138,554.07	138,554.07	-
Tangible/Intangible Instr. Materials	63,233.33	63,233.34	126,466.67	481,230.00	481,232.70	2.70
Technical Support and Repairs	6,480.38	6,480.37	12,960.75	49,500.00	49,500.00	-
Voice Over IP Services	-	-	-	5,905.54	5,896.86	(8.68)
Total Enrollment/Unit Based Fees	121,999.70	123,003.83	245,003.53	1,083,060.75	1,083,694.23	633.48
Revenue-Based Fees						
Marketing Services	2,482.56	2,482.55	4,965.11	29,790.66	29,790.66	-
School Administration	14,895.33	14,895.33	29,790.66	178,743.94	178,743.94	-
Treasury Services	3,723.83	3,723.84	7,447.67	44,685.98	44,685.98	-
Total Revenue Based Fees	21,101.72	21,101.72	42,203.44	253,220.58	253,220.58	-
Total Fee-Based Expenses	143,101.42	144,105.55	287,206.97	1,336,281.33	1,336,914.81	633.48
SCHEDULE OF COMPENSATION:						
Administrative Compensation						
Salaries	12,199.48	12,527.83	24,727.31	152,644.81	152,644.81	-
Benefits	2,988.87	3,069.32	6,058.19	37,397.96	37,397.96	-
Pension	202.50	210.83	413.32	16,248.68	16,248.68	-
Taxes	454.06	480.19	934.25	8,718.41	8,718.41	-
Total Administrative Compensation	15,844.91	16,288.16	32,133.07	215,009.86	215,009.86	-
Instructional Compensation						
Salaries	48,936.87	56,601.68	105,538.55	886,710.61	886,710.61	-
Benefits	11,989.53	13,867.41	25,856.94	216,611.54	216,611.54	-
Pension	1,192.08	1,635.59	2,827.66	147,649.48	147,649.48	-
Taxes	681.99	860.86	1,542.85	17,734.22	17,734.22	-
Total Instructional Compensation	62,800.47	72,965.54	135,766.01	1,268,705.85	1,268,705.85	-
Total Compensation	78,645.38	89,253.70	167,899.08	1,483,715.71	1,483,715.71	-

California Connections Academy @ Monterey Bay
Schedule Other Expenses
For the Period Ended August 31, 2019

	July-19 Actual	August-19 Actual	YTD Actual	Annual Forecast	Budget	Forecast vs Budget
SCHEDULE OF OTHER SCHOOL EXPENSES:						
Assessment						
Student Testing & Assessment Facilities & Services	-	-	-	19,765.00	19,765.00	-
Student Testing & Assessment Travel	-	-	-	13,541.81	13,541.81	-
Student Testing Technology	-	-	-	13,043.90	13,043.90	-
Total Assessment	-	-	-	46,350.72	46,350.72	-
Authorizer Oversight						
District Administrative Fees	-	-	-	-	-	-
District Oversight	2,424.61	2,424.61	4,849.23	29,095.37	28,167.03	(928.34)
STRS Reporting	124.09	124.09	248.18	1,489.09	1,489.09	-
Total Authorizer Oversight	2,548.70	2,548.70	5,097.41	30,584.46	29,656.12	(928.34)
Employee Related						
Staff Recruiting/Background Checks	12.73	24.00	36.73	1,798.38	1,798.38	-
Staff Training/Prof. Dvlpmnt	49.92	120.58	170.50	12,175.96	12,175.96	-
Team Building	-	3.75	3.75	1,919.20	1,919.20	-
Travel and Conferences - Administration	-	0.19	0.19	6,742.89	6,742.89	-
Travel and Conferences - Teachers	-	-	-	4,193.29	4,193.29	-
Total Employee Related	62.65	148.52	211.17	26,829.72	26,829.72	-
Facilities						
Copiers/ Reproduction	-	-	-	1,361.20	1,361.20	-
Expensed Furniture and Equipment	-	-	-	2,356.47	2,356.47	-
Internet	-	-	-	2,105.99	2,105.99	-
Maintenance & Repairs	73.86	74.11	147.97	2,829.77	2,829.77	-
Office Postage	0.69	-	0.69	1,751.40	1,751.40	-
Office Rent	1,468.83	1,476.47	2,945.30	17,331.93	17,331.93	-
Office Supplies	43.91	43.15	87.06	2,361.99	2,361.99	-
Rent Operating Expense	148.32	148.32	296.64	2,255.41	2,255.41	-
Rent Storage Unit	-	-	-	670.00	670.00	-
Telephone	-	-	-	1,890.78	1,890.78	-
Utilities	114.97	98.85	213.82	2,348.80	2,348.80	-
Total Facilities	1,850.58	1,840.90	3,691.48	37,263.76	37,263.76	-
Governance						
Accreditation	-	-	-	2,345.00	2,345.00	-
Banking Fees	-	-	-	584.81	584.81	-
Board-Related Expenses	0.70	59.95	60.65	1,786.99	1,786.99	-
Dues - Staff	-	-	-	816.48	816.48	-
Dues - School	-	-	-	3,350.00	3,350.00	-
Insurance Expenses	36,310.18	-	36,310.18	412.54	323.90	(88.64)
Total Governance	36,310.88	59.95	36,370.83	9,295.81	9,207.18	(88.64)
Internet Service Provider						
ISP Payment Reimbursement	-	-	-	11,725.00	11,725.00	-
Total Internet Service Provider	-	-	-	11,725.00	11,725.00	-
Instructional						
LiveSpeech	-	-	-	500.00	500.00	-
Math Time to Talk	-	-	-	3,380.78	3,380.78	-
Other Curriculum	-	768.94	768.94	4,416.05	4,416.05	-
Summer School	-	-	-	8,333.48	8,333.48	-
Total Instructional	-	768.94	768.94	16,630.31	16,630.31	-
Professional Services						
Accounting Services/Audit	-	-	-	13,400.00	13,400.00	-
AERIES	-	-	-	2,005.00	2,005.00	-
Legal Services	-	375.80	375.80	3,502.19	3,502.19	-
Other School Contracted Services	-	-	-	3,105.28	3,105.28	-
Other School Expense	-	-	-	280.18	280.18	-
Total Professional Services	-	375.80	375.80	22,292.65	22,292.65	-
Student Related						
Graduation Expense	-	26.39	26.39	8,710.00	8,710.00	-
SPED Related Services	-	-	-	59,000.00	59,000.00	-
Student Activities	-	23.14	23.14	7,500.00	7,500.00	-
Total Student Related	-	49.53	49.53	75,210.00	75,210.00	-
Taxes						
Sales Tax and Use	2,257.45	14,111.69	16,369.14	21,771.07	18,994.95	(2,776.12)
Total Taxes	2,257.45	14,111.69	16,369.14	21,771.07	18,994.95	(2,776.12)
Pending Allocation						
Expenses Pending Allocation	2,591.18	13,985.56	16,576.74	-	-	-
Total Pending Allocation	2,591.18	13,985.56	16,576.74	-	-	-
Total Other Expenses	45,621.44	33,889.59	79,511.04	297,953.50	294,160.40	(3,793.10)

California Connections Academy @ Ripon
Revenue and Expense Statement
For the Period Ended August 31, 2019

	July-19 Actual	August-19 Actual	YTD Actual	Annual Forecast	Annual Budget	Forecast vs Budget \$	Forecast vs Budget %
Forecasted Enrollment							
Forecasted ADM				1,370	1,370	-	0.00%
Forecasted Total Enrollment				1,896	1,896	-	0.00%
Forecasted Funded Enrollment				1,217	1,217	-	0.00%
Revenue							
State Funding	55.00	43,180.00	43,235.00	10,659,558.49	10,616,378.49	43,180.00	0.41%
Federal & Other Program Funding	-	-	-	348,100.00	348,100.00	-	0.00%
Local Aid	-	-	-	1,602,789.00	1,602,789.00	-	0.00%
Other Funding Sources	3,910.00	-	3,910.00	38,161.93	34,661.93	3,500.00	10.10%
Total Revenue	3,965.00	43,180.00	47,145.00	12,648,609.42	12,601,929.42	46,680.00	0.37%
Program Expenses							
Compensation Expense							
Administration Staff	65,788.61	67,629.01	133,417.62	892,617.00	892,617.00	-	0.00%
Instructional Staff	12,613.92	54,819.63	67,433.55	5,267,051.55	5,267,051.55	-	0.00%
Total Compensation Expense	78,402.53	122,448.64	200,851.17	6,159,668.55	6,159,668.55	-	0.00%
Fee Based Expenses							
Enrollment/Unit Based Fees	381,172.44	331,833.28	713,005.72	4,488,022.45	4,485,386.57	(2,635.88)	-0.06%
Revenue Based Fees	86,574.67	86,574.67	173,149.34	1,042,566.30	1,038,896.00	(3,670.30)	-0.35%
Total Fee Based Expenses	467,747.11	418,407.95	886,155.06	5,530,588.74	5,524,282.56	(6,306.18)	-0.11%
Other School Expenses							
Assessment	5,536.00	150.00	5,686.00	145,219.05	145,219.05	-	0.00%
Authorizer Oversight	11,297.92	11,297.92	22,595.84	135,575.08	135,575.08	-	0.00%
Employee Related	260.12	616.66	876.78	154,383.99	154,383.99	-	0.00%
Facilities	16,483.56	42,023.39	58,506.95	216,599.55	183,419.55	(33,180.00)	-18.09%
Governance	154,701.07	382.86	155,083.93	27,821.26	27,453.03	(368.23)	-1.34%
Internet Service Provider	-	-	-	63,000.00	63,000.00	-	0.00%
Instructional	-	35,230.27	35,230.27	76,906.66	62,868.66	(14,038.00)	-22.33%
Professional Services	10.00	3,211.22	3,221.22	58,392.09	57,894.17	(497.92)	-0.86%
Student Related	-	(369.36)	(369.36)	322,300.00	322,300.00	-	0.00%
Taxes	7,443.33	44,648.16	52,091.49	87,918.63	76,952.77	(10,965.86)	-14.25%
Pending Allocation	10,758.68	58,068.52	68,827.20	-	-	-	0.00%
Total Other School Expenses	206,490.68	195,259.64	401,750.32	1,288,116.31	1,229,066.30	(59,050.01)	-4.80%
Adjustments and Credits							
Discretionary Service Credit	-	-	-	(329,500.00)	(312,000.00)	(17,500.00)	5.61%
Total Adjustments and Credits	-	-	-	(329,500.00)	(312,000.00)	(17,500.00)	5.61%
Total Program Expenses	752,640.32	736,116.23	1,488,756.55	12,648,873.60	12,601,017.41	(82,856.19)	-0.38%
Net Increase (Decrease)	(748,675.32)	(692,936.23)	(1,441,611.55)	(264.18)	912.01	(1,176.19)	
Beginning fund balance	10,687.68	(737,987.64)	10,687.68	10,687.68			
Ending fund balance	(737,987.64)	(1,430,923.87)	(1,430,923.87)	10,423.50			

California Connections Academy @ Ripon
Balance Sheet
August 31, 2019

ASSETS

Cash and Short Term Investments:

Checking	\$	(2,727.37)
Operating		54,403.56
Checking - CALOPS		2,237,908.72
Petty Cash		192.36

Total Cash and Short Term Investments **2,289,777.27**

Other Current Assets:

Pupil Funding	(422,184.00)
SPED Funding State	33,429.00
Other State Receivables	7,036.66
Federal Programs	255,391.37
Due from CalOPS Schools	(15,631.46)
Prepaid Expenses	6,476.45

Total Other Current Assets **(135,481.97)**

Total Current Assets **2,154,295.30**

Other Assets:

Ripon Unified School District - Science Lab Deposit	300.00
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Total Other Assets **300.00**

Total Assets **\$ 2,154,595.30**

LIABILITIES

Current Liabilities:

Due to (from) Pearson Online and Blended Learning	\$	2,147,870.64
CalOPS Payroll Liability		1,027,785.30
Pension Payable		8,230.54
Accrued Compensation		90,430.35
Accrued Expenses		14,834.80
Deferred Revenue		194,577.75
Accounts Payable		101,789.79

Total Current Liabilities **3,585,519.17**

Total Liabilities **3,585,519.17**

FUND BALANCE

Beginning Fund Balance	10,687.68
Change in Fund Balance	(1,441,611.55)

Ending Fund Balance **(1,430,923.87)**

Total Liabilities and Fund Balance **\$ 2,154,595.30**

California Connections Academy @ Ripon
Schedule of Revenue
For the Period Ended August 31, 2019

	July-19 Actual	August-19 Actual	YTD Actual	Annual Forecast	Annual Budget	Forecast vs Budget
Revenue						
State Funding						
LCFF / General Purpose Block Grant - State	-	-	-	8,179,436.05	8,179,436.05	-
LCFF / General Purpose Block Grant - State EPA	-	-	-	1,917,086.00	1,917,086.00	-
Star Testing Reimbursement	55.00	-	55.00	2,464.86	2,464.86	-
Lottery	-	-	-	248,268.00	248,268.00	-
Special Education Pass through funds - State	-	-	-	229,123.58	229,123.58	-
Prop 39 Clean Energy Funds	-	43,180.00	43,180.00	43,180.00	-	43,180.00
Mandated Cost Reimbursement	-	-	-	40,000.00	40,000.00	-
Total State Funding	55.00	43,180.00	43,235.00	10,659,558.49	10,616,378.49	43,180.00
Federal & Other Programs Funding						
Title I	-	-	-	161,000.00	161,000.00	-
Title II	-	-	-	27,000.00	27,000.00	-
Title IV	-	-	-	10,000.00	10,000.00	-
IDEA	-	-	-	148,000.00	148,000.00	-
E-Rate	-	-	-	2,100.00	2,100.00	-
Total Federal & Other Programs Funding	-	-	-	348,100.00	348,100.00	-
Local Funding						
LCFF / General Purpose Block Grant - Local	-	-	-	1,602,789.00	1,602,789.00	-
Total Local Funding	-	-	-	1,602,789.00	1,602,789.00	-
Other Funding						
Interest	3,910.00	-	3,910.00	6,000.00	2,500.00	3,500.00
OBL Grant	-	-	-	32,161.93	32,161.93	-
Total Other Funding	3,910.00	-	3,910.00	38,161.93	34,661.93	3,500.00
Total Revenue	3,965.00	43,180.00	47,145.00	12,648,609.42	12,601,929.42	46,680.00

California Connections Academy @ Ripon
Schedule of Fees
For the Period Ended August 31, 2019

	July-19 Actual	August-19 Actual	YTD Actual	Annual Forecast	Annual Budget	Forecast vs Budget
SCHEDULE OF FEES:						
Enrollment/Unit-Based Fees						
Accounting and Regulatory Reporting	5,851.17	5,851.16	11,702.33	68,500.00	68,500.00	-
Community Outreach	4,166.67	4,166.66	8,333.33	50,000.00	50,000.00	-
Connexus Annual License (EMS)	70,214.00	70,214.00	140,428.00	822,000.00	822,000.00	-
Curriculum Postage	5,403.75	5,403.75	10,807.50	62,569.04	62,569.97	0.93
Direct Course Instruction Support	-	-	-	-	-	-
Educational Resource Center	14,744.94	14,744.94	29,489.88	172,620.00	172,620.00	-
Enrollment and Records Management	6,550.00	6,550.00	13,100.00	75,841.26	75,842.38	1.12
Facility Support Services	554.50	554.50	1,109.00	8,723.65	8,723.65	-
Hardware/Software - Employees	3,385.00	3,385.00	6,770.00	40,861.55	40,801.48	(60.07)
Human Resources Support	7,052.08	7,052.09	14,104.17	85,128.24	85,003.09	(125.15)
ISP Processing Fee	49.35	4,012.50	4,061.85	24,083.32	24,083.32	-
School Curriculum Supplies	2,491.67	2,491.66	4,983.33	30,115.96	30,047.27	(68.69)
Short-Term Sub Teaching Services	2,376.00	-	2,376.00	2,376.00	-	(2,376.00)
Special Populations Consultative Services	25,463.14	(25,463.14)	-	303,218.64	303,219.36	0.72
Student Technology Assistance- Laptops	46,143.75	46,143.75	92,287.50	553,916.42	553,916.42	-
Tangible/Intangible Instr. Materials	169,172.92	169,172.91	338,345.83	1,958,051.43	1,958,078.74	27.30
Technical Support and Repairs	17,553.50	17,553.50	35,107.00	205,500.00	205,500.00	-
Voice Over IP Services	-	-	-	24,516.93	24,480.89	(36.04)
Total Enrollment/Unit Based Fees	381,172.44	331,833.28	713,005.72	4,488,022.45	4,485,386.57	(2,635.88)
Revenue-Based Fees						
Marketing Services	10,185.26	10,185.25	20,370.51	122,654.86	122,223.06	(431.80)
School Administration	61,111.53	61,111.53	122,223.06	735,929.15	733,338.35	(2,590.80)
Treasury Services	15,277.88	15,277.89	30,555.77	183,982.29	183,334.59	(647.70)
Total Revenue Based Fees	86,574.67	86,574.67	173,149.34	1,042,566.30	1,038,896.00	(3,670.30)
Total Fee-Based Expenses	467,747.11	418,407.95	886,155.06	5,530,588.74	5,524,282.56	(6,306.18)
SCHEDULE OF COMPENSATION:						
Administrative Compensation						
Salaries	50,652.66	52,015.96	102,668.62	633,707.55	633,707.55	-
Benefits	12,409.90	12,743.91	25,153.81	155,258.20	155,258.20	-
Pension	840.77	875.36	1,716.13	67,456.65	67,456.65	-
Taxes	1,885.28	1,993.77	3,879.06	36,194.60	36,194.60	-
Total Administrative Compensation	65,788.61	67,629.01	133,417.62	892,617.00	892,617.00	-
Instructional Compensation						
Salaries	29,398.67	61,223.21	90,621.88	3,681,192.51	3,681,192.51	-
Benefits	7,202.67	14,999.68	22,202.35	899,266.10	899,266.10	-
Pension	(23,343.29)	(21,501.82)	(44,845.11)	612,969.06	612,969.06	-
Taxes	(644.13)	98.56	(545.57)	73,623.88	73,623.88	-
Total Instructional Compensation	12,613.92	54,819.63	67,433.55	5,267,051.55	5,267,051.55	-
Total Compensation	78,402.53	122,448.64	200,851.17	6,159,668.55	6,159,668.55	-

California Connections Academy @ Ripon
Schedule Other Expenses
For the Period Ended August 31, 2019

	July-19 Actual	August-19 Actual	YTD Actual	Annual Forecast	Annual Budget	Forecast vs Budget
SCHEDULE OF OTHER SCHOOL EXPENSES:						
Assessment						
Student Testing & Assessment Facilities & Services	5,536.00	-	5,536.00	84,000.00	84,000.00	-
Student Testing & Assessment Travel	-	-	-	56,219.05	56,219.05	-
Student Testing Technology	-	150.00	150.00	5,000.00	5,000.00	-
Total Assessment	5,536.00	150.00	5,686.00	145,219.05	145,219.05	-
Authorizer Oversight						
District Administrative Fees	1,033.33	1,033.33	2,066.66	12,400.00	12,400.00	-
District Oversight	9,749.43	9,749.43	19,498.86	116,993.11	116,993.11	-
STRS Reporting	515.16	515.16	1,030.32	6,181.97	6,181.97	-
Total Authorizer Oversight	11,297.92	11,297.92	22,595.84	135,575.08	135,575.08	-
Employee Related						
Staff Recruiting/Background Checks	52.85	99.65	152.50	7,465.99	7,465.99	-
Staff Training/Prof. Dvlpmnt	207.27	501.42	708.69	93,548.68	93,548.68	-
Team Building	-	15.59	15.59	7,967.60	7,967.60	-
Travel and Conferences - Administration	-	-	-	27,993.21	27,993.21	-
Travel and Conferences - Teachers	-	-	-	17,408.52	17,408.52	-
Total Employee Related	260.12	616.66	876.78	154,383.99	154,383.99	-
Facilities						
Copiers/ Reproduction	-	-	-	5,651.05	5,651.05	-
Equipment/Supplies	-	-	-	17,500.00	17,500.00	-
Expensed Furniture and Equipment	-	-	-	9,782.93	9,782.93	-
Internet	-	-	-	8,743.03	8,743.03	-
Maintenance & Repairs	306.63	307.69	614.32	11,747.84	11,747.84	-
Office Postage	2.85	-	2.85	7,270.98	7,270.98	-
Office Rent	6,098.63	6,130.34	12,228.97	71,953.79	71,953.79	-
Office Supplies	182.29	179.15	361.44	9,805.85	9,805.85	-
Prop 39 Clean Energy Planning	8,800.00	34,380.00	43,180.00	43,180.00	10,000.00	(33,180.00)
Rent Operating Expense	615.83	615.83	1,231.66	9,363.38	9,363.38	-
Rent Storage Unit	-	-	-	4,000.00	4,000.00	-
Telephone	-	-	-	7,849.61	7,849.61	-
Utilities	477.33	410.38	887.71	9,751.10	9,751.10	-
Total Facilities	16,483.56	42,023.39	58,506.95	216,599.55	183,419.55	(33,180.00)
Governance						
Accreditation	-	-	-	1,000.00	1,000.00	-
Banking Fees	145.03	133.99	279.02	600.00	600.00	-
Board-Related Expenses	2.91	248.87	251.78	7,418.72	7,418.72	-
Dues - Staff	-	-	-	3,389.62	3,389.62	-
Dues - School	3,792.00	-	3,792.00	13,700.00	13,700.00	-
Insurance Expenses	150,761.13	-	150,761.13	1,712.92	1,344.69	(368.23)
Total Governance	154,701.07	382.86	155,083.93	27,821.26	27,453.03	(368.23)
Internet Service Provider						
ISP Payment Reimbursement	-	-	-	63,000.00	63,000.00	-
Total Internet Service Provider	-	-	-	63,000.00	63,000.00	-
Instructional						
LiveSpeech	-	-	-	7,500.00	7,500.00	-
Math Time to Talk	-	-	-	14,035.38	14,035.38	-
Other Curriculum	-	3,192.27	3,192.27	18,333.28	18,333.28	-
Summer School	-	32,038.00	32,038.00	32,038.00	18,000.00	(14,038.00)
Title I - SES Tutoring	-	-	-	5,000.00	5,000.00	-
Total Instructional	-	35,230.27	35,230.27	76,906.66	62,868.66	(14,038.00)
Professional Services						
Accounting Services/Audit	-	-	-	9,500.00	9,500.00	-
AERIES	-	-	-	9,800.00	9,800.00	-
Legal Services	-	1,560.15	1,560.15	14,539.41	14,539.41	-
Manager Services	-	-	-	10,000.00	10,000.00	-
Other School Contracted Services	-	-	-	12,891.61	12,891.61	-
Other School Expense	10.00	1,651.07	1,661.07	1,661.07	1,163.15	(497.92)
Total Professional Services	10.00	3,211.22	3,221.22	58,392.09	57,894.17	(497.92)
Student Related						
College and Career Grant	-	-	-	41,000.00	41,000.00	-
Graduation Expense	-	109.58	109.58	9,000.00	9,000.00	-
SPED Related Services	-	-	-	247,000.00	247,000.00	-
Student Activities	-	(478.94)	(478.94)	25,300.00	25,300.00	-
Total Student Related	-	(369.36)	(369.36)	322,300.00	322,300.00	-
Taxes						
Sales Tax and Use	7,443.33	44,648.16	52,091.49	87,918.63	76,952.77	(10,965.86)
Total Taxes	7,443.33	44,648.16	52,091.49	87,918.63	76,952.77	(10,965.86)
Pending Allocation						
Expenses Pending Allocation	10,758.68	58,068.52	68,827.20	-	-	-
Total Pending Allocation	10,758.68	58,068.52	68,827.20	-	-	-
Total Other Expenses	206,490.68	195,259.64	401,750.32	1,288,116.31	1,229,066.30	(59,050.01)

California Connections Academy Southern California
Revenue and Expense Statement
For the Period Ended August 31, 2019

	July-19 Actual	August-19 Actual	YTD Actual	Annual Forecast	Annual Budget	Forecast vs Budget \$	Forecast vs Budget %
Forecasted Enrollment							
Forecasted ADM				4,365	4,365	-	0.00%
Forecasted Total Enrollment				5,781	5,781	-	0.00%
Forecasted Funded Enrollment				3,951	3,951	-	0.00%
Revenue							
State Funding	-	-	-	14,088,709.46	14,088,709.46	-	0.00%
Federal & Other Program Funding	-	-	-	1,255,800.00	1,255,800.00	-	0.00%
Local Aid	-	-	-	25,092,801.00	25,092,801.00	-	0.00%
Other Funding Sources	-	-	-	119,413.96	119,413.96	-	0.00%
Total Revenue	-	-	-	40,556,724.42	40,556,724.42	-	0.00%
Program Expenses							
Compensation Expense							
Administration Staff	209,580.32	215,443.21	425,023.53	2,843,994.11	2,843,994.11	-	0.00%
Instructional Staff	109,279.82	243,732.97	353,012.79	16,781,518.27	16,781,518.27	-	0.00%
Total Compensation Expense	318,860.14	459,176.18	778,036.32	19,625,512.37	19,625,512.37	-	0.00%
Fee Based Expenses							
Enrollment/Unit Based Fees	1,057,174.20	1,062,311.10	2,119,485.30	14,339,451.23	14,331,595.92	(7,855.31)	-0.05%
Revenue Based Fees	279,206.46	279,206.46	558,412.92	3,351,055.45	3,350,477.45	(578.00)	-0.02%
Total Fee Based Expenses	1,336,380.66	1,341,517.56	2,677,898.22	17,690,506.68	17,682,073.37	(8,433.31)	-0.05%
Other School Expenses							
Assessment	-	134.53	134.53	411,255.53	411,121.00	(134.53)	-0.03%
Authorizer Oversight	33,118.85	33,118.85	66,237.70	397,426.21	397,426.21	-	0.00%
Employee Related	828.65	1,964.49	2,793.14	506,134.61	506,134.61	-	0.00%
Facilities	24,477.55	55,888.29	80,365.84	591,774.05	570,235.35	(21,538.70)	-3.78%
Governance	488,704.06	1,903.15	490,607.21	86,063.56	84,821.14	(1,242.41)	-1.46%
Internet Service Provider	-	-	-	201,000.00	201,000.00	-	0.00%
Instructional	-	87,601.50	87,601.50	206,561.30	194,130.80	(12,430.50)	-6.40%
Professional Services	10.00	4,996.90	5,006.90	150,904.78	150,904.78	-	0.00%
Student Related	(16,810.50)	8,358.84	(8,451.66)	913,620.00	913,620.00	-	0.00%
Taxes	21,863.37	136,537.09	158,400.46	269,174.52	239,576.40	(29,598.13)	-12.35%
Pending Allocation	34,273.53	184,986.72	219,260.25	-	-	-	0.00%
Total Other School Expenses	586,465.51	515,490.36	1,101,955.87	3,733,914.57	3,668,970.30	(64,944.27)	-1.77%
Adjustments and Credits							
Discretionary Service Credit	-	-	-	-	(421,000.00)	(421,000.00)	-100.00%
Total Adjustments and Credits	-	-	-	-	(421,000.00)	(421,000.00)	-100.00%
Total Program Expenses	2,241,706.31	2,316,184.10	4,557,890.41	41,049,933.63	40,555,556.05	(494,377.58)	-1.22%
Net Increase (Decrease)	(2,241,706.31)	(2,316,184.10)	(4,557,890.41)	(493,209.20)	1,168.37	(494,377.58)	
Beginning fund balance	949,935.50	(1,291,770.81)	949,935.50	949,935.50			
Ending fund balance	(1,291,770.81)	(3,607,954.91)	(3,607,954.91)	456,726.30			

California Connections Academy Southern California
Balance Sheet
August 31, 2019

ASSETS

Cash and Short Term Investments:

Analysis Checking	\$	(22,969.70)
Payroll		1,390,132.81
Operating Account		250,176.59
CalOPS Checking		82,649.74
OCDE Cash Account		6,681,253.49
Petty Cash		92.44

Total Cash and Short Term Investments **8,381,335.37**

Other Current Assets:

Pupil Funding	2,665,232.00
SPED Funding State	107,039.00
Other State Receivables	175,593.00
Federal Programs	813,656.40
Due from CalOPS Schools	27,622.48
Prepaid Expenses	67,389.92

Total Other Current Assets **3,856,532.80**

Total Current Assets **12,237,868.17**

Fixed Assets:

Office Equipment - Shelving System	32,521.50
Accumulated Depreciation	(1,806.80)

Net Fixed Assets **30,714.70**

Other Assets:

Rent Deposit InterPres Corporation	20,287.30
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Total Other Assets **20,287.30**

Total Assets **\$ 12,288,870.17**

LIABILITIES

Current Liabilities:

Due to (from) Pearson Online and Blended Learning	\$	16,307,686.93
CalOPS Payroll Liability		(1,794,206.85)
Pension Payable		529,513.38
Accrued Compensation		273,260.70
Accrued Expenses		43,138.50
Deferred Revenue		504,423.00
Accounts Payable		33,009.43

Total Current Liabilities **15,896,825.08**

Total Liabilities **15,896,825.08**

FUND BALANCE

Beginning Fund Balance	949,935.50
Change in Fund Balance	(4,557,890.41)

Ending Fund Balance **(3,607,954.91)**

Total Liabilities and Fund Balance **\$ 12,288,870.17**

California Connections Academy Southern California
Schedule of Revenue
For the Period Ended August 31, 2019

	July-19 Actual	August-19 Actual	YTD Actual	Annual Forecast	Annual Budget	Forecast vs Budget
Revenue						
State Funding						
LCFF / General Purpose Block Grant - State	-	-	-	11,846,750.86	11,846,750.86	-
LCFF / General Purpose Block Grant - State EPA	-	-	-	713,412.00	713,412.00	-
Star Testing Reimbursement	-	-	-	7,000.00	7,000.00	-
Lottery	-	-	-	806,004.00	806,004.00	-
Special Education Pass through funds - State	-	-	-	598,542.60	598,542.60	-
One Time State Funding	-	-	-	-	-	-
Mandated Cost Reimbursement	-	-	-	117,000.00	117,000.00	-
Classified Employee PD Grant	-	-	-	-	-	-
Low Performing Student Block Grant	-	-	-	-	-	-
Total State Funding	-	-	-	14,088,709.46	14,088,709.46	-
Federal & Other Programs Funding						
Title I	-	-	-	596,000.00	596,000.00	-
Title II	-	-	-	101,000.00	101,000.00	-
Title IV	-	-	-	33,000.00	33,000.00	-
IDEA	-	-	-	519,000.00	519,000.00	-
E-Rate	-	-	-	6,800.00	6,800.00	-
Total Federal & Other Programs Funding	-	-	-	1,255,800.00	1,255,800.00	-
Local Funding						
LCFF / General Purpose Block Grant - Local	-	-	-	25,092,801.00	25,092,801.00	-
Microsoft Voucher Reimbursement Program	-	-	-	-	-	-
Donations/Tax Credits	-	-	-	-	-	-
Prior Year Revenue Adjustments	-	-	-	-	-	-
Total Local Funding	-	-	-	25,092,801.00	25,092,801.00	-
Other Funding						
Interest	-	-	-	15,000.00	15,000.00	-
OBL Grant	-	-	-	104,413.96	104,413.96	-
Prior Year Revenue	-	-	-	-	-	-
Total Other Funding	-	-	-	119,413.96	119,413.96	-
Total Revenue	-	-	-	40,556,724.42	40,556,724.42	-

California Connections Academy Southern California
Schedule of Fees
For the Period Ended August 31, 2019

	July-19 Actual	August-19 Actual	YTD Actual	Annual Forecast	Annual Budget	Forecast vs Budget
SCHEDULE OF FEES:						
Enrollment/Unit-Based Fees						
Accounting and Regulatory Reporting	17,071.50	17,071.50	34,143.00	218,250.00	218,250.00	-
Community Outreach	45,833.33	45,833.34	91,666.67	550,000.00	550,000.00	-
Connexus Annual License (EMS)	204,858.00	204,858.00	409,716.00	2,619,000.00	2,619,000.00	-
Curriculum Postage	15,039.75	15,039.75	30,079.50	190,759.80	190,758.83	(0.97)
Direct Course Instruction Support	-	-	-	-	-	-
Educational Resource Center	43,020.18	43,020.18	86,040.36	549,990.00	549,990.00	-
Enrollment and Records Management	18,230.00	18,230.00	36,460.00	231,224.00	231,222.82	(1.18)
Facility Support Services	1,675.50	1,675.50	3,351.00	27,794.68	27,794.68	-
Hardware/Software - Employees	10,785.00	10,785.00	21,570.00	130,190.28	129,998.88	(191.40)
Human Resources Support	22,468.75	22,468.75	44,937.50	271,229.75	270,831.01	(398.74)
ISP Processing Fee	198.77	12,241.67	12,440.44	73,444.05	73,444.05	-
School Curriculum Supplies	7,941.67	7,941.66	15,883.33	95,953.41	95,734.54	(218.87)
Short-Term Sub Teaching Services	6,906.00	-	6,906.00	6,906.00	-	(6,906.00)
Special Populations Consultative Services	-	-	-	966,094.43	966,096.72	2.29
Student Technology Assistance- Laptops	140,779.17	140,779.16	281,558.33	1,689,213.17	1,689,213.17	-
Tangible/Intangible Instr. Materials	471,152.08	471,152.09	942,304.17	5,986,537.50	5,986,511.88	(25.62)
Technical Support and Repairs	51,214.50	51,214.50	102,429.00	654,750.00	654,750.00	-
Voice Over IP Services	-	-	-	78,114.17	77,999.33	(114.84)
Total Enrollment/Unit Based Fees	1,057,174.20	1,062,311.10	2,119,485.30	14,339,451.23	14,331,595.92	(7,855.31)
Revenue-Based Fees						
Marketing Services	32,847.82	32,847.82	65,695.64	394,241.82	394,173.82	(68.00)
School Administration	197,086.91	197,086.91	394,173.82	2,365,450.91	2,365,042.91	(408.00)
Treasury Services	49,271.73	49,271.73	98,543.46	591,362.73	591,260.73	(102.00)
Total Revenue Based Fees	279,206.46	279,206.46	558,412.92	3,351,055.45	3,350,477.45	(578.00)
Total Fee-Based Expenses	1,336,380.66	1,341,517.56	2,677,898.22	17,690,506.68	17,682,073.37	(8,433.31)
SCHEDULE OF COMPENSATION:						
Administrative Compensation						
Salaries	161,362.28	165,705.31	327,067.59	2,019,074.58	2,019,074.58	-
Benefits	39,533.75	40,597.80	80,131.55	494,673.03	494,673.03	-
Pension	2,678.42	2,788.61	5,467.02	214,925.76	214,925.76	-
Taxes	6,005.87	6,351.49	12,357.37	115,320.74	115,320.74	-
Total Administrative Compensation	209,580.32	215,443.21	425,023.53	2,843,994.11	2,843,994.11	-
Instructional Compensation						
Salaries	142,047.67	243,429.91	385,477.57	11,728,763.01	11,728,763.01	-
Benefits	34,801.67	59,640.32	94,441.99	2,865,179.95	2,865,179.95	-
Pension	(66,485.40)	(60,619.11)	(127,104.51)	1,952,999.95	1,952,999.95	-
Taxes	(1,084.12)	1,281.85	197.73	234,575.36	234,575.36	-
Total Instructional Compensation	109,279.82	243,732.97	353,012.79	16,781,518.27	16,781,518.27	-
Total Compensation	318,860.14	459,176.18	778,036.32	19,625,512.37	19,625,512.37	-

California Connections Academy Southern California
Schedule Other Expenses
For the Period Ended August 31, 2019

	July-19 Actual	August-19 Actual	YTD Actual	Annual Forecast	Annual Budget	Forecast vs Budget
SCHEDULE OF OTHER SCHOOL EXPENSES:						
Assessment						
Student Testing & Assessment Facilities & Services	-	134.53	134.53	206,134.53	206,000.00	(134.53)
Student Testing & Assessment Travel	-	-	-	179,121.00	179,121.00	-
Student Testing Technology	-	-	-	26,000.00	26,000.00	-
Total Assessment	-	134.53	134.53	411,255.53	411,121.00	-
Authorizer Oversight						
District Administrative Fees	100.00	100.00	200.00	1,200.00	1,200.00	-
District Oversight	31,377.47	31,377.47	62,754.94	376,529.64	376,529.64	-
STRS Reporting	1,641.38	1,641.38	3,282.76	19,696.57	19,696.57	-
Total Authorizer Oversight	33,118.85	33,118.85	66,237.70	397,426.21	397,426.21	-
Employee Related						
Staff Recruiting/Background Checks	168.37	317.48	485.85	23,787.61	23,787.61	-
Staff Training/Prof. Dvlpmt	660.28	1,597.35	2,257.63	312,305.00	312,305.00	-
Team Building	-	49.66	49.66	25,386.00	25,386.00	-
Travel and Conferences - Administration	-	-	-	89,190.00	89,190.00	-
Travel and Conferences - Teachers	-	-	-	55,466.00	55,466.00	-
Total Employee Related	828.65	1,964.49	2,793.14	506,134.61	506,134.61	-
Facilities						
Copiers/ Reproduction	-	-	-	18,004.97	18,004.97	-
Depreciation	-	-	-	2,000.00	2,000.00	-
Equipment/Supplies	-	-	-	66,500.00	66,500.00	-
Expensed Furniture and Equipment	-	-	-	31,169.71	31,169.71	-
Internet	-	-	-	27,856.45	27,856.45	-
Maintenance & Repairs	976.96	980.32	1,957.28	37,430.17	37,430.17	-
Office Postage	9.08	-	9.08	23,166.00	23,166.00	-
Office Rent	19,428.17	19,529.21	38,957.38	229,254.22	229,254.22	-
Office Supplies	580.73	570.71	1,151.44	31,242.72	31,242.72	-
Prop 39 Clean Energy Planning	-	31,538.70	31,538.70	31,538.70	10,000.00	(21,538.70)
Rent Operating Expense	1,961.82	1,961.82	3,923.64	29,832.96	29,832.96	-
Rent Storage Unit	-	-	-	7,700.00	7,700.00	-
Telephone	-	-	-	25,009.88	25,009.88	-
Utilities	1,520.79	1,307.53	2,828.32	31,068.28	31,068.28	-
Total Facilities	24,477.55	55,888.29	80,365.84	591,774.05	570,235.35	(21,538.70)
Governance						
Accreditation	-	1,070.00	1,070.00	1,070.00	1,000.00	(70.00)
Banking Fees	538.70	40.22	578.92	1,400.00	1,400.00	-
Board-Related Expenses	9.26	792.93	802.19	23,637.02	23,637.02	-
Dues - Staff	-	-	-	10,799.78	10,799.78	-
Dues - School	7,882.00	-	7,882.00	43,700.00	43,700.00	-
Insurance Expenses	480,274.10	-	480,274.10	5,456.76	4,284.35	(1,172.41)
Total Governance	488,704.06	1,903.15	490,607.21	86,063.56	84,821.14	(1,242.41)
Internet Service Provider						
ISP Payment Reimbursement	-	-	-	201,000.00	201,000.00	-
Total Internet Service Provider	-	-	-	201,000.00	201,000.00	-
Instructional						
LiveSpeech	-	-	-	21,000.00	21,000.00	-
Math Time to Talk	-	-	-	44,718.55	44,718.55	-
Other Curriculum	-	10,171.00	10,171.00	58,412.25	58,412.25	-
Summer School	-	77,430.50	77,430.50	77,430.50	65,000.00	(12,430.50)
Title I - SES Tutoring	-	-	-	5,000.00	5,000.00	-
Total Instructional	-	87,601.50	87,601.50	206,561.30	194,130.80	(12,430.50)
Professional Services						
Accounting Services/Audit	-	-	-	9,500.00	9,500.00	-
AERIES	-	-	-	30,300.00	30,300.00	-
Legal Services	-	4,970.83	4,970.83	46,324.47	46,324.47	-
Manager Services	-	-	-	20,000.00	20,000.00	-
Other School Contracted Services	-	-	-	41,074.36	41,074.36	-
Other School Expense	10.00	26.07	36.07	3,705.96	3,705.96	-
Total Professional Services	10.00	4,996.90	5,006.90	150,904.78	150,904.78	-
Student Related						
Graduation Expense	-	349.09	349.09	42,700.00	42,700.00	-
SPED Related Services	-	-	-	786,000.00	786,000.00	-
Student Activities	(16,810.50)	8,009.75	(8,800.75)	84,920.00	84,920.00	-
Total Student Related	(16,810.50)	8,358.84	(8,451.66)	913,620.00	913,620.00	-
Taxes						
Sales Tax And Use	21,863.37	136,537.09	158,400.46	269,174.52	239,576.40	(29,598.13)
Total Taxes	21,863.37	136,537.09	158,400.46	269,174.52	239,576.40	(29,598.13)
Pending Allocation						
Expenses Pending Allocation	34,273.53	184,986.72	219,260.25	-	-	-
Total Pending Allocation	34,273.53	184,986.72	219,260.25	-	-	-
Total Other Expenses	586,465.51	515,490.36	1,101,955.87	3,733,914.57	3,668,970.30	(64,944.27)



**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, August 27, 2019 at 3:30 p.m. PT

Held at the following locations and via teleconference:

CalCA Ripon: 580 N. Wilma Avenue, Suite G, Ripon, CA 95366
CalCA SoCAL: 33272 Valle Road, San Juan Capistrano, CA 92675
23091 Arden Street, Lake Forest, CA 92630
2142 E. Yosemite, Merced, CA 95340
25858 Tanforan Drive, Madera, CA 93638
1081 W. Manning Avenue, Reedley, CA 93654
8803 Cardinal Avenue, Fountain Valley, CA 92615
8422 Madison Avenue, Fair Oaks, CA 95628
44304 Copper Moon Lane, Lancaster, CA 93536

I. Call to Order

Ms. Pavlich called the meeting to order at 3:36 p.m. when all participants were present and able to hear each other. The meeting and school sites were open to the public to attend.

II. Roll Call

Board Members Present at Roll Call: Elaine Pavlich (in person at SoCAL Site); Diana Rivas, Mike Henjum, and Paul Hedrick (via phone);

Board Members Joined During Meeting: Brooke Watkins (via phone);

Board Members Absent: Dave Souza and Adam Pulsipher;

Guests Present: Franci Sassin, Heather Tamayo, and LaChelle Carter, School staff (in person at SoCAL Site); Richard Savage, Executive Director, Marcus White, Kara Mannix, and Richie Romero, School staff; Melissa Brown, Eileen Sigmund, Donna Kozub, Hussa Blake, and Laura Coleman, Pearson Online & Blended Learning (POBL 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 August 23, 2019 in compliance with the Brown Act requirements. There being no changes noted, the following motion was made and seconded as follows:

RESOLVED, that the Agenda for the August 27, 2019 Board Meeting, as presented, is hereby approved.

The motion was approved unanimously.

V. Oral Reports

a. Executive Director's Report

i. Back to School Activities, Staffing and Training Update

Dr. Savage discussed with the Board recent and upcoming back to school activities, including successful orientations with students, families and teachers. He also updated the Board on staffing and training efforts.

ii. Enrollment Update

Dr. Savage reviewed current enrollment numbers with the Board.

iii. Connections Academy Summer Leadership Conference Update

Dr. Savage discussed the Connections Leadership Retreat, held annually in Baltimore. He reviewed many of the topics covered at the retreat, as well as mentoring and networking opportunities for him and other school leadership team members.

iv. New Schools Update

Dr. Savage provided the Board with an update on the enrollment and authorizer relationships for the two new schools, CalCA Central Coast and CalCA Monterey Bay.

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. The Board discussed foreign language requirements in detail with Ms. Tamayo.

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. The Board discussed supplemental credit recovery programs for students in detail with Ms. Mannix.

c. CalCA Financial Report

Dr. Sassin introduced Ms. Carter and provided the Board with an update on support services and personnel provided to the school and Board. Ms. Carter reviewed her background and experience with the Board.

i. Unaudited 2018-2019 Financial Results

Dr. Sassin reviewed the unaudited financial results from the previous school year with the Board.

ii. STRS Reporting Update

Dr. Sassin provided the Board with an update on reporting for the State Teachers' Retirement System (STRS).

[Ms. Watkins joined the meeting at 3:52 p.m.]

iii. Prop 39 Energy Grant Update

Dr. Sassin provided the Board with an update on the progress completed on the Prop 39 Grant projects for CalCA Ripon and CalCA Southern California.

iv. Consolidated Financial Report

Dr. Sassin reviewed with the Board the consolidated financial report, as included in the Board meeting materials.

v. CalCA North Bay Financial Report

Ms. Pavlich asked the Board whether they had any questions or comments on the written financial report received by Dr. Sassin and Ms. Carter. There were no questions from the Board at this time.

vi. CalCA Central Financial Report

Ms. Pavlich asked the Board whether they had any questions or comments on the written financial report received by Dr. Sassin and Ms. Carter. There were no questions from the Board at this time.

vii. CalCA Central Coast Financial Report

Dr. Sassin advised the Board that financials for the new school will be in future month's Board meeting materials.

viii. CalCA Monterey Bay Financial Report

Dr. Sassin advised the Board that financials for the new school will be in future month's Board meeting materials.

ix. CalCA Ripon Financial Report

Ms. Pavlich asked the Board whether they had any questions or comments on the written financial report received by Dr. Sassin and Ms. Carter. There were no questions from the Board at this time.

x. CalCA Southern California Financial Report

Ms. Pavlich asked the Board whether they had any questions or comments on the written financial report received by Dr. Sassin and Ms. Carter. There were no questions from the Board at this time.

VI. Consent Agenda

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

RESOLVED, the Consent Items:

- a. Approval of Minutes from the June 18, 2019 Annual Board Meeting;
- b. Approval of Staffing Report;
- c. Approval of Connections Education Invoice(s);
- d. Approval of LiveSpeech Invoice(s);
- e. Approval of Math Time to Talk Invoice(s);
- f. Approval of Year End Financial Statements;
- g. Approval of Unaudited Actuals for Fiscal Year Ending June 30, 2019 and Authorization of California Schools Director of Business Services to Submit to the Appropriate Parties;
- h. Approval of Resolutions of Bank Accounts, Administrators, and Orange County Department of Education (OCDE) Issue of Funds;
- i. Ratification of CalCA Southern California Lease Renewal;
- j. Ratification of STRS Reporting Agreement with OCDE; and
- k. Approval of Education Protection Account (EPA) Expenditure Plans for the 2019-2020 School Year; are hereby approved.

The motion passed unanimously.

VII. Action Items

- a. Approval of CalCA Local Control Accountability Plans (LCAP) for the 2019-2020 School Year for CalCA Central Coast and CalCA Monterey Bay

Mr. Romero reviewed with the Board the goals and action steps of the Local Control Accountability Plans (LCAP) for CalCA Central Coast and CalCA Monterey Bay, as included in the Board meeting materials. Mr. Romero detailed the LCAP timeline for collecting stakeholder feedback, compiling school goals and the state requirement process and submission format. Mr. Romero requested Board approval of the presented LCAPs with permission to amend with non-substantial corrections. There being no further discussion, a motion was made and seconded as follows:

RESOLVED, that the CalCA Local Control Accountability Plans (LCAP) for the 2019-2020 school year for CalCA Central Coast and CalCA Monterey Bay, as presented, are hereby approved.

The motion passed unanimously.

[Ms. Tamayo left the meeting at 4:00 p.m.]

b. Approval of i-Ready Contract

Mr. Romero presented to the Board the i-Ready Contract, as included in their Board meeting materials. He reviewed the benefits of the online based program and the success of the pilot utilized during summer school. The Board discussed the program in detail with Mr. Romero. There being no further discussion, a motion was made and seconded as follows:

RESOLVED, that the i-Ready Contract, as presented, is hereby approved.

The motion passed unanimously.

[Ms. Tamayo joined the meeting via phone at 4:05 p.m.]

c. Approval of Master Contract and List of Special Education Service Providers

Ms. Carter to the Board the master contract template and list of service providers for Special Education, as included in the Board meeting materials. She reviewed the progress and timeline for drafting and executing the contracts. She further reviewed benefit to authorizing herself to finalize and execute the contracts with providers listed as well as any future providers when needed, with Board ratification if necessary. There being no further discussion, a motion was made and seconded as follows:

RESOLVED, that the Master Contract and List of Special Education Service Providers, as presented, are hereby approved.

The motion passed unanimously.

d. Approval of Math Time to Talk Proposal and Contract

Ms. Brown reviewed with the Board the Math Time to Talk proposed contract. Ms. Brown discussed the proposed use of trained math specialists to engage in small group discourse with students needing additional assistance in mathematics. She further reviewed the success other Connections Academy partnering schools have seen with the pilot program. Mr. Savage further reviewed with the Board the benefits of the program. The Board discussed the program and potential expansion to other grades in the future in detail. There being no further discussion, a motion was made and seconded as follows:

RESOLVED, that the Math Time to Talk Proposal and Contract, as presented, is hereby approved.

The motion passed unanimously.

e. Approval of Board Training and Conference Attendance for the 2019-2020 School Year

Ms. Coleman reviewed the upcoming conferences that have been identified that may interest members of the Board. The Board discussed the conferences and supported Board member attendance at the California Charter Schools Conference and National conference discussed. There being no further discussion, a motion was made and seconded as follows:

RESOLVED, that Board members to attend 2019-2020 Board trainings and conferences recommended including, California Charter Schools Conference, other State Conferences and the National Charter School Conference, and reimbursing reasonable expenses for the Board members incurred in attending each conference, as discussed, is hereby approved.

The motion passed unanimously.

[Mr. White left the meeting at 4:27 p.m.]

VIII. Information Items

a. Local Control Accountability Plans (LCAP) Progress Update

Dr. Sassin and Mr. Romero provided the Board with an update on the Local Control Accountability Plans (LCAP) for the four existing schools, which were approved by the Board at the last meeting.

b. Special Education Local Plan Area (SELPA) Update

Dr. Sassin provided the Board with an update on the Special Education Local Plan Area (SELPA) status of the schools, including that the two new schools would be a part of the new SELPA while the four other schools would continue in their current SELPA until next year.

c. State & Strategic Client Relations Update.

Ms. Sigmund provided the Board with an update on recent legislative activities in the state, which may impact the school.

d. Partner School Leadership Team (PSLT) Update

Ms. Brown presented to the Board on behalf of Pearson Online & Blended Learning's (POBL) Partner School Leadership Team.

i. School Operations Metrics

Ms. Brown reviewed the data included in the Board materials, highlighting the school's performance as compared with other POBL partnering schools of similar size and years in operation.

e. National Charter School Conference (NCSC) Update

Mr. Henjum provided the Board with an update on her recent trip to the National Charter School Conference (NCSC) in Las Vegas, NV. He thanked the Board for the opportunity to attend the conference, and noted the value of the information that was presented and encouraged the Board to consider participation at future conferences.

f. Sponsoring District(s) Update

Dr. Savage reviewed with the Board the positive relationships with the schools authorizers, including a recent positive meeting with the Ripon Unified School District.

IX. Adjournment and Confirmation of Next Meeting on Tuesday, September 24, 2019 at 3:30 p.m. PT

There being no further business to discuss, the meeting was adjourned at 4:46 pm. The next meeting is scheduled for Tuesday, September 24, 2019 at 3:30 p.m. PT.

Staffing Reports

New Hires

Name	Area	Compensation	Bonus Potential	Start Date
Bean, Carolyn L.	Teacher - Special Edu	\$60,740.00	0.00	09/09/2019
Bennett, Zachary W.	Teacher - Secondary	\$50,240.00	0.00	08/14/2019
Foley, Victoria T.	Teacher - Elementary	\$48,240.00	0.00	08/14/2019
Harris, Jessica	Teacher - Secondary	\$54,740.00	0.00	08/14/2019
Johnson, Jessica M.	Teacher - Elementary	\$53,240.00	0.00	08/28/2019
Lee, Tabia	Teacher - Secondary	\$57,240.00	0.00	08/29/2019
Morgan Jr., Joseph M.	Teacher - Special Edu	\$57,240.00	0.00	08/28/2019
Nordstrom, Terrence C.	Teacher - Secondary	\$56,740.00	0.00	09/03/2019
Ohlemann, Sophia D.	Teacher - Special Edu	\$57,740.00	0.00	09/03/2019
Roman, Matthew R.	Teacher - Secondary	\$51,740.00	0.00	09/03/2019
Searfoss, Julie M.	Teacher - Elementary	\$49,240.00	0.00	09/03/2019

Departing Employees

Name	Area	Last Day Worked	Reason
Anthony, Anne L.	CalCA Science Lab Instrct	08/20/2019	Job Elimination
Bowers, Patrick M.	Teacher - Secondary	09/03/2019	Career Change
Chau, Charles M.	CalCA Science Lab Instrct	08/20/2019	Job Elimination
Hammers, Amy J.	Teacher - Secondary	08/14/2019	Family Reasons
Higareda, Cortnie	Teacher - Special Edu	08/14/2019	Return to Brick & Mortar
James, Ty M.	CalCA Science Lab Instrct	08/20/2019	Job Elimination
Keen, Denise C.	Teacher - Secondary	08/18/2019	Transferred out
Kohl, Raul T.	Teacher - Secondary	08/14/2019	No Reason Given
Koontz, Brandon R.	CalCA Science Lab Instrct	08/20/2019	Job Elimination
Lee, Katelyn A.	Teacher - Elementary	07/24/2019	Transferred out
Montoya, Francisco	Teacher - Secondary	08/26/2019	No Call/No Show
Reyes, Sarah P.	School Admin Asst II	08/27/2019	Career Change
Ruhland, Michael E.	CalCA Science Lab Instrct	08/20/2019	Job Elimination
Sanabria Jr., Enrique	Teacher - Special Edu	09/03/2019	Violated Company Policy
Westa Esq., Joseph M.	504 Coordinator	08/14/2019	No Reason Given

Promotions/Transfers

Name	Previous Position	New Position	Compensation	Bonus	Effective Date
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Ayers, Hollie J.	Teacher - Secondary	Family Relationship Coord	\$54,868.48	0.00	08/16/2019
Condon, Jessica J.	School Enroll Spec	School Exec Assistant	\$55,593.16	0.00	08/16/2019
Dombek, Leslie M.	Site Administrator II	Asst Principal III	\$104,324.12	0.00	07/01/2019
Franco, Jessica E.	Teacher - Secondary	Family Relationship Coord	\$55,696.10	0.00	08/16/2019
Kinter, Lori M.	Teacher- Substitute	Teacher - Secondary	\$52,020.00	0.00	06/27/2019
Neal, Nancy M.	Teacher - Elementary	Family Relationship Coord	\$54,864.81	0.00	08/16/2019

Carolyn L. Bean

Education

Masters of Science in Special Education, with Learning Handicapped Minor

California State University, Hayward

Bachelor of Arts, Liberal Studies

California State University, Fresno

Credentials and Certifications

California Professional Clear Multiple Subject K-12 Teaching Credential California Professional Clear Specialist Instruction Credential

- Guided Language Acquisition and Design (BeGLAD) Certification Skills and Key Professional Experiences

June, 1993 June, 1986

- Experience with multiple educational online platforms, including FuelEd K-12, Pathways, OLS, TVS, PowerSchool, RenWeb, TOMS, Blackboard, Seesaw, Waterford Early Learning, Zoom, Google Hangouts, and Google Meet

- Served as grade-level Lead Teacher, supporting other members of the team in creating schedules, weekly and monthly communications with parents, planning and implementing field trips, communicating with students and families using online platforms as well as in person.

- Excellent communicator, adept at building positive relationships with parents and students

- PC and Macintosh

- Microsoft Office Suite

- G Suite

- Highly organized

- Designed and implemented individualized learning plans for multi-age classes

- Very self-motivated to meet deadlines

- Works well as either a member or leader of a team

Professional Experience

California Prep Academy December 2016-June 2019

Teacher K-5

- Prepare lessons and instruct students (individual, small and whole group) online

- Strong academic knowledge of the K-12 curriculum for TK-2 grade levels

- Onboard families to assist them in navigating through the OLS and school expectations

- Communicate with parents/learning coaches weekly about student learning plans, academic progress, and attendance

- Set up daily learning plans, entered attendance, responded to parents/learning coaches, students, and staff

- Support learning coaches and students with curriculum and instructional issues

- Gather and evaluate student's work samples each learning period

- Complete report cards and assign grades for each semester

- Met with learning coaches and students for RTI/SST process and attended IEP meetings

- Lead Proctor CAASPP and CAST exams

- Ensure completion of i-Ready assessments

- Organize meetups/field trips throughout the school year

- Website development using Google Sites for K-5 families, K-5 staff, and personal classroom

Fremont Christian School July 2014 – June 2016

Teacher

Grade 4

- Served as grade-level Lead Teacher, supporting other members of the team in creating schedules, weekly and monthly communications with parents, planning and implementing field trips, and communicating with students and families.

- Develop and implement daily and unit lesson plans for fourth grade students

- Foster a classroom environment conducive to learning and promoting excellent student engagement

- Set up lesson materials, bulletin board displays and demonstrations.

- Observe and evaluate students' performance, behavior, social development, and physical health

- Utilize positive reinforcement academically and behaviorally

- Develop excellent rapport with students

- Modify teaching methods and materials to meet students varying needs and interests including accommodating students with special needs

- Met regularly with parents and guardians to discuss children's progress

- Create a classroom environment in which children can build community and respect for themselves and others

- Create and teach engaging lessons and activities

- Foster team collaboration between students through group projects

Fremont Christian School

Home School Teacher/Learning Co-op Teacher

Self-Employed

Grades K-12, all subjects

- Designed and implemented individualized learning plans for multi-age classes

Fremont Unified School District

Teacher

James Leitch Elementary, Special Education Resource Specialist K-2 Warm Springs Elementary, Special Education Resource Specialist 3-6

January 1987 - June 1991

November 1988 – June 1991

August 1995 – June 2014

August 1995 – June 2014

- Assessed needs of students

- Created and monitored individualized education plans (IEPs)

- Taught students using the pull-out model

- Facilitated yearly meetings with students and other special education team members

- Write progress reports for parents and teachers

ZACHARY W. BENNETT

PROFESSIONAL PROFILE

Driven, high energy Social Studies Teacher passionate about making the school experience a positive one for all students. I believe deeply in creating a stimulating learning environment where all students can utilize their individual skills and interests to maximize their potential. Teaching and service is my passion, and I seek a position where I can be part of a school and a greater community. I aim to be a leader not just in the classroom, but also be involved in all aspects of school and community life.

SKILL HIGHLIGHTS

EXPERIENCE

EL Authorization attached to Credential

Dynamic lesson planning Classroom management skills Differentiated instruction specialist

Experience Teaching students with special needs

Co-Teaching skills Promotes positive learning environment

Experience with Online Education & Digital Teaching Tools

08/2016 to Present Substitute Teacher

Anaheim Union High School District — Orange County, CA

Being a Substitute Teacher for the AUHSD provided me with the opportunity to work all over Orange County, CA. with a variety of different students, communities, and socio-economic conditions. Here I was able to continue to build my Classroom Management skills and work in a variety of content matters, with a variety of lesson plans, learning new things to bring into my own classroom.

08/2016 to Present Substitute Teacher

Garden Grove Unified School District — Orange County, CA

Being a Substitute Teacher for the GGUSD further provided me with the opportunity to work all over Orange County, CA. with a growing variety of different students, communities, and socio-economic conditions. Building upon my Classroom Management skills, working as a substitute teacher gave me a new opportunity every day to learn from a new classroom, a new subject, and a new Educator.

08/2015 to 15/2016 Student Teacher

Anaheim Union High School District — Magnolia High School — Anaheim, CA

Taught 10th grade World History and 11th grade U.S. History for the 2015-2016 school year. Developed and implemented dynamic lesson plans, centered around state and Common Core standards. Created positive classroom learning environment for all students. Created differentiated instruction for English language learners and students with special needs. Highlights include a visit from California Congress Woman Loretta Sanchez.

05/2008 to 12/2008 Intern/Community Organizer

GP International — San Francisco, CA

GP International is one of the largest Non-Governmental Organizations in the world. Developed skills including facilitation, time management, and community organizing skills. Worked directly with communities and politicians in San Francisco, Ca and Phoenix, Az. In service to local communities.

Highlights include working directly with diverse communities, giving lectures at Arizona State University, and attending a United Nations Conference in Poznan, Poland in December of 2008.

EDUCATION

2017 Teacher Training Endowed Workshop on The Holocaust

California State University, Long Beach — Long Beach, CA,

Hosted by the CSULB Jewish Studies Department, this week-long teacher training workshop provides Teachers with strategies, curriculum development, lesson plans, resources, and specialized instruction on how to teach The Holocaust in a middle/high school classroom. Holocaust education is a state standard, and this teacher preparation workshop trains teachers to teach the Holocaust in an impactful, and age appropriate way.

2016 Single Subject Teaching Credential Program

California State University, Fullerton — Fullerton, CA,

One of the highest rated teaching credential programs in the country the only nationally- accredited program in Orange County, CA. Coursework included lesson planning, classroom management, differentiated instruction, strategies for teaching ELL and students with a special need. Earned Single-Subject Teaching Credential.

2014 Bachelor of Arts: History

California State University, Fullerton — Fullerton, CA,

Trained historian. Training as a historian develops a number of highly valued, transferable skills, including research skills, organization skills, analytical skills, and critical thinking skills. Taught to present and discuss ideas and results in a logical and appealing manner. Historians pay close attention to issues of difference, context, and process. Member of National Honor Society in History, Phi Alpha Theta. Graduated with a 3.17 GPA.

2009 Associate of Arts: History/General Education

Cypress Community College — Cypress, CA.

Named to Cypress College President's Honor Roll for earning a GPA above 3.75 - top 4% of student body.

VICTORIA FOLEY

E L E M E N T A R Y E D U C A T O R

EDUCATION

CONCORDIA UNIVERSITY
IRVINE

Multiple Subject Credential
February 2019

Masters of Education

Expected December 2019

CALIFORNIA STATE
UNIVERSITY FULLERTON

Bachelor of Arts in Communication
Minor in Psychology
May 2014

UNIVERSITY OF VIRGINIA'S
SEMESTER AT SEA
Spring 2012

TECHNOLOGY SKILLS

Adobe Suite
Educational Applications
Google Classroom
Google Suite
Microsoft Office

CERTIFICATES

EL Authorization (ELAM)
First Aid & CPR
TESOL 120 Advance Certificate

INVOLVEMENT

City of Hope Refuge, Ghana
Habitat for Humanity, Africa
Teaching Assistant, China
Teaching English, Vietnam
Online English Teacher

PROFESSIONAL PROFILE

I am a driven, innovative, optimistic professional educated at California State University Fullerton and Concordia University Irvine. I have gained additional certificates that qualify me to specialize in teaching English Language Learners. These skills have led me to have a diverse background in education working with both underprivileged youth and students of various backgrounds and cultures. I utilize my marketing and communications expertise to integrate technology into my classroom. These skillsets have helped me to develop a highly interactive pedagogic philosophy.

EXPERIENCE

STUDENT TEACHER

El Morro Elementary School / Laguna Beach, California / Oct. 2018 – Dec. 2018

Motivated third grade students with innovative lessons and encouraged individual student growth through positive rapport. Utilized technology by incorporating a Smartboard, Chromebooks and online activities into lessons. Applied new age teaching tactics to engage students hands-on activities and project-based learning. Facilitated Response to Intervention (RtI) via small group activities to students of varying abilities.

STUDENT TEACHER

James Guinn Elementary School / Anaheim, California/ Aug. 2018 – Oct. 2018

Served as first grade teacher at socioeconomically disadvantaged school. Implemented lesson plans for all academic areas based on Common Core curriculum to students of varying abilities. Utilized a variety of teaching strategies to engage all students, including English Language Learners and students with special needs in challenging activities that are developmentally appropriate. Managed the class by utilizing positive behavior intervention strategies

SUBSTITUTE TEACHER

Capistrano Unified School District

Laguna Unified School District / Southern California / Sept. 2017 - Present

Utilizes existing curriculum and incorporates creative teaching tactics to generate an active learning environment spanning all grade levels (K-12), disciplines and cultural backgrounds. Maintains classroom rules and implements clear expectations of student behavior for effective classroom management.

MARKETING & SALES MANAGER

OC Yacht Charter / Remote / April. 2017 – April. 2019

Responsible for all sales and marketing campaigns. This includes managing sales of all packages and creating new promotion campaigns to expand the niche market. Managing daily operations involved coordinating charter details with the captains, investors and boat owners, strategizing logistics and engaging with customers.

KINDERGARTEN & PRESCHOOL TEACHER

Thidamapera Catholic School / Suratthani, Thailand / May. 2015 – March 2016

Taught English, Math and Science to young learners between the ages of 2-6. This included writing, reading comprehension, speaking and listening skills. Helped students develop the assets needed to understand, speak, write and read in a second language. Classroom management included preparation of lessons, writing and grading exams, producing coursework, arranging extra-curricular activities, monthly progress reports and evaluating the student's development.

Jessica Kier Harris

OBJECTIVE: To obtain a position as an English teacher with Connections Academy.

EDUCATION

Master of Arts in Education 2010
University of California, Santa Cruz

Single Subject, English, Teaching Credential 2010
University of California, Santa Cruz

Bachelor of Arts, English 2009
University of Notre Dame, Notre Dame, IN

EXPERIENCE

English Teacher, 7th and 8th Grade 2018-present
Shoreline Middle School, Live Oak, CA

- ☐ Developed a Common Core Standards based curriculum focused on collaborative and student-constructed learning.
- ☐ Implemented a variety of AVID teaching strategies to increase rigor and critical thinking within the classroom.
- ☐ Differentiated curriculum for students with reading levels ranging from 3rd to 12th grade, including English Learners and students with IEPs or 504 plans.
- ☐ Integrated technology, such as Google Classroom, into daily lesson plans.
- ☐ Fostered growth mindsets and built positive relationships with students and their families.
- ☐ Collaborated with colleagues to set learning goals and plan assessments utilizing the backward design model.

Instructional Technician, 9th-12th Grade 2017-2018
Soquel High School, Soquel, CA

- ☐ Provided individualized and small group instruction to students in all subject areas.
- ☐ Maintained classroom discipline in a positive and effective manner.
- ☐ Collaborated with teachers to monitor student progress and ensure IEP accommodations were met.
- ☐ Assisted Academic Support teacher in creating English lessons.

English and AVID Teacher, 8th Grade 2011-2016
Peterson Middle School, Sunnyvale, CA

- ☐ Taught and prepared lessons for three classes: Honors English, English, and AVID.
- ☐ Managed over 170 students each day and demonstrated positive classroom management techniques.
- ☐ Implemented research based instructional strategies and modified lessons to promote student engagement and meet individual needs.
- ☐ Assessed student progress, communicated said progress to parents, and created remediation programs.
- ☐ Developed curriculum for, and co-taught, a course for students in the Mild/Moderate Resource program.
- ☐ Led an afterschool program, Homework Center, designed to assist students in excelling in all classes.

English Teacher, 7th Grade 2010
Harden Middle School, Salinas, CA

- ☐ Taught and managed over 165 students per day in five separate classes.
- ☐ Specialized in developing English as a Second Language students.
- ☐ Led the seventh grade English teaching team and conducted weekly collaboration meetings.

Student Teacher, Sheltered English, 9th -11th Grade 2009-2010
Santa Cruz High School, Santa Cruz, CA

- ☐ Taught a Freshman English class for students in need of additional supports, scaffolds, and differentiation within the curriculum.
- ☐ Maintained an effective learning environment by engaging students and employing positive classroom management techniques.

Student Teacher, Language Arts & English Language Development, 6th Grade 2009
Shoreline Middle School, Santa Cruz, CA

- ☐ Designed and taught lessons that scaffolded EL students' writing improvement.
- ☐ Worked with individual students to develop reading strategies and increase reading comprehension.

Special Needs Caregiver 2009-2010
Respite Care, Scotts Valley, CA

- ☐ Provided aide to a child with a neurodevelopmental disorder.
- ☐ Planned engaging nonverbal activities, assisted child's movement and monitored behavioral concerns.

English as a Second Language Tutor 2008-2009
South Bend Literacy Council, South Bend, IN

- ☐ Prepared and facilitated one-on-one English language development lessons.

Ropes Course Coordinator 2007
Kennolyn Camps, Soquel, CA

- ☐ Directed the use of two high ropes courses, a climbing wall and low ropes course for children ages 8 to 15.
- ☐ Taught team building, problem solving and conflict resolution through hands-on activities.

Softball Coach 2006

Jessica Johnson

Summary of Qualifications:

California Credentialed Teacher
Differentiated curriculum to accommodate different learning styles
Privately tutored for seven years
Developed a mentoring program that has been implemented
Specialized in individual child development, assessments, and intervention
Experienced with teaching Kindergarten-8th Grade

Education:

Long Beach State University, Long Beach, CA- Liberal Studies BA 2007
Presidential List 2005-2007 GPA 3.79

San Diego State University, San Diego, CA- Clear California Credential 2011

Experience:

Learning Center Director, Pathway School 2015-Current
Laguna Hills, CA
Trained and equipped colleagues for assessments given triennially
Assessed incoming students
Implemented interventions for students reading below grade level
Managed each interventionists program and progress
Attended IEP meetings as a representative of the school

Lead Sixth-Seventh Grade Teacher, Pathway School 2013-2017
Laguna Hills, CA
Taught California Standard curriculum
Effectively instructed a multi-grade leveled class and their specific learning styles
Encouraged students to become advocates for their own learning

Fourth Grade Teacher, Huntington Christian School 2007-2010
Huntington Beach, CA
Taught California Standard curriculum
Specialized in Reading and English Development

Dr. t. lee CV page 1 of 3
Tabia Lee, Ed.D.

Digital CV & Teaching Philosophy: Who is Tabia Lee?
EDUCATION, CERTIFICATIONS, AND
PROFESSIONAL ASSOCIATIONS
Education

☐ Doctor of Education, Urban Educational Leadership and Administration, University of California, Irvine & California State University, Los Angeles, 2009

☐ Master of Arts in Education, Curriculum and Instruction (Cross-cultural Language and Academic Development), University of Phoenix, 2004

☐ Bachelor of Arts in Sociology, Social Deviance, University of California, Davis, 1999

Professional Associations

☐ Member, Pi Lambda Theta (PLT), International Honor Society and Professional Association in Education

☐ Member, Society for Information Technology and Teacher Education (SITE)

☐ Member, American Evaluation Association (AEA)

☐ Member, World Education Research Association (WERA)

☐ Member, Teachers of English to Speakers of Other Languages International Association (TESOL)

☐ Member, American Educational Research Association (AERA)

Certifications

☐ Microsoft Technology Enriched Instruction Faculty Fellow, Microsoft and the Society for Information Technology and Teacher Education, 2015

☐ Center for Instruction and Technology Certification: Teaching and Learning with Technology, University of San Francisco, 2014

☐ Certificate of Completion: Accreditation Basics Course, Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, 2014

☐ Clear Single Subject Teaching Credential: Social Science with English Learner Authorization, State of California, Issuance Date: July 2014

☐ National Board Certification: English/Language Arts Early Adolescence, National Board for Professional Teaching Standards, 2006

☐ Education for the Gifted and Talented Certification, P-12 Instruction, University of California, Riverside, 2004

☐ National Board Certification: Social Studies/History, Early Adolescence, National Board for Professional Teaching Standards, 2003

Joseph McCord Morgan, Jr.

Profile

After serving as a Special Education teacher in public schools for the past fifteen years, I'm eager to pursue exciting opportunities within the field of education. Prior to my work as a teacher, I enjoyed a rewarding 10-year career in sales and marketing that included technical sales, public transit market research and marketing, and management of a commuter vanpool program.

As an educator, I value:

- early intervention for the identification of students with disabilities
- empowering students with disabilities
- partnering with parents and other IEP team members to support student needs
- supporting the social and emotional learning needs of students
- meeting the specialized academic instructional needs of every student

Experience

RSP Teacher, Davis Senior High School, Davis Joint USD

2017 - present

Currently managing caseload of 25 mild/moderate students; support 2 regular education math teachers and teacher ASD Interpersonal Skills class; School Climate Committee, Best Buddies, GSA, and Co-Chair of Special Education Department.

RSP Teacher, Onaga Elementary School, Morongo USD

2014 - 2017

Managed K-6 caseload of 30 - 45 mild/moderate students with combined push-in, pull-out services. Served on Leadership Committee, district Wellness Committee, and chair of district Special Education Advisory Committee.

SAI teacher, Twentynine Palms Junior High School, Morongo USD

2011 - 2014

Taught mathematics, reading intervention, and world history. Active in AVID program and after school tutoring.

SAI Math teacher, Nellie Coffman Middle School, Palm Springs USD

2010 - 2011

Served for one year as the SAI/SDC Math Teacher; decided to return to Morongo Unified School District after determining that position was not a good fit for me. Grant recipient for educational technology.

RSP teacher, Condor Elementary School, Morongo USD

2008-2010

Managed K-6 caseload of approximately 24 students with combined push-in, pull-out services. Active member of school site Coordinated Care Team. Recognized as Teacher of the Year during first year of service (2008-2009).

RSP teacher, Goldenview Middle school, Anchorage school district

2004 - 2008

Taught mathematics, reading Intervention and study skills. Active member of district's Educational Technology department and grant recipient for educational technology.

Education

Rio Salado College, Tempe, Arizona - Post-Baccalaureate Special Education, 2006

University of Alabama at Birmingham — B.S. Marketing, 1990

References

Kellie Sequeira, Assistant Principal, Davis Senior High School

Cinamon Torres, School Psychologist, Davis Senior High School

September Larson, Speech-Language Pathologist, Davis Senior High School

Nina Nero, Parent and Teacher, Davis Joint Unified School District

T. Chris Nordstrom

Teaching/Education Experience:

Athletics Advancement Coordinator June '18-present

Currently responsible for the coordination of athletic fundraising and major gifts in the athletic area. Put together an all school sponsorship program that included use of all elements of marketing available on campus including video, signage and our athletics sports app. Have also helped current coaches in their fundraising efforts and have put together a plan to unify the funding processes of all sports.

AP Government Teacher – Orange Lutheran High School Sep. '12-June '18

Worked with all senior students who were involved in the Advanced Placement Government program on our campus. In the five years as the teacher in this program, students passed the national exam at a 78% rate. The course also included an Honors Economics curriculum built in. Built the curriculum for a "hyflex" AP Government course that included online and on ground elements in a mixed academic setting.

Social Science Teacher – Orange Lutheran High School May '04-Sep. '12

Hold primary responsibility for senior level social science courses American Government and Economics. Also taught US and World History. Helped to create several project based alternative assessments for both courses. Been involved with professional learning communities and alternative assessment programs. Have instilled the use of new technologies in classroom including wiki's, web based discussions and group online projects. Served one year as the instructor of American government for the resource program.

Associate Director of Development – Mater Dei High School June 2001-May 2004

Handled the admissions marketing for the high school. This included school visits, tours, and the organization of prospective student marketing events. Served two years with the alumni program working to organize events and handle fundraising operations. Heavily involved with the MD2000 Capital Campaign that raised over \$16 million dollars for new classrooms, a student activity center and gymnasium. Worked with major donors, handled all fundraising events and the school's annual auction which raised over \$250,000 each year.

Director of Renaissance – Mater Dei High School September 1999-June 2002

Was in charge of the Renaissance program that included over 1400 students on campus. The program was designed to recognize students who were working to achieve at their highest levels in the classroom. Responsibilities included organizing an all-school pep rally for academic achievement, planning a breakfast for the forty most improved students on campus and maintaining membership benefits for students in program.

Social Science Teacher – Mater Dei High School September 1997-June 2001

Taught United States History, World History and American Government over the three years. Helped coordinate an expansion of the interdepartmental term paper at the sophomore level in World History. Also worked with resource program to develop new forms of assessment for students with special needs.

Coaching Experience:

Head Basketball Coach – Orange Lutheran High School May 2004-present

Responsible for handling all elements of the boys' basketball program on campus. This includes handling the scheduling, practice organization and the hiring of the coaching staff for all five teams in the program. Worked to maintain the program budget and established fundraising efforts to cover necessary expenses. Have maintained summer camps for youth players and worked to establish relationships with feeder school programs in the training of their coaching staffs. Established "OLu Hoopfest" a one day basketball showcase that is considered one of the premier events in southern California. Currently hold a career overall record of 286-163, with a CIF play-off record of 25-11 and a State Playoff record of 5-5. In 2010, finished as CIF runner-up, in 2011 and 2012 won the CIF Championship. In 2015 & 2016 competed in the CIF Open division playoffs. Was named CIF-SS coach of the year in 2010, 2011 and 2012. Have had fifteen players continue on to collegiate basketball and two continue playing at the professional level.

Assistant Basketball Coach – Mater Dei High School May 1995-May 2004

Served as an assistant coach at the junior varsity level, three years as the head freshmen coach and four years as the associate head coach of the varsity. Tasks included handling lower level scheduling, running lower level tournaments and youth summer camps. At the varsity level was in charge of offense and individual skill development. Involved with the fundraising element and entertainment of the Nike Extravaganza event for six seasons. During tenure with the varsity was part of three CIF-SS Championship teams, two California state championships and coached ten players who went on to play at the collegiate level and three who played in the NBA.

Head Boys' Tennis Coach – Mater Dei High School Spring 1997-1999

Assistant Boys' Tennis Coach – Mater Dei High School Spring 1996

Spent three seasons with the boys' tennis program. In charge of every aspect of program including scheduling, hiring of staff and practice planning. Worked to develop athletes in game of tennis and created a summer tournament. Had to handle the budget of the tennis program and the fundraising efforts.

Education:

Bachelor of Arts – Economics June 1992

U.C. Irvine

Minor in Management

Teaching Credential May 1997

RESUME

Sophia D. Ohlemann
Special Education Teacher

PROFESSIONAL EXPERIENCE

Ms. Ohlemann's classroom teaching focuses on providing a safe and secure physical and psychological environment for students who have special needs. Her student's individualized educational plans drive instruction. Her classroom is filled with students who have Autism, Down's Syndrome, Mental Retardation, Speech Language Impairment, Emotional Disturbance and Multiple Disabilities.

EDUCATION

California State University, San Bernardino, B.A., English, 1999.
California State University, San Bernardino, M. Ed., Special Education, cum laude, 2009

MEMBERSHIPS & ACTIVITIES

Credentialed to teach in California by CCTC
Education Specialist Instruction Credential, Moderate/Severe
Professional Clear Multiple Subject CLAD Credential, Supplemental Authorization in English
GATE Certificate

HONORS & AWARDS

Student of the Year, California State University, San Bernardino, Palm Desert Campus, 2008

Matthew Roman

EDUCATION

Azusa Pacific University, Azusa, CA

Master of Education - Digital Teaching and Learning Track May 2016

California State University San Bernardino, San Bernardino, CA

Bachelor of Arts, Spanish - Language, Literature, and Civilization Track June 2014

Bachelor of Arts, Spanish - Hispanic Cultural Studies Track

PROFESSIONAL EXPERIENCE

Options For Youth, San Gabriel, CA June 2019 - Present

Summer Virtual Spanish Teacher

- Teach Spanish 1 and 2 to students online by assessing students' production of Spanish and providing feedback through graded assignments
- Manage a caseload of 50-55 students to ensure successful enrollment in courses and completion of semester units
- Communicate with students throughout the week via email and telephone to track their learning progress and maintain healthy student-faculty rapport

American English College, Rowland Heights, CA October 2018 - December 2018

Spanish Language Tutor

- Tutored Spanish to adult learners to attain and enhance speaking, listening, reading, and writing skills in the Spanish language
- Utilized strategies to assess students' Spanish knowledge and understand their learning needs
- Created instructional materials that maximize instruction and satisfy students' learning requests

Covina Valley Unified School District, Covina, CA August 2016 - June 2018

High School Spanish Teacher

- Utilized various instructional strategies to satisfy state content standards and students' different learning needs
- Implemented a classroom management plan that upheld organization, procedures, and teacher expectations in the classroom
- Communicated information regarding students' grades and citizenship performances to students, parents, and school staff personnel
- Promoted positive school culture and built rapport with parents and students by volunteering at school events.

Chaffey College Language Success Center, Rancho Cucamonga, CA June 2014 - July 2016

Spanish and ESL Tutor Apprentice IX

- Tutored ESL and Spanish subjects to college-aged students to help them grasp the material and produce collegiate literacy
- Taught 50-minute Spanish sessions 3-5 times a week to groups of 5-25 students to help them review Spanish grammar and improve Spanish oral production skills
- Assisted in administrative duties to ensure accurate student login data, maintenance of checked out educational resources, and efficient response to students' inquiries

OTHER PROFESSIONAL EXPERIENCE

Calvary Chapel Rancho Cucamonga, Rancho Cucamonga, CA June 2009 - January 2015

Barista

- Interacted with visitors of the church and ensured that they felt welcomed
- Operated the cash register and the espresso machine to fulfill guest's orders
- Provided assistance with the set up and take down of church community events

Target Retail Store, Rancho Cucamonga, CA August 2010 - June 2014

Cashier

- Performed fun, fast, and friendly customer service to ensure satisfying shopping visits for guests
- Persuaded customers to apply for Target Credit/Debit cards to satisfy the store's daily quota
- Responded to team leaders' requests for assistance in the grocery department and in the Target Cafe

California State University San Bernardino, San Bernardino, CA April 2013 - June 2013

FLAGS Office Student Advisor

- Advised college students in taking certain Spanish courses to help them receive their desired degree
- Collaborated with other student advisors and faculty members to prepare school events

California State University San Bernardino, San Bernardino, CA January 2013 - April 2013

Multimedia Language Center Spanish Tutor

- Tutored Spanish to university students to help them learn the subject matter
- Reviewed students' work to assess their Spanish knowledge and use proper instructional methods

CERTIFICATIONS & SKILLS

Center for Teacher Innovation, CA Single Subject Teaching Credential - Foreign Language June 2018

Chaffey College, College Reading & Learning Association Tutor Training Program Certification July 2016

California State University, Certificate: Spanish Translating in Public Services June 2014

Proficient in Google Programs: Google Docs, Slides, Forms, Classroom, Sites, Drive, and Classroom

Knowledgeable in the use of PC, iPad, and MAC

Julie Searfoss

June 25, 2019

Mr. Marcus White, Principal
California Connections Academy

Dear Mr. White,

I am interested in teaching for Connections Academy and believe my skills and abilities are a good fit with Connections' mission to partner with learning coaches and students in a personalized, well-rounded education. I would appreciate an opportunity to visit with you about how I can help teach students and support coaches in the California Central Coast area.

As a former Utah-Credentialed elementary school teacher, I substitute-taught for several years. Although it has been some time since I taught in a professional setting, I have been a Sunday School Teacher, crafting lessons using a student-led learning approach. At various times I have been asked to teach children, teenagers, or adults in this individualized context.

Music is one of my passions, and I taught piano lessons for many years. I know that a teacher must be flexible in working with learning coaches and students in order to ensure success by considering different approaches to learning.

While I particularly love Language Arts, History, and Music, I find all subjects intriguing. I am very interested in working with children and their coaches in supporting their home-schooling efforts. Connections Academy can depend on me to help students reach their educational potential and become responsible young people with integrity. Thank you for your consideration.

Sincerely,

Julie Searfoss

Attached: Résumé

Julie Searfoss

Dedicated, dependable, flexible, passionate, detail-oriented partner in education

Core Skills and Abilities

- Planning: developed and organized activities and implemented curriculum for church-related youth programs (ages 3 to 18)
 - o Efficiently organized and directed yearly children's presentations and weekly children's meetings (40+ children, 3-12 yrs. old); taught youth classes
 - o Head director for regional young women's (ages 12-18) summer camp
 - Coordinated the efforts of 30+ volunteers, overseeing logistics, transportation, meals, scheduling, first aid, spiritual/morality lessons etc.
 - Developed curriculum for student camp leaders' teaching/leadership opportunities
 - Executed and analyzed volunteer and camper surveys in order to continue program enhancement
- Respect and Caring: cared for and mentored children with special needs
 - o Taught children with cognitive disabilities and autism spectrum challenges with love and compassion
 - o Proven experience in handling difficult situations with care and respect
- Leadership: worked 10 years as appointed President of local and regional Relief Societies (faith-based charitable organization)
 - o Worked one-on-one with individuals and families with financial and/or emotional challenges
 - o As Regional President:
 - Trained local Relief Society President appointees in leadership principles and program execution
 - Organized hundreds of members for charitable events (i.e. "Support Our Soldiers" and "International Day"—celebration of world cultures/building bridges)
 - Gave multiple speeches to large groups, teaching and encouraging personal development and family relations
- Teamwork: built strong, collaborative and flexible relationships within volunteer organization
 - o As a long term volunteer and teammate, raised nearly half a million dollars for the Child Guidance Guild of Bakersfield, benefiting the Henrietta Weill Memorial Child Guidance Clinic serving Kern County children with mental health needs; trained new volunteers, encouraged cooperation

Employment History

- Private Piano Instructor, 10+ years
- Homemaker in Support of Career Military Family 1980-present



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:

credit@pearson.com

Tax ID No:

68-0519943

Invoice Number : 91000003416

Date : 05-SEP-2019

Due Date : 05-OCT-2019

Payment Terms : NET 30

Customer Account : 3903212

Project Number : 82037922

Currency : USD

Shipment Terms :

Purchase Order Number :

Number of Pages : Page 1 of 2

Total Ordered Quantity (No. Of Items) :		7
Net Amount :	USD	\$124,943.06
Tax Total :	USD	\$9,683.09
Invoice Total :	USD	\$134,626.15
Amount Due :	USD	\$134,626.15

REMITTANCE INFORMATION**Make Checks Payable to:**

Pearson Online & Blended Learning
32369 Collection Center Drive
Chicago, IL 60693-0323

Bank Wire to:

Bank Name

ABA ACH No

ABA Wire No

SWIFT Code

A/C No

Bank Account Name

Always quote your invoice number when paying

Invoice Number: 91000003416							Page 2 of 2
Project Number	Project Agreement Number	Description	Quantity	List Price	Net Price	Tax	Line Total
82037922		Direct Charges	1		87,513.79	6,782.32	94,296.11
82037922		Pass Through	1		46,227.79	3,582.66	49,810.45
82037922		Adjust July Pass Through Allocations	-1		459.25	-35.59	-494.84
82037922		Adjust July Credit for Nonbillable Earnings Paid by the School	-1		2,363.29	-183.16	-2,546.45
82037922		Adjust July Benefits - Administration	1		2,380.86	184.51	2,565.37
82037922		Adjust July Benefits - Instructional	-1		946.76	-73.37	-1,020.13
82037922		Adjust July Withholdings	-1		7,410.08	-574.28	-7,984.36
Invoice Total			Subtotal		Total Tax		Invoice Total
			USD		USD		USD
			\$124,943.06		\$9,683.09		\$134,626.15



Pearson

CREDIT MEMO

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:

credit@pearson.com

Tax ID No:

68-0519943

Credit Memo Number : 91000003416 CM

Date : 09-SEP-2019

Due Date : 09-SEP-2019

Payment Terms :

Customer Account : 3903212

Project Number : 82037922

Currency : USD

Shipment Terms :

Purchase Order Number :

Original Invoice Number : 91000003416

Number of Pages : Page 1 of 2

Total Ordered Quantity (No. Of Items) :		7
Net Amount :	USD	\$0.00
Tax Total :	USD	\$-8,380.64
Credit Memo Total :	USD	\$-8,380.64
Amount Due :	USD	\$0.00

REMITTANCE INFORMATION

Make Checks Payable to:

Pearson Online & Blended Learning
32369 Collection Center Drive
Chicago, IL 60693-0323

Bank Wire to:

Bank Name

ABA ACH No

ABA Wire No

SWIFT Code

A/C No

Bank Account Name

Credit Memo Number: 91000003416 CM							Page 2 of 2
Project Number	Project Agreement Number	Description	Quantity	List Price	Net Price	Tax	Line Total
82037922		Direct Charges	0		87,513.79	-5,870.05	-5,870.05
82037922		Pass Through	0		46,227.79	-3,100.76	-3,100.76
82037922		Adjust July Pass Through Allocations	0		459.25	30.80	30.80
82037922		Adjust July Credit for Nonbillable Earnings Paid by the School	0		2,363.29	158.52	158.52
82037922		Adjust July Benefits - Administration	0		2,380.86	-159.69	-159.69
82037922		Adjust July Benefits - Instructional	0		946.76	63.50	63.50
82037922		Adjust July Withholdings	0		7,410.08	497.04	497.04

Invoice Comments: -

CHARLOTTE EGE - CREDIT OF TAXES FOR INV 91000003416 - CUST IS TAX WAS INCORRECT - REDUCTION IS (8,380.64)

Credit Memo Total	Subtotal	Total Tax	Credit Memo Total
	USD	USD	USD
	\$0.00	\$-8,380.64	\$-8,380.64



Charges for the Following Period:

July 2019

Compensation Expenses

Benefits - Administration	2,380.86
Benefits - Instructional	9,550.55
Credit for Nonbillable Earnings Paid by the School	(1,181.64)
Withholdings	4,812.79
	15,562.56

Enrollment/Unit Based Charges

Accounting and Regulatory Reporting	858.21
Connexus™ Annual License (EMS)	10,298.50
Curriculum Postage	827.75
Educational Resource Center	2,162.69
Enrollment and Records Management	1,003.33
Facility Support Services	72.50
Hardware/Software - Employees	650.00
Human Resources Support	1,354.17
School Curriculum Supplies	479.17
Short Term Substitute Teaching Services	354.00
Student Technology Assistance	8,898.13
Tangible and Intangible Instructional Materials	26,041.67
Technical Support and Repairs	2,574.63
	55,574.75

Revenue Based Charges

Marketing Services	1,949.25
School Administration	11,695.49
Treasury Services	2,923.87
	16,568.61

Special Education

Oversight and Liability	4,873.12
	4,873.12

Pass Through Expenses

32,364.02

Total Amount Due

124,943.06



INVOICE

Customer Bill-to:

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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:

credit@pearson.com

Tax ID No:

68-0519943

Invoice Number : 91000003449

Date : 10-SEP-2019

Due Date : 10-OCT-2019

Payment Terms : NET 30

Customer Account : 3903212

Project Number : 82037922

Currency : USD

Shipment Terms :

Purchase Order Number :

Number of Pages : Page 1 of 2

Total Ordered Quantity (No. Of Items) :		2
Net Amount :	USD	\$97,944.41
Tax Total :	USD	\$7,590.69
Invoice Total :	USD	\$105,535.10
Amount Due :	USD	\$105,535.10

REMITTANCE INFORMATION**Make Checks Payable to:**

Pearson Online & Blended Learning
32369 Collection Center Drive
Chicago, IL 60693-0323

Bank Wire to:

Bank Name

ABA ACH No

ABA Wire No

SWIFT Code

A/C No

Bank Account Name

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Invoice Number: 91000003449							Page 2 of 2
Project Number	Project Agreement Number	Description	Quantity	List Price	Net Price	Tax	Line Total
82037922		Direct Charges	1		81,181.29	6,291.56	87,472.85
82037922		Pass Through	1		16,763.12	1,299.13	18,062.25
Invoice Total			Subtotal	Total Tax	Invoice Total		
			USD	USD	USD		
			\$97,944.41	\$7,590.69	\$105,535.10		



Charges for the Following Period:

August 2019

Compensation Expenses

Benefits - Administration	2,444.94
Benefits - Instructional	11,046.42
Credit for Nonbillable Earnings Paid by the School	(1,144.33)
Withholdings	5,288.54
	17,635.57

Enrollment/Unit Based Charges

Accounting and Regulatory Reporting	858.21
Connexus™ Annual License (EMS)	10,298.50
Curriculum Postage	827.75
Educational Resource Center	2,162.68
Enrollment and Records Management	1,003.34
Facility Support Services	72.50
Hardware/Software - Employees	650.00
Human Resources Support	1,354.16
Internet Subsidy Payment Processing	773.75
School Curriculum Supplies	479.16
Student Technology Assistance	8,898.12
Tangible and Intangible Instructional Materials	26,041.66
Technical Support and Repairs	2,574.62
	55,994.45

Revenue Based Charges

Marketing Services	1,949.25
School Administration	11,695.48
Treasury Services	2,923.87
	16,568.60

Special Education

Oversight and Liability	(4,873.12)
	(4,873.12)

Pass Through Expenses

12,618.91

Total Amount Due

97,944.41



INVOICE

Customer Bill-to:

Central California Connections
Academy
33272 Valle Road
San Juan Capistrano, CA 92675

Attention:

Accounts Payable

Customer Ship-to:

Central California 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:

credit@pearson.com

Tax ID No:

68-0519943

Invoice Number : 91000003414

Date : 05-SEP-2019

Due Date : 05-OCT-2019

Payment Terms : NET 30

Customer Account : 3922001

Project Number : 82037920

Currency : USD

Shipment Terms :

Purchase Order Number :

Number of Pages : Page 1 of 2

Total Ordered Quantity (No. Of Items) :	6
Net Amount :	USD \$290,768.25
Tax Total :	USD \$22,534.54
Invoice Total :	USD \$313,302.79
Amount Due :	USD \$313,302.79

REMITTANCE INFORMATION**Make Checks Payable to:**

Pearson Online & Blended Learning
32369 Collection Center Drive
Chicago, IL 60693-0323

Bank Wire to:

Bank Name

ABA ACH No

ABA Wire No

SWIFT Code

A/C No

Bank Account Name

Always quote your invoice number when paying

Invoice Number: 91000003414							Page 2 of 2
Project Number	Project Agreement Number	Description	Quantity	List Price	Net Price	Tax	Line Total
82037920		Direct Charges	1		212,365.08	16,458.30	228,823.38
82037920		Pass Through	1		100,905.86	7,820.20	108,726.06
82037920		Adjust Benefits - Instructional	-1		166.93	-12.95	-179.88
82037920		Adjust Credit for Nonbillable Earnings Paid by the School	-1		5,158.58	-399.79	-5,558.37
82037920		Adjust Withholdings	-1		16,174.68	-1,253.53	-17,428.21
82037920		Adjust July Pass Through Allocations	-1		1,002.50	-77.69	-1,080.19
Invoice Total			Subtotal		Total Tax		Invoice Total
			USD		USD		USD
			\$290,768.25		\$22,534.54		\$313,302.79



Pearson

CREDIT MEMO

Customer Bill-to:

Central California Connections
Academy
33272 Valle Road
San Juan Capistrano, CA 92675

Attention:

Accounts Payable

Customer Ship-to:

Central California 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:

credit@pearson.com

Tax ID No:

68-0519943

Credit Memo Number : 91000003414 CM

Date : 09-SEP-2019

Due Date : 09-SEP-2019

Payment Terms :

Customer Account : 3922001

Project Number : 82037920

Currency : USD

Shipment Terms :

Purchase Order Number :

Original Invoice Number : 91000003414

Number of Pages : Page 1 of 2

Total Ordered Quantity (No. Of Items) :	6
Net Amount : USD	\$0.00
Tax Total : USD	\$-19,024.54
Credit Memo Total : USD	\$-19,024.54
Amount Due : USD	\$0.00

REMITTANCE INFORMATION

Make Checks Payable to:

Pearson Online & Blended Learning
32369 Collection Center Drive
Chicago, IL 60693-0323

Bank Wire to:

Bank Name :

ABA ACH No :

ABA Wire No :

SWIFT Code :

A/C No :

Bank Account Name :

Credit Memo Number: 91000003414 CM							Page 2 of 2
Project Number	Project Agreement Number	Description	Quantity	List Price	Net Price	Tax	Line Total
82037920		Direct Charges	0		212,365.08	-13,894.74	-13,894.74
82037920		Pass Through	0		100,905.86	-6,602.12	-6,602.12
82037920		Adjust Benefits - Instructional	0		166.93	10.93	10.93
82037920		Adjust Credit for Nonbillable Earnings Paid by the School	0		5,158.58	337.52	337.52
82037920		Adjust Withholdings	0		16,174.68	1,058.28	1,058.28
82037920		Adjust July Pass Through Allocations	0		1,002.50	65.59	65.59

Invoice Comments: -

CHARLOTTE EGE - PARTIAL CREDIT OF TAXES FOR (19,024.54) FROM INV 91000003414 FOR - CUST HAD TAXES IN THE INCORRECT AMOUNT.

Credit Memo Total	Subtotal	Total Tax	Credit Memo Total
	USD	USD	USD
	\$0.00	\$-19,024.54	\$-19,024.54



Charges for the Following Period:

July 2019

Compensation Expenses

Benefits - Instructional	26,043.82
Credit for Nonbillable Earnings Paid by the School	(2,579.29)
Withholdings	10,505.34
	33,969.87

Enrollment/Unit Based Charges

Accounting and Regulatory Reporting	2,160.13
Community Outreach	2,083.33
Connexus™ Annual License (EMS)	25,921.50
Curriculum Postage	2,048.75
Educational Resource Center	5,443.52
Enrollment and Records Management	2,483.33
Facility Support Services	197.50
Hardware/Software - Employees	1,420.00
Human Resources Support	2,958.33
School Curriculum Supplies	1,045.83
Short Term Substitute Teaching Services	864.00
Student Technology Assistance	22,377.08
Tangible and Intangible Instructional Materials	63,233.33
Technical Support and Repairs	6,480.38
	138,717.01

Revenue Based Charges

Marketing Services	4,312.48
School Administration	25,874.90
Treasury Services	6,468.73
	36,656.11

Special Education

Oversight and Liability	10,781.21
	10,781.21

Pass Through Expenses

70,644.05

Total Amount Due

290,768.25



INVOICE

Customer Bill-to:

Central California Connections
Academy
33272 Valle Road
San Juan Capistrano, CA 92675

Attention:

Accounts Payable

Customer Ship-to:

Central California 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:

credit@pearson.com

Tax ID No:

68-0519943

Invoice Number : 91000003448

Date : 10-SEP-2019

Due Date : 10-OCT-2019

Payment Terms : NET 30

Customer Account : 3922001

Project Number : 82037920

Currency : USD

Shipment Terms :

Purchase Order Number :

Number of Pages : Page 1 of 2

Total Ordered Quantity (No. Of Items) :		2
Net Amount :	USD	\$231,713.15
Tax Total :	USD	\$17,957.77
Invoice Total :	USD	\$249,670.92
Amount Due :	USD	\$249,670.92

REMITTANCE INFORMATION**Make Checks Payable to:**

Pearson Online & Blended Learning
32369 Collection Center Drive
Chicago, IL 60693-0323

Bank Wire to:

Bank Name

ABA ACH No

ABA Wire No

SWIFT Code

A/C No

Bank Account Name

Always quote your invoice number when paying

Invoice Number: 91000003448							Page 2 of 2
Project Number	Project Agreement Number	Description	Quantity	List Price	Net Price	Tax	Line Total
82037920		Direct Charges	1		195,122.64	15,122.01	210,244.65
82037920		Pass Through	1		36,590.51	2,835.76	39,426.27
Invoice Total			Subtotal		Total Tax		Invoice Total
			USD		USD		USD
			\$231,713.15		\$17,957.77		\$249,670.92



Charges for the Following Period:

August 2019

Compensation Expenses

Benefits - Administration	5,336.80
Benefits - Instructional	24,112.07
Credit for Nonbillable Earnings Paid by the School	(2,497.85)
Withholdings	11,543.86
	38,494.88

Enrollment/Unit Based Charges

Accounting and Regulatory Reporting	2,160.12
Community Outreach	2,083.34
Connexus™ Annual License (EMS)	25,921.50
Curriculum Postage	2,048.75
Educational Resource Center	5,443.51
Enrollment and Records Management	2,483.34
Facility Support Services	197.50
Hardware/Software - Employees	1,420.00
Human Resources Support	2,958.34
Internet Subsidy Payment Processing	1,945.83
School Curriculum Supplies	1,045.84
Student Technology Assistance	22,377.09
Tangible and Intangible Instructional Materials	63,233.34
Technical Support and Repairs	6,480.37
	139,798.87

Revenue Based Charges

Marketing Services	4,312.49
School Administration	25,874.90
Treasury Services	6,468.72
	36,656.11

Special Education

Oversight and Liability	(10,781.21)
	(10,781.21)

Pass Through Expenses

27,544.50

Total Amount Due

231,713.15



INVOICE

Customer Bill-to:

CALIFORNIA CONNECTIONS
ACADEMY @ CENTRAL COAST
33272 VALLE RD
SAN JUAN CAPISTRANO, CA 92675

Attention:

Accounts Payable

Customer Ship-to:

CALIFORNIA CONNECTIONS
ACADEMY @ CENTRAL COAST
33272 VALLE RD
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:

credit@pearson.com

Tax ID No:

68-0519943

Invoice Number : 91000003417

Date : 05-SEP-2019

Due Date : 05-OCT-2019

Payment Terms : NET 30

Customer Account : 4235156

Project Number : 82038492

Currency : USD

Shipment Terms :

Purchase Order Number :

Number of Pages : Page 1 of 2

Total Ordered Quantity (No. Of Items) :		7
Net Amount :	USD	\$156,795.13
Tax Total :	USD	\$12,151.62
Invoice Total :	USD	\$168,946.75
Amount Due :	USD	\$168,946.75

REMITTANCE INFORMATION**Make Checks Payable to:**

Pearson Online & Blended Learning
32369 Collection Center Drive
Chicago, IL 60693-0323

Bank Wire to:

Bank Name

ABA ACH No

ABA Wire No

SWIFT Code

A/C No

Bank Account Name

Always quote your invoice number when paying

Invoice Number: 91000003417							Page 2 of 2
Project Number	Project Agreement Number	Description	Quantity	List Price	Net Price	Tax	Line Total
82038492		Direct Charges	1		126,776.61	9,825.19	136,601.80
82038492		Pass Through	1		28,954.51	2,243.97	31,198.48
82038492		Adjust July Credit for Nonbillable Earnings Paid by the School	-1		1,480.24	-114.71	-1,594.95
82038492		Adjust July Withholdings	-1		4,641.29	-359.71	-5,001.00
82038492		Adjust July Pass Through Allocations	-1		287.63	-22.29	-309.92
82038492		Adjust July Benefits - Administration	1		1,491.24	115.57	1,606.81
82038492		Adjust July Benefits - Instructional	1		5,981.93	463.60	6,445.53
Invoice Total			Subtotal		Total Tax		Invoice Total
			USD		USD		USD
			\$156,795.13		\$12,151.62		\$168,946.75



Pearson

CREDIT MEMO

Customer Bill-to:

CALIFORNIA CONNECTIONS
ACADEMY @ CENTRAL COAST
33272 VALLE RD
SAN JUAN CAPISTRANO, CA 92675

Attention:

Accounts Payable

Customer Ship-to:

CALIFORNIA CONNECTIONS
ACADEMY @ CENTRAL COAST
33272 VALLE RD
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:

credit@pearson.com

Tax ID No:

68-0519943

Credit Memo Number : 91000003417 CM

Date : 09-SEP-2019

Due Date : 09-SEP-2019

Payment Terms :

Customer Account : 4235156

Project Number : 82038492

Currency : USD

Shipment Terms :

Purchase Order Number :

Original Invoice Number : 91000003417

Number of Pages : Page 1 of 2

Total Ordered Quantity (No. Of Items) :	7
Net Amount : USD	\$0.00
Tax Total : USD	\$-10,341.65
Credit Memo Total : USD	\$-10,341.65
Amount Due : USD	\$0.00

REMITTANCE INFORMATION

Make Checks Payable to:

Pearson Online & Blended Learning
32369 Collection Center Drive
Chicago, IL 60693-0323

Bank Wire to:

Bank Name :

ABA ACH No :

ABA Wire No :

SWIFT Code :

A/C No :

Bank Account Name :

Credit Memo Number: 91000003417 CM							Page 2 of 2
Project Number	Project Agreement Number	Description	Quantity	List Price	Net Price	Tax	Line Total
82038492		Direct Charges	0		126,776.61	-8,361.74	-8,361.74
82038492		Pass Through	0		28,954.51	-1,909.73	-1,909.73
82038492		Adjust July Credit for Nonbillable Earnings Paid by the School	0		1,480.24	97.62	97.62
82038492		Adjust July Withholdings	0		4,641.29	306.13	306.13
82038492		Adjust July Pass Through Allocations	0		287.63	18.97	18.97
82038492		Adjust July Benefits - Administration	0		1,491.24	-98.36	-98.36
82038492		Adjust July Benefits - Instructional	0		5,981.93	-394.54	-394.54
Credit Memo Total			Subtotal	Total Tax	Credit Memo Total		
			USD	USD	USD		
			\$0.00	\$-10,341.65	\$-10,341.65		



Charges for the Following Period:		July 2019
Compensation Expenses		
	Benefits - Administration	1,491.24
	Benefits - Instructional	5,981.93
	Credit for Nonbillable Earnings Paid by the School	(740.12)
	Withholdings	3,014.46
		9,747.51
Enrollment/Unit Based Charges		
	Accounting and Regulatory Reporting	2,160.13
	Connexus™ Annual License (EMS)	25,921.50
	Curriculum Postage	2,048.75
	Educational Resource Center	5,443.52
	Enrollment and Records Management	2,483.33
	Facility Support Services	197.50
	Hardware/Software - Employees	650.00
	Human Resources Support	1,354.17
	School Curriculum Supplies	479.17
	Student Technology Assistance	5,773.96
	Tangible and Intangible Instructional Materials	63,233.33
	Technical Support and Repairs	6,480.38
		116,225.74
Revenue Based Charges		
	Marketing Services	1,241.28
	School Administration	7,447.67
	Treasury Services	1,861.92
		10,550.87
Pass Through Expenses		20,271.01
Total Amount Due		156,795.13



INVOICE

Customer Bill-to:

CALIFORNIA CONNECTIONS
ACADEMY @ CENTRAL COAST
33272 VALLE RD
SAN JUAN CAPISTRANO, CA 92675

Attention:

Accounts Payable

Customer Ship-to:

CALIFORNIA CONNECTIONS
ACADEMY @ CENTRAL COAST
33272 VALLE RD
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:

credit@pearson.com

Tax ID No:

68-0519943

Invoice Number : 91000003450

Date : 10-SEP-2019

Due Date : 10-OCT-2019

Payment Terms : NET 30

Customer Account : 4235156

Project Number : 82038492

Currency : USD

Shipment Terms :

Purchase Order Number :

Number of Pages : Page 1 of 2

Total Ordered Quantity (No. Of Items) :	2
Net Amount :	USD \$146,228.35
Tax Total :	USD \$11,332.70
Invoice Total :	USD \$157,561.05
Amount Due :	USD \$157,561.05

REMITTANCE INFORMATION**Make Checks Payable to:**

Pearson Online & Blended Learning
32369 Collection Center Drive
Chicago, IL 60693-0323

Bank Wire to:

Bank Name

ABA ACH No

ABA Wire No

SWIFT Code

A/C No

Bank Account Name

Always quote your invoice number when paying

Invoice Number: 91000003450							Page 2 of 2
Project Number	Project Agreement Number	Description	Quantity	List Price	Net Price	Tax	Line Total
82038492		Direct Charges	1		135,728.87	10,518.98	146,247.85
82038492		Pass Through	1		10,499.48	813.72	11,313.20
Invoice Total			Subtotal		Total Tax		Invoice Total
			USD		USD		USD
			\$146,228.35		\$11,332.70		\$157,561.05



Charges for the Following Period:		August 2019
Compensation Expenses		
	Benefits - Administration	1,531.37
	Benefits - Instructional	6,918.86
	Credit for Nonbillable Earnings Paid by the School	(716.75)
	Withholdings	3,312.46
		11,045.94
Enrollment/Unit Based Charges		
	Accounting and Regulatory Reporting	2,160.12
	Connexus™ Annual License (EMS)	25,921.50
	Curriculum Postage	2,048.75
	Educational Resource Center	5,443.51
	Enrollment and Records Management	2,483.34
	Facility Support Services	197.50
	Hardware/Software - Employees	650.00
	Human Resources Support	1,354.16
	Internet Subsidy Payment Processing	502.08
	School Curriculum Supplies	479.16
	Student Technology Assistance	5,773.96
	Tangible and Intangible Instructional Materials	63,233.34
	Technical Support and Repairs	6,480.37
		116,727.79
Revenue Based Charges		
	Marketing Services	1,241.28
	School Administration	7,447.66
	Treasury Services	1,861.91
		10,550.85
Pass Through Expenses		7,903.77
Total Amount Due		146,228.35



INVOICE

Customer Bill-to:

CALIFORNIA CONNECTIONS
ACADEMY @ MONTEREY BAY
33272 Valle Road
SAN JUAN CAPISTRANO, CA 92675-
4842

Attention:

Accounts Payable

Customer Ship-to:

CALIFORNIA CONNECTIONS
ACADEMY @ MONTEREY BAY
33272 Valle Road
SAN JUAN CAPISTRANO, CA 92675-
4842

**Connections Education LLC
dba Pearson Online & Blended
Learning K-12 USA**

10960 Grantchester Way
Columbia, MD 21044

Tel: 1-800-843-0019

Email:

credit@pearson.com

Tax ID No:

68-0519943

Invoice Number : 91000003418

Date : 05-SEP-2019

Due Date : 05-OCT-2019

Payment Terms : NET 30

Customer Account : 3973052

Project Number : 82038493

Currency : USD

Shipment Terms :

Purchase Order Number :

Number of Pages : Page 1 of 2

Total Ordered Quantity (No. Of Items) :		7
Net Amount :	USD	\$203,267.31
Tax Total :	USD	\$15,753.22
Invoice Total :	USD	\$219,020.53
Amount Due :	USD	\$219,020.53

REMITTANCE INFORMATION**Make Checks Payable to:**

Pearson Online & Blended Learning
32369 Collection Center Drive
Chicago, IL 60693-0323

Bank Wire to:

Bank Name

ABA ACH No

ABA Wire No

SWIFT Code

A/C No

Bank Account Name

Always quote your invoice number when paying

Invoice Number: 91000003418							Page 2 of 2
Project Number	Project Agreement Number	Description	Quantity	List Price	Net Price	Tax	Line Total
82038493		Direct Charges	1		143,101.42	11,090.37	154,191.79
82038493		Pass Through	1		58,033.35	4,497.58	62,530.93
82038493		Adjust July Credit for Nonbillable Earnings Paid by the School	-1		2,966.82	-229.93	-3,196.75
82038493		Adjust July Withholdings	-1		9,302.44	-720.94	-10,023.38
82038493		Adjust July Pass Through allocations	-1		576.60	-44.68	-621.28
82038493		Adjust July Benefits - Administration	1		2,988.87	231.63	3,220.50
82038493		Adjust July Benefits - Instructional	1		11,989.53	929.19	12,918.72
Invoice Total			Subtotal		Total Tax		Invoice Total
			USD		USD		USD
			\$203,267.31		\$15,753.22		\$219,020.53



Pearson

CREDIT MEMO

Customer Bill-to:

CALIFORNIA CONNECTIONS
ACADEMY @ MONTEREY BAY
33272 Valle Road
SAN JUAN CAPISTRANO, CA 92675-4842

Attention:
Accounts Payable

Customer Ship-to:

CALIFORNIA CONNECTIONS
ACADEMY @ MONTEREY BAY
33272 Valle Road
SAN JUAN CAPISTRANO, CA 92675-4842

Connections Education LLC
dba Pearson Online & Blended
Learning K-12 USA

10960 Grantchester Way
Columbia, MD 21044

Tel: 1-800-843-0019

Email:
credit@pearson.com

Tax ID No:
68-0519943

Credit Memo Number : 91000003418 CM

Date : 09-SEP-2019

Due Date : 09-SEP-2019

Payment Terms :

Customer Account : 3973052

Project Number : 82038493

Currency : USD

Shipment Terms :

Purchase Order Number :

Original Invoice Number : 91000003418

Number of Pages : Page 1 of 2

Total Ordered Quantity (No. Of Items) :	7
Net Amount : USD	\$0.00
Tax Total : USD	\$-13,495.77
Credit Memo Total : USD	\$-13,495.77
Amount Due : USD	\$0.00

REMITTANCE INFORMATION

Make Checks Payable to:

Pearson Online & Blended Learning
32369 Collection Center Drive
Chicago, IL 60693-0323

Bank Wire to:

Bank Name :

ABA ACH No :

ABA Wire No :

SWIFT Code :

A/C No :

Bank Account Name :

Credit Memo Number: 91000003418 CM							Page 2 of 2
Project Number	Project Agreement Number	Description	Quantity	List Price	Net Price	Tax	Line Total
82038493		Direct Charges	0		143,101.42	-9,501.11	-9,501.11
82038493		Pass Through	0		58,033.35	-3,853.07	-3,853.07
82038493		Adjust July Credit for Nonbillable Earnings Paid by the School	0		2,966.82	196.98	196.98
82038493		Adjust July Withholdings	0		9,302.44	617.63	617.63
82038493		Adjust July Pass Through allocations	0		576.60	38.28	38.28
82038493		Adjust July Benefits - Administration	0		2,988.87	-198.44	-198.44
82038493		Adjust July Benefits - Instructional	0		11,989.53	-796.04	-796.04

Invoice Comments: -

CHARLOTTE EGE - PARTIAL CREDIT OF TAXES FOR (13,495.77) FROM INV 91000003418 FOR - CUST HAD TAXES IN THE INCORRECT AMOUNT.

Credit Memo Total	Subtotal	Total Tax	Credit Memo Total
	USD	USD	USD
	\$0.00	\$-13,495.77	\$-13,495.77



Charges for the Following Period:		July 2019
Compensation Expenses		
	Benefits - Administration	2,988.87
	Benefits - Instructional	11,989.53
	Credit for Nonbillable Earnings Paid by the School	(1,483.41)
	Withholdings	6,041.87
		19,536.86
Enrollment/Unit Based Charges		
	Accounting and Regulatory Reporting	2,160.13
	Connexus™ Annual License (EMS)	25,921.50
	Curriculum Postage	2,048.75
	Educational Resource Center	5,443.52
	Enrollment and Records Management	2,483.33
	Facility Support Services	197.50
	Hardware/Software - Employees	650.00
	Human Resources Support	1,354.17
	School Curriculum Supplies	479.17
	Student Technology Assistance	11,547.92
	Tangible and Intangible Instructional Materials	63,233.33
	Technical Support and Repairs	6,480.38
		121,999.70
Revenue Based Charges		
	Marketing Services	2,482.56
	School Administration	14,895.33
	Treasury Services	3,723.83
		21,101.72
Pass Through Expenses		40,629.03
Total Amount Due		203,267.31



INVOICE

Customer Bill-to:

CALIFORNIA CONNECTIONS
ACADEMY @ MONTEREY BAY
33272 Valle Road
SAN JUAN CAPISTRANO, CA 92675-4842

Attention:

Accounts Payable

Customer Ship-to:

CALIFORNIA CONNECTIONS
ACADEMY @ MONTEREY BAY
33272 Valle Road
SAN JUAN CAPISTRANO, CA 92675-4842

**Connections Education LLC
dba Pearson Online & Blended
Learning K-12 USA**

10960 Grantchester Way
Columbia, MD 21044

Tel: 1-800-843-0019

Email:

credit@pearson.com

Tax ID No:

68-0519943

Invoice Number : 91000003451

Date : 10-SEP-2019

Due Date : 10-OCT-2019

Payment Terms : NET 30

Customer Account : 3973052

Project Number : 82038493

Currency : USD

Shipment Terms :

Purchase Order Number :

Number of Pages : Page 1 of 2

Total Ordered Quantity (No. Of Items) :	2
Net Amount :	USD \$182,086.29
Tax Total :	USD \$14,111.69
Invoice Total :	USD \$196,197.98
Amount Due :	USD \$196,197.98

REMITTANCE INFORMATION**Make Checks Payable to:**

Pearson Online & Blended Learning
32369 Collection Center Drive
Chicago, IL 60693-0323

Bank Wire to:

Bank Name

ABA ACH No

ABA Wire No

SWIFT Code

A/C No

Bank Account Name

Always quote your invoice number when paying

Invoice Number: 91000003451							Page 2 of 2
Project Number	Project Agreement Number	Description	Quantity	List Price	Net Price	Tax	Line Total
82038493		Direct Charges	1		161,042.28	12,480.78	173,523.06
82038493		Pass Through	1		21,044.01	1,630.91	22,674.92
Invoice Total		Subtotal	Total Tax		Invoice Total		
		USD	USD		USD		
		\$182,086.29	\$14,111.69		\$196,197.98		



Charges for the Following Period:		August 2019
Compensation Expenses		
	Benefits - Administration	3,069.32
	Benefits - Instructional	13,867.41
	Credit for Nonbillable Earnings Paid by the School	(1,436.57)
	Withholdings	6,639.15
		22,139.31
Enrollment/Unit Based Charges		
	Accounting and Regulatory Reporting	2,160.12
	Connexus™ Annual License (EMS)	25,921.50
	Curriculum Postage	2,048.75
	Educational Resource Center	5,443.51
	Enrollment and Records Management	2,483.34
	Facility Support Services	197.50
	Hardware/Software - Employees	650.00
	Human Resources Support	1,354.16
	Internet Subsidy Payment Processing	1,004.17
	School Curriculum Supplies	479.16
	Student Technology Assistance	11,547.91
	Tangible and Intangible Instructional Materials	63,233.34
	Technical Support and Repairs	6,480.37
		123,003.83
Revenue Based Charges		
	Marketing Services	2,482.55
	School Administration	14,895.33
	Treasury Services	3,723.84
		21,101.72
Pass Through Expenses		15,841.43
Total Amount Due		182,086.29



INVOICE

Customer Bill-to:

California Connections Academy @
Ripon
33272 Valle Road
San Juan Capistrano, CA 92675

Attention:

Accounts Payable

Customer Ship-to:

California Connections Academy @
Ripon
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:

credit@pearson.com

Tax ID No:

68-0519943

Invoice Number : 91000003415

Date : 05-SEP-2019

Due Date : 05-OCT-2019

Payment Terms : NET 30

Customer Account : 3922560

Project Number : 82037921

Currency : USD

Shipment Terms :

Purchase Order Number :

Number of Pages : Page 1 of 2

Total Ordered Quantity (No. Of Items) :		9
Net Amount :	USD	\$717,557.95
Tax Total :	USD	\$55,610.74
Invoice Total :	USD	\$773,168.69
Amount Due :	USD	\$773,168.69

REMITTANCE INFORMATION**Make Checks Payable to:**

Pearson Online & Blended Learning
32369 Collection Center Drive
Chicago, IL 60693-0323

Bank Wire to:

Bank Name

ABA ACH No

ABA Wire No

SWIFT Code

A/C No

Bank Account Name

Always quote your invoice number when paying

Invoice Number: 91000003415							Page 2 of 2
Project Number	Project Agreement Number	Description	Quantity	List Price	Net Price	Tax	Line Total
82037921		Direct Charges	1		539,975.21	41,848.07	581,823.28
82037921		Adjust July Pass Through allocations	-1		3,088.43	-239.35	-3,327.78
82037921		Pass Through	1		241,700.14	18,731.76	260,431.90
82037921		Reverse Adjust July Benefits - Instructional	1		10,081.60	781.33	10,862.93
82037921		Adjust July Benefits - Instructional	-1		22,496.50	-1,743.48	-24,239.98
82037921		Adjust July Benefits - Instructional	-1		10,081.60	-781.33	-10,862.93
82037921		Adjust July Credit for Nonbillable Earnings Paid by the School	-1		12,318.34	-954.67	-13,273.01
82037921		Adjust July Withholdings	-1		38,624.03	-2,993.36	-41,617.39
82037921		Adjust July Benefits - Administration	1		12,409.90	961.77	13,371.67
Invoice Total			Subtotal		Total Tax		Invoice Total
			USD		USD		USD
			\$717,557.95		\$55,610.74		\$773,168.69



Pearson

CREDIT MEMO

Customer Bill-to:

California Connections Academy @
Ripon
33272 Valle Road
San Juan Capistrano, CA 92675

Attention:

Accounts Payable

Customer Ship-to:

California Connections Academy @
Ripon
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:

credit@pearson.com

Tax ID No:

68-0519943

Credit Memo Number : 91000003415 CM

Date : 09-SEP-2019

Due Date : 09-SEP-2019

Payment Terms :

Customer Account : 3922560

Project Number : 82037921

Currency : USD

Shipment Terms :

Purchase Order Number :

Original Invoice Number : 91000003415

Number of Pages : Page 1 of 2

Total Ordered Quantity (No. Of Items) :		9
Net Amount :	USD	\$0.00
Tax Total :	USD	\$-48,167.41
Credit Memo Total :	USD	\$-48,167.41
Amount Due :	USD	\$0.00

REMITTANCE INFORMATION

Make Checks Payable to:

Pearson Online & Blended Learning
32369 Collection Center Drive
Chicago, IL 60693-0323

Bank Wire to:

Bank Name

ABA ACH No

ABA Wire No

SWIFT Code

A/C No

Bank Account Name

Credit Memo Number: 91000003415 CM							Page 2 of 2
Project Number	Project Agreement Number	Description	Quantity	List Price	Net Price	Tax	Line Total
82037921		Direct Charges	0		539,975.21	-36,246.83	-36,246.83
82037921		Adjust July Pass Through allocations	0		3,088.43	207.31	207.31
82037921		Pass Through	0		241,700.14	-16,224.57	-16,224.57
82037921		Reverse Adjust July Benefits - Instructional	0		10,081.60	-676.75	-676.75
82037921		Adjust July Benefits - Instructional	0		22,496.50	1,510.12	1,510.12
82037921		Adjust July Benefits - Instructional	0		10,081.60	676.75	676.75
82037921		Adjust July Credit for Nonbillable Earnings Paid by the School	0		12,318.34	826.89	826.89
82037921		Adjust July Withholdings	0		38,624.03	2,592.71	2,592.71
82037921		Adjust July Benefits - Administration	0		12,409.90	-833.04	-833.04

Invoice Comments: -

CHARLOTTE EGE - PARTIAL CREDIT OF TAXES FOR (48,167.41) FROM INV 91000003415 FOR - CUST HAD TAXES IN THE INCORRECT AMOUNT.

Credit Memo Total	Subtotal	Total Tax	Credit Memo Total
	USD	USD	USD
	\$0.00	\$-48,167.41	\$-48,167.41



Charges for the Following Period:		July 2019
Compensation Expenses		
	Benefits - Administration	12,409.90
	Benefits - Instructional	49,780.95
	Credit for Nonbillable Earnings Paid by the School	(6,159.17)
	Withholdings	25,086.04
		81,117.72
Enrollment/Unit Based Charges		
	Accounting and Regulatory Reporting	5,851.17
	Community Outreach	4,166.67
	Connexus™ Annual License (EMS)	70,214.00
	Curriculum Postage	5,403.75
	Educational Resource Center	14,744.94
	Enrollment and Records Management	6,550.00
	Facility Support Services	554.50
	Hardware/Software - Employees	3,385.00
	Human Resources Support	7,052.08
	School Curriculum Supplies	2,491.67
	Short Term Substitute Teaching Services	2,376.00
	Student Technology Assistance	46,143.75
	Tangible and Intangible Instructional Materials	169,172.92
	Technical Support and Repairs	17,553.50
		355,659.95
Revenue Based Charges		
	Marketing Services	10,185.26
	School Administration	61,111.53
	Treasury Services	15,277.88
		86,574.67
Special Education		
	Oversight and Liability	25,463.14
		25,463.14
Pass Through Expenses		168,742.47
Total Amount Due		717,557.95



INVOICE

Customer Bill-to:

California Connections Academy @
Ripon
33272 Valle Road
San Juan Capistrano, CA 92675

Attention:

Accounts Payable

Customer Ship-to:

California Connections Academy @
Ripon
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:

credit@pearson.com

Tax ID No:

68-0519943

Invoice Number : 91000003453

Date : 10-SEP-2019

Due Date : 10-OCT-2019

Payment Terms : NET 30

Customer Account : 3922560

Project Number : 82037921

Currency : USD

Shipment Terms :

Purchase Order Number :

Number of Pages : Page 1 of 2

Total Ordered Quantity (No. Of Items) :	2
Net Amount :	USD \$576,105.35
Tax Total :	USD \$44,648.16
Invoice Total :	USD \$620,753.51
Amount Due :	USD \$620,753.51

REMITTANCE INFORMATION**Make Checks Payable to:**

Pearson Online & Blended Learning
32369 Collection Center Drive
Chicago, IL 60693-0323

Bank Wire to:

Bank Name

ABA ACH No

ABA Wire No

SWIFT Code

A/C No

Bank Account Name

Always quote your invoice number when paying

Invoice Number: 91000003453							Page 2 of 2
Project Number	Project Agreement Number	Description	Quantity	List Price	Net Price	Tax	Line Total
82037921		Direct Charges	1		488,729.82	37,876.55	526,606.37
82037921		Pass Through	1		87,375.53	6,771.61	94,147.14
Invoice Total			Subtotal		Total Tax		Invoice Total
			USD		USD		USD
			\$576,105.35		\$44,648.16		\$620,753.51



Charges for the Following Period:

August 2019

Compensation Expenses

Benefits - Administration	12,743.91
Benefits - Instructional	57,577.96
Credit for Nonbillable Earnings Paid by the School	(5,964.69)
Withholdings	27,565.87
	91,923.05

Enrollment/Unit Based Charges

Accounting and Regulatory Reporting	5,851.16
Community Outreach	4,166.66
Connexus™ Annual License (EMS)	70,214.00
Curriculum Postage	5,403.75
Educational Resource Center	14,744.94
Enrollment and Records Management	6,550.00
Facility Support Services	554.50
Hardware/Software - Employees	3,385.00
Human Resources Support	7,052.09
Internet Subsidy Payment Processing	4,012.50
School Curriculum Supplies	2,491.66
Student Technology Assistance	46,143.75
Tangible and Intangible Instructional Materials	169,172.91
Technical Support and Repairs	17,553.50
	357,296.42

Revenue Based Charges

Marketing Services	10,185.25
School Administration	61,111.53
Treasury Services	15,277.89
	86,574.67

Special Education

Oversight and Liability	(25,463.14)
	(25,463.14)

Pass Through Expenses

65,774.35

Total Amount Due

576,105.35



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:
credit@pearson.com

Tax ID No:
68-0519943

Invoice Number : 91000003413

Date : 05-SEP-2019

Due Date : 05-OCT-2019

Payment Terms : NET 30

Customer Account : 3921999

Project Number : 82037919

Currency : USD

Shipment Terms :

Purchase Order Number :

Number of Pages : Page 1 of 2

Total Ordered Quantity (No. Of Items) :	6
Net Amount :	USD \$2,214,313.28
Tax Total :	USD \$171,609.28
Invoice Total :	USD \$2,385,922.56
Amount Due :	USD \$2,385,922.56

REMITTANCE INFORMATION**Make Checks Payable to:**

Pearson Online & Blended Learning
32369 Collection Center Drive
Chicago, IL 60693-0323

Bank Wire to:

Bank Name

ABA ACH No

ABA Wire No

SWIFT Code

A/C No

Bank Account Name

Always quote your invoice number when paying

Invoice Number: 91000003413							Page 2 of 2
Project Number	Project Agreement Number	Description	Quantity	List Price	Net Price	Tax	Line Total
82037919		Direct Charges	1		1,630,052.68	126,329.09	1,756,381.77
82037919		Pass Through	1		758,040.66	58,748.15	816,788.81
82037919		Adjust July Withholdings	-1		123,043.17	-9,535.85	-132,579.02
82037919		Adjust July Benefits - Instructional	-1		13,632.17	-1,056.49	-14,688.66
82037919		Adjust July Credit for Nonbillable Earnings Paid by the School	-1		39,242.04	-3,041.26	-42,283.30
82037919		Adjust July Pass Through Allocations	1		2,137.32	165.64	2,302.96
Invoice Total			Subtotal		Total Tax		Invoice Total
			USD		USD		USD
			\$2,214,313.28		\$171,609.28		\$2,385,922.56



Pearson

CREDIT MEMO

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:

credit@pearson.com

Tax ID No:

68-0519943

Credit Memo Number : 91000003413 CM

Date : 09-SEP-2019

Due Date : 09-SEP-2019

Payment Terms :

Customer Account : 3921999

Project Number : 82037919

Currency : USD

Shipment Terms :

Purchase Order Number :

Original Invoice Number : 91000003413

Number of Pages : Page 1 of 2

Total Ordered Quantity (No. Of Items) :	6
Net Amount :	USD \$0.00
Tax Total :	USD \$-149,745.91
Credit Memo Total :	USD \$-149,745.91
Amount Due :	USD \$0.00

REMITTANCE INFORMATION**Make Checks Payable to:**

Pearson Online & Blended Learning
32369 Collection Center Drive
Chicago, IL 60693-0323

Bank Wire to:

Bank Name

ABA ACH No

ABA Wire No

SWIFT Code

A/C No

Bank Account Name

Credit Memo Number: 91000003413 CM							Page 2 of 2
Project Number	Project Agreement Number	Description	Quantity	List Price	Net Price	Tax	Line Total
82037919		Direct Charges	0		1,630,052.68	110,234.51	-110,234.51
82037919		Pass Through	0		758,040.66	-51,263.52	-51,263.52
82037919		Adjust July Withholdings	0		123,043.17	8,320.96	8,320.96
82037919		Adjust July Benefits - Instructional	0		13,632.17	921.89	921.89
82037919		Adjust July Credit for Nonbillable Earnings Paid by the School	0		39,242.04	2,653.80	2,653.80
82037919		Adjust July Pass Through Allocations	0		2,137.32	-144.53	-144.53

Invoice Comments: -

CHARLOTTE EGE - PARTIAL CREDIT OF TAXES FOR (149,745.91) FROM INV 91000003413 FOR - CUST HAD TAXES IN THE INCORRECT AMOUNT.

Credit Memo Total	Subtotal	Total Tax	Credit Memo Total
	USD	USD	USD
	\$0.00	\$-149,745.91	\$-149,745.91



Charges for the Following Period:		July 2019
Compensation Expenses		
	Benefits - Instructional	198,119.07
	Credit for Nonbillable Earnings Paid by the School	(19,621.02)
	Withholdings	79,915.65
		258,413.70
Enrollment/Unit Based Charges		
	Accounting and Regulatory Reporting	17,071.50
	Community Outreach	45,833.33
	Connexus™ Annual License (EMS)	204,858.00
	Curriculum Postage	15,039.75
	Educational Resource Center	43,020.18
	Enrollment and Records Management	18,230.00
	Facility Support Services	1,675.50
	Hardware/Software - Employees	10,785.00
	Human Resources Support	22,468.75
	School Curriculum Supplies	7,941.67
	Short Term Substitute Teaching Services	6,906.00
	Student Technology Assistance	140,779.17
	Tangible and Intangible Instructional Materials	471,152.08
	Technical Support and Repairs	51,214.50
		1,056,975.43
Revenue Based Charges		
	Marketing Services	32,847.82
	School Administration	197,086.91
	Treasury Services	49,271.73
		279,206.46
Special Education		
	Oversight and Liability	82,119.55
		82,119.55
Pass Through Expenses		537,598.14
Total Amount Due		2,214,313.28



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:

credit@pearson.com

Tax ID No:

68-0519943

Invoice Number : 91000003447

Date : 10-SEP-2019

Due Date : 10-OCT-2019

Payment Terms : NET 30

Customer Account : 3921999

Project Number : 82037919

Currency : USD

Shipment Terms :

Purchase Order Number :

Number of Pages : Page 1 of 2

Total Ordered Quantity (No. Of Items) :	2
Net Amount :	USD \$1,761,768.95
Tax Total :	USD \$136,537.09
Invoice Total :	USD \$1,898,306.04
Amount Due :	USD \$1,898,306.04

REMITTANCE INFORMATION**Make Checks Payable to:**

Pearson Online & Blended Learning
32369 Collection Center Drive
Chicago, IL 60693-0323

Bank Wire to:

Bank Name

ABA ACH No

ABA Wire No

SWIFT Code

A/C No

Bank Account Name

Always quote your invoice number when paying

Invoice Number: 91000003447							Page 2 of 2
Project Number	Project Agreement Number	Description	Quantity	List Price	Net Price	Tax	Line Total
82037919		Direct Charges	1		1,483,419.79	114,965.04	1,598,384.83
82037919		Pass Through	1		278,349.16	21,572.05	299,921.21
Invoice Total			Subtotal		Total Tax		Invoice Total
			USD		USD		USD
			\$1,761,768.95		\$136,537.09		\$1,898,306.04



Charges for the Following Period:

August 2019

Compensation Expenses

Benefits - Administration	40,597.80
Benefits - Instructional	183,423.97
Credit for Nonbillable Earnings Paid by the School	(19,001.50)
Withholdings	87,815.73
	292,836.00

Enrollment/Unit Based Charges

Accounting and Regulatory Reporting	17,071.50
Community Outreach	45,833.34
Connexus™ Annual License (EMS)	204,858.00
Curriculum Postage	15,039.75
Educational Resource Center	43,020.18
Enrollment and Records Management	18,230.00
Facility Support Services	1,675.50
Hardware/Software - Employees	10,785.00
Human Resources Support	22,468.75
Internet Subsidy Payment Processing	12,241.67
School Curriculum Supplies	7,941.66
Student Technology Assistance	140,779.16
Tangible and Intangible Instructional Materials	471,152.09
Technical Support and Repairs	51,214.50
	1,062,311.10

Revenue Based Charges

Marketing Services	32,847.82
School Administration	197,086.91
Treasury Services	49,271.73
	279,206.46

Special Education

Oversight and Liability	(82,119.54)
	(82,119.54)

ISP Payment Reimbursement

Pass Through Expenses	209,534.93
-----------------------	-------------------

Total Amount Due	1,761,768.95
-------------------------	---------------------



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:

credit@pearson.com

Tax ID No:

68-0519943

Invoice Number : 91000003293

Date : 20-AUG-2019

Due Date : 19-SEP-2019

Payment Terms : NET 30

Customer Account : 3903212

Project Number : 82037922

Currency : USD

Shipment Terms :

Purchase Order Number :

Number of Pages : Page 1 of 2

Total Ordered Quantity (No. Of Items) :		1
Net Amount :	USD	\$3,252.00
Tax Total :	USD	\$0.00
Invoice Total :	USD	\$3,252.00
Amount Due :	USD	\$3,252.00

REMITTANCE INFORMATION**Make Checks Payable to:**

Pearson Online & Blended Learning
32369 Collection Center Drive
Chicago, IL 60693-0323

Bank Wire to:

Bank Name

ABA ACH No

ABA Wire No

SWIFT Code

A/C No

Bank Account Name

Always quote your invoice number when paying

Invoice Number: 91000003293							Page 2 of 2
Project Number	Project Agreement Number	Description	Quantity	List Price	Net Price	Tax	Line Total
82037922		Summer School 19 - Credit Recovery	1		3,252.00	0.00	3,252.00
Invoice Total			Subtotal	Total Tax	Invoice Total		
			USD	USD	USD		
			\$3,252.00	\$0.00	\$3,252.00		



INVOICE

Customer Bill-to:

Central California Connections
Academy
33272 Valle Road
San Juan Capistrano, CA 92675

Attention:

Accounts Payable

Customer Ship-to:

Central California 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:

credit@pearson.com

Tax ID No:

68-0519943

Invoice Number : 91000003291

Date : 20-AUG-2019

Due Date : 19-SEP-2019

Payment Terms : NET 30

Customer Account : 3922001

Project Number : 82037920

Currency : USD

Shipment Terms :

Purchase Order Number :

Number of Pages : Page 1 of 2

Total Ordered Quantity (No. Of Items) :		1
Net Amount :	USD	\$6,883.00
Tax Total :	USD	\$0.00
Invoice Total :	USD	\$6,883.00
Amount Due :	USD	\$6,883.00

REMITTANCE INFORMATION**Make Checks Payable to:**

Pearson Online & Blended Learning
32369 Collection Center Drive
Chicago, IL 60693-0323

Bank Wire to:

Bank Name

ABA ACH No

ABA Wire No

SWIFT Code

A/C No

Bank Account Name

Always quote your invoice number when paying

Invoice Number: 91000003291							Page 2 of 2
Project Number	Project Agreement Number	Description	Quantity	List Price	Net Price	Tax	Line Total
82037920		Summer School 19 - Credit Recovery	1		6,883.00	0.00	6,883.00
Invoice Total			Subtotal	Total Tax	Invoice Total		
			USD	USD	USD		
			\$6,883.00	\$0.00	\$6,883.00		



INVOICE

Customer Bill-to:

California Connections Academy @
Ripon
33272 Valle Road
San Juan Capistrano, CA 92675

Attention:

Accounts Payable

Customer Ship-to:

California Connections Academy @
Ripon
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:

credit@pearson.com

Tax ID No:

68-0519943

Invoice Number : 91000003292

Date : 20-AUG-2019

Due Date : 19-SEP-2019

Payment Terms : NET 30

Customer Account : 3922560

Project Number : 82037921

Currency : USD

Shipment Terms :

Purchase Order Number :

Number of Pages : Page 1 of 2

Total Ordered Quantity (No. Of Items) :		1
Net Amount :	USD	\$32,038.00
Tax Total :	USD	\$0.00
Invoice Total :	USD	\$32,038.00
Amount Due :	USD	\$32,038.00

REMITTANCE INFORMATION**Make Checks Payable to:**

Pearson Online & Blended Learning
32369 Collection Center Drive
Chicago, IL 60693-0323

Bank Wire to:

Bank Name :

ABA ACH No :

ABA Wire No :

SWIFT Code :

A/C No :

Bank Account Name :

Always quote your invoice number when paying

Invoice Number: 91000003292							Page 2 of 2
Project Number	Project Agreement Number	Description	Quantity	List Price	Net Price	Tax	Line Total
82037921		Summer School 19 - Credit Recovery	1		32,038.00	0.00	32,038.00
Invoice Total			Subtotal	Total Tax	Invoice Total		
			USD	USD	USD		
			\$32,038.00	\$0.00	\$32,038.00		



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:

credit@pearson.com

Tax ID No:

68-0519943

Invoice Number : 91000003290

Date : 20-AUG-2019

Due Date : 19-SEP-2019

Payment Terms : NET 30

Customer Account : 3921999

Project Number : 82037919

Currency : USD

Shipment Terms :

Purchase Order Number :

Number of Pages : Page 1 of 2

Total Ordered Quantity (No. Of Items) :		3
Net Amount :	USD	\$77,430.50
Tax Total :	USD	\$0.00
Invoice Total :	USD	\$77,430.50
Amount Due :	USD	\$77,430.50

REMITTANCE INFORMATION**Make Checks Payable to:**

Pearson Online & Blended Learning
32369 Collection Center Drive
Chicago, IL 60693-0323

Bank Wire to:

Bank Name :

ABA ACH No :

ABA Wire No :

SWIFT Code :

A/C No :

Bank Account Name :

Always quote your invoice number when paying

Invoice Number: 91000003290							Page 2 of 2
Project Number	Project Agreement Number	Description	Quantity	List Price	Net Price	Tax	Line Total
82037919		LiveSpeech Services June 19	1		2,400.00	0.00	2,400.00
82037919		LiveSpeech Services June 19	-1		2,400.00	0.00	-2,400.00
82037919		Summer School 19 - Credit Recovery	1		77,430.50	0.00	77,430.50
Invoice Total			Subtotal		Total Tax		Invoice Total
			USD		USD		USD
			\$77,430.50		\$0.00		\$77,430.50

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2018 to June 30, 2019**

CHARTER SCHOOL CERTIFICATION

Charter School Name: California Connections Academy North Bay
CDS #: 17640550129601
Charter Approving Entity: Middletown Unified School District
County: Lake
Charter #: 1653

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

For information regarding this report, please contact:

<u>For County Fiscal Contact:</u>	<u>For Approving Entity:</u>	<u>For Charter School:</u>
Michelle Buell Name	Heather Rantala Name	Frances Sassin Name
Senior Director, Fiscal Services Title	Director of Business Services Title	Director of Business Services Title
707-262-4114 Telephone	707-987-1485 Telephone	949-306-8498 Telephone
michelleb@lakecoe.org Email address	heather.rantala@middletownusd.org Email address	fsassin@calca.connectionsacademy.org Email address

To the entity that approved the charter school:

(X) 2018-19 CHARTER SCHOOL UNAUDITED ACTUALS FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been approved, and is hereby filed by the charter school pursuant to *Education Code* Section 42100(b).

Signed: _____
Charter School Official
(Original signature required)

Date: 9/13/19

Printed
Name: Frances Sassin

Title: Dir. of Bus. Services

To the County Superintendent of Schools:

(X) 2018-19 CHARTER SCHOOL UNAUDITED ACTUALS FINANCIAL REPORT -- ALTERNATIVE FORM: This report is hereby filed with the County Superintendent pursuant to *Education Code* Section 42100(a).

Signed: _____
Authorized Representative of
Charter Approving Entity
(Original signature required)

Date: _____

Printed
Name: _____

Title: _____

To the Superintendent of Public Instruction:

(X) 2018-19 CHARTER SCHOOL UNAUDITED ACTUALS FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been verified for mathematical accuracy by the County Superintendent of Schools pursuant to *Education Code* Section 42100(a).

Signed: _____
County Superintendent/Designee
(Original signature required)

Date: _____

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM**

July 1, 2018 to June 30, 2019

Charter School Name: California Connections Academy North Bay

CDS #: 17640550129601

Charter Approving Entity: Middletown Unified School District

County: Lake

Charter #: 1653

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/Net Position objects are 6900, 7438, 9400-9489, 9660-9669, 9796, and 9797)

☒ **Modified Accrual Basis** (Applicable Capital Outlay/Debt Service/Fund Balance objects are 6100-6170, 6200-6500, 7438, 7439, and 9711-9789)

Description	Object Code	Unrestricted	Restricted	Total
A. REVENUES				
1. LCFF Sources				
State Aid - Current Year	8011	1,102,226.00		1,102,226.00
Education Protection Account State Aid - Current Year	8012	36,242.00		36,242.00
State Aid - Prior Years	8019	(36,720.00)		(36,720.00)
Transfers to Charter Schools in Lieu of Property Taxes	8096	559,219.00		559,219.00
Other LCFF Transfers	8091, 8097	0.00	0.00	0.00
Total, LCFF Sources		1,660,967.00	0.00	1,660,967.00
2. Federal Revenues (see NOTE in Section L)				
No Child Left Behind/Every Student Succeeds Act	8290		37,798.00	37,798.00
Special Education - Federal	8181, 8182		25,191.00	25,191.00
Child Nutrition - Federal	8220		0.00	0.00
Donated Food Commodities	8221		0.00	0.00
Other Federal Revenues	8110, 8260-8299	122.00	0.00	122.00
Total, Federal Revenues		122.00	62,989.00	63,111.00
3. Other State Revenues				
Special Education - State	StateRevSE		28,968.00	28,968.00
All Other State Revenues	StateRevAO	121,010.00	11,944.00	132,954.00
Total, Other State Revenues		121,010.00	40,912.00	161,922.00
4. Other Local Revenues				
All Other Local Revenues	LocalRevAO	37,774.00	0.00	37,774.00
Total, Local Revenues		37,774.00	0.00	37,774.00
5. TOTAL REVENUES		1,819,873.00	103,901.00	1,923,774.00
B. EXPENDITURES (see NOTE in Section L)				
1. Certificated Salaries				
Certificated Teachers' Salaries	1100	396,221.00	59,238.00	455,459.00
Certificated Pupil Support Salaries	1200	30,526.00	6,943.00	37,469.00
Certificated Supervisors' and Administrators' Salaries	1300	43,220.00	8,162.00	51,382.00
Other Certificated Salaries	1900	0.00	0.00	0.00
Total, Certificated Salaries		469,967.00	74,343.00	544,310.00
2. Noncertificated Salaries				
Noncertificated Instructional Salaries	2100	0.00	0.00	0.00
Noncertificated Support Salaries	2200	0.00	0.00	0.00
Noncertificated Supervisors' and Administrators' Salaries	2300	0.00	0.00	0.00
Clerical, Technical and Office Salaries	2400	0.00	0.00	0.00
Other Noncertificated Salaries	2900	28,562.00	0.00	28,562.00
Total, Noncertificated Salaries		28,562.00	0.00	28,562.00

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM**

July 1, 2018 to June 30, 2019

Charter School Name: California Connections Academy North Bay

CDS #: 17640550129601

Description	Object Code	Unrestricted	Restricted	Total
3. Employee Benefits				
STRS	3101-3102	74,589.00	8,622.00	83,211.00
PERS	3201-3202	0.00	0.00	0.00
OASDI / Medicare / Alternative	3301-3302	9,000.00	1,078.00	10,078.00
Health and Welfare Benefits	3401-3402	113,335.00	10,137.00	123,472.00
Unemployment Insurance	3501-3502	6,730.00	1,004.00	7,734.00
Workers' Compensation Insurance	3601-3602	9,682.00	1,776.00	11,458.00
OPEB, Allocated	3701-3702	0.00	0.00	0.00
OPEB, Active Employees	3751-3752	0.00	0.00	0.00
Other Employee Benefits	3901-3902	0.00	0.00	0.00
Total, Employee Benefits		213,336.00	22,617.00	235,953.00
4. Books and Supplies				
Approved Textbooks and Core Curricula Materials	4100	0.00	11,944.00	11,944.00
Books and Other Reference Materials	4200	300,609.00	0.00	300,609.00
Materials and Supplies	4300	138,373.00	0.00	138,373.00
Noncapitalized Equipment	4400	87,975.00	0.00	87,975.00
Food	4700	0.00	0.00	0.00
Total, Books and Supplies		526,957.00	11,944.00	538,901.00
5. Services and Other Operating Expenditures				
Subagreements for Services	5100	281,415.00	100,881.00	382,296.00
Travel and Conferences	5200	6,109.00	0.00	6,109.00
Dues and Memberships	5300	2,727.00	0.00	2,727.00
Insurance	5400	465.00	0.00	465.00
Operations and Housekeeping Services	5500	795.00	0.00	795.00
Rentals, Leases, Repairs, and Noncap. Improvements	5600	12,059.00	0.00	12,059.00
Transfers of Direct Costs	5700-5799	0.00	0.00	0.00
Professional/Consulting Services and Operating Expend.	5800	59,898.00	10,564.00	70,462.00
Communications	5900	16,234.00	4,420.00	20,654.00
Total, Services and Other Operating Expenditures		379,702.00	115,865.00	495,567.00
6. Capital Outlay				
(Objects 6100-6170, 6200-6500 modified accrual basis only)				
Land and Land Improvements	6100-6170	0.00	0.00	0.00
Buildings and Improvements of Buildings	6200	0.00	0.00	0.00
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0.00	0.00	0.00
Equipment	6400	0.00	0.00	0.00
Equipment Replacement	6500	0.00	0.00	0.00
Depreciation Expense (accrual basis only)	6900			0.00
Total, Capital Outlay		0.00	0.00	0.00
7. Other Outgo				
Tuition to Other Schools	7110-7143	0.00	0.00	0.00
Transfers of Pass-Through Revenues to Other LEAs	7211-7213	0.00	0.00	0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE		0.00	0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0.00	0.00	0.00
All Other Transfers	7281-7299	0.00	0.00	0.00
Transfers of Indirect Costs	7300-7399	0.00	0.00	0.00
Debt Service:				
Interest	7438	0.00	0.00	0.00
Principal (for modified accrual basis only)	7439	0.00	0.00	0.00
Total Debt Service		0.00	0.00	0.00
Total, Other Outgo		0.00	0.00	0.00
8. TOTAL EXPENDITURES		1,618,524.00	224,769.00	1,843,293.00

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM**

July 1, 2018 to June 30, 2019

Charter School Name: California Connections Academy North Bay

CDS #: 17640550129601

Description	Object Code	Unrestricted	Restricted	Total
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		201,349.00	(120,868.00)	80,481.00
D. OTHER FINANCING SOURCES / USES				
1. Other Sources	8930-8979	0.00	0.00	0.00
2. Less: Other Uses	7630-7699	0.00	0.00	0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	(120,868.00)	120,868.00	0.00
4. TOTAL OTHER FINANCING SOURCES / USES		(120,868.00)	120,868.00	0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE /NET POSITION (C+D4)		80,481.00	0.00	80,481.00
F. FUND BALANCE / NET POSITION				
1. Beginning Fund Balance/Net Position				
a. As of July 1	9791	70,327.00	0.00	70,327.00
b. Adjustments/Restatements	9793, 9795	3,410.00	0.00	3,410.00
c. Adjusted Beginning Fund Balance /Net Position		73,737.00	0.00	73,737.00
2. Ending Fund Balance /Net Position, June 30 (E+F1c)		154,218.00	0.00	154,218.00
Components of Ending Fund Balance (Modified Accrual Basis only)				
a. Nonspendable				
1. Revolving Cash (equals Object 9130)	9711			0.00
2. Stores (equals Object 9320)	9712			0.00
3. Prepaid Expenditures (equals Object 9330)	9713	1,501.00		1,501.00
4. All Others	9719	0.00	0.00	0.00
b. Restricted	9740		0.00	0.00
c. Committed				
1. Stabilization Arrangements	9750	0.00		0.00
2. Other Commitments	9760	0.00		0.00
d. Assigned	9780	0.00		0.00
e. Unassigned/Unappropriated				
1. Reserve for Economic Uncertainties	9789	0.00		0.00
2. Unassigned/Unappropriated Amount	9790M	152,717.00	0.00	152,717.00
3. Components of Ending Net Position (Accrual Basis only)				
a. Net Investment in Capital Assets	9796			0.00
b. Restricted Net Position	9797			0.00
c. Unrestricted Net Position	9790A			0.00

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM**

July 1, 2018 to June 30, 2019

Charter School Name: California Connections Academy North Bay

CDS #: 17640550129601

Description	Object Code	Unrestricted	Restricted	Total
G. ASSETS				
1. Cash				
In County Treasury	9110	0.00	0.00	0.00
Fair Value Adjustment to Cash in County Treasury	9111	0.00	0.00	0.00
In Banks	9120	133,755.00	0.00	133,755.00
In Revolving Fund	9130	0.00	0.00	0.00
With Fiscal Agent/Trustee	9135	0.00	0.00	0.00
Collections Awaiting Deposit	9140	0.00	0.00	0.00
2. Investments	9150	0.00	0.00	0.00
3. Accounts Receivable	9200	388,126.00	0.00	388,126.00
4. Due from Grantor Governments	9290	137,219.00	0.00	137,219.00
5. Stores	9320	0.00	0.00	0.00
6. Prepaid Expenditures (Expenses)	9330	1,501.00	0.00	1,501.00
7. Other Current Assets	9340	0.00	0.00	0.00
8. Capital Assets (accrual basis only)	9400-9489			0.00
9. TOTAL ASSETS		660,601.00	0.00	660,601.00
H. DEFERRED OUTFLOWS OF RESOURCES				
1. Deferred Outflows of Resources	9490			0.00
2. TOTAL DEFERRED OUTFLOWS		0.00	0.00	0.00
I. LIABILITIES				
1. Accounts Payable	9500	502,925.00	0.00	502,925.00
2. Due to Grantor Governments	9590	0.00	0.00	0.00
3. Current Loans	9640	0.00	0.00	0.00
4. Unearned Revenue	9650	3,458.00	0.00	3,458.00
5. Long-Term Liabilities (accrual basis only)	9660-9669			0.00
6. TOTAL LIABILITIES		506,383.00	0.00	506,383.00
J. DEFERRED INFLOWS OF RESOURCES				
1. Deferred Inflows of Resources	9690	0.00	0.00	0.00
2. TOTAL DEFERRED INFLOWS		0.00	0.00	0.00
K. FUND BALANCE /NET POSITION				
Ending Fund Balance /Net Position, June 30 (G9 + H2) - (I6 + J2) (must agree with Line F2)		154,218.00	0.00	154,218.00

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM**

July 1, 2018 to June 30, 2019

Charter School Name: California Connections Academy North Bay

CDS #: 17640550129601

L. FEDERAL EVERY STUDENT SUCCEEDS ACT (ESSA) MAINTENANCE OF EFFORT REQUIREMENT

NOTE: IF YOUR CHARTER SCHOOL RECEIVED FEDERAL FUNDING, AS REPORTED IN SECTION A2, THE FOLLOWING ADDITIONAL INFORMATION MUST BE PROVIDED IN ORDER FOR THE CDE TO CALCULATE COMPLIANCE WITH THE FEDERAL EVERY STUDENT SUCCEEDS ACT (ESSA) MAINTENANCE OF EFFORT REQUIREMENT:

1. Federal Revenue Used for Capital Outlay and Debt Service

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

Federal Program Name (If no amounts, indicate "NONE")	Capital Outlay	Debt Service	Total
a. <u>NONE</u>	\$ 0.00	0.00	0.00
b. _____			0.00
c. _____			0.00
d. _____			0.00
e. _____			0.00
f. _____			0.00
g. _____			0.00
h. _____			0.00
i. _____			0.00
j. _____			0.00
TOTAL FEDERAL REVENUES USED FOR CAPITAL OUTLAY AND DEBT SERVICE	0.00	0.00	0.00

2. Community Services Expenditures

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

Objects of Expenditures	Amount (Enter "0.00" if none)
a. Certificated Salaries	1000-1999 0.00
b. Noncertificated Salaries	2000-2999 0.00
c. Employee Benefits	3000-3999 0.00
d. Books and Supplies	4000-4999 0.00
e. Services and Other Operating Expenditures	5000-5999 0.00
TOTAL COMMUNITY SERVICES EXPENDITURES	0.00

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM**

July 1, 2018 to June 30, 2019

Charter School Name: California Connections Academy North Bay

CDS #: 17640550129601

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

Results of this calculation will be used for comparison with 2017-18 expenditures. Failure to maintain the required 90 percent expenditure level on either an aggregate or per capita expenditure basis may result in reduction to allocations for covered programs in 2020-21.

a. Total Expenditures (B8)	1,843,293.00
b. Less Federal Expenditures (Total A2) [Revenues are used as proxy for expenditures because most federal revenues are normally recognized in the period that qualifying expenditures are incurred]	63,111.00
c. Subtotal of State & Local Expenditures [a minus b]	1,780,182.00
d. Less Community Services [L2 Total]	0.00
e. Less Capital Outlay & Debt Service [Total B6 plus objects 7438 and 7439, less L1 Total]	0.00
TOTAL STATE & LOCAL EXPENDITURES SUBJECT TO MOE [c minus d minus e]	\$ 1,780,182.00

CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2018 to June 30, 2019

CHARTER SCHOOL CERTIFICATION

Charter School Name: California Connections Academy @ Central
CDS #: 54718030112458
Charter Approving Entity: Alpaugh Unified School District
County: Tulare
Charter #: 804

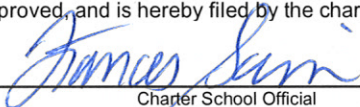
NOTE: An Alternative Form submitted to the California Department of Education will not be considered a valid submission if the following information is missing:

For information regarding this report, please contact:

For County Fiscal Contact:	For Approving Entity:	For Charter School:
Mark Martinez Name	Berenice Alvarez Name	Frances Sassin Name
Accounting Officer Title	Business Manager Title	Director of Business Services Title
559-737-4322 X1409 Telephone	559-949-8413 Telephone	949-306-8498 Telephone
markm@tcoe.org Email address	balvarez@alpaugh.k12.ca.us Email address	fsassin@calca.connectionsacademy.org Email address

To the entity that approved the charter school:

(X) 2018-19 CHARTER SCHOOL UNAUDITED ACTUALS FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been approved, and is hereby filed by the charter school pursuant to *Education Code* Section 42100(b).

Signed: 
Charter School Official
(Original signature required)

Date: 9/13/19

Printed
Name: Frances Sassin

Title: Dir. of Bus. Services

To the County Superintendent of Schools:

(X) 2018-19 CHARTER SCHOOL UNAUDITED ACTUALS FINANCIAL REPORT -- ALTERNATIVE FORM: This report is hereby filed with the County Superintendent pursuant to *Education Code* Section 42100(a).

Signed: _____
Authorized Representative of
Charter Approving Entity
(Original signature required)

Date: _____

Printed
Name: _____

Title: _____

To the Superintendent of Public Instruction:

(X) 2018-19 CHARTER SCHOOL UNAUDITED ACTUALS FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been verified for mathematical accuracy by the County Superintendent of Schools pursuant to *Education Code* Section 42100(a).

Signed: _____
County Superintendent/Designee
(Original signature required)

Date: _____

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM**

July 1, 2018 to June 30, 2019

Charter School Name: California Connections Academy @ Central

CDS #: 54718030112458

Charter Approving Entity: Alpaugh Unified School District

County: Tulare

Charter #: 804

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/Net Position objects are 6900, 7438, 9400-9489, 9660-9669, 9796, and 9797)

☒ **Modified Accrual Basis** (Applicable Capital Outlay/Debt Service/Fund Balance objects are 6100-6170, 6200-6500, 7438, 7439, and 9711-9789)

Description	Object Code	Unrestricted	Restricted	Total
A. REVENUES				
1. LCFF Sources				
State Aid - Current Year	8011	3,343,040.00		3,343,040.00
Education Protection Account State Aid - Current Year	8012	781,089.00		781,089.00
State Aid - Prior Years	8019	(15,584.00)		(15,584.00)
Transfers to Charter Schools in Lieu of Property Taxes	8096	233,871.00		233,871.00
Other LCFF Transfers	8091, 8097	0.00	0.00	0.00
Total, LCFF Sources		4,342,416.00	0.00	4,342,416.00
2. Federal Revenues (see NOTE in Section L)				
No Child Left Behind/Every Student Succeeds Act	8290		113,025.00	113,025.00
Special Education - Federal	8181, 8182		61,464.00	61,464.00
Child Nutrition - Federal	8220		0.00	0.00
Donated Food Commodities	8221		0.00	0.00
Other Federal Revenues	8110, 8260-8299	333.00	338.00	671.00
Total, Federal Revenues		333.00	174,827.00	175,160.00
3. Other State Revenues				
Special Education - State	StateRevSE		70,680.00	70,680.00
All Other State Revenues	StateRevAO	210,477.00	29,990.00	240,467.00
Total, Other State Revenues		210,477.00	100,670.00	311,147.00
4. Other Local Revenues				
All Other Local Revenues	LocalRevAO	24,088.00	0.00	24,088.00
Total, Local Revenues		24,088.00	0.00	24,088.00
5. TOTAL REVENUES		4,577,314.00	275,497.00	4,852,811.00
B. EXPENDITURES (see NOTE in Section L)				
1. Certificated Salaries				
Certificated Teachers' Salaries	1100	1,029,585.00	153,621.00	1,183,206.00
Certificated Pupil Support Salaries	1200	79,630.00	17,936.00	97,566.00
Certificated Supervisors' and Administrators' Salaries	1300	119,551.00	22,581.00	142,132.00
Other Certificated Salaries	1900	0.00	0.00	0.00
Total, Certificated Salaries		1,228,766.00	194,138.00	1,422,904.00
2. Noncertificated Salaries				
Noncertificated Instructional Salaries	2100	0.00	0.00	0.00
Noncertificated Support Salaries	2200	0.00	0.00	0.00
Noncertificated Supervisors' and Administrators' Salaries	2300	0.00	0.00	0.00
Clerical, Technical and Office Salaries	2400	0.00	0.00	0.00
Other Noncertificated Salaries	2900	78,623.00	0.00	78,623.00
Total, Noncertificated Salaries		78,623.00	0.00	78,623.00

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM**

July 1, 2018 to June 30, 2019

Charter School Name: California Connections Academy @ Central

CDS #: 54718030112458

Description	Object Code	Unrestricted	Restricted	Total
3. Employee Benefits				
STRS	3101-3102	190,830.00	25,141.00	215,971.00
PERS	3201-3202	0.00	0.00	0.00
OASDI / Medicare / Alternative	3301-3302	23,832.00	2,815.00	26,647.00
Health and Welfare Benefits	3401-3402	258,067.00	65,546.00	323,613.00
Unemployment Insurance	3501-3502	17,650.00	2,621.00	20,271.00
Workers' Compensation Insurance	3601-3602	25,401.00	4,630.00	30,031.00
OPEB, Allocated	3701-3702	0.00	0.00	0.00
OPEB, Active Employees	3751-3752	0.00	0.00	0.00
Other Employee Benefits	3901-3902	0.00	0.00	0.00
Total, Employee Benefits		515,780.00	100,753.00	616,533.00
4. Books and Supplies				
Approved Textbooks and Core Curricula Materials	4100	0.00	29,990.00	29,990.00
Books and Other Reference Materials	4200	728,810.00	0.00	728,810.00
Materials and Supplies	4300	345,119.00	0.00	345,119.00
Noncapitalized Equipment	4400	249,073.00	0.00	249,073.00
Food	4700	0.00	0.00	0.00
Total, Books and Supplies		1,323,002.00	29,990.00	1,352,992.00
5. Services and Other Operating Expenditures				
Subagreements for Services	5100	718,656.00	250,122.00	968,778.00
Travel and Conferences	5200	30,428.00	0.00	30,428.00
Dues and Memberships	5300	6,165.00	0.00	6,165.00
Insurance	5400	1,128.00	0.00	1,128.00
Operations and Housekeeping Services	5500	2,099.00	0.00	2,099.00
Rentals, Leases, Repairs, and Noncap. Improvements	5600	31,927.00	0.00	31,927.00
Transfers of Direct Costs	5700-5799	0.00	0.00	0.00
Professional/Consulting Services and Operating Expend.	5800	154,362.00	34,139.00	188,501.00
Communications	5900	29,489.00	26,317.00	55,806.00
Total, Services and Other Operating Expenditures		974,254.00	310,578.00	1,284,832.00
6. Capital Outlay				
(Objects 6100-6170, 6200-6500 modified accrual basis only)				
Land and Land Improvements	6100-6170	0.00	0.00	0.00
Buildings and Improvements of Buildings	6200	0.00	0.00	0.00
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0.00	0.00	0.00
Equipment	6400	0.00	0.00	0.00
Equipment Replacement	6500	0.00	0.00	0.00
Depreciation Expense (accrual basis only)	6900			0.00
Total, Capital Outlay		0.00	0.00	0.00
7. Other Outgo				
Tuition to Other Schools	7110-7143	0.00	0.00	0.00
Transfers of Pass-Through Revenues to Other LEAs	7211-7213	0.00	0.00	0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE		0.00	0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0.00	0.00	0.00
All Other Transfers	7281-7299	0.00	0.00	0.00
Transfers of Indirect Costs	7300-7399	0.00	0.00	0.00
Debt Service:				
Interest	7438	0.00	0.00	0.00
Principal (for modified accrual basis only)	7439	0.00	0.00	0.00
Total Debt Service		0.00	0.00	0.00
Total, Other Outgo		0.00	0.00	0.00
8. TOTAL EXPENDITURES		4,120,425.00	635,459.00	4,755,884.00

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM**

July 1, 2018 to June 30, 2019

Charter School Name: California Connections Academy @ Central

CDS #: 54718030112458

Description	Object Code	Unrestricted	Restricted	Total
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		456,889.00	(359,962.00)	96,927.00
D. OTHER FINANCING SOURCES / USES				
1. Other Sources	8930-8979	0.00	0.00	0.00
2. Less: Other Uses	7630-7699	0.00	0.00	0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	(359,962.00)	359,962.00	0.00
4. TOTAL OTHER FINANCING SOURCES / USES		(359,962.00)	359,962.00	0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE /NET POSITION (C+D4)		96,927.00	0.00	96,927.00
F. FUND BALANCE / NET POSITION				
1. Beginning Fund Balance/Net Position				
a. As of July 1	9791	40,753.00	0.00	40,753.00
b. Adjustments/Restatements	9793, 9795	10,228.00	0.00	10,228.00
c. Adjusted Beginning Fund Balance /Net Position		50,981.00	0.00	50,981.00
2. Ending Fund Balance /Net Position, June 30 (E+F1c)		147,908.00	0.00	147,908.00
Components of Ending Fund Balance (Modified Accrual Basis only)				
a. Nonspendable				
1. Revolving Cash (equals Object 9130)	9711			0.00
2. Stores (equals Object 9320)	9712			0.00
3. Prepaid Expenditures (equals Object 9330)	9713	8,190.00		8,190.00
4. All Others	9719	0.00	0.00	0.00
b. Restricted	9740		0.00	0.00
c. Committed				
1. Stabilization Arrangements	9750	0.00		0.00
2. Other Commitments	9760	0.00		0.00
d. Assigned	9780	0.00		0.00
e. Unassigned/Unappropriated				
1. Reserve for Economic Uncertainties	9789	0.00		0.00
2. Unassigned/Unappropriated Amount	9790M	139,718.00	0.00	139,718.00
3. Components of Ending Net Position (Accrual Basis only)				
a. Net Investment in Capital Assets	9796			0.00
b. Restricted Net Position	9797			0.00
c. Unrestricted Net Position	9790A			0.00

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM**

July 1, 2018 to June 30, 2019

Charter School Name: California Connections Academy @ Central

CDS #: 54718030112458

Description	Object Code	Unrestricted	Restricted	Total
G. ASSETS				
1. Cash				
In County Treasury	9110	0.00	0.00	0.00
Fair Value Adjustment to Cash in County Treasury	9111	0.00	0.00	0.00
In Banks	9120	452,549.00	0.00	452,549.00
In Revolving Fund	9130	0.00	0.00	0.00
With Fiscal Agent/Trustee	9135	0.00	0.00	0.00
Collections Awaiting Deposit	9140	0.00	0.00	0.00
2. Investments	9150	0.00	0.00	0.00
3. Accounts Receivable	9200	810,130.00	0.00	810,130.00
4. Due from Grantor Governments	9290	233,871.00	0.00	233,871.00
5. Stores	9320	0.00	0.00	0.00
6. Prepaid Expenditures (Expenses)	9330	8,190.00	0.00	8,190.00
7. Other Current Assets	9340	100.00	0.00	100.00
8. Capital Assets (accrual basis only)	9400-9489			0.00
9. TOTAL ASSETS		1,504,840.00	0.00	1,504,840.00
H. DEFERRED OUTFLOWS OF RESOURCES				
1. Deferred Outflows of Resources	9490	0.00	0.00	0.00
2. TOTAL DEFERRED OUTFLOWS		0.00	0.00	0.00
I. LIABILITIES				
1. Accounts Payable	9500	1,261,349.00	0.00	1,261,349.00
2. Due to Grantor Governments	9590	43,580.00	0.00	43,580.00
3. Current Loans	9640	0.00	0.00	0.00
4. Unearned Revenue	9650	52,003.00	0.00	52,003.00
5. Long-Term Liabilities (accrual basis only)	9660-9669			0.00
6. TOTAL LIABILITIES		1,356,932.00	0.00	1,356,932.00
J. DEFERRED INFLOWS OF RESOURCES				
1. Deferred Inflows of Resources	9690	0.00	0.00	0.00
2. TOTAL DEFERRED INFLOWS		0.00	0.00	0.00
K. FUND BALANCE /NET POSITION				
Ending Fund Balance /Net Position, June 30 (G9 + H2) - (I6 + J2) (must agree with Line F2)		147,908.00	0.00	147,908.00

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM**

July 1, 2018 to June 30, 2019

Charter School Name: California Connections Academy @ Central

CDS #: 54718030112458

L. FEDERAL EVERY STUDENT SUCCEEDS ACT (ESSA) MAINTENANCE OF EFFORT REQUIREMENT

NOTE: IF YOUR CHARTER SCHOOL RECEIVED FEDERAL FUNDING, AS REPORTED IN SECTION A2, THE FOLLOWING ADDITIONAL INFORMATION MUST BE PROVIDED IN ORDER FOR THE CDE TO CALCULATE COMPLIANCE WITH THE FEDERAL EVERY STUDENT SUCCEEDS ACT (ESSA) MAINTENANCE OF EFFORT REQUIREMENT:

1. Federal Revenue Used for Capital Outlay and Debt Service

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

Federal Program Name (If no amounts, indicate "NONE")

- a. NONE
- b. _____
- c. _____
- d. _____
- e. _____
- f. _____
- g. _____
- h. _____
- i. _____
- j. _____

Capital Outlay	Debt Service	Total
\$ 0.00	0.00	0.00
		0.00
		0.00
		0.00
		0.00
		0.00
		0.00
		0.00
		0.00
		0.00
0.00	0.00	0.00

TOTAL FEDERAL REVENUES USED FOR CAPITAL OUTLAY AND DEBT SERVICE

2. Community Services Expenditures

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

Objects of Expenditures		Amount (Enter "0.00" if none)
a. Certificated Salaries	1000-1999	0.00
b. Noncertificated Salaries	2000-2999	0.00
c. Employee Benefits	3000-3999	0.00
d. Books and Supplies	4000-4999	0.00
e. Services and Other Operating Expenditures	5000-5999	0.00
TOTAL COMMUNITY SERVICES EXPENDITURES		0.00

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM**

July 1, 2018 to June 30, 2019

Charter School Name: California Connections Academy @ Central

CDS #: 54718030112458

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

Results of this calculation will be used for comparison with 2017-18 expenditures. Failure to maintain the required 90 percent expenditure level on either an aggregate or per capita expenditure basis may result in reduction to allocations for covered programs in 2020-21.

a. Total Expenditures (B8)	4,755,884.00
b. Less Federal Expenditures (Total A2) [Revenues are used as proxy for expenditures because most federal revenues are normally recognized in the period that qualifying expenditures are incurred]	175,160.00
c. Subtotal of State & Local Expenditures [a minus b]	4,580,724.00
d. Less Community Services [L2 Total]	0.00
e. Less Capital Outlay & Debt Service [Total B6 plus objects 7438 and 7439, less L1 Total]	0.00
TOTAL STATE & LOCAL EXPENDITURES SUBJECT TO MOE [c minus d minus e]	\$ 4,580,724.00

CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2018 to June 30, 2019

CHARTER SCHOOL CERTIFICATION

Charter School Name: California Connections Academy @Ripon
CDS #: 39686500125849
Charter Approving Entity: Ripon Unified School District
County: San Joaquin
Charter #: 1398

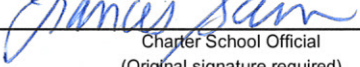
NOTE: An Alternative Form submitted to the California Department of Education will not be considered a valid submission if the following information is missing:

For information regarding this report, please contact:

For County Fiscal Contact:	For Approving Entity:	For Charter School:
Peter Foggato Name	Frank Jerome Name	Frances Sassin Name
Division Director, Fiscal Services Title	Chief Business Officer Title	Director of Business Services Title
209-468-4830 Telephone	209-599-2131 X1122 Telephone	949-306-8498 Telephone
pfoggato@sjcoe.net Email address	fjerome@riponusd.net Email address	fsassin@calca.connectionsacademy.org Email address

To the entity that approved the charter school:

(X) 2018-19 CHARTER SCHOOL UNAUDITED ACTUALS FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been approved, and is hereby filed by the charter school pursuant to *Education Code* Section 42100(b).

Signed: 
Charter School Official
(Original signature required)

Date: 9/12/19

Printed
Name: Frances Sassin

Title: Dir of Bus Services

To the County Superintendent of Schools:

(X) 2018-19 CHARTER SCHOOL UNAUDITED ACTUALS FINANCIAL REPORT -- ALTERNATIVE FORM: This report is hereby filed with the County Superintendent pursuant to *Education Code* Section 42100(a).

Signed: _____
Authorized Representative of
Charter Approving Entity
(Original signature required)

Date: _____

Printed
Name: _____

Title: _____

To the Superintendent of Public Instruction:

(X) 2018-19 CHARTER SCHOOL UNAUDITED ACTUALS FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been verified for mathematical accuracy by the County Superintendent of Schools pursuant to *Education Code* Section 42100(a).

Signed: _____
County Superintendent/Designee
(Original signature required)

Date: _____

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM**

July 1, 2018 to June 30, 2019

Charter School Name: California Connections Academy @Ripon

CDS #: 39686500125849

Charter Approving Entity: Ripon Unified School District

County: San Joaquin

Charter #: 1398

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/Net Position objects are 6900, 7438, 9400-9489, 9660-9669, 9796, and 9797)

☒ **Modified Accrual Basis** (Applicable Capital Outlay/Debt Service/Fund Balance objects are 6100-6170, 6200-6500, 7438, 7439, and 9711-9789)

Description	Object Code	Unrestricted	Restricted	Total
A. REVENUES				
1. LCFF Sources				
State Aid - Current Year	8011	7,789,538.00		7,789,538.00
Education Protection Account State Aid - Current Year	8012	2,101,845.00		2,101,845.00
State Aid - Prior Years	8019	13,555.00		13,555.00
Transfers to Charter Schools in Lieu of Property Taxes	8096	1,622,260.00		1,622,260.00
Other LCFF Transfers	8091, 8097	0.00	0.00	0.00
Total, LCFF Sources		11,527,198.00	0.00	11,527,198.00
2. Federal Revenues (see NOTE in Section L)				
No Child Left Behind/Every Student Succeeds Act	8290		206,635.00	206,635.00
Special Education - Federal	8181, 8182		164,279.00	164,279.00
Child Nutrition - Federal	8220		0.00	0.00
Donated Food Commodities	8221		0.00	0.00
Other Federal Revenues	8110, 8260-8299	935.00	0.00	935.00
Total, Federal Revenues		935.00	370,914.00	371,849.00
3. Other State Revenues				
Special Education - State	StateRevSE		188,913.00	188,913.00
All Other State Revenues	StateRevAO	383,405.00	81,229.00	464,634.00
Total, Other State Revenues		383,405.00	270,142.00	653,547.00
4. Other Local Revenues				
All Other Local Revenues	LocalRevAO	13,156.00	0.00	13,156.00
Total, Local Revenues		13,156.00	0.00	13,156.00
5. TOTAL REVENUES		11,924,694.00	641,056.00	12,565,750.00
B. EXPENDITURES (see NOTE in Section L)				
1. Certificated Salaries				
Certificated Teachers' Salaries	1100	2,813,327.00	419,088.00	3,232,415.00
Certificated Pupil Support Salaries	1200	217,817.00	48,863.00	266,680.00
Certificated Supervisors' and Administrators' Salaries	1300	336,210.00	63,505.00	399,715.00
Other Certificated Salaries	1900	0.00	0.00	0.00
Total, Certificated Salaries		3,367,354.00	531,456.00	3,898,810.00
2. Noncertificated Salaries				
Noncertificated Instructional Salaries	2100	0.00	0.00	0.00
Noncertificated Support Salaries	2200	0.00	0.00	0.00
Noncertificated Supervisors' and Administrators' Salaries	2300	0.00	0.00	0.00
Clerical, Technical and Office Salaries	2400	0.00	0.00	0.00
Other Noncertificated Salaries	2900	220,988.00	0.00	220,988.00
Total, Noncertificated Salaries		220,988.00	0.00	220,988.00

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM**

July 1, 2018 to June 30, 2019

Charter School Name: California Connections Academy @Ripon

CDS #: 39686500125849

Description	Object Code	Unrestricted	Restricted	Total
3. Employee Benefits				
STRS	3101-3102	520,375.00	68,627.00	589,002.00
PERS	3201-3202	0.00	0.00	0.00
OASDI / Medicare / Alternative	3301-3302	65,732.00	7,706.00	73,438.00
Health and Welfare Benefits	3401-3402	808,651.00	76,721.00	885,372.00
Unemployment Insurance	3501-3502	48,443.00	7,175.00	55,618.00
Workers' Compensation Insurance	3601-3602	71,767.00	12,666.00	84,433.00
OPEB, Allocated	3701-3702			0.00
OPEB, Active Employees	3751-3752			0.00
Other Employee Benefits	3901-3902			0.00
Total, Employee Benefits		1,514,968.00	172,895.00	1,687,863.00
4. Books and Supplies				
Approved Textbooks and Core Curricula Materials	4100	0.00	81,229.00	81,229.00
Books and Other Reference Materials	4200	1,949,199.00	0.00	1,949,199.00
Materials and Supplies	4300	937,751.00	0.00	937,751.00
Noncapitalized Equipment	4400	590,297.00	0.00	590,297.00
Food	4700	0.00	0.00	0.00
Total, Books and Supplies		3,477,247.00	81,229.00	3,558,476.00
5. Services and Other Operating Expenditures				
Subagreements for Services	5100	1,774,909.00	658,506.00	2,433,415.00
Travel and Conferences	5200	26,598.00	0.00	26,598.00
Dues and Memberships	5300	17,110.00	0.00	17,110.00
Insurance	5400	3,118.00	0.00	3,118.00
Operations and Housekeeping Services	5500	6,271.00	0.00	6,271.00
Rentals, Leases, Repairs, and Noncap. Improvements	5600	89,111.00	0.00	89,111.00
Transfers of Direct Costs	5700-5799	0.00	0.00	0.00
Professional/Consulting Services and Operating Expend.	5800	468,494.00	47,645.00	516,139.00
Communications	5900	143,001.00	0.00	143,001.00
Total, Services and Other Operating Expenditures		2,528,612.00	706,151.00	3,234,763.00
6. Capital Outlay				
(Objects 6100-6170, 6200-6500 modified accrual basis only)				
Land and Land Improvements	6100-6170	0.00	0.00	0.00
Buildings and Improvements of Buildings	6200	0.00	0.00	0.00
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0.00	0.00	0.00
Equipment	6400	0.00	0.00	0.00
Equipment Replacement	6500		0.00	0.00
Depreciation Expense (accrual basis only)	6900			0.00
Total, Capital Outlay		0.00	0.00	0.00
7. Other Outgo				
Tuition to Other Schools	7110-7143	0.00	0.00	0.00
Transfers of Pass-Through Revenues to Other LEAs	7211-7213	0.00	0.00	0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE		0.00	0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0.00	0.00	0.00
All Other Transfers	7281-7299	0.00	0.00	0.00
Transfers of Indirect Costs	7300-7399	0.00	0.00	0.00
Debt Service:				
Interest	7438	0.00	0.00	0.00
Principal (for modified accrual basis only)	7439	0.00	0.00	0.00
Total Debt Service		0.00	0.00	0.00
Total, Other Outgo		0.00	0.00	0.00
8. TOTAL EXPENDITURES		11,109,169.00	1,491,731.00	12,600,900.00

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM**

July 1, 2018 to June 30, 2019

Charter School Name: California Connections Academy @Ripon

CDS #: 39686500125849

Description	Object Code	Unrestricted	Restricted	Total
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		815,525.00	(850,675.00)	(35,150.00)
D. OTHER FINANCING SOURCES / USES				
1. Other Sources	8930-8979			0.00
2. Less: Other Uses	7630-7699			0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	(850,675.00)	850,675.00	0.00
4. TOTAL OTHER FINANCING SOURCES / USES		(850,675.00)	850,675.00	0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE /NET POSITION (C+D4)		(35,150.00)	0.00	(35,150.00)
F. FUND BALANCE / NET POSITION				
1. Beginning Fund Balance/Net Position				
a. As of July 1	9791	21,651.00	0.00	21,651.00
b. Adjustments/Restatements	9793, 9795	24,189.00	0.00	24,189.00
c. Adjusted Beginning Fund Balance /Net Position		45,840.00	0.00	45,840.00
2. Ending Fund Balance /Net Position, June 30 (E+F1c)		10,690.00	0.00	10,690.00
Components of Ending Fund Balance (Modified Accrual Basis only)				
a. Nonspendable				
1. Revolving Cash (equals Object 9130)	9711	223.00		223.00
2. Stores (equals Object 9320)	9712			0.00
3. Prepaid Expenditures (equals Object 9330)	9713	6,476.00		6,476.00
4. All Others	9719	0.00	0.00	0.00
b. Restricted	9740		0.00	0.00
c. Committed				
1. Stabilization Arrangements	9750	0.00		0.00
2. Other Commitments	9760	0.00		0.00
d. Assigned	9780	0.00		0.00
e. Unassigned/Unappropriated				
1. Reserve for Economic Uncertainties	9789	0.00		0.00
2. Unassigned/Unappropriated Amount	9790M	3,991.00	0.00	3,991.00
3. Components of Ending Net Position (Accrual Basis only)				
a. Net Investment in Capital Assets	9796			0.00
b. Restricted Net Position	9797			0.00
c. Unrestricted Net Position	9790A			0.00

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM**

July 1, 2018 to June 30, 2019

Charter School Name: California Connections Academy @Ripon

CDS #: 39686500125849

Description	Object Code	Unrestricted	Restricted	Total
G. ASSETS				
1. Cash				
In County Treasury	9110	0.00	0.00	0.00
Fair Value Adjustment to Cash in County Treasury	9111	0.00	0.00	0.00
In Banks	9120	1,742,305.00	0.00	1,742,305.00
In Revolving Fund	9130	223.00	0.00	223.00
With Fiscal Agent/Trustee	9135	0.00	0.00	0.00
Collections Awaiting Deposit	9140	0.00	0.00	0.00
2. Investments	9150	0.00	0.00	0.00
3. Accounts Receivable	9200	2,008,645.00	0.00	2,008,645.00
4. Due from Grantor Governments	9290	1,622,260.00	0.00	1,622,260.00
5. Stores	9320	0.00	0.00	0.00
6. Prepaid Expenditures (Expenses)	9330	6,476.00	0.00	6,476.00
7. Other Current Assets	9340	300.00	0.00	300.00
8. Capital Assets (accrual basis only)	9400-9489			0.00
9. TOTAL ASSETS		5,380,209.00	0.00	5,380,209.00
H. DEFERRED OUTFLOWS OF RESOURCES				
1. Deferred Outflows of Resources	9490			0.00
2. TOTAL DEFERRED OUTFLOWS		0.00	0.00	0.00
I. LIABILITIES				
1. Accounts Payable	9500	5,058,135.00	0.00	5,058,135.00
2. Due to Grantor Governments	9590	125,136.00	0.00	125,136.00
3. Current Loans	9640	0.00	0.00	0.00
4. Unearned Revenue	9650	0.00	0.00	0.00
5. Long-Term Liabilities (accrual basis only)	9660-9669			0.00
6. TOTAL LIABILITIES		5,183,271.00	0.00	5,183,271.00
J. DEFERRED INFLOWS OF RESOURCES				
1. Deferred Inflows of Resources	9690	186,248.00	0.00	186,248.00
2. TOTAL DEFERRED INFLOWS		186,248.00	0.00	186,248.00
K. FUND BALANCE /NET POSITION				
Ending Fund Balance /Net Position, June 30 (G9 + H2) - (I6 + J2) (must agree with Line F2)		10,690.00	0.00	10,690.00

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM**

July 1, 2018 to June 30, 2019

Charter School Name: California Connections Academy @Ripon

CDS #: 39686500125849

L. FEDERAL EVERY STUDENT SUCCEEDS ACT (ESSA) MAINTENANCE OF EFFORT REQUIREMENT

NOTE: IF YOUR CHARTER SCHOOL RECEIVED FEDERAL FUNDING, AS REPORTED IN SECTION A2, THE FOLLOWING ADDITIONAL INFORMATION MUST BE PROVIDED IN ORDER FOR THE CDE TO CALCULATE COMPLIANCE WITH THE FEDERAL EVERY STUDENT SUCCEEDS ACT (ESSA) MAINTENANCE OF EFFORT REQUIREMENT:

1. Federal Revenue Used for Capital Outlay and Debt Service

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

Federal Program Name (If no amounts, indicate "NONE")	Capital Outlay	Debt Service	Total
a. NONE	\$ 0.00	0.00	0.00
b.			0.00
c.			0.00
d.			0.00
e.			0.00
f.			0.00
g.			0.00
h.			0.00
i.			0.00
j.			0.00
TOTAL FEDERAL REVENUES USED FOR CAPITAL OUTLAY AND DEBT SERVICE	0.00	0.00	0.00

2. Community Services Expenditures

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

Objects of Expenditures	Amount (Enter "0.00" if none)
a. Certificated Salaries	1000-1999 0.00
b. Noncertificated Salaries	2000-2999 0.00
c. Employee Benefits	3000-3999 0.00
d. Books and Supplies	4000-4999 0.00
e. Services and Other Operating Expenditures	5000-5999 0.00
TOTAL COMMUNITY SERVICES EXPENDITURES	0.00

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM**

July 1, 2018 to June 30, 2019

Charter School Name: California Connections Academy @Ripon

CDS #: 39686500125849

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

Results of this calculation will be used for comparison with 2017-18 expenditures. Failure to maintain the required 90 percent expenditure level on either an aggregate or per capita expenditure basis may result in reduction to allocations for covered programs in 2020-21.

a. Total Expenditures (B8)	12,600,900.00
b. Less Federal Expenditures (Total A2) [Revenues are used as proxy for expenditures because most federal revenues are normally recognized in the period that qualifying expenditures are incurred]	371,849.00
c. Subtotal of State & Local Expenditures [a minus b]	12,229,051.00
d. Less Community Services [L2 Total]	0.00
e. Less Capital Outlay & Debt Service [Total B6 plus objects 7438 and 7439, less L1 Total]	0.00
TOTAL STATE & LOCAL EXPENDITURES SUBJECT TO MOE [c minus d minus e]	\$ 12,229,051.00

CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2018 to June 30, 2019

CHARTER SCHOOL CERTIFICATION

Charter School Name: Capistrano Connections Academy (now California Connections Academy)
CDS #: 30664640106765
Charter Approving Entity: Capistrano Unified School District
County: Orange
Charter #: 664

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

For information regarding this report, please contact:

For County Fiscal Contact:

Chris Lombardo
Name
Director of Business Services
Title
714-966-4248
Telephone
clombardo@ocde.us
Email address

For Approving Entity:

Kathleen Lange
Name
Manager, Fiscal Services
Title
949-234-9328
Telephone
klange@capousd.org
Email address

For Charter School:

Frances Sassin
Name
Director of Business Services
Title
949-306-8498
Telephone
fsassin@calca.connectionsacademy.org
Email address

To the entity that approved the charter school:

(X) 2018-19 CHARTER SCHOOL UNAUDITED ACTUALS FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been approved, and is hereby filed by the charter school pursuant to *Education Code* Section 42100(b).

Signed: 
Charter School Official
(Original signature required)

Date: 9/13/19

Printed
Name: Frances Sassin

Title: Dir. of Bus. Services

To the County Superintendent of Schools:

(X) 2018-19 CHARTER SCHOOL UNAUDITED ACTUALS FINANCIAL REPORT -- ALTERNATIVE FORM: This report is hereby filed with the County Superintendent pursuant to *Education Code* Section 42100(a).

Signed: _____
Authorized Representative of
Charter Approving Entity
(Original signature required)

Date: _____

Printed
Name: _____

Title: _____

To the Superintendent of Public Instruction:

(X) 2018-19 CHARTER SCHOOL UNAUDITED ACTUALS FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been verified for mathematical accuracy by the County Superintendent of Schools pursuant to *Education Code* Section 42100(a).

Signed: _____
County Superintendent/Designee
(Original signature required)

Date: _____

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM**

July 1, 2018 to June 30, 2019

Charter School Name: Capistrano Connections Academy (now California Connections Academ

CDS #: 30664640106765

Charter Approving Entity: Capistrano Unified School District

County: Orange

Charter #: 664

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/Net Position objects are 6900, 7438, 9400-9489, 9660-9669, 9796, and 9797)

☐ **Modified Accrual Basis** (Applicable Capital Outlay/Debt Service/Fund Balance objects are 6100-6170, 6200-6500, 7438, 7439, and 9711-9789)

Description	Object Code	Unrestricted	Restricted	Total
A. REVENUES				
1. LCFF Sources				
State Aid - Current Year	8011	8,437,895.00		8,437,895.00
Education Protection Account State Aid - Current Year	8012	730,420.00		730,420.00
State Aid - Prior Years	8019	15,772.00		15,772.00
Transfers to Charter Schools in Lieu of Property Taxes	8096	24,949,577.00		24,949,577.00
Other LCFF Transfers	8091, 8097	0.00	0.00	0.00
Total, LCFF Sources		34,133,664.00	0.00	34,133,664.00
2. Federal Revenues (see NOTE in Section L)				
No Child Left Behind/Every Student Succeeds Act	8290		702,190.00	702,190.00
Special Education - Federal	8181, 8182		527,206.00	527,206.00
Child Nutrition - Federal	8220		0.00	0.00
Donated Food Commodities	8221		0.00	0.00
Other Federal Revenues	8110, 8260-8299	2,826.00	0.00	2,826.00
Total, Federal Revenues		2,826.00	1,229,396.00	1,232,222.00
3. Other State Revenues				
Special Education - State	StateRevSE		606,261.00	606,261.00
All Other State Revenues	StateRevAO	1,694,102.00	240,710.00	1,934,812.00
Total, Other State Revenues		1,694,102.00	846,971.00	2,541,073.00
4. Other Local Revenues				
All Other Local Revenues	LocalRevAO	72,327.00	0.00	72,327.00
Total, Local Revenues		72,327.00	0.00	72,327.00
5. TOTAL REVENUES				
		35,902,919.00	2,076,367.00	37,979,286.00
B. EXPENDITURES (see NOTE in Section L)				
1. Certificated Salaries				
Certificated Teachers' Salaries	1100	8,228,103.00	1,225,012.00	9,453,115.00
Certificated Pupil Support Salaries	1200	636,192.00	143,519.00	779,711.00
Certificated Supervisors' and Administrators' Salaries	1300	1,018,710.00	192,426.00	1,211,136.00
Other Certificated Salaries	1900	0.00	0.00	0.00
Total, Certificated Salaries		9,883,005.00	1,560,957.00	11,443,962.00
2. Noncertificated Salaries				
Noncertificated Instructional Salaries	2100	0.00	0.00	0.00
Noncertificated Support Salaries	2200	0.00	0.00	0.00
Noncertificated Supervisors' and Administrators' Salaries	2300	0.00	0.00	0.00
Clerical, Technical and Office Salaries	2400	0.00	0.00	0.00
Other Noncertificated Salaries	2900	668,996.00	0.00	668,996.00
Total, Noncertificated Salaries		668,996.00	0.00	668,996.00

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM**

July 1, 2018 to June 30, 2019

Charter School Name: Capistrano Connections Academy (now California Connections Academ

CDS #: 30664640106765

Description	Object Code	Unrestricted	Restricted	Total
3. Employee Benefits				
STRS	3101-3102	1,514,175.00	207,558.00	1,721,733.00
PERS	3201-3202	0.00	0.00	0.00
OASDI / Medicare / Alternative	3301-3302	194,482.00	22,634.00	217,116.00
Health and Welfare Benefits	3401-3402	2,075,976.00	532,886.00	2,608,862.00
Unemployment Insurance	3501-3502	142,452.00	21,073.00	163,525.00
Workers' Compensation Insurance	3601-3602	205,057.00	37,202.00	242,259.00
OPEB, Allocated	3701-3702	0.00	0.00	0.00
OPEB, Active Employees	3751-3752	0.00	0.00	0.00
Other Employee Benefits	3901-3902	0.00	0.00	0.00
Total, Employee Benefits		4,132,142.00	821,353.00	4,953,495.00
4. Books and Supplies				
Approved Textbooks and Core Curricula Materials	4100	0.00	240,710.00	240,710.00
Books and Other Reference Materials	4200	5,418,585.00	0.00	5,418,585.00
Materials and Supplies	4300	2,749,962.00	0.00	2,749,962.00
Noncapitalized Equipment	4400	1,629,837.00	0.00	1,629,837.00
Food	4700	0.00	0.00	0.00
Total, Books and Supplies		9,798,384.00	240,710.00	10,039,094.00
5. Services and Other Operating Expenditures				
Subagreements for Services	5100	5,986,975.00	2,052,483.00	8,039,458.00
Travel and Conferences	5200	116,874.00	0.00	116,874.00
Dues and Memberships	5300	49,921.00	0.00	49,921.00
Insurance	5400	9,182.00	0.00	9,182.00
Operations and Housekeeping Services	5500	17,595.00	0.00	17,595.00
Rentals, Leases, Repairs, and Noncap. Improvements	5600	266,828.00	0.00	266,828.00
Transfers of Direct Costs	5700-5799	0.00	0.00	0.00
Professional/Consulting Services and Operating Expend.	5800	1,258,641.00	202,187.00	1,460,828.00
Communications	5900	410,989.00	0.00	410,989.00
Total, Services and Other Operating Expenditures		8,117,005.00	2,254,670.00	10,371,675.00
6. Capital Outlay				
(Objects 6100-6170, 6200-6500 modified accrual basis only)				
Land and Land Improvements	6100-6170			0.00
Buildings and Improvements of Buildings	6200			0.00
Books and Media for New School Libraries or Major				
Expansion of School Libraries	6300			0.00
Equipment	6400			0.00
Equipment Replacement	6500			0.00
Depreciation Expense (accrual basis only)	6900	1,807.00	0.00	1,807.00
Total, Capital Outlay		1,807.00	0.00	1,807.00
7. Other Outgo				
Tuition to Other Schools	7110-7143	0.00	0.00	0.00
Transfers of Pass-Through Revenues to Other LEAs	7211-7213	0.00	0.00	0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE		0.00	0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0.00	0.00	0.00
All Other Transfers	7281-7299	0.00	0.00	0.00
Transfers of Indirect Costs	7300-7399	0.00	0.00	0.00
Debt Service:				
Interest	7438	0.00	0.00	0.00
Principal (for modified accrual basis only)	7439			0.00
Total Debt Service		0.00	0.00	0.00
Total, Other Outgo		0.00	0.00	0.00
8. TOTAL EXPENDITURES		32,601,339.00	4,877,690.00	37,479,029.00

CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2018 to June 30, 2019

Charter School Name: Capistrano Connections Academy (now California Connections Academ

CDS #: 30664640106765

Description	Object Code	Unrestricted	Restricted	Total
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		3,301,580.00	(2,801,323.00)	500,257.00
D. OTHER FINANCING SOURCES / USES				
1. Other Sources	8930-8979	0.00	0.00	0.00
2. Less: Other Uses	7630-7699	0.00	0.00	0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	(2,801,323.00)	2,801,323.00	0.00
4. TOTAL OTHER FINANCING SOURCES / USES		(2,801,323.00)	2,801,323.00	0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE /NET POSITION (C+D4)		500,257.00	0.00	500,257.00
F. FUND BALANCE / NET POSITION				
1. Beginning Fund Balance/Net Position				
a. As of July 1	9791	371,999.00	0.00	371,999.00
b. Adjustments/Restatements	9793, 9795	77,680.00	0.00	77,680.00
c. Adjusted Beginning Fund Balance /Net Position		449,679.00	0.00	449,679.00
2. Ending Fund Balance /Net Position, June 30 (E+F1c)		949,936.00	0.00	949,936.00
Components of Ending Fund Balance (Modified Accrual Basis only)				
a. Nonspendable				
1. Revolving Cash (equals Object 9130)	9711			0.00
2. Stores (equals Object 9320)	9712			0.00
3. Prepaid Expenditures (equals Object 9330)	9713			0.00
4. All Others	9719			0.00
b. Restricted	9740			0.00
c. Committed				
1. Stabilization Arrangements	9750			0.00
2. Other Commitments	9760			0.00
d. Assigned	9780			0.00
e. Unassigned/Unappropriated				
1. Reserve for Economic Uncertainties	9789			0.00
2. Unassigned/Unappropriated Amount	9790M			0.00
3. Components of Ending Net Position (Accrual Basis only)				
a. Net Investment in Capital Assets	9796	0.00	0.00	0.00
b. Restricted Net Position	9797		0.00	0.00
c. Unrestricted Net Position	9790A	949,936.00	0.00	949,936.00

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM**

July 1, 2018 to June 30, 2019

Charter School Name: Capistrano Connections Academy (now California Connections Academ

CDS #: 30664640106765

Description	Object Code	Unrestricted	Restricted	Total
G. ASSETS				
1. Cash				
In County Treasury	9110	6,681,253.00	0.00	6,681,253.00
Fair Value Adjustment to Cash in County Treasury	9111	0.00	0.00	0.00
In Banks	9120	5,448,117.00	0.00	5,448,117.00
In Revolving Fund	9130	250.00	0.00	250.00
With Fiscal Agent/Trustee	9135	0.00	0.00	0.00
Collections Awaiting Deposit	9140	0.00	0.00	0.00
2. Investments	9150	0.00	0.00	0.00
3. Accounts Receivable	9200	1,260,183.00	0.00	1,260,183.00
4. Due from Grantor Governments	9290	4,348,592.00	0.00	4,348,592.00
5. Stores	9320	0.00	0.00	0.00
6. Prepaid Expenditures (Expenses)	9330	67,390.00	0.00	67,390.00
7. Other Current Assets	9340	20,287.00	0.00	20,287.00
8. Capital Assets (accrual basis only)	9400-9489	30,715.00	0.00	30,715.00
9. TOTAL ASSETS		17,856,787.00	0.00	17,856,787.00
H. DEFERRED OUTFLOWS OF RESOURCES				
1. Deferred Outflows of Resources	9490	0.00	0.00	0.00
2. TOTAL DEFERRED OUTFLOWS		0.00	0.00	0.00
I. LIABILITIES				
1. Accounts Payable	9500	16,402,428.00	0.00	16,402,428.00
2. Due to Grantor Governments	9590	0.00	0.00	0.00
3. Current Loans	9640	0.00	0.00	0.00
4. Unearned Revenue	9650	504,423.00	0.00	504,423.00
5. Long-Term Liabilities (accrual basis only)	9660-9669	0.00	0.00	0.00
6. TOTAL LIABILITIES		16,906,851.00	0.00	16,906,851.00
J. DEFERRED INFLOWS OF RESOURCES				
1. Deferred Inflows of Resources	9690	0.00	0.00	0.00
2. TOTAL DEFERRED INFLOWS		0.00	0.00	0.00
K. FUND BALANCE /NET POSITION				
Ending Fund Balance /Net Position, June 30 (G9 + H2) - (I6 + J2) (must agree with Line F2)		949,936.00	0.00	949,936.00

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2018 to June 30, 2019**

Charter School Name: Capistrano Connections Academy (now California Connections Academ
CDS #: 30664640106765

L. FEDERAL EVERY STUDENT SUCCEEDS ACT (ESSA) MAINTENANCE OF EFFORT REQUIREMENT

NOTE: IF YOUR CHARTER SCHOOL RECEIVED FEDERAL FUNDING, AS REPORTED IN SECTION A2, THE FOLLOWING ADDITIONAL INFORMATION MUST BE PROVIDED IN ORDER FOR THE CDE TO CALCULATE COMPLIANCE WITH THE FEDERAL EVERY STUDENT SUCCEEDS ACT (ESSA) MAINTENANCE OF EFFORT REQUIREMENT:

1. Federal Revenue Used for Capital Outlay and Debt Service

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

Federal Program Name (If no amounts, indicate "NONE")		Capital Outlay	Debt Service	Total
a.	NONE	\$ 0.00	0.00	0.00
b.				0.00
c.				0.00
d.				0.00
e.				0.00
f.				0.00
g.				0.00
h.				0.00
i.				0.00
j.				0.00
TOTAL FEDERAL REVENUES USED FOR CAPITAL OUTLAY AND DEBT SERVICE		0.00	0.00	0.00

2. Community Services Expenditures

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

Objects of Expenditures		Amount (Enter "0.00" if none)
a.	Certificated Salaries 1000-1999	0.00
b.	Noncertificated Salaries 2000-2999	0.00
c.	Employee Benefits 3000-3999	0.00
d.	Books and Supplies 4000-4999	0.00
e.	Services and Other Operating Expenditures 5000-5999	0.00
TOTAL COMMUNITY SERVICES EXPENDITURES		0.00

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2018 to June 30, 2019**

Charter School Name: Capistrano Connections Academy (now California Connections Academ
CDS #: 30664640106765

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

Results of this calculation will be used for comparison with 2017-18 expenditures. Failure to maintain the required 90 percent expenditure level on either an aggregate or per capita expenditure basis may result in reduction to allocations for covered programs in 2020-21.

a. Total Expenditures (B8)	37,479,029.00
b. Less Federal Expenditures (Total A2) [Revenues are used as proxy for expenditures because most federal revenues are normally recognized in the period that qualifying expenditures are incurred]	1,232,222.00
c. Subtotal of State & Local Expenditures [a minus b]	36,246,807.00
d. Less Community Services [L2 Total]	0.00
e. Less Capital Outlay & Debt Service [Total B6 plus objects 7438 and 7439, less L1 Total]	1,807.00
TOTAL STATE & LOCAL EXPENDITURES SUBJECT TO MOE [c minus d minus e]	\$ 36,245,000.00



September 11, 2019

To: California Online Public Schools Board of Directors
From: Erin Erdley, Senior Federal Programs Analyst
Subject: Approval of Parent and Family Engagement Policy

Attached please find the Parent and Family Engagement Policy for the California Connections Academy schools. A redlined version showing where changes occurred is also attached. This policy is to fulfill the requirements for legal compliance under the regulations for the federal Title I, Part A program. This was reviewed by Director of School Business Services, Franci Sassin and Director of Student Achievement, Richie Romero. Thank you.

Attachment: Parent and Family Engagement Policy
cc: Franci Sassin

Parent and Family Engagement Policy: California Connections Academy Schools

GENERAL EXPECTATIONS

Introduction

Parent and family involvement and engagement are critical to the success of California Connections Academy Schools (“the Schools”) and integral to improving student academic achievement. Parents serve as Learning Coaches and play an active role in the learning process, providing input and communicating regularly with teachers. Parents have access to their student’s Grade Book at any time by logging into the schools’ proprietary education management system, **Connexus(EMS)[®]**. This provides parents with transparency into their student’s academic performance on a day-to-day basis.

This document explains how California Connections Academy Schools will put into operation programs, activities, and procedures for involving parents in its Title I, Part A programs, consistent with Section 1010 of the Every Student Succeeds Act (ESSA). Those programs, activities, and procedures are planned and operated with meaningful consultation with parents of participating students consistent with Section 1010 of the ESSA. This document also explains how the schools provide opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory children to participate. The schools provide information and schools report required under the ESSA in an understandable and uniform format (including alternative formats upon request) and, to the extent practicable, in a language parents understand. The schools involve parents of students served by the Title I, Part A program in decisions about how Title I, Part A funds reserved for parent involvement are spent.

If the plan for Title I, Part A, developed under Section 1006 of the ESSA, is not satisfactory to the parents of participating students, the schools will submit any parent comments with the plan when the schools submit the plan to the California Department of Education.

Accompanying this Parent and Family Engagement Policy is California Connections Academy Schools’ *School-Parent Compact*.

A Description of How California Connections Academy Schools Will Implement Required Parent and Family Engagement Policy Components

California Connections Academy Schools build the schools’ and parent’s capacity for strong parent involvement. This ensures effective involvement of parents and supports a partnership among the schools, parents, and the community to improve student academic achievement, through the following activities specifically described herein.

1. California Connections Academy Schools provide assistance to parents in understanding topics such as California’s academic content and academic achievement standards, state and local academic assessments including alternate assessments, how to monitor their child’s progress, and how to work with educators. The schools provide materials and training to help parents work with their student to improve their student’s academic achievement and using technology, as appropriate, to foster parent involvement.

- During the school year, teachers and parents communicate regularly via WebMail, telephone, and LiveLesson™ sessions. Teachers formally conference with parents regularly. In addition, parents are directly involved in checking daily student work for completeness and may view student grades and other progress indicators in real time.

- Parents have the opportunity to be intimately familiar with their students' progress on a day-to-day basis. The schools' unique **ConnexusEMS** technology platform ensures that all parents have access to complete data about their children's learning on a 24/7 basis. In **ConnexusEMS**, parents view, in real time, an indicator of whether their student is on track and making adequate progress. Students who are not on track are identified as "approaching alarm" or on "alarm" if and when certain thresholds are reached related to completion of lessons, attendance, contact with the teacher, and/or submission of required assessments or portfolio assignments. The schools contact the parent of any student in "alarm" or "approaching alarm" by WebMail, and staff relay the issues impeding the student's progress and provide strategies for getting back "on track." Parents are also provided with frequent reports on their student's progress. For students who are struggling, school staff meet to develop an intervention plan that directly involves the student's parent.
- Materials to encourage parent involvement are provided (with no cost to the family) including online training, a handbook, and school communications such as newsletters and message boards. Daily lesson plans are accessible 24/7 and enable parents to review and understand the objectives of each lesson so that they can support their student's learning effectively. The teaching and administrative staff and curriculum and technical support staff are also available via WebMail or telephone to provide required assistance and advising support.
- California Connections Academy Schools provide ongoing training and support to help parents carry out their important role while making optimum use of the available technology tools and professional teacher support. The schools' specific training and support efforts include an orientation for parents to familiarize parents with the features and components of **ConnexusEMS**. The training also includes building an effective understanding of the academic program (content, standards and assessment) as well as real-time tools for monitoring and improving student performance. Additional parent training opportunities are provided throughout the school year. There is an area of the schools' website specifically devoted to parent training and resources.
- California Connections Academy Schools hold parent-teacher conferences during which the School-Parent Compact is discussed as it relates to the individual child's achievement. If there are performance concerns, or if students are falling behind and in escalation, the student's teacher contacts parents via phone and/or WebMail and includes other teaching or administrative staff as needed. The call focuses on the student's performance and what actions need to occur to get the student back "on-track". Teachers may also set up an in-person meeting to discuss any student or parent concerns and to work collaboratively to set goals and identify a timeline for improvement.
- Parents have multiple opportunities to shape the overall school experience. They can volunteer to chaperone student field trips, serve as community coordinators, assist with student activities, serve on the schools' Board of Directors as well as participate in Title I planning meetings. Parents, Caretakers, and families may volunteer at the school, however, volunteering is not required.

2. California Connections Academy Schools involve all school staff, parents, and students in the joint development of the Parent and Family Engagement Policy and School-Parent Compact for improved student academic achievement under Section 1006 of the ESSA and to build and develop a partnership with parents in the process of school review and improvement to help children achieve the California's high standards under Section 1010 of the ESSA.

At least one meeting is held annually to discuss the Parent and Family Engagement Policy and School-Parent Compact. Further feedback is solicited through multiple avenues, including the “feedback” link on [ConnexusEMS](#), phone, WebMail, regular school communications, field trips and back to school activities, and other parent-oriented activities. The ~~StarTrack™ system is~~[EMS contains](#) a rating system that allows parents to rate and comment on each lesson in which they engage from a low of one star to a high of five stars. The Board of Directors intends to maintain at least one parent representative among its members. The schools also survey parents each year in order to evaluate the school on a number of criteria, including student progress, teacher support, and the quality of curriculum.

3. Evaluation of the Parent and Family Engagement Policy and School-Parent Compact

California Connections Academy Schools conduct an annual evaluation of the content and effectiveness of this Parent and Family Engagement Policy in improving the quality of its Title I, Part A plan. The evaluation includes identifying barriers to greater participation by parents in parent involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The schools use the findings of the evaluation about its Parent and Family Engagement Policy and activities to design strategies for more effective parent involvement, and to revise, if necessary (and with the involvement of parents) its parent involvement policies. Evaluation methods include:

- Hold at least one annual meeting, with the option to participate via LiveLesson™
- Administer an annual parent satisfaction survey which includes questions about academic interventions.
- Solicit feedback through multiple avenues, including the “feedback” link on [ConnexusEMS®](#), telephone, school communications, and WebMail.

4. California Connections Academy Schools educate teachers, principals, and other staff on how to reach out to, communicate with, and work with parents as equal partners; on the value and utility of contributions of parents; and on how to implement and coordinate parent programs and build ties between parents and schools.

California Connections Academy Schools are committed to providing high-quality and ongoing professional development for both parents and staff to improve instruction and drive toward proficiency on academic standards. California Connections Academy Schools provide teacher training and professional development programs to equip teachers with the following:

- A working knowledge of the Connections Academy® curriculum.
- How to communicate and work effectively with parents/families.
- How to utilize and navigate the tools in [ConnexusEMS](#).
- How to develop personalized learning plans and individualize instructional programs, including communicating with parents regarding instruction.
- Review of the different forms of assessment and how to utilize test results to guide instruction.
- Knowledge of school processes and policies.
- How on-site staff and virtual teachers work collaboratively in the best interest of each student.

5. California Connections Academy Schools ensure that information related to the schools and parent- programs, meetings, and other activities, is sent to the parents of all participating children, including parents with limited English proficiency, parents with disabilities, and parents of

migratory children, in a format and language parents can understand (including alternative formats upon request) and, to the extent practicable, in a language the parents can understand.

- California Connections Academy Schools make effective use of all available technologies to distribute information to parents.
- In addition, parents are encouraged to set up conferences to discuss their student's performance.
- Regular school communications announce upcoming school events and are available online to all parents.
- Certain critical communications may also be provided in print format. For example, the parent training modules are available in print as well as online, and official communications from the schools about withdrawals are also provided via hard-copy mail.
- The schools also develop and make available, via [ConnexusEMS](#), a school handbook that details all policies and procedures specific to the schools. Translation of materials or availability of materials in other formats (e.g., for those who have difficulty with their vision) are made available upon request.

6. California Connections Academy Schools build the schools' and parent's capacity for strong parent involvement to ensure effective involvement of parents and to support a partnership among the schools involved, parents, and the community to improve student academic achievement, through the following activities.

As virtual learning schools, California Connections Academy Schools are able to use technology and the working partnership between parents and school staff to facilitate the full participation of parents who might otherwise face barriers to involvement. For example, parents with disabilities who might otherwise find it difficult to participate in their child's brick-and-mortar classroom can readily interact through our online tools and resources. California Connections Academy Schools make every effort to provide information in an understandable language and format so that parents can actively participate in their student's schooling.

7. California Connections Academy Schools provide parents of students receiving Title I services reasonable access to staff and opportunities to volunteer, participate, and observe their child's (virtual) classroom. The schools also provide other reasonable support for parent involvement activities as parents may request.

- Students have the opportunity to participate regularly in both face-to-face and virtual community activities. Face-to-face activities include field trips and community outings. Teachers use the telephone quite extensively in communicating with students and parents.
- WebMail is the proprietary private email system included in [ConnexusEMS](#). WebMail is a "closed" system. Students, parents, and teachers may only use it to communicate with each other, and are protected from spam, contact from strangers, and other mainstream email issues.
- Once enrolled, families have access to an area of [ConnexusEMS](#) called the Message Boards. These boards contain moderated conversations between parents, students, teachers, and specialists. All members can access and review these boards. Parents can choose to limit their student's access to the boards by going to the student's Student Information Form and making the appropriate adjustments.
- Other examples of support to be provided for parent involvement activities include, but are not limited to: providing multiple ways to attend meetings (face-to-face, phone, LiveLesson™)

sessions, and recordings), a private regional Facebook page for parent interactions, translating materials upon request, and holding one-on-one meetings and so forth.

PART IV. ADOPTION

This Parent and Family Engagement Policy has been developed jointly with, and agreed on with, parents of students participating in Title I, Part A programs, as evidenced by agenda and minutes of annual parent meetings.

This policy was adopted by the Board of Directors of California Connections Academy Schools on the date noted below and will be reviewed annually. This policy will remain in place until any subsequent changes are adopted by the Board of Directors.

_____ (Signature of Authorized Official)

_____ (Date)

California Connections Academy Schools Parent Compact

Parents, students, and the entire school staff have a shared responsibility to help students achieve academic success. This Compact lists mutual responsibilities for attaining the schools' mission.

This Compact, acknowledged by a school representative, a parent and the student, is in effect until revoked.

California Connections Academy Schools and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Every Student Succeeds Act (ESSA) agree that this Compact outlines how the parents, the students, and the entire school staff will share the responsibility for improved student academic achievement and the means by which the schools and parents will build and develop a partnership to help children achieve California's high standards.

California Connections Academy Schools Commitments

- Involve parents in planning, reviewing, and improving the schools' parental and family engagement policy, in an organized, ongoing, and timely way.
- Involve parents in developing the school-wide program plan, in an organized, ongoing, and timely way.
- Hold at least one annual meeting to inform parents of the schools' participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs.
- Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
- Provide opportunities (upon request) for regular meetings so that parents can provide suggestions, and participate, as appropriate, in decisions about the education of their children. The schools will respond to any such suggestions as soon as practicably possible.
- Provide to each parent an individual student report about the performance of their child on the state assessments in at least math, language arts, and/or reading, when available.
- Provide each parent timely notice when their child has been assigned or has been taught for four or more consecutive weeks by a teacher who does not meet state-specific teacher effectiveness requirements.

Parent/Guardian Commitments

I understand that my participation in my child's education will positively impact his/her achievement and attitude. Therefore, I will do my best to:

- Ensure that my child participates in school regularly.
- Establish a time and quiet place for my child to complete schoolwork.
- [Follow school procedures for marking student attendance in the Education Management System \(EMS\).](#)
- Ensure that my child participates in all required state testing, unless exempted by law.
- Support the school in its efforts to maintain proper discipline.
- Read school communications and respond when necessary.
- Attend school functions, support school activities, and make every effort to attend parent-teacher conferences.
- Actively participate in decisions relating to the education of my child.
- Show an interest in my child's well-being and encourage my child to do his/her best.
- Share information and concerns about my child and about the school, and work together with the school to resolve problems.

Student Commitments

I know that my education is important and that I am responsible for my success. Therefore, I will do my best to do all of the following:

- Participate in school regularly and be prepared with all materials, including homework and a positive attitude.
- Put forth my best effort that includes paying attention and participating in class discussions, and asking for help when needed.
- [Complete and submit my original work to the school in accordance with school procedures.](#)
- Promptly deliver to parent(s) and teacher(s) all letters, messages, and notes from school or home.
- Cooperate with other students and adults involved in lessons and classes.
- Respect the rights and property of others and follow all school rules. This includes showing respect by not acting in a hostile manner or creating fear in others.
- Uphold a high standard of integrity and honor by neither giving nor receiving unauthorized aid in academic settings
- Use appropriate language to communicate with adults and other students and be responsible for my own behavior.

Org Level 1	Employee Name	Job Title	Annual Salary	Job (Alternate)	Projected CL Earnings	Total Potential Comp
CA- CalCA Teachers	Afadonis, Mikkail A.	Teacher - Secondary	\$60,406.71			\$60,406.71
CA- CalCA Teachers	Ahumada, David J.	School Counselor	\$53,090.63	Coordinator Teacher	\$2,123.63	\$55,214.26
CA- CalCA Teachers	Akers, Aiko E.	Teacher - Secondary	\$52,740.00			\$52,740.00
CA- CalCA Teachers	Alameida, Jose C.	Teacher - Secondary	\$57,743.65	Specialist Teacher	\$6,929.24	\$64,672.89
CA- CalCA Teachers	Armstrong, Briana M.	Teacher - Special Edu	\$55,240.00			\$55,240.00
CA- CalCA Teachers	Arnesen, Aimee	Teacher - Special Edu	\$62,570.18			\$62,570.18
CA- CalCA Teachers	Atilano, Brandi Y.	Teacher - Elementary	\$57,228.24	Master Teacher	\$8,584.24	\$65,812.48
CA- CalCA Teachers	Axson, Susan	School Counselor	\$57,635.76			\$57,635.76
CA- CalCA Teachers	Ayers, Hollie J.	Family Relationship Coord	\$54,868.48	Lead Teacher	\$4,938.16	\$59,806.64
CA- CalCA Teachers	Baez, Jessica	School Counselor	\$54,310.62	Coordinator Teacher	\$2,172.42	\$56,483.04
CA- CalCA Teachers	Baham, Jennifer M.	Teacher - Secondary	\$66,310.97			\$66,310.97
CA- CalCA Teachers	Baker, Leslie T.	Teacher - Secondary	\$48,491.63			\$48,491.63
CA- CalCA Teachers	Bakhos, Joseph W.	Teacher - Secondary	\$66,186.12			\$66,186.12
CA- CalCA Teachers	Ballard, Danielle	Teacher - Advisory	\$58,997.48			\$58,997.48
CA- CalCA Teachers	Barcenas, Leticia I.	Teacher - Secondary	\$58,997.48	Specialist Teacher	\$7,079.70	\$66,077.18
CA- CalCA Teachers	Bates, Alicia M.	Teacher - Secondary	\$47,958.75	Coordinator Teacher	\$1,918.35	\$49,877.10
CA- CalCA Administration	Batin, Ana Lee V.	School Admin Asst III	\$41,684.80			\$41,684.80
CA- CalCA Teachers	Bean, Carolyn	Teacher - Special Edu	\$60,740.00			\$60,740.00
CA- CalCA Teachers	Ben-Joseph, Alyson L.	Teacher - Secondary	\$58,744.14	Lead Teacher	\$5,286.97	\$64,031.11
CA- CalCA Teachers	Benharris, Steven P.	Teacher - Secondary	\$56,432.38			\$56,432.38
CA- CalCA Teachers	Bennett, Zachary W.	Teacher - Secondary	\$50,240.00			\$50,240.00
CA- CalCA Teachers	Benumof, Kimberley K.	Teacher - Secondary	\$59,852.52	Coordinator Teacher	\$2,394.10	\$62,246.62
CA- CalCA Teachers	Bernstein, Joel M.	Teacher - Secondary	\$49,191.19			\$49,191.19
CA- CalCA Teachers	Berris, William J.	School Counselor	\$66,502.80	Specialist Teacher	\$7,980.34	\$74,483.14
CA- CalCA Teachers	Biller-Dours, Ashley J.	Teacher - Secondary	\$56,740.00			\$56,740.00
CA- CalCA Teachers	Blackburn, Shanon C.	Teacher - Secondary	\$70,901.56			\$70,901.56
CA- CalCA Teachers	Blackburn, Stephanie J.	Teacher - Elementary	\$53,202.24			\$53,202.24
CA- CalCA Teachers	Bouillerc, Danielle A.	Teacher - Secondary	\$47,660.34	Coordinator Teacher	\$1,906.41	\$49,566.75
CA- CalCA Teachers	Bowe, Daniel R.	Teacher - Secondary	\$59,277.02	Coordinator Teacher	\$2,371.08	\$61,648.10
CA- CalCA Teachers	Braden, Amanda M.	Teacher - Special Edu	\$56,527.38			\$56,527.38
CA- CalCA Teachers	Bradford, Cynthia R.	Teacher - Secondary	\$56,510.75			\$56,510.75
CA- CalCA Teachers	Bradley, Lauren E.	Teacher - Secondary	\$59,219.16			\$59,219.16
CA- CalCA Teachers	Brinlee, Kelli J.	Teacher - Advisory	\$49,215.00			\$49,215.00
CA- CalCA Teachers	Brown, Scott D.	Teacher - Secondary	\$50,431.29	Lead Teacher	\$4,538.82	\$54,970.11
CA- CalCA Teachers	Brown, Tiffany T.	School Counselor	\$51,417.60			\$51,417.60
CA- CalCA Teachers	Brunelle, Lisa S.	Teacher - Secondary	\$60,422.54	Specialist Teacher	\$7,250.70	\$67,673.24
CA- CalCA Teachers	Brunner, Jennifer L.	Teacher - Secondary	\$63,471.11	Master Teacher	\$9,520.67	\$72,991.78
CA- CalCA Teachers	Burkes, Samantha M.	Teacher - Secondary	\$53,230.03	Coordinator Teacher	\$2,129.20	\$55,359.23
CA- CalCA Teachers	Butterfield, Stephanie D.	Teacher - Secondary	\$53,287.50			\$53,287.50
CA- CalCA Teachers	Cable, Kristin D.	Teacher - Elementary	\$45,827.25			\$45,827.25
CA- CalCA Teachers	Callman, Stacy L.	Teacher - Secondary	\$58,616.25	Coordinator Teacher	\$2,344.65	\$60,960.90
CA- CalCA Teachers	Cambria, Amber B.	Teacher - Advisory	\$61,517.73	Master Teacher	\$9,227.66	\$70,745.39
CA- CalCA Teachers	Cannon, Tara E.	Teacher - Elementary	\$50,431.29	Coordinator Teacher	\$2,017.25	\$52,448.54
CA- CalCA Teachers	Canto, Samantha J.	Teacher - Secondary	\$53,756.43			\$53,756.43

Org Level 1	Employee Name	Job Title	Annual Salary	Job (Alternate)	Projected CL Earnings	Total Potential Comp
CA- CalCA Administration	Carrasco, Tiffany	AsstDir of Business Services	\$87,488.13			\$87,488.13
CA- CalCA Administration	Carter, LaChelle N.	CalCA Dir of Finance	\$104,000.00			\$104,000.00
CA- CalCA Administration	Carter, Marissa M.	Asst Principal I	\$90,752.70			\$90,752.70
CA- CalCA Teachers	Chacon, Teresa S.	Teacher - Secondary	\$55,862.35			\$55,862.35
CA- CalCA Teachers	Christensen, Susan B.	Family Relationship Coord	\$53,767.74	Specialist Teacher	\$6,452.13	\$60,219.87
CA- CalCA Teachers	Chung, Erin	Teacher - Secondary	\$58,142.45			\$58,142.45
CA- CalCA Administration	Colombero, Julie B.	Sr Mgr, School Outreach	\$90,944.00			\$90,944.00
CA- CalCA Teachers	Comfort, Villette K.	Teacher - Secondary	\$48,880.00			\$48,880.00
CA- CalCA Administration	Condon, Jessica J.	School Exec Assistant	\$55,593.16			\$55,593.16
CA- CalCA Teachers	Conley, Jennifer L.	Teacher - Secondary	\$50,240.00			\$50,240.00
CA- CalCA Teachers	Conlon, John E.	Teacher - Secondary	\$58,066.32			\$58,066.32
CA- CalCA Teachers	Conway, Richard C.	Teacher - Secondary	\$49,090.15			\$49,090.15
CA- CalCA Teachers	Cook, Theresa L.	Teacher - Secondary	\$56,740.00			\$56,740.00
CA- CalCA Teachers	Costa, Steven J.	Teacher - Secondary	\$54,722.30			\$54,722.30
CA- CalCA Teachers	Counts, Ryan S.	Teacher - Secondary	\$51,872.18	Lead Teacher	\$4,668.50	\$56,540.68
CA- CalCA Administration	Cunningham, Lauren	Asst Principal I	\$87,087.00			\$87,087.00
CA- CalCA Teachers	Curtis, Allyson	Teacher - Advisory	\$63,922.36	Master Teacher	\$9,588.35	\$73,510.71
CA- CalCA Teachers	Da'Vol, Courtney M.	Teacher - Secondary	\$50,985.48			\$50,985.48
CA- CalCA Teachers	Daseler, Bryan C.	Teacher - Secondary	\$49,557.38	Specialist Teacher	\$5,946.89	\$55,504.27
CA- CalCA Teachers	De, Paromita D.	Teacher - Secondary	\$60,422.54			\$60,422.54
CA- CalCA Teachers	Dean, Kyrra E.	Teacher - Secondary	\$54,033.53			\$54,033.53
CA- CalCA Teachers	DeBoer, Stanley G.	Teacher - Special Edu	\$62,726.94	Coordinator Teacher	\$2,509.08	\$65,236.02
CA- CalCA Teachers	Deckert, Cara A.	Teacher - Secondary	\$53,582.26	Lead Teacher	\$4,822.40	\$58,404.66
CA- CalCA Teachers	Dickman, Kelsey	Teacher - Secondary	\$47,660.34	Coordinator Teacher	\$1,906.41	\$49,566.75
CA- CalCA Teachers	DiMizio, Jessica J.	Teacher - Secondary	\$55,067.51	Specialist Teacher	\$6,608.10	\$61,675.61
CA- CalCA Teachers	Dlab, Ashley E.	Teacher - Secondary	\$51,872.18			\$51,872.18
CA- CalCA Administration	Dombek, Leslie M.	Asst Principal III	\$104,324.12			\$104,324.12
CA- CalCA Teachers	Doyle, Matthew J.	Teacher - Secondary	\$54,152.28			\$54,152.28
CA- CalCA Teachers	Dreifus, Ryan M.	Teacher - Secondary	\$54,297.34	Master Teacher	\$8,144.60	\$62,441.94
CA- CalCA Teachers	Duckworth, Katherine	Teacher - Special Edu	\$59,852.52	Coordinator Teacher	\$2,394.10	\$62,246.62
CA- CalCA Teachers	Dunker, William P.	Teacher - Secondary	\$54,886.13	Coordinator Teacher	\$2,195.45	\$57,081.58
CA- CalCA Teachers	Dunkley, Shawn K.	Teacher - Secondary	\$49,877.10			\$49,877.10
CA- CalCA Teachers	Dwivedi, Mukul R.	Teacher - Secondary	\$56,717.39			\$56,717.39
CA- CalCA Teachers	Ehrke, Mary N.	Teacher - Secondary	\$56,111.74			\$56,111.74
CA- CalCA Teachers	Ela, Kristen C.	Teacher - Secondary	\$53,582.26	Coordinator Teacher	\$2,143.29	\$55,725.55
CA- CalCA Teachers	Elizondo, Siegfried P.	Teacher - Secondary	\$62,011.08	Lead Teacher	\$5,581.00	\$67,592.08
CA- CalCA Teachers	Emuge, Anyumel R.	Teacher - Secondary	\$58,427.46			\$58,427.46
CA- CalCA Administration	Eng, Hazel U.	Mgr of Counseling Svcs	\$75,391.68			\$75,391.68
CA- CalCA Administration	Ervin, Scott A.	Asst Principal II	\$96,946.30			\$96,946.30
CA- CalCA Teachers	Espalin, Nicholas J.	Teacher - Secondary	\$51,240.00			\$51,240.00
CA- CalCA Teachers	Espinosa, Ana L.	Teacher - Secondary	\$60,960.90			\$60,960.90
CA- CalCA Teachers	Eyestone, Rachel R.	Teacher - Secondary	\$53,479.34			\$53,479.34
CA- CalCA Teachers	Fagundes, Julie K.	Teacher - Advisory	\$55,007.32			\$55,007.32
CA- CalCA Teachers	Faust, Rebekah J.	Teacher - Secondary	\$60,960.90			\$60,960.90

Org Level 1	Employee Name	Job Title	Annual Salary	Job (Alternate)	Projected CL Earnings	Total Potential Comp
CA- CalCA Teachers	Felias, Michael A.	Teacher - Secondary	\$54,227.49			\$54,227.49
CA- CalCA Teachers	Fidalgo, Brianne E.	Teacher - Secondary	\$58,740.00			\$58,740.00
CA- CalCA Teachers	Fitzpatrick, Jenise K.	Teacher - Advisory	\$54,852.00			\$54,852.00
CA- CalCA Teachers	Flower, Lauren	Teacher - Elementary	\$52,841.22	Specialist Teacher	\$6,340.95	\$59,182.17
CA- CalCA Teachers	Foley, Victoria T.	Teacher - Elementary	\$48,240.00			\$48,240.00
CA- CalCA Teachers	Folsom, Travis C.	Teacher - Secondary	\$48,937.75			\$48,937.75
CA- CalCA Teachers	Fort-Seamon, Amanda P.	Teacher - Secondary	\$56,532.71			\$56,532.71
CA- CalCA Teachers	Frampton, Denise L.	Teacher - Elementary	\$51,872.18			\$51,872.18
CA- CalCA Teachers	Franco, Jessica E.	Family Relationship Coord	\$55,696.10	Lead Teacher	\$5,012.65	\$60,708.75
CA- CalCA Teachers	Franks, Sarah L.	Teacher - Secondary	\$57,240.00			\$57,240.00
CA- CalCA Administration	Galindo, Vanessa	School Admin Asst III	\$49,381.10			\$49,381.10
CA- CalCA Teachers	Gearing, Rebecca	School Counselor	\$68,864.16			\$68,864.16
CA- CalCA Teachers	George, Angela L.	Teacher - Elementary	\$53,582.26	Specialist Teacher	\$6,429.87	\$60,012.13
CA- CalCA Teachers	Gillett, Christina R.	Teacher - Elementary	\$54,152.28			\$54,152.28
CA- CalCA Teachers	Gilliland, Brian	Teacher - Secondary	\$49,191.19			\$49,191.19
CA- CalCA Teachers	Glasgow, Daniel K.	Teacher - Secondary	\$56,786.70			\$56,786.70
CA- CalCA Teachers	Gonzalez, Elizabeth K.	Teacher - Elementary	\$58,222.24			\$58,222.24
CA- CalCA Teachers	Goodrich, Christin D.	Teacher - Secondary	\$57,125.25			\$57,125.25
CA- CalCA Administration	Gott, Alison M.	Asst Dir of Student Svcs	\$81,000.00			\$81,000.00
CA- CalCA Teachers	Gray, Ashley L.	Teacher - Elementary	\$58,142.45			\$58,142.45
CA- CalCA Teachers	Gray, Michael J.	Teacher - Secondary	\$52,515.04			\$52,515.04
CA- CalCA Teachers	Gray, Rebecca L.	Teacher - Secondary	\$52,442.21			\$52,442.21
CA- CalCA Teachers	Grogan, Elliott M.	Teacher - Secondary	\$54,310.62	Coordinator Teacher	\$2,172.42	\$56,483.04
CA- CalCA Teachers	Groves, Angelisha L.	Teacher - Special Edu	\$59,528.11	Master Teacher	\$8,929.22	\$68,457.33
CA- CalCA Teachers	Gunton, Bianca B.	Teacher - Advisory	\$57,799.25			\$57,799.25
CA- CalCA Administration	Gustin, Tanya J.	Dir of Student Services	\$116,828.21			\$116,828.21
CA- CalCA Teachers	Hager, Kristen L.	Teacher - Secondary	\$59,282.50	Master Teacher	\$8,892.38	\$68,174.88
CA- CalCA Teachers	Halcomb, Kristle L.	Teacher - Elementary	\$52,648.05	Coordinator Teacher	\$2,105.92	\$54,753.97
CA- CalCA Teachers	Hann, Mary E.	Teacher - Special Edu	\$57,070.91			\$57,070.91
CA- CalCA Teachers	Hansen, Lindsay	Teacher - Special Edu	\$63,025.79			\$63,025.79
CA- CalCA Teachers	Hardey, Rebecca J.	Teacher - Elementary	\$57,620.42			\$57,620.42
CA- CalCA Administration	Hardy, Mia S.	Dir of Counseling	\$93,626.83			\$93,626.83
CA- CalCA Teachers	Hardzinski, Tonya M.	Teacher - Secondary	\$52,740.00			\$52,740.00
CA- CalCA Teachers	Harper, Kelly L.	Teacher - Elementary	\$49,240.00			\$49,240.00
CA- CalCA Teachers	Harris, Haley L.	Teacher - Secondary	\$50,708.39			\$50,708.39
CA- CalCA Teachers	Harris, Jessica	Teacher - Secondary	\$54,740.00			\$54,740.00
CA- CalCA Teachers	Harrison, Katherine B.	Teacher - Secondary	\$47,502.00			\$47,502.00
CA- CalCA Teachers	Henderson, Jennifer M.	Teacher - Secondary	\$63,907.52			\$63,907.52
CA- CalCA Teachers	Hendricks, Kelsey L.	Teacher - Elementary	\$53,582.26	Coordinator Teacher	\$2,143.29	\$55,725.55
CA- CalCA Teachers	Hernandez, Yvonne G.	School Counselor	\$59,501.52	Master Teacher	\$8,925.23	\$68,426.75
CA- CalCA Teachers	Hertzler, Daniel J.	Teacher - Secondary	\$57,000.00			\$57,000.00
CA- CalCA Teachers	Hickey, Amy M.	Teacher - Elementary	\$46,546.50			\$46,546.50
CA- CalCA Teachers	Hill, Amanda	Teacher - Secondary	\$50,740.00			\$50,740.00
CA- CalCA Teachers	Hodge, Jesse C.	Teacher - Secondary	\$56,250.29			\$56,250.29

Org Level 1	Employee Name	Job Title	Annual Salary	Job (Alternate)	Projected CL Earnings	Total Potential Comp
CA- CalCA Teachers	Hodges, Kristin D.	Teacher - Advisory	\$51,587.17	Coordinator Teacher	\$2,063.49	\$53,650.66
CA- CalCA Teachers	Huerta, Veronica M.	Teacher - Elementary	\$58,618.53	Specialist Teacher	\$7,034.22	\$65,652.75
CA- CalCA Administration	Hunt, Amy C.	Asst Principal III	\$106,608.50			\$106,608.50
CA- CalCA Teachers	Hurley, Hannah M.	Teacher - Elementary	\$49,500.76	Specialist Teacher	\$5,940.09	\$55,440.85
CA- CalCA Teachers	Ireland, Ally M.	Family Relationship Coord	\$57,402.27	Lead Teacher	\$5,166.20	\$62,568.47
CA- CalCA Teachers	Jackson, Brandi D.	School Counselor	\$58,142.45			\$58,142.45
CA- CalCA Teachers	Jackson, Deiana	Teacher - Secondary	\$58,189.95			\$58,189.95
CA- CalCA Teachers	Jaimes, Hugo R.	Teacher - Secondary	\$52,727.22			\$52,727.22
CA- CalCA Teachers	Jaimes, Karen I.	Teacher - Secondary	\$48,704.78			\$48,704.78
CA- CalCA Administration	Jamero, Bernadette Q.	School Exec Assistant	\$54,102.88			\$54,102.88
CA- CalCA Administration	Jespersen, Danielle M.	School Admin Asst III	\$44,555.31			\$44,555.31
CA- CalCA Teachers	Johnson, Diane P.	School Counselor	\$57,635.76			\$57,635.76
CA- CalCA Teachers	Johnson, Dillon L.	Teacher - Secondary	\$52,740.00			\$52,740.00
CA- CalCA Teachers	Johnson, Erin E.	Teacher - Elementary	\$61,792.19			\$61,792.19
CA- CalCA Teachers	Johnson, Jessica M.	Teacher - Elementary	\$53,240.00			\$53,240.00
CA- CalCA Teachers	Jones, Mieasha T.	School Counselor	\$58,142.45			\$58,142.45
CA- CalCA Administration	Joy, Patty	School Admin Asst II	\$40,374.35			\$40,374.35
CA- CalCA Teachers	Jury, Deanna C.	Teacher - Secondary	\$55,962.38			\$55,962.38
CA- CalCA Teachers	Kain, Jamie M.	Teacher - Special Edu	\$51,783.57	Lead Teacher	\$4,660.52	\$56,444.09
CA- CalCA Teachers	Kelly, Carly A.	Teacher - Elementary	\$49,740.00			\$49,740.00
CA- CalCA Teachers	Kelm, Jerri J.	Teacher - Secondary	\$53,287.50			\$53,287.50
CA- CalCA Teachers	Kettler, Alicia R.	Teacher - Secondary	\$53,012.23			\$53,012.23
CA- CalCA Teachers	Kevorkian, Maria M.	School Counselor	\$56,068.74			\$56,068.74
CA- CalCA Teachers	Kim, Victoria M.	Teacher - Secondary	\$60,677.51			\$60,677.51
CA- CalCA Teachers	King, Jason M.	Teacher - Secondary	\$50,154.20	Lead Teacher	\$4,513.88	\$54,668.08
CA- CalCA Teachers	King, Julia F.	Teacher - Secondary	\$63,566.91			\$63,566.91
CA- CalCA Teachers	King, Travis J.	Teacher - Secondary	\$54,152.28			\$54,152.28
CA- CalCA Teachers	Kolbeck, Melissa A.	Teacher - Secondary	\$60,960.90	Coordinator Teacher	\$2,438.44	\$63,399.34
CA- CalCA Teachers	Korsich, Laura	Teacher - Secondary	\$50,090.25			\$50,090.25
CA- CalCA Teachers	Kruper, Diana W.	Teacher - Secondary	\$56,676.80			\$56,676.80
CA- CalCA Teachers	Kwan, Carmen	School Counselor	\$58,189.95			\$58,189.95
CA- CalCA Teachers	Kyo, Alicia	Teacher - Secondary	\$54,480.56			\$54,480.56
CA- CalCA Administration	Larson, Deborah	Mgr of School Office	\$63,478.11			\$63,478.11
CA- CalCA Teachers	LaSarge, Lisa L.	Teacher - Elementary	\$70,541.68			\$70,541.68
CA- CalCA Teachers	Laurenson, Melissa R.	Teacher - Elementary	\$52,286.33			\$52,286.33
CA- CalCA Teachers	Law, Kristyn N.	Teacher - Special Edu	\$55,951.88			\$55,951.88
CA- CalCA Teachers	Le, Hai X.	Teacher - Secondary	\$57,081.57			\$57,081.57
CA- CalCA Administration	Le, Tracy D.	AsstDir of Business Services	\$86,305.86			\$86,305.86
CA- CalCA Teachers	Leal, Brian J.	Teacher - Secondary	\$52,442.21	Master Teacher	\$7,866.33	\$60,308.54
CA- CalCA Teachers	Lee, Tabia	Teacher - Secondary	\$57,240.00			\$57,240.00
CA- CalCA Teachers	Leu, Ashley A.	Teacher - Secondary	\$56,972.85	Master Teacher	\$8,545.93	\$65,518.78
CA- CalCA Teachers	Leung, Rita L.	Teacher - Secondary	\$60,422.54			\$60,422.54
CA- CalCA Teachers	Little, Shannon B.	Teacher - Elementary	\$55,862.35	Master Teacher	\$8,379.35	\$64,241.70
CA- CalCA Teachers	Lopez-Fuentes, Zamequa F.	Teacher - Secondary	\$53,820.38			\$53,820.38

Org Level 1	Employee Name	Job Title	Annual Salary	Job (Alternate)	Projected CL Earnings	Total Potential Comp
CA- CalCA Administration	Lopez, Juneill A.	School Admin Asst I	\$35,798.18			\$35,798.18
CA- CalCA Administration	Lopez, Tiffany C.	School Admin Asst III	\$42,724.84			\$42,724.84
CA- CalCA Teachers	Lumbard, Karen	Teacher - Secondary	\$49,024.50			\$49,024.50
CA- CalCA Teachers	Luyks, Leona	School Counselor	\$64,286.04			\$64,286.04
CA- CalCA Teachers	Lydon, Alyson Raychel A.	Teacher - Secondary	\$54,310.62	Coordinator Teacher	\$2,172.42	\$56,483.04
CA- CalCA Teachers	Macias, Kathryn L.	Teacher - Advisory	\$58,427.46	Lead Teacher	\$5,258.47	\$63,685.93
CA- CalCA Teachers	MacNeil, Melissa M.	Teacher - Elementary	\$52,093.86			\$52,093.86
CA- CalCA Teachers	Madison, Candice K.	Teacher - Secondary	\$58,984.90	Specialist Teacher	\$7,078.19	\$66,063.09
CA- CalCA Teachers	Magana, Lauren E.	Teacher - Secondary	\$58,142.45	Coordinator Teacher	\$2,325.70	\$60,468.15
CA- CalCA Teachers	Mallory, Gerry D.	Teacher - Secondary	\$56,067.38			\$56,067.38
CA- CalCA Teachers	Mann, Michelle E.	Teacher - Secondary	\$47,002.07	Specialist Teacher	\$5,640.25	\$52,642.32
CA- CalCA Administration	Mannix, Kara L.	Principal II	\$143,681.16			\$143,681.16
CA- CalCA Teachers	Manuel, Michael D.	Teacher - Secondary	\$45,294.38			\$45,294.38
CA- CalCA Teachers	Masino, Marianne	504 Coordinator	\$59,788.58			\$59,788.58
CA- CalCA Teachers	McBride, Amber M.	Teacher - Secondary	\$54,152.28			\$54,152.28
CA- CalCA Teachers	McEwan-Kliman, Thelma D.	Teacher - Secondary	\$60,850.38			\$60,850.38
CA- CalCA Teachers	Medina O'Neill, Melinda S.	Teacher - Secondary	\$49,191.19			\$49,191.19
CA- CalCA Administration	Medina, Byanka A.	School Exec Assistant	\$46,219.38			\$46,219.38
CA- CalCA Teachers	Melendez, Zachary E.	Teacher - Secondary	\$53,756.43			\$53,756.43
CA- CalCA Teachers	Mendes, Joye M.	Teacher - Secondary	\$52,221.75			\$52,221.75
CA- CalCA Teachers	Mesa, Marissa L.	Teacher - Elementary	\$56,420.34	Specialist Teacher	\$6,770.44	\$63,190.78
CA- CalCA Teachers	Mitchell, Moya K.	Teacher - Special Edu	\$66,692.81	Lead Teacher	\$6,002.35	\$72,695.16
CA- CalCA Administration	Mojica, Sandy	School Admin Asst III	\$41,684.80			\$41,684.80
CA- CalCA Teachers	Mollica, Lia	Teacher - Special Edu	\$55,740.00			\$55,740.00
CA- CalCA Teachers	Morgan, Joseph	Teacher - Special Edu	\$57,240.00			\$57,240.00
CA- CalCA Teachers	Morin, Traci M.	Teacher - Secondary	\$60,649.17			\$60,649.17
CA- CalCA Teachers	Moua, LyChing	School Counselor	\$59,298.33			\$59,298.33
CA- CalCA Teachers	Murphy, Tate A.	Teacher - Secondary	\$49,191.19	Coordinator Teacher	\$1,967.65	\$51,158.84
CA- CalCA Teachers	Neal, Nancy M.	Family Relationship Coord	\$54,864.81	Coordinator Teacher	\$2,194.59	\$57,059.40
CA- CalCA Administration	Nims, Nicole B.	School Admin Asst II	\$38,065.46			\$38,065.46
CA- CalCA Teachers	Nordenfors, Helena G.	Teacher - Secondary	\$54,310.62			\$54,310.62
CA- CalCA Teachers	Nordstrom, Terrence C.	Teacher - Secondary	\$56,740.00			\$56,740.00
CA- CalCA Teachers	O'Bannon, Lucia	School Counselor	\$60,856.55	Lead Teacher	\$5,477.09	\$66,333.64
CA- CalCA Teachers	Ohlemann, Sophia D.	Teacher - Special Edu	\$57,740.00			\$57,740.00
CA- CalCA Teachers	Olsen, Mackenzie J.	Teacher - Special Edu	\$54,000.00			\$54,000.00
CA- CalCA Teachers	Ortiz-Atkins, Ariana A.	504 Coordinator	\$60,875.64			\$60,875.64
CA- CalCA Teachers	Panaro, Scott M.	Teacher - Secondary	\$53,867.27			\$53,867.27
CA- CalCA Teachers	Parkhurst, Tracey L.	Teacher - Secondary	\$54,310.62			\$54,310.62
CA- CalCA Teachers	Petrocco, Maria D.	Teacher - Elementary	\$54,352.35			\$54,352.35
CA- CalCA Teachers	Philbrick, Erika N.	Teacher - Secondary	\$48,491.63			\$48,491.63
CA- CalCA Teachers	Phillinganes, Cynthia M.	Teacher - Secondary	\$62,702.64			\$62,702.64
CA- CalCA Teachers	Phillips, Samantha J.	Teacher - Secondary	\$51,872.18			\$51,872.18
CA- CalCA Administration	Pinckney, Tracy A.	Asst Principal I	\$95,520.59			\$95,520.59
CA- CalCA Teachers	Probeus, Beth E.	Teacher - Advisory	\$58,643.33	Specialist Teacher	\$7,037.20	\$65,680.53

Org Level 1	Employee Name	Job Title	Annual Salary	Job (Alternate)	Projected CL Earnings	Total Potential Comp
CA- CalCA Teachers	Pulido, Jessica M.	Teacher - Special Edu	\$58,744.14	Coordinator Teacher	\$2,349.77	\$61,093.91
CA- CalCA Teachers	Putnam, Dana L.	Teacher - Secondary	\$52,740.00			\$52,740.00
CA- CalCA Teachers	Qawasmi, Abel H.	Teacher - Secondary	\$56,432.38			\$56,432.38
CA- CalCA Teachers	Quesada, Christine E.	Teacher - Secondary	\$55,009.50			\$55,009.50
CA- CalCA Teachers	Rabbon, Crystal D.	Teacher - Elementary	\$56,503.92			\$56,503.92
CA- CalCA Teachers	Ramstack, Kyle P.	Teacher - Secondary	\$48,240.00			\$48,240.00
CA- CalCA Teachers	Rawlins, Allyson R.	Teacher - Secondary	\$57,162.63	Specialist Teacher	\$6,859.52	\$64,022.15
CA- CalCA Teachers	Ray, Brittany N.	Teacher - Secondary	\$54,538.02	Specialist Teacher	\$6,544.56	\$61,082.58
CA- CalCA Teachers	Rempe, Sherri	Teacher - Special Edu	\$59,788.58			\$59,788.58
CA- CalCA Teachers	Richards, Sean D.	Teacher - Secondary	\$54,864.81			\$54,864.81
CA- CalCA Teachers	Rietveld, Andrew P.	Teacher - Secondary	\$60,923.60			\$60,923.60
CA- CalCA Teachers	Robbins, Jennifer M.	Teacher - Elementary	\$44,000.00			\$44,000.00
CA- CalCA Teachers	Rodriguez, Janice	Teacher - Secondary	\$87,987.38			\$87,987.38
CA- CalCA Teachers	Rodriguez, Lorena	Teacher - Elementary	\$61,106.92			\$61,106.92
CA- CalCA Teachers	Roman, Matthews	Teacher - Secondary	\$51,740.00			\$51,740.00
CA- CalCA Administration	Romero, Ricardo	Dir Student Achievement	\$152,250.00			\$152,250.00
CA- CalCA Administration	Roney, Harold C.	Asst Dir of Student Svcs	\$95,914.00			\$95,914.00
CA- CalCA Teachers	Ross, Jordyn M.	School Counselor	\$54,537.00			\$54,537.00
CA- CalCA Teachers	Rowley, Hope A.	Teacher - Elementary	\$57,002.40	Coordinator Teacher	\$2,280.10	\$59,282.50
CA- CalCA Teachers	Rushing, Michele L.	Teacher - Secondary	\$56,640.87	Specialist Teacher	\$6,796.90	\$63,437.77
CA- CalCA Teachers	Russo, Kelly A.	Teacher - Elementary	\$62,187.39			\$62,187.39
CA- CalCA Teachers	Ryan, Robert	Teacher - Secondary	\$62,122.06			\$62,122.06
CA- CalCA Teachers	Sanchez, Caren L.	Teacher - Special Edu	\$61,003.53	Lead Teacher	\$5,490.32	\$66,493.85
CA- CalCA Teachers	Sanchez, Natalie A.	Teacher - Secondary	\$55,538.44			\$55,538.44
CA- CalCA Teachers	Sanderlin, Allison M.	Teacher - Elementary	\$58,157.98			\$58,157.98
CA- CalCA Administration	Sassin, Frances	Dir of Business Services	\$137,620.16			\$137,620.16
CA- CalCA Administration	Savage, Richard S.	School Leader	\$188,252.37			\$188,252.37
CA- CalCA Teachers	Schaefer, Caitlyn C.	Teacher - Secondary	\$52,727.22	Specialist Teacher	\$6,327.27	\$59,054.49
CA- CalCA Teachers	Schwartz, Catherine R.	Teacher - Secondary	\$50,802.60	Lead Teacher	\$4,572.23	\$55,374.83
CA- CalCA Teachers	Sculatti, Kathryn M.	Teacher - Secondary	\$52,573.50			\$52,573.50
CA- CalCA Teachers	Searfoss, Julie M.	CalCA Sub. Elem. Teacher	\$49,240.00			\$49,240.00
CA- CalCA Administration	Seniseros, Patricia M.	School Admin Asst III	\$43,120.06			\$43,120.06
CA- CalCA Teachers	Serpa, Gina M.	Teacher - Elementary	\$54,152.28	Coordinator Teacher	\$2,166.09	\$56,318.37
CA- CalCA Teachers	Severns, Amy L.	Teacher - Secondary	\$50,985.48	Lead Teacher	\$4,588.69	\$55,574.17
CA- CalCA Teachers	Shafer, Lisa	Teacher - Secondary	\$60,874.51			\$60,874.51
CA- CalCA Teachers	Sharp, Amy E.	Teacher - Secondary	\$54,240.00			\$54,240.00
CA- CalCA Teachers	Short, Thanette R.	Teacher - Elementary	\$49,022.06	Master Teacher	\$7,353.31	\$56,375.37
CA- CalCA Teachers	Sidney, Robin D.	Teacher - Special Edu	\$64,765.63			\$64,765.63
CA- CalCA Administration	Silver, Ashley C.	Asst Dir of Student Svcs	\$84,719.25			\$84,719.25
CA- CalCA Teachers	Sima, Robert J.	Teacher - Secondary	\$53,740.00			\$53,740.00
CA- CalCA Teachers	Simmons, Hollie B.	Teacher - Secondary	\$55,419.00			\$55,419.00
CA- CalCA Teachers	Simmons, Rebecca A.	Teacher - Special Edu	\$56,700.00			\$56,700.00
CA- CalCA Teachers	Singh, Bindy	Teacher - Special Edu	\$58,712.47			\$58,712.47
CA- CalCA Teachers	Singh, Kiran	Teacher - Special Edu	\$60,422.54			\$60,422.54

Org Level 1	Employee Name	Job Title	Annual Salary	Job (Alternate)	Projected CL Earnings	Total Potential Comp
CA- CalCA Teachers	Sisco, Tracy J.	Teacher - Elementary	\$53,820.38			\$53,820.38
CA- CalCA Teachers	Solomon, Marissa A.	Teacher - Secondary	\$62,702.64			\$62,702.64
CA- CalCA Teachers	Stanley II, Richard A.	Teacher - Special Edu	\$58,142.45			\$58,142.45
CA- CalCA Teachers	Stark, Shannon A.	Teacher - Advisory	\$54,437.29			\$54,437.29
CA- CalCA Teachers	Steenstra, Stephanie L.	Teacher - Secondary	\$58,427.46			\$58,427.46
CA- CalCA Teachers	Stehney, Regina A.	Teacher - Secondary	\$60,422.54			\$60,422.54
CA- CalCA Teachers	Steinberg, Lawrence A.	Teacher - Elementary	\$67,777.55	Specialist Teacher	\$8,133.31	\$75,910.86
CA- CalCA Teachers	Stewart-Wilson, Jennifer R.	Teacher - Secondary	\$63,247.20			\$63,247.20
CA- CalCA Teachers	Stiles, Sean T.	Teacher - Secondary	\$55,740.00			\$55,740.00
CA- CalCA Teachers	Stilson, Karley A.	Teacher - Special Edu	\$58,616.25			\$58,616.25
CA- CalCA Teachers	Stratton, Kristi L.	Teacher - Elementary	\$60,422.54			\$60,422.54
CA- CalCA Teachers	Stringer, Doreen A.	Teacher - Secondary	\$47,106.15	Specialist Teacher	\$5,652.74	\$52,758.89
CA- CalCA Teachers	Sturtevant, Jonathan M.	Teacher - Secondary	\$54,683.34	Lead Teacher	\$4,921.50	\$59,604.84
CA- CalCA Teachers	Sutton, Phillip M.	Teacher - Secondary	\$54,152.28			\$54,152.28
CA- CalCA Administration	Tamayo, Heather M.	Principal II	\$129,513.12			\$129,513.12
CA- CalCA Teachers	Taylor, Ashley C.	Teacher - Elementary	\$59,392.66	Master Teacher	\$8,908.90	\$68,301.56
CA- CalCA Teachers	Thomas, Faith E.	School Counselor	\$53,021.06			\$53,021.06
CA- CalCA Teachers	Thompson, Christine L.	Teacher - Secondary	\$57,550.50	Coordinator Teacher	\$2,302.02	\$59,852.52
CA- CalCA Teachers	Todoroff, Ryan T.	Teacher - Secondary	\$71,309.05			\$71,309.05
CA- CalCA Teachers	Toner, Franchesca L.	Teacher - Elementary	\$47,660.34			\$47,660.34
CA- CalCA Teachers	Van Bussel, Sean R.	Teacher - Secondary	\$59,753.67	Master Teacher	\$8,963.05	\$68,716.72
CA- CalCA Teachers	VanDeventer, Meagan M.	Teacher - Secondary	\$56,717.39	Master Teacher	\$8,507.61	\$65,225.00
CA- CalCA Administration	Venegas, Elyse	School Admin Asst I	\$35,007.75			\$35,007.75
CA- CalCA Teachers	Vergel de Dios, Theresa J.	Teacher - Secondary	\$62,480.30			\$62,480.30
CA- CalCA Administration	Villafana, Claudia M.	School Admin Asst II	\$39,230.31			\$39,230.31
CA- CalCA Teachers	Villela, Saul J.	Teacher - Secondary	\$59,049.63	Master Teacher	\$8,857.44	\$67,907.07
CA- CalCA Teachers	Vollebregt, Meaghan K.	Teacher - Advisory	\$54,086.81			\$54,086.81
CA- CalCA Teachers	Vu, Jeannette T.	Teacher - Secondary	\$58,142.45			\$58,142.45
CA- CalCA Teachers	Waheed, Karen M.	Teacher - Secondary	\$60,422.54	Lead Teacher	\$5,438.03	\$65,860.57
CA- CalCA Teachers	Walker, Machele J.	Teacher - Secondary	\$52,754.63			\$52,754.63
CA- CalCA Teachers	Wang, Wally F.	Teacher - Secondary	\$54,864.81	Coordinator Teacher	\$2,194.59	\$57,059.40
CA- CalCA Teachers	Werly, Christopher H.	Teacher - Special Edu	\$51,240.00			\$51,240.00
CA- CalCA Teachers	West, Brittany	Teacher - Secondary	\$54,033.53	Specialist Teacher	\$6,484.02	\$60,517.55
CA- CalCA Teachers	Wheeler, Bonnie J.	Teacher - Secondary	\$61,979.15			\$61,979.15
CA- CalCA Administration	White, Marcus T.	Principal II	\$130,896.42			\$130,896.42
CA- CalCA Teachers	Whitehead, Christopher R.	Teacher - Secondary	\$51,835.88			\$51,835.88
CA- CalCA Teachers	Whitmer, Taylor	Teacher - Secondary	\$59,740.00			\$59,740.00
CA- CalCA Teachers	Wilkes, Matthew C.	Teacher - Secondary	\$53,202.24	Coordinator Teacher	\$2,128.09	\$55,330.33
CA- CalCA Teachers	Williams-Hackman, Lauren C.	Teacher - Secondary	\$51,092.06	Coordinator Teacher	\$2,043.68	\$53,135.74
CA- CalCA Teachers	Willis, Scott M.	Teacher - Secondary	\$55,125.28			\$55,125.28
CA- CalCA Teachers	Wittkop, Caren E.	Teacher - Elementary	\$55,862.35	Coordinator Teacher	\$2,234.49	\$58,096.84
CA- CalCA Teachers	Wolf, Marissa J.	Teacher - Special Edu	\$56,527.38	Lead Teacher	\$5,087.46	\$61,614.84
CA- CalCA Teachers	Woolstenhulme, Victoria B.	School Counselor	\$54,587.72			\$54,587.72
CA- CalCA Teachers	Workman, Terri L.	Teacher - Secondary	\$56,420.34			\$56,420.34

Org Level 1	Employee Name	Job Title	Annual Salary	Job (Alternate)	Projected CL Earnings	Total Potential Comp
CA- CalCA Teachers	Yabut, Aida	Teacher - Secondary	\$64,982.74			\$64,982.74
CA- CalCA Teachers	Yi, April	Teacher - Secondary	\$59,496.02	Master Teacher	\$8,924.40	\$68,420.42
CA- CalCA Teachers	Yip, Jennifer	School Counselor	\$57,081.57			\$57,081.57
CA- CalCA Teachers	Zakhar, Pamela A.	Teacher - Elementary	\$70,222.42	Specialist Teacher	\$8,426.69	\$78,649.11
CA- CalCA Teachers	Zakka, Ted	Teacher - Secondary	\$58,427.46			\$58,427.46
CA- CalCA Administration	Zargar, Parvaneh	Sr Mgr State Attendance	\$66,716.52			\$66,716.52

CALIFORNIA CONNECTIONS ACADEMY SCHOOLS

MATHEMATICS PLACEMENT POLICY

Originally approved on September 27, 2016 and on October 25, 2016.

Revision aApproved by the Board of Directors for California Online Public Schools on

BACKGROUND

The California legislature passed SB 359, the California Mathematics Placement Act of 2015. The new law requires Local Educational Agencies, including charter schools, to have a board approved placement policy for mathematics for 9th grade students in place beginning with the 2016-17 school year. 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 his or her future educational success. Misplacement in the sequence of mathematics courses can create a number of barriers and results in pupils being less competitive for college admissions. A fair, objective and transparent policy on 9th grade math placement may help reduce misplacement of students into the appropriate math course as they enter high school.

The mission of California Connections Academy is to 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.

~~leverage 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 supported by providing a personalized placement in math courses for all California Connections Academy students, along with follow up monitoring of student success, in order to customize the student's educational plan to best meet the academic needs and educational goals of each student. California Connections Academy Schools serve

a diverse population of students from many different backgrounds, and through the Personalized Performance Learning approach, the schools can support every student in achieving his or her academic potential, across all demographic groups. In the virtual school environment, students are often able to accelerate academically, and/or to work on academic content until mastery is achieved without facing many of the barriers that can be found in a traditional brick and mortar school setting.

California Connections Academy Schools are actively engaged in improving math performance in all grade levels. Progress can be monitored through the goals set in the Local Control and Accountability Plans (found on each school's website) and the annual School Improvement Plan.

MATHEMATICS PLACEMENT

Math placement decisions are made by the school's counseling and advisory staff. The standard math placement sequence is reviewed annually by the Director of Counseling, in consultation with the school's Administrative Leadership Team. School staff may also be supported by designated and trained placement staff from Connections Education.

While the school counseling and advisory staff are primarily responsible for making math placement decisions, parents and students play a key role in the final decision. Families can make a request for a particular math placement during the enrollment or re-enrollment process. Families have access to a placement chart that lays out the standard progression of math courses through the "student course selection" process in Connexus.

The counseling staff members take into account multiple measures to determine the math course placement that will lead to the greatest student success for each student. Multiple objective academic measures of student performance are the most important indicators taken into consideration. These include student transcripts, past grades and report cards, performance in the previous math course, results of the statewide mathematics assessments, including interim and/or summative assessments as available, results of gifted and talented testing, and placement tests that are aligned to state-adopted content standards in mathematics. In addition to the objective academic measures, the recommendation of the parent(s) and, if the student was a California Connections Academy student previously, the student's math teacher, are taken into consideration. For students with an active Individualized Education Program (IEP), the goals and progress of the IEP are taken into consideration.

The following guidelines are used when making math placement decisions for 9th grade students:

- ✓ Students entering 9th grade who have successfully completed a level of math of Geometry or above are placed into the next level math course.
- ✓ Students who have successfully completed the high school Algebra I requirement prior to 9th grade are placed into Geometry or higher.
- ✓ Students who enter 9th grade with a C or better in 8th grade math or Pre-Algebra or Algebra Readiness are placed in Algebra I.
- ✓ Students who enter 9th grade having already failed Algebra I, or who received a grade lower than a C in Pre-Algebra or Math 8 or Algebra -Readiness, are placed into a slower paced Algebra I course that is divided into Part 1 and Part 2.
- ✓ Students who were in a non-traditional educational setting prior to entering 9th grade may use the alternative evaluation procedures laid out in the School Handbook.

In order to promote success in math courses, and maximize the level of math for all high school students in 9th grade and beyond, the following guidelines are used for making 8th grade math placement decisions:

- ✓ The standard math placement for 8th grade students is Algebra I.
- ✓ Students who have been previously identified as Gifted or Talented in math are placed in Geometry.
- ✓ Upon request of a parent to access the Gifted and Talented curriculum, students who have not been formally identified as Gifted and Talented in math may be placed in Geometry with approval by the middle school administrator or designee. A skills assessment and other methods would be used to assist in this decision.
- ✓ Students who failed Algebra Readiness, Pre-Algebra or 7th grade Math are placed in Essential Algebra Readiness to prepare for Algebra I in 9th grade. Additional supports and interventions are provided.

ACCOUNTABILITY

In order to provide a transparent policy regarding Mathematics placement, the board approved policy will be posted on the schools' websites under the "Public Notices" section.

Students and parents have the right to timely recourse if they do not agree with the school's math placement decision in accordance with the policies laid out in the School Handbook. The first step in this process is contacting the student's counselor to discuss the placement decision.

The schools will monitor the success of the placement policy by reviewing math placement at the end of the first month of school each year. Placement will be re-evaluated using student success data. Students who are struggling will be given various academic interventions and supports. Students who appear to have mastered the material in a course may be considered for acceleration with the approval of their counselor.

Annually, each school will prepare a report of the math placements for the past year's 9th grade students, which includes the students' demographic information. This report will be presented to the Boards of Directors in a public meeting.

California Online Public Schools

Operating a Charter Management Organization known as California Connections Academy Schools

Resolution to Establish Authority to Reallocate Income from SELPA

Resolution 9-19-1

Presented September 24, 2019

WHEREAS: Pursuant to EC Section 56836.05(b), El Dorado Charter SELPA has the authority to develop an allocation plan to define the distribution of special education funds to charters within the SELPA; and

WHEREAS: The CEO Council of the El Dorado Charter SELPA has approved an allocation plan that provides for the distribution of funds to each Charter LEA in the SELPA, where a charter is defined as having a separate CDS code; and

WHEREAS: The allocation plan further authorizes a CMO or Non-Profit Corporation operating more than one charter school within the SELPA to reallocate state and federal funding among charter LEAs within their authority.

THEREFORE BE IT RESOLVED: That at the close of any fiscal year, special education income may be reallocated among any of the El Dorado County Charter SELPA members under the authority of **California Online Public Schools**; and

That that this authority shall remain in place until changed by further action of this board; and

That reallocation of specific dollar amounts under this authority will be brought to this board for specific action each time the authority is exercised.

As authorized by:

Elaine Pavlich, Board President
California Online Public Schools, Board of Directors

Date

Adam Pulsipher, Board Secretary
California Online Public Schools, Board of Directors

Date

REPORT TO THE BOARD OF DIRECTORS
CALIFORNIA CONNECTIONS ACADEMY SCHOOLS
CalCA 9th Grade Math Placements for 2017-2018

Overview

This report is being provided as required by the Math Placement Policy adopted by the boards in 2016.

Data includes 549 students who enrolled in 9th grade prior to October 1, 2018. 99% of 9th grade students were enrolled in Algebra 1, Geometry, or Algebra 2, honors and non-honors versions of these courses were combined for the sake of streamlining data reporting. The few students enrolled in Precalculus and Honors Precalculus are included in the report where applicable. Data has been rounded to whole numbers for the ease of interpretation.

Table 1: Overall Math Placement Comparison 2017 vs 2018

Statewide, CalCA 9th grade students were distributed across math placements in the following percentages. This table includes both 2017 and 2018 math placements as of October 1 of each year. Highlighted areas indicate the following information:

Green	When the school's representation in Algebra 1 has decreased in 2018 OR when the school's representation in Geometry/Algebra 2 has increased in 2018.
Red	When the school's representation in Algebra 1 has increased in 2018 OR when the school's representation in Geometry/Algebra 2 has decreased in 2018.

Course	2017	2018	Change
Algebra 1	64%	68%	+4
Geometry	31%	26%	-5
Algebra 2	4%	5%	+1

As a school, we are showing an increase in Algebra 1 placements, and a decrease in Geometry placements. There was a 1% increase in Algebra 2 placements, however if higher level math placements are combined, i.e. Geometry and Algebra 2, in 2017 35% of 9th graders were placed in higher level math while in 2018 31% of 9th graders were placed in higher level math, a decrease of 4%.

Placement Overall

If we assume that most 8th graders take Algebra 1 in 8th grade, then an on-track, college-bound student should take Geometry as a 9th grader. A student who takes Algebra 1 as a 9th grader would follow a traditional progression of Algebra 1, Geometry, Algebra 2, Pre-Calculus. Students who start at Geometry in 9th grade would be able to qualify for an AP level course following a typical 4 year progression.

Table 2: Math Placements 2018 Student Group Distribution

Looking only at course level placement (combining honors and non-honors) gives a snapshot of where students are placed broken down by student group. The following table compares 2018 math placements only; representing the placement of students groups in the levels of math as compared to 2018 school-wide totals. Highlighted areas indicate the following information:

Blue	The percentage composition of that student group within CalCA.
Green	When a student groups' representation in Algebra 1 is lower than the CalCA distribution OR when a student groups' representation in Geometry/Algebra 2 is higher than the CalCA distribution.
Yellow	When a student groups' representation in any math level is equal to the CalCA distribution.
Red	When a student groups' representation in Algebra 1 is higher than the CalCA distribution OR when a student groups' representation in Geometry/Algebra 2 is lower than the CalCA distribution.

All CalCA (honors and non-honors combined)	2018	Comparison to Total
American Indian or Alaskan Native	1%	
Algebra 1	80%	12%
Geometry	20%	-6%
Asian	8%	
Algebra 1	44%	-24%
Geometry	36%	10%
Algebra 2	16%	11%
Black/African American	9%	
Algebra 1	69%	1%
Geometry	31%	5%
Algebra 2	0%	-5%
Hispanic or Latino	32%	
Algebra 1	77%	9%
Geometry	20%	-6%
Algebra 2	3%	-2%
Multiple Races	10%	
Algebra 1	68%	0%
Geometry	28%	2%
Algebra 2	4%	-1%
Native Hawaiian or Other Pacific Islander	1%	
Algebra 1	63%	-5%
Geometry	13%	-13%
Algebra 2	25%	20%
White (Not Hispanic or Latino)	39%	
Algebra 1	65%	-3%
Geometry	28%	2%
Algebra 2	7%	2%
Precalculus	0%	0%

This table shows that during the 2018 school-year, students in the Asian and White student groups had an overall higher representation in higher level math placements as compared to their classmates of the Black/African American and Hispanic or Latino student groups. However, Black/African American students are represented at a higher rate in Geometry than the school as a whole. The question to be answered at this point is, has there been any change in overall placements when 2017 is compared to 2018?

Table 3: Math Placements 2017 vs. 2018 Student Group Distribution

The following table compares 2017 math placements to 2018 math placements. The table is displaying change in percentage of student groups placed in each math level. Highlighted areas indicate the following information:

Blue	The percentage composition of that student group within CalCA.
Green	When a student groups' representation in Algebra 1 has decreased in 2018 OR when a student groups' representation in Geometry/Algebra 2 has increased in 2018.
Yellow	When a student groups' representation in any math level is the same in 2017 and 2018.
Red	When a student groups' representation in Algebra 1 has increased in 2018 OR when a student groups' representation in Geometry/Algebra 2 has decreased in 2018.

All CalCA (honors and non-honors combined)	2017	2018	Change
American Indian or Alaskan Native	1%	1%	
Algebra 1	67%	80%	13%
Geometry	33%	20%	-13%
Asian	7%	8%	
Algebra 1	44%	44%	0%
Geometry	46%	36%	-10%
Algebra 2	11%	16%	5%
Precalculus	0%	0%	0%
Black/African American	11%	9%	
Algebra 1	79%	69%	-10%
Geometry	19%	31%	12%
Algebra 2	2%	0%	-2%
Hispanic or Latino	32%	32%	
Algebra 1	68%	77%	9%
Geometry	29%	20%	-9%
Algebra 2	2%	3%	1%
Multiple Races	9%	10%	
Algebra 1	65%	68%	3%
Geometry	33%	28%	-5%
Algebra 2	2%	4%	2%
Native Hawaiian or Other Pacific Islander	>1%	1%	
Algebra 1	0%	63%	63%
Geometry	100%	13%	-87%
Algebra 2	0%	25%	25%
White (Not Hispanic or Latino)	28%	39%	
Algebra 1	58%	65%	7%
Geometry	37%	28%	-9%
Algebra 2	4%	7%	3%
Precalculus	2%	0%	-2%

When comparing math placement from 2017 to 2018, a different picture emerges. Fewer Black/African American students were placed in Algebra 1 and more were placed in Geometry. This is an important trend. While more Hispanic or Latino students were placed in Algebra and less in Geometry, the rate was equal, so it is easy to see where the shift occurred. Asian students were also placed in Geometry at a lower rate, however the rate of placements in Algebra 2 has increased year over year. Also, White students have increased placement into Algebra 1 and decreased placement into Geometry.

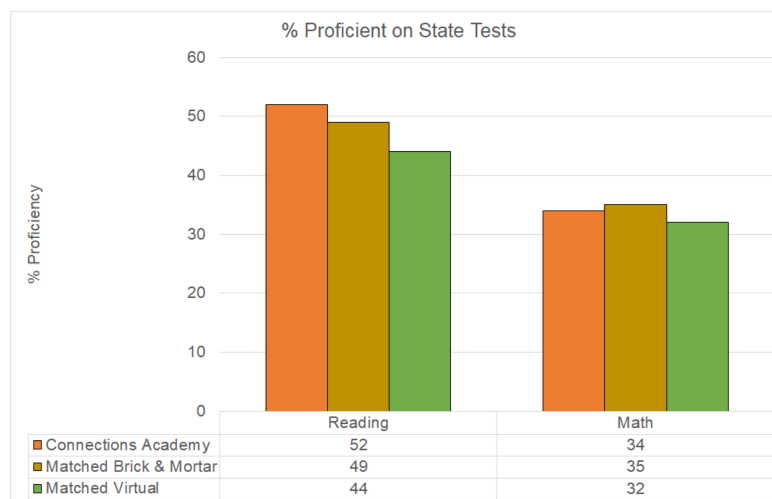
Summary of Findings

Overall, CalCA is showing a mixed pattern across student groups revealing that in 2018, there is not a significant disproportionality of math placement. Black/African American students have increased in placement in Geometry. White students have increased placement in Algebra 1 and decreased placement in Geometry.

The Effect of Mobility

Pearson's Efficacy Research Report was published on April 3, 2018. The overall focus of this report was to control for student mobility at both Connections Academy schools and their matched brick and mortar counterparts. Below is a summary of their findings.

Results - Phase Two: School Comparison Study



Existing research studies do not account for student mobility - a dominant attribute of virtual school students.

This is the first time we can see performance through a mobility lens.

Note that in phase two mobility was calculated based on each state's definition (see Appendix for additional details)



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The graph highlights a gain in reading proficiency for Connections Academy students when compared to their matched brick and mortar counterparts. In terms of mathematics proficiency, Connections Academy students only slightly underperform their matched brick and mortar counterparts. If we align mathematics proficiency to course placement both at CalCA and at matched brick and mortar counterparts, we can infer that math placements of continuing 8th grade Connections Academy students would not differ markedly to new to Connections Academy 9th grade students, or we would expect to see a larger variation on math proficiency on standardized assessments.

Questions

Items we shall continue take into consideration as we reflect on this data and decide our next steps:

- How much of the placement decision is based on parent input?
- How can we better inform families of honors or advanced options?
- How many 9th graders repeat Algebra 1 after taking it as an 8th grader?
- If a student starts in a lower level math course and is successful, what steps can be considered to accelerate their math progression?

- How can we change our language and communication to families, school-wide, to encourage success in math and reduce negative mindset?
- How can we educate rising 8th grade families about the impact of math placement on college readiness?

Next Steps

This overall math placement analysis is a yearly expectation. As a result, next steps from last year will be continued. The status of these next steps will be recorded after each one.

- Continue to track statistics annually – Completed and Ongoing
- Continue discussion with staff, including our high school-wide Math Mindset discussions, as well as discussions and training with the guidance team – Completed and Ongoing
- Follow up in the fall to see which students might be accelerated – Ongoing



2019–2020 Teacher Training and Professional Learning

Mission

Connections Academy helps each student maximize his or her potential and meet the highest performance standards through a uniquely individualized learning program. 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.

Training and Professional Learning Objectives

The Connections Academy teacher training and professional learning programs equip teachers with the following:

- Working knowledge of the Pearson Online and Blended Learning (POBL) curriculum and how to facilitate student learning in a virtual environment
- Strategies and effective practices for virtual instruction
- Ability to effectively use the tools in Connexus®, our education management system (EMS), to communicate, monitor progress, and use data to support student learning
- Multiple forms of assessment and skills to interpret performance data to guide instruction, determine appropriate differentiation strategies, and develop personalized learning plans
- Guidance on how to use instructional resources and identify the appropriate intervention tools based on student needs
- Strategies for implementing the “instructional shifts” for college and career readiness, increased rigor in state standards, and next generation assessments
- Identification of at-risk students and instructional strategies to engage and motivate them
- Knowledge of required school year cycle teacher tasks, school processes, and policies
- Techniques to foster socialization and connectedness in a virtual school community

Training and Professional Learning Delivery Models

Connections Academy uses several modes to deliver training and professional learning:

1. **In-Person Training:** Recognizing the tenets of effective professional development established by Learning Forward, interpersonal connections increase the impact of training for adult learners. Connections Academy’s Training Support team delivers on-site training by school request. This can help establish rapport and promote collegial learning communities that are continued throughout the year via remote interactions.
2. **“Train-the-Trainer”:** Each school selects at least one teacher to serve as a Training Representative to work with members of the Training Support team throughout the year via regularly scheduled meetings. During these meetings, the Training Support consultant and the school-based Training Representative(s) use key School Year Cycle milestones, task completion data, and anecdotal feedback from school staff to determine training needs and establish a training plan. Training Representatives then train teachers at their school on school-year cycle tasks, Connexus updates, and changes to processes. To assist them in this role, Training Representatives are given access to training materials they can customize, such as PowerPoint presentations, one-page guides, and activities to reinforce learning. To ensure Training Representatives can focus on supporting the training needs of all school staff the Training Support team provides additional support to new teachers by offering monthly sessions specific to reviewing the key operational and instructional tasks for that month.

- 3. Synchronous Web-Based Training:** In line with our commitment to use cutting-edge technology to promote learning for students, Connections Academy also implements this model for teacher training and professional learning. Connections uses Adobe® Connect™ (LiveLesson sessions) to facilitate virtual meetings with teachers to demonstrate new Connexus functionality, present and model best practices in online teaching, and showcase available resources and tools for online teaching and learning. The technology also allows sessions to be recorded so that teachers can play them back at any time, providing teachers continuous access to pertinent information. Schools can request additional, school-specific sessions at any time.

Research Base

Connections equips each teacher with the skills and technology needed to maximize student learning. Research, focusing specifically 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](#) 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."

Professional learning at Connections is 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. Presenters with various backgrounds and areas of content expertise conduct synchronous professional learning sessions on a rotating basis throughout the school year. Using the Connexus learning management system and the Adobe Connect synchronous webinar platform, the web-based tools that teachers use with their students, the Professional Learning Model deliberately incorporates activities that model the instructional resources available to deliver interactive and engaging online instruction to students. Each professional learning session includes large and small group activities, breakout rooms, chat pods, microphones, cameras, file sharing, interactive polling, and session summaries.

According to Rick DuFour and Douglas Reeves in their article, [Professional Learning Communities Still Work \(If Done Right\)](#) (October 2015), 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 with their professional learning when they are part of a learning community that focuses on lesson planning, using data to personalize instruction, day-to-day responsibilities, designing engaging content, and ensuring that all curriculum is aligned to state and national standards.

During each professional learning session, emphasis is placed on using data to personalize instruction and engaging all students in their learning. In February 2017, iNACOL published a white paper entitled [What's Possible with Personalized Learning? An Overview of Personalized Learning for Schools, Families & Communities](#). The authors, Bruce Friend, Carri Schneider, Susan Patrick, and Tom Vander Ark posed 10 questions aimed at identifying the benefits for personalized instruction, the root of learning at Connections. "Personalized learning tailors learning to each student's strengths, needs and interests. Students have "voice and choice" in determining what, how, when and where the learning occurs. Teachers provide the flexibility and supports to ensure mastery of the highest standards possible." The commitment to develop and collaborate professionally, as well as

personalizing instruction for all students, are key components of the core standards for facilitating student learning at Connections and is evident in each of the professional learning sessions.

Teacher Orientation Course and Returning Staff Update

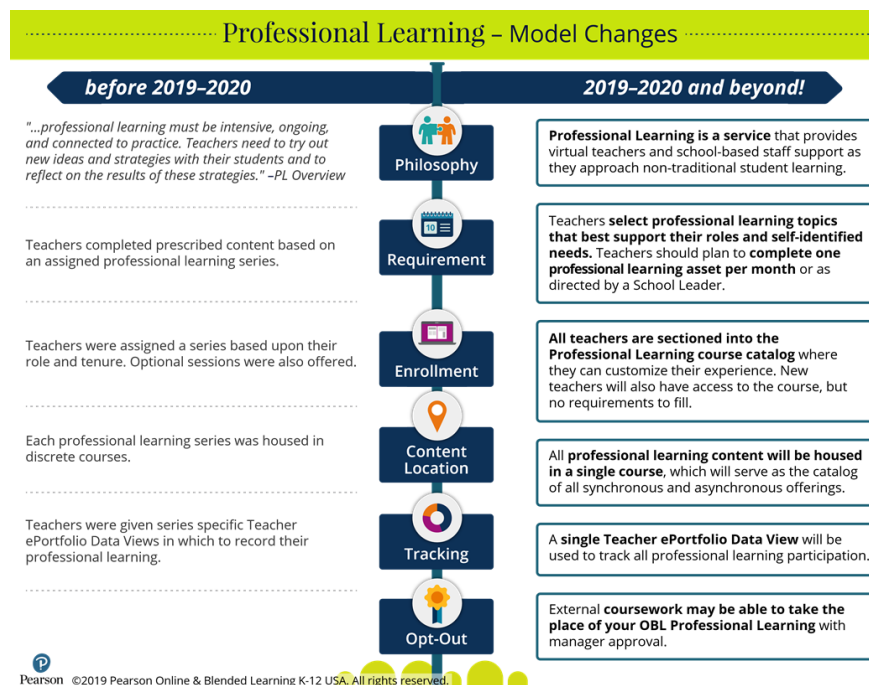
Teacher Orientation Course: All new teachers complete a self-guided, POBL-developed teacher orientation course. This course is delivered through Connexus and contains lessons, interactive practice activities, assessments, and online tutorials. This course covers “the basics” teachers need to know to effectively do their job, including guidance on how to establish a relationship with students, personalize instruction, effectively grade and provide meaningful feedback, monitor progress, and use our multi-tiered instructional model. Upon successful completion of this course and its assessments, teachers are ready to begin. Teachers must complete this course within their first 30 days of employment with an overall score of 80% or higher.

Returning Staff Updates: This course is designed for teachers who are returning to Connections Academy and have already completed the Connexus and Curriculum orientation course. The returning staff update includes information about procedures, Connexus features, and instructional programs that are new or updated for the current school year. A link to the Connexus and Curriculum course is included in the returning staff update for reference. To ensure they are aware of changes from the prior school year, returning teachers must complete an assessment with an overall score of 80% or higher during the first 30 days of the school year.

2019-2020 Changes and Improvements to Professional Learning

Historically teachers and school-based staff participated in a systematic professional learning model in which they were assigned to a level (100, 200, 300) based on their tenure with their Connections Academy school. After reviewing the professional learning model and based on feedback gathered from school-based staff, the improved model allows learners to select the professional learning they would like to participate in to better align to their individual needs, individual goals, school initiatives, etc. “Choice, multiplicity, and flexibility” are key tenets of a successful adult learning model (Bryson, 2009). To better align with these principles, the new professional learning model provides school-based staff with access to a curated catalog of content; learners will be able to self-select asynchronous assets to read/view and synchronous sessions to attend. School-based staff are encouraged to participate monthly in professional learning by selecting a synchronous or asynchronous learning opportunity from the catalog. The infographic below highlights the changes and improvements:





Some of the topics of asynchronous and synchronous professional learning offerings that are located within the catalog include:

- Academic Integrity
- Community
- Engagement
- Feedback
- LiveLesson Sessions
- Mindset
- Multi-tiered System of Support
- Social Emotional Learning
- Subject Specific (i.e. math)

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 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 Teacher Central website supports school-based staff with a variety of recorded tutorials, presentations, guides, and links to resources in a variety of key categories:

- Connexus Tools
- Curriculum and Course Support
- Data & Reports
- Enrollment, Placement, and Withdrawal
- Family Engagement
- Multi-tiered Instructional Support
- School Year Cycle
- Teacher Protocols, Policies, and Best Practice
- Live Lesson Sessions

Recognitions

- Pearson Online & Blended Learning K–12 won a BESSIE award for Teacher Central, Best Teacher Instructional Support Website. Teacher Central is a proprietary instructional support website for the [certified teachers and school-based staff](#) serving K-12 students nationwide in fully online public schools supported by Connections Academy®, a division of Pearson Online & Blended Learning. The site serves as a one-stop shop for resources to support teacher effectiveness, best practices, and tools for personalizing learning for students. Teacher Central is comprised of a variety of recorded tutorials, presentations, and guides.
- In 2017, Tech & Learning recognized the Pearson Online & Blended Professional Learning Model with its 2017 Award of Excellence.
- 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). This prestigious award recognizes organizations that have designed and delivered outstanding and comprehensive best practices in distance learning programming, including program content and delivery, integration of technology, presentation, and impact on participant learning. The USDLA International Distance Learning Awards are presented to five major sectors of distance education and training and include the Pre-K - 12, Higher Education, Corporate, Government, and Telehealth markets.
- In May 2016, the Connections Professional Learning Model was recognized as a CODIE Award finalist in the category of Best Professional Learning Solution for K-20 Faculty and Administrative Staff. The CODIE Awards recognize the best educational application or service designed to support PK-12 or postsecondary education institutions in the professional development of faculty and administrative staff.

CALIFORNIA CONNECTIONS ACADEMY SCHOOLS

Governed by California Online Public Schools

POLICY AND COMPLIANCE REPORT

Submitted for September, 2019

TO: Board of Directors

FROM: Franci Sassin, Director of Business Services

RE: Written Policy and Compliance report for CalCA schools

DATE: September 20, 2019

BACKGROUND

With the change in structure of the Business Services Department, the format of the Financial Report for the Board is being updated. For the month of September, there will be two parts to the report: the financial update (provided by LaChelle Carter, Director of Finance) and the policy and compliance portion, provided by Franci Sassin.

This written update 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. The report will include sections on the monthly financial statements, other financial matters, compliance and accountability matters, and 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.

STATE ACCOUNTABILITY INFORMATION:

A final “push” to clear up potential drop out students was done in late August in order to help improve the calculated graduation rates. Data was pulled by the state at the end of August, so students who graduated after completion of summer school credits can be counted as graduates for the 2019-20 school year.

Multiple initiatives are underway to improve attendance rates across all CalCA schools. If these are successful, the schools' Chronic Absenteeism rates will improve and the schools will also see a financial benefit. The budget was developed with an assumption of some improvement in this area, and the entire CalCA Administrative team is involved in various improvements. The School Handbook Supplement was updated to make it more clear to families what the attendance expectations are and that students must do work DAILY and caretakers must mark the attendance log for every school day. Training on attendance was conducted for all teachers and efforts to improve student attendance rates and parent compliance with marking attendance were reviewed.

COMPLIANCE REPORTING:

Fiscal Reporting

All items due in since last month were submitted by the state deadline, most significantly, the unaudited actuals for each school. These are sent via email but a "wet signature" is needed as well so the reports must be mailed to each authorizer. The drafts were included in your August board packet. The drafts are useful because they demonstrate the way that each budget line item is distributed to the state form. The final changes between the draft and the final submission typically involve allocating all of the restricted funding to the proper expense lines.

The annual fiscal reports for the Special Education funding and "maintenance of effort" reports are being prepared and should be submitted soon to the SELPA. Generally the transition of duties in the Business Services Department is that Franci Sassin will handle the close out reports from last year, and LaChelle Carter will start to handle the current fiscal year reports.

There is still some work to be done to reconcile funds owed from last year with two of the authorizing districts. This should be completed within the next few weeks.

Another remaining items to complete from last fiscal year is processing the final June payments for the "due to/due from" amounts owed between the CalCA schools. The plan this year is to have these amounts transferred at least on a quarterly basis, if not more often.

Prop 39 Energy Grants

The annual energy grant expenditure reports are coming up due soon, and will document the actual amounts spent on the two grants for our energy efficiency projects. The projects at the NorCal (Ripon) office are well underway. Our contracted vendor, EcoMotion, is assisting with the submission of the reports.

Although permission is still being sought for the solar array installation, the lighting and HVAC upgrades have taken place. For the SoCal (Capistrano) office, we are in the process of seeking permits from the city of San Juan Capistrano for the HVAC work and are hoping to have a lighting contractor finalized by next week. Due to cost increase, in order to do the solar project at the SoCal office, an amendment to the grant must be done, and the window for amendments will open up in October. We are hoping to receive approval to roll the unused "energy manager" and planning funds into the solar project.

College and Career Readiness Grant and MTSS Grant

Final expenditures are being tallied and final grant reports will be prepared. If funds need to be returned to the CDE that will take place later this year.

Federal funds

Work is still being done on updating the LCAP Federal Addendum in order to get CDE approval of all sections for all schools. Once the entire Addendum has been CDE approved, it will be brought back to the board for ratification. It is unclear how much updating will be needed annually. In conjunction with the LCAPs, these documents will serve as the “plans” for federal funds.

The final “count” of low income students for the two new schools will take place in October. As of preliminary counts done for the beginning of the school year, it does not look like the two new schools will reach 40% low income students this year, and therefore will not apply for federal Title funds for this first school year. The demographic profile of the two new schools will be monitored regularly for changes.

TAX RETURNS:

As mentioned last month, the final tax returns for the two corporations which were merged were submitted in July. Because the returns were mailed a few days later than the July 15 deadline the SoCal and Ripon schools incurred a small penalty charge.

CHARTER RENEWAL AND NEW CHARTERS:

AUTHORIZER RELATIONSHIPS

CalCA North Bay

Following an in person meeting with Middletown Unified School District, the school name has been officially changed (to remove the @ sign) and the MOU updates are in progress. These will undergo legal review by both our attorney as well as their attorney, and we expect to have a draft ready for their board for an early October board meeting, and then it will come to our board in late October. North Bay

CalCA Monterey Bay

The district is preparing to use the course seats allocated and we have had a couple of preliminary discussion about how this will work. They will set up a more formal meeting in October to start the process. We also had some discussions about enrollment in the new school, including implementation of a few items in the MOU involving enrollment of certain groups of students.

I had in person meetings at the Santa Cruz County Office of Education with members of their fiscal and attendance teams. They indicated that funds that are due the school from state or federal sources can be transferred to the school electronically, so we will work with them to set that up.

CalCA Central Coast

The initial reporting needed so far has gone well and the relationship with the superintendent remains positive. The authorizing district had three other charters prior to ours, but all three were part of the “A3” charter network and all are now closing. We will be the only remaining charter in that district this year. The district is currently contracting all fiscal matters to the County Office of Education since the district’s business manager retired. In person meetings with the Santa Barbara County Office of Education staff should take place in October.

NEW SCHOOL START UP ACTIVITIES:

We are still working with the bank on getting accounts set up for the two new schools. The paperwork process is quite slow.

The process for accreditation for the two new schools has been started and the initial visits are scheduled for mid-November. WASC granted an exception and allowed the visit to take place earlier than their usual timeline so that we may be able to receive an accreditation decision by late January, in time for any students who might be graduating at the semester.

The documentation necessary for the two new schools for the CalSTRS retirement system was submitted and as far as we know, there are no further actions needed.

The new schools will need to do a “20 day attendance report” at the end of the first month of school. These give the CDE a more accurate idea of ADA based funding for the year until the P1 attendance report is submitted in January.

FINANCIAL ITEMS:

A budget revision will be brought to the board in October and will be included in the first interim report due in December.

Outstanding Invoices

All schools except SoCal have paid all invoices through June. As soon as funds from OCDE can be released to the Chase account, the remainder of the SoCal invoices should be able to be paid. OCDE is still processing paperwork to release funds. This will likely take place in the next few weeks.

OTHER ACTIVITIES:

Places will be held for the CalCA team at the annual CCSA conference in March taking place in Long Beach. If Board members are interested in attending please contact Franci ASAP.

The annual CSDC conference is coming up in December and several CalCA administrators will be attending, along with some Pearson OBL staff as well. This will be at the same time as the December board meeting so we will be trying to plan an in-person board event if possible.

Multiple staff members are working hard to stay apprised of the significant changes to charter school law that are now going to go into effect, following a very challenging legislative session. More information on the impact to CalCA will be reviewed with the board on an ongoing basis.

CALIFORNIA CONNECTIONS ACADEMY SCHOOLS

Governed by California Online Public Schools

FINANCIAL REPORT

Submitted for September, 2019

TO: Board of Directors

FROM: LaChelle Carter, Director of Finance

RE: Written Financial report for CalCA schools

DATE: September 20, 2019

BACKGROUND

With the change in structure of the Business Services Department, the format of the Financial Report for the Board is being updated. For the month of September, there will be two parts to the 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).

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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. The report will include sections on the monthly financial statements, other financial matters, compliance and accountability matters, and 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 June 2019. Below includes financials for both the month of July and August bringing the board up-to-date on the fiscal status of California Connections Academy schools.

Numbers have been reported for summer school that are over budget. It is recommended that we review the budget amount for this line item for next year for better planning. Details will be provided during subsequent meetings on any areas that were over budget so adjustments can be made for the future.

We are currently working with Pearson Online and Blending Learning to make adjustments to the following line items. Details on changes will be shared once completed.

- Student Related (Activities)-SoCal only
- Taxes
- Prop 39 Clean Energy Planning-SoCal and Ripon Only
- Insurance

Other areas of concern: Student Technology and Legal Services appear to be on track as of date.

In the future, we will also be making some changes to the formatting of the current financial sheets. We will explain all the changes as they occur.

Special Education Providers Contract:

California Online Public Schools assumed responsibility of all Special Education Related Service Provider contracts and invoices as of July 2019. To date, seven providers have finalized new annual contracts for the 2019-20 school year, six are in progress (in communication negotiating terms and rates or awaiting final signatures), and 1 provider that is on hold as they are currently not working with any students. Notification, have been sent out to all providers stating that all contracts will need to be completed by October 4th, for services with students to continue.

As a result of this shift in responsibility, all invoices are sent to and paid directly from the related California Connections Academy school operations banking accounts. Due to this change, an increase of checks are being written monthly, many of which will require two signatures due to the amount. We are continuing to investigate electronic payment methods which will satisfy the requirements of the growing needs of the organization, such as in this case, as well as the fiscal control policies.



California Connections Academy School Handbook Supplement 2019-2020

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 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. California Connections Academy 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 California Connections Academy (CalCA) school, is strongly encouraged. Please click on the link below to review a copy of California Connections Academy's Title I Parent and Family Engagement Policy and Compact developed as part of the Title I funding plan. Feedback is welcome; please send a WebMail message to the School Leader or one of the Principals or Assistant Principals at any time.

****The 2019-2020 CalCA Title I Parent and Family Engagement Policy and Compact will be added once it is approved.****

Commented [FS1]: Policy due to be approved at Sept board meeting so an updated link will be added after board approval

3.3 School Information

School Information	School Contact
CalCA SoCal Phone	(949) 461 - 1667
Fax	(949) 240 - 7895

Address	<u>Southern California Office Location:</u> 33272 Valle Rd. San Juan Capistrano, CA 92675
CalCA Central Valley Phone	(559) 713 - 1324
Fax	(559) 746 - 0497
Mailing Address	<u>Mailing Address Only:</u> 4216 S. Mooney Blvd., Suite 356 Visalia CA 93277
CalCA North Bay Phone	(707) 232 - 5470
Fax	(707) 987 - 5770
Mailing Address	<u>Mailing Address Only:</u> 2150 Portola Ave, Suite D-115 Livermore CA 94551
CalCA Ripon Phone	(209) 253 - 1208
Fax	(209) 253 - 0406
Address	<u>Northern California Office Location:</u> 580 N Wilma Ave Suite G Ripon CA 95366
CalCA Central Coast Phone	<u>*Need to add contact info here for 19-20*</u> <u>661-230-9820</u>
<u>Fax</u>	<u>661-568-0053</u>
<u>Address</u>	<u>Mailing Address Only:</u> <u>33272 Valle Rd.</u> <u>San Juan Capistrano, CA 92675</u>
<u>CalCA Monterey Bay Phone</u>	<u>831-200-1006</u>
<u>Fax</u>	<u>831-401-2669</u>
<u>Address</u>	<u>Mailing Address Only:</u> <u>580 N Wilma Ave Suite G</u> <u>Ripon CA 95366</u>

School Leadership	<p>Richard Savage, Executive Director</p> <p>Kara Mannix, High School Principal and Ripon-Northern California Regional Site Administrator</p> <p>Heather Tamayo, Middle School Principal and Southern California Regional Capistrano Site Administrator</p> <p>Marcus White, Elementary School Principal and Central California Regional Site Administrator</p> <p>Leslie Dombek, High School Assistant Principal and North Bay Site Administrator</p> <p>Scott Ervin, 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>Marissa Carter, 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 Board of Directors is California Online Public Schools (CalOPS) Board of Directors</p>
WebMail	<p>All staff and support services are located in the Education Management System's (Connexus®) WebMail 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~~four 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, Santa Clara , 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 <u>or CalCA Central</u>	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
<u>California Connections Academy Monterey Bay</u>	<u>California Connections Academy Monterey Bay</u>	<u>CalCA Monterey Bay</u>	<u>Scotts Valley Unified School District</u>	<u>Monterey, San Benito, San Mateo, Santa Clara, Santa Cruz</u>

*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 – [CalCAconnections Academy North Bay](#)

CalCA Ripon – [CalCAconnections Academy Ripon](#)

CalCA Central Valley – [CalCAconnections Academy Central Valley](#)

[CalCA Central Coast—to be published in February of 2020](#)

[CalCA Monterey Bay—to be published in February of 2020](#)

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). Plans for each location can be found by following the links below.

CalCA Southern California – (formerly known as [Capistrano Connections Academy](#))

CalCA North Bay – [CalCAconnections Academy North Bay](#)

CalCA Ripon – [CalCAconnections Academy Ripon](#)

CalCA Central Valley – [CalCAconnections Academy Central Valley](#)

[CalCA Central Coast—coming soon](#)

[CalCA Monterey Bay-](#)

Commented [F52]: These are posted on the website now so the links will be added

3.4 School Schedule

3.4.1 The CalCA 2019-2020 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
Labor Day	School Closed	September 2, 2019
<i>First Day of School</i>	School in Session	September 3, 2019
Veterans' Day	No School in Session	November 11, 2019
Thanksgiving Break	No School in Session	November 25-27, 2019
	School Closed	November 28-29, 2019
Winter Break	No School in Session	December 23-24, 2019
	School Closed	December 25, 2019-January 1, 2020
	No School in Session	January 2-3, 2020
Martin Luther King, Jr. Day	School Closed	January 20, 2020
Teacher Work Day	Staff Work Day	January 30, 2020
Teacher Holiday	No School in Session	January 31, 2020
<i>First Semester End Date</i>	NA	January 31, 2020
<i>Second Semester Start Date</i>	NA	February 3, 2020
Presidents' Day	No School in Session	February 17, 2020
Spring Break	No School in Session	April 13-17, 2020
Memorial Day	School Closed	May 25, 2020
<i>Last Day of School</i>	School in Session	June 16, 2020
School Closed - Additional Administrator/12 Month Employee Days: July 8-12, 2019		

School Status Legend:

No School in Session = Students and Teachers are NOT in school but Administrators ARE
 School Closed = Students, Teachers, and Administrators are NOT in school
 School In Session = Students, Teachers, and Administrators ARE in school
 Staff Professional Development Day = Students are NOT in school but Teachers and Administrators ARE
 Staff Work Day = Students are NOT in school but Teachers and Administrators ARE

Commented [FS3]: The date for the END Of the first semester needs to be changed to January 29, 2020. Jan 30 and 31 are student holidays and students are not allowed to work unless they have an exception, so the official end of the semester is Jan 29. This will be updated in the final version

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	<u>Recommended Minimum Hours per Day</u>	Recommended Average Hours per Week	Required Annual Hours
Kindergarten	<u>3 to 4 hours</u>	17 hours	600 hours
Grades 1 – 3	<u>5 hours</u>	24 hours	840 hours
Grades 4 – 8	<u>5 hours</u>	25 hours	900 hours
Grades 9 – 12	<u>6 hours</u>	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 removed¹ 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. 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.

In California, student eligibility requirements are determined by the state, which regulates all public schools including California Connections Academy Schools. Before enrolling, please

¹ Involuntarily removed is defined under California law as dis-enrolled, dismissed, transferred, or terminated.

review the following eligibility requirements carefully to determine whether your student(s) is eligible to participate in grades K–12.

California Connections Academy schools are open to all students who meet the state's age and geographic restrictions for virtual charter schools. While we are required to collect documents that show that the age and residency requirements have been met, we do welcome 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, likewise may also be enrolled in an expedited manner even if the family is unable to produce records typically normally required for enrollment (e.g., proof of residency or previous academic records). This is subject to validation of the parent or legal guardian's active military service at the time of initial enrollment 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 California Connections Academy school.

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 California Connections Academy school. The California Connections Academy 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, if and when it may occur (e.g., science labs), 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 California Connections Academy 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 upon enrollment 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, ~~such as in-person science labs~~ 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. ~~California Connections Academy considers its optional in-person science wet labs as the only in-person "classroom instruction" currently provided by the educational program.~~ See Definition of Classroom Instruction below for additional information. Caretakers should contact the School with any questions.*

Definition of Classroom Instruction

California Connections Academy 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 ~~in-person science wet labs~~, 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 only in-person science wet labs~~ are considered "classroom instruction" by school policy. While ~~these wet lab~~ 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, based on recent changes to California law. CaliforniaThe law allows provides that a child of a military family may continue attending California Connections Academy, 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 California Connections Academy schools. CaliforniaThe law provides that students enrolled in grades K kindergarten through 8th grade may attend through the end of the academic 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 students who are in grades 9 through 12 at the time of

their move, ~~however, the bill~~ California law allows for the student to ~~may~~ remain enrolled with California Connections Academy through graduation.

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 point that enrollment is closed. The actual date that enrollment closes is determined annually by the school’s Board of Directors. The date that enrollment closes for the year is typically in late February. At the discretion of the Board, enrollment 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 enrollment process. CalCA school teachers review the student’s work and progress up to that point in the semester, and enter an equivalent grade in to the Connexus 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 effective enrollment date 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 overlap is not allowed, so the prior public school must be notified of the student's exit immediately upon enrollment 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 enrollment 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 fulfill University of California (UC "a-g") course requirements. (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 California Connections Academy 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 Virtual Library. 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 California Connections Academy, 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 California Connections Academy. 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 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 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. 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 [School Handbook: General Portion](#), but maintains residency in a county served by ~~that~~^{the} 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~~^{the} school, he/she is 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. [Children from military families are subject to the policies listed above.](#)

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 Education Management System (Connexus) and the school verifies that the attendance records are accurate. The school's attendance procedures under California law require that teachers determine the final attendance based on several parameters, including the Connexus 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 Connexus 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.

Connexus Attendance Codes

The following attendance codes are available in Connexus

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)

Connexus Attendance Codes

The following attendance codes are available in Connexus

Commented [FS4]: We will be sure formatting with the table is OK in the final version

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	<u>Recommended Minimum Hours per Day</u>	Recommended Average Hours per Week
Kindergarten	<u>3 to 4 hours</u>	17 hours
Grade 1-3	<u>5 hours</u>	24 hours
Grade 4-8	<u>5 hours</u>	25 hours
Grade 9-12	<u>6 hours</u>	30 hours

Learning Coach Attendance Responsibilities

- **Record Attendance at school** - For each instructional day, Learning Coaches enter a P or N in Connexus 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. 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 have to be marked absent on a school day when reporting official attendance. ~~by the teacher~~. Absences at the end of the semester or school year can still trigger issues in the students official attendance record, which is part of the student's official school record and cumulative file.

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, he/she may place the student in an "alarm" status, and ~~contact the school's designated Attendance Manager for further assistance.~~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 Connexus 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** – Connexus 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 his/her 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.

4.3 Escalation Status

Enrolled students are in one of three escalation statuses:

1. On-Track
2. Approaching Alarm
3. Alarm

The assigned status is based on several criteria, as outlined in the General School Handbook and is a combination of measures that indicate if a student is demonstrating adequate participation and attendance in the program. This not only includes the actual attendance days recorded by the Learning Coach, but also lesson and assignment completion rates, compliance with the requirements of the Master Agreement, Student Performance, and/or amount of communication with the teacher. Therefore, even though a Learning Coach may record a high number of days “present” in the attendance records, if a student’s work completion rates are not on track or he/ she fails to communicate on a regular basis with the teacher, he/she will be placed in an escalated (~~A~~approaching Alarm or Alarm) status. It is important to recognize that just marking proper attendance will not keep a student’s escalation status On-Track.

Submission of regular student work is an equally important part of the final attendance credit awarded by the teacher, and so by the time the student is put on Approaching Alarm or Alarm status, the situation is critical and the student has likely already lost attendance credit. The situation must be remedied immediately to avoid the loss of further attendance credit.

When a student is in the Approaching Alarm or Alarm status, he/ she is in danger of being withdrawn. In order to remain enrolled in the school, students must be completing adequate schoolwork and complying with the terms of the Master Agreement. The school will work with the family to help get the student back on track. The student will first receive an “Approaching Alarm” WebMail from their teacher indicating what the student needs to do to get back to “On Track” status. If these efforts fail, the student first will be escalated to the Alarm status and, if necessary, may be officially withdrawn from the school for non-compliance. Families will be notified via WebMail message when the status changes to Alarm and by certified mail to notify the family of official withdrawal (see Section 3.5). If a student is withdrawn from the school during the school year for any reason, state law requires that a letter is sent notifying the student’s last known school district of residence.

If a student is withdrawn for non-compliance with the School Attendance Policy, and attempts to re-enroll at a later date, a conference with the grade level Principal or designee is required. At the discretion of the grade level Principal, enrollment may be denied if the circumstances which led to the withdrawal for non-compliance have not changed.

4.4 Truancy

In order to maximize student learning, regular attendance is imperative. ~~While t~~The CalCA Schools offer a great deal of flexibility within the program, ~~about how many hours students~~

~~spend each day on school work and on what days of the week they complete that work.~~ 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 ~~these state requirements~~ flexibility, 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 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 he/she is doing his/her 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 he/she needs to deviate from the regular school calendar ~~(for example, switching a vacation and school day)~~. 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~~ may 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. The final decision about whether an absence is considered excused or unexcused will be made by the Executive Director (or designee).

According to Education Code 48260, a student is considered truant if he/she has 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

CalCA schools require 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 enrollment. 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 two (2) weeks of the start of school or, for students enrolling after the start of school, within two (2) weeks of the student’s enrollment date, the school is unable to make phone contact with the student or Caretaker, or if in the same time period the student has not logged in to Connexus and has not contacted the school, 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. 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, a certified letter 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 letter. 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.

AVID

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

Commented [FS5]: Recommend moving/adding AVID section here since it is where other K-8 items are? Since it is for 6-8 and not just high school STs so this will be done following board approval.

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 enrollment based on prior school history. At the time of a student's enrollment, school counselors will establish estimated grade levels based on preliminary information about such things as past enrollment 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

California Connections Academy 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 insure 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 his/her future educational success.

The policy for each school is listed below.

[Mathematics Placement Policy - California Connections Academy So Cal](#)

[Mathematics Placement Policy — California Connections Academy Central](#)

[Mathematics Placement Policy — California Connections Academy Ripon](#)

[Mathematics Placement Policy — California Connections Academy North Bay](#)

Commented [FS6]: This will all be updated to one CalCA link following board approval of the updated policy at the Sept board meeting.

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 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 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 19. Therefore, if a 19 year old student applies and has experienced a gap in public school enrollment, he/she is not eligible to enroll. Students who first apply when over 19 years of age 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 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. 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.

**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 2.5 of the credits (or 5 courses) required for graduation at California Connections Academy, with at least 1.5 of these credits (or 3 courses) earned in the semester immediately prior to graduation. *
- Earn a total of 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 California Connections Academy 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
Language Arts – 4 credits <ul style="list-style-type: none"> 4 years of approved English courses, usually following this pattern: <ul style="list-style-type: none"> English 9 English 10 English 11 	Language Arts – 4 years <p>4 years of college-prep English that include frequent writing, and reading of classic and modern literature</p>	Language Arts – 4 years <p>4 years of college prep English composition and literature</p>
English 12		
Mathematics – 2 credits <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>	Mathematics – 3 years <ul style="list-style-type: none"> Algebra I Geometry Advanced Algebra <p>*4 years recommended</p>	Mathematics – 3 years <ul style="list-style-type: none"> Algebra I Geometry Algebra II or higher <p>*4 years recommended</p>

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Science – 3 credits <ul style="list-style-type: none"> • Biological Science • Physical Science • Other Science 	Laboratory Science – 2 years <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>	Laboratory Science – 2 years <ul style="list-style-type: none"> • Biological Science • Physical Science
Social Studies 3 credits <ul style="list-style-type: none"> • World History • U.S. History • American Government (.5 credit) • Economics (.5 credit) 	Social Studies 2 years <ul style="list-style-type: none"> • World History • U.S. History • *can take U.S. History (.5 year) and American Government (.5 yr) OR • Economics (.5 year) 	Social Studies 2 years <ul style="list-style-type: none"> • U.S. History • OR U.S. History (.5 year) and Civics or Am. Government (.5 year) AND • Social Science (1 year)
Health and PE 2.5 credits <ul style="list-style-type: none"> • Health (.5 credit) • PE (2 credits) 	Physical Education 0 years	Physical Education 0 years
Technology 1 credit <ul style="list-style-type: none"> • Any Technology 	Technology 0 years	Technology 0 years
Foreign Language ,Art, OR CTE (Career and Technical Education) 1 credit	Foreign Language 2 years <i>Must be in the same language</i> *3 years recommended	Foreign Language 2 years <i>Must be in the same language</i> *3 years recommended

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 5.5 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. [New schools are not able to have approved “a-g” course lists until the second year in operation. During the 2019-20 school year, CalCA Central Coast and CalCA Monterey Bay do not have UC approved “a-g” course lists, but following the first year in operation, the UC approved “a-g” course lists for these new schools will match up with the other existing CalCA schools.](#)

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 California Connections Academy 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 his/her 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.

Graduation Requirements for Foster, Homeless, Migrant, ~~and~~ Adjudicated Youth and Children of Military Families *Graduation Requirements*

A student identified as foster, homeless, migrant or adjudicated or who is in a family with a parent or legal guardian in active military duty and who~~and~~ enrolls during their 11th or 12th grade year will be supported in their progress towards a diploma, Foster, homeless, migrant or adjudicated students or students from a military family (as defined above) in grades 11-12 who have transferred schools after completion of their second year of high school, or are participating in a newcomer program, may be granted exceptions to CalCA coursework and/or other requirements on a case by case basis. The school will make a determination on any exceptions based on school policy and state law. If the Executive Director or designee determines that the student is not likely, or not on track, to meet all school graduation requirements but will be able to meet the minimum state requirements, a diploma may be granted upon completion of the state requirements. To be granted such a diploma, the student must make a request to the School Counselor in advance. See the California Department of Education website at <http://www.cde.ca.gov/ci/gs/hs/hsgtable.asp> for more information.

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.

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.

High School Peer Mentoring

Students who enroll in 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 Connexus, 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.

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Accreditation

The four California Connections Academy Schools established prior to the 2019-20 school year are all accredited for Grades K-12 by the Schools Commission of the Western Association of Schools and Colleges (WASC). Because these schools are WASC-accredited, all of their high school courses are considered transferable to other high schools. California Connections Academy Central Coast and California Connections Academy Monterey Bay are currently ~~will be seeking in the~~ WASC accreditation ~~process during its first year of operation~~, and expects to receive initial accreditation prior to the end of the 2019-20 school year. Course transferability prior to WASC accreditation is subject to the discretion of the receiving school. Because CalCA schools have all received accreditation in the past, it is expected that the courses for the new schools will be accepted as transferable. If assistance is needed, please contact a grade level administrator.

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 Connexus 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, he/she 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 Connexus.

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

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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~~may~~ 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 Connexus *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 California Connections Academy 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 enrollment or within the first six weeks of the semester. To add or drop a course, a Caretaker (or the student, if 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 30 calendar days prior to the last day of that semester. The final deadline to be withdrawn from a course is 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 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 Connexus. 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 Connexus if the student is currently enrolled, 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 18 years old.)

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 California Connections Academy 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 **10 working days for requests to provide educational records** to students, Caretakers, and/or third parties. **We require 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 Virtual Library.

Parents (or students over the age of 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 18 and has graduated, he/she 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.

Credit from other Schools

As part of the enrollment process, families 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 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 California Connections Academy 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 Connections Academy for coursework completed in a non-standard school program:

1. **Assessment:** the student takes and achieves a passing grade (D-) on the 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 he/she 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
- List 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 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 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 California Connections Academy.

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 California Connections Academy. 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 an 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 California Connections Academy 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 California Connections Academy high school transcript. The student is responsible for providing a copy of the college transcript to California Connections Academy at the conclusion of the course. If a student has replaced a core course in his/her schedule (defined here as one needed for high school graduation) with a college course, and has reduced his/her course load of Connections 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 74 Regional Occupational Centers and Programs (ROCPs) have been a strong and integral part of California's educational system for over 35 years. ROCPs provide high school students 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 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. Contact the School Counselor for more information.

Prior to requesting a work permit to be issued by a California Connections Academy 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 are fully enrolled 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.

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 18 years of age. Where students are under the age of 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 science lab courses and 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 Virtual Library or the school).
- Document school permission to drive to Events by obtaining the School Leader's (or designee) signature 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, California Connections Academy shall not be liable for any injuries or damage; all liability rests with the student, his/her 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, California Connections Academy 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.

Suicide Prevention Policies

The Governing Board of the California Connections Academy 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 California Connections Academy 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>. Beginning in the 2019-20 school year, in accordance with state law, any school-issued student identification card will have the telephone number for the National Suicide Prevention Lifeline printed on the ID card.

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LGBTQ Youth

California Connections Academy 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>.

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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. California Connections Academy 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.

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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 the school's health/PE teachers as a separate pass/fail course from the standard Health and PE courses offered. The school will offer detailed information about the curriculum for the course as soon as it is completed.

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>.

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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

Enrollment Requirements

At the time of enrollment, all Caretakers who indicate their students have special needs are required to submit a copy of the student's most recent Individualized Education Program (IEP) or 504 Plan. In order to serve each student promptly upon enrollment, 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, 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), California Connections Academy will proceed with admission of students with IEPs in a timely, non-discriminatory manner.

It is important to note that the California Connections Academy 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 his/her 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 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.

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 Schoolwide 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, he/she 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 Virtual Library under “My School: California Connections Academy-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 enrollment 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 30 days of enrollment. 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 enrollment process. If the student has not previously been tested, CalCA staff will contact the family to arrange testing within 30 days of enrollment. 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, California Connections Academy 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

California Connections Academy 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 1 for the complete Reclassification Policy of California Connections Academy Schools.](#)

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8 COMMUNITY EVENTS, TRIPS, AND ACTIVITIES

The CalCA Schools are public charter schools that provide a free virtual public school education to all enrolled students. As part of this free public education, the CalCA Schools offer enrolled students educational field trips, for which no fees are charged to enrolled 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 enrolled students. Additionally, the School may ask families to provide *voluntary* donations to help defray the cost of field trip fees for enrolled students. These donations are strictly voluntary; under no circumstances will any student be denied access to a field trip because his/her 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

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 Connexus, along with a webmail 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

Commented [FS13]: Current law requires communication through more than one method, including the handbook and then one other method, which we will most likely do via an all school webmail. This section may be moved to a different location for better flow.

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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

Should you have any questions or concerns please feel free to contact your [School Counselor](#) or a grade level administrator.

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 Connexus 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

California Connections Academy 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 California Connections Academy Schools can be found [here](#).

It can also be found on the Virtual Library 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, WebMail messages, text messages, discussions, telephonic communications, and message boards; 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 SoCalpeCA – Capistrano Connections Academy Uniform Complaint Procedure](#)

[CalCA North BayN – Connections Academy North Bay Uniform Complaint Procedure](#)

[CalCA RiponR – Connections Academy Ripon Uniform Complaint Procedure](#)

[CalCA Central ValleyenCA – Connections Academy Central Uniform Complaint Procedure](#)

[CalCA Central Coast](#)

[CalCA Monterey Bay](#)

Commented [FS14]: We will have one link to the CalCA policy for all schools since it all goes to the same policy.

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*, found in the My School section of the Virtual Library.

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 California Connections Academy 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 removed² 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. 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., Connexus). 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, he/she is temporarily removed from class (i.e., Connexus) 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) 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 Connexus is restricted. Student access to WebMail, the message boards, online clubs/activities, and/or all of Connexus may be revoked. In such cases where the student's access is completely revoked, the Learning Coach is responsible for logging on to Connexus and obtaining the student's assignments, responding to WebMail, and recording assessment responses for the student. The student should continue with his/her 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 his/her 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 his/her 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.
- *Unexcused absence:* An unexcused absence is the absence of a student due to truancy, illegal employment or parental neglect.
- *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, 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, he/she is 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 his/her 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 his/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 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 10 days.

Suspension of more than 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 his/her 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, he/she 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

California Connections Academy 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 his/her 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, he/she has the following remedies available:

Addressing Issues

For routine issues or for a first attempt at redress, contact 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 or older) with the grievance must, in writing, report the dissatisfaction, and submit it to the student's teacher (or other appropriate California Connections Academy 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 his/her 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 recourse.

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 California Connections Academy. 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 enrollment. 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 are enrolled in 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 missing 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

If the family indicates to the School that they need access to the Internet to participate in the Program, the School will provide the family with an Internet subsidy. The subsidy is awarded on a per family basis, not a per student basis, and is paid via debit card. 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. In order for the household to receive the internet subsidy, the following information is provided to the third party vendor contracted to issue the debit cards: name of individual to whom subsidy is being made; mailing address of person to whom subsidy is being made. No other information will be provided to such third party vendor. The debit cards will be sent according to the approximate schedule listed below.

Debit Card Number	Cut Off Date for Debit Card Disbursement	Month Debit Card is Issued	Months the Debit Card Covers
1	November 15	December	September, October, November
2	February 15	March	December, January, February
3	May 15	June	March, April, May

Debit Card Issuing Schedule

Families must be enrolled at the time of the disbursement in order to be eligible. Families who were not enrolled for the entire payment period will receive a pro-rated payment. Families are not given a subsidy for the summer months.

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 Connexus 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 Connexus Terms of Use and its staff, is committed to educating, supervising and monitoring the appropriate usage of Connexus 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 Connexus 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.

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

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 ELPAT scores:** If the student's current annual ELPA 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 LEAP or Scantron 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 Services, 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

APPROVED BY:

Capistrano Connections Academy

Alpaugh Academies

Friends of California Virtual Education

BACKGROUND and INTENTION:

The Governing Boards of California Connections Academy Schools recognize 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 Boards adopt a policy on pupil suicide prevention, intervention, and postvention. 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 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 Schools along with its partners 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 Schools along with its partners 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.

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 and their partners 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 Aug. 28, 2018

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 Connexus® 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 his or her 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 his or her 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.

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: August 28, 2018