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, January 28, 2020 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. PCx Overview
  - ii. California Healthy Youth Act 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) – L. Carter
  Policy and Compliance Report (to follow) – F. Sassin
  - i. Compliance with Open Meeting Policy
  - ii. New Schools Financial Update
  - iii. P1 Attendance Reporting Update
  - iv. Special Education Local Plan Area (SELPA) Financial Reporting Update
  - v. Special Education Service Contracts Update
  - vi. Budget Development Process Update – L. Carter/E. Sigmund/D. Kozub
  - vii. Consolidated Financial Report (attached)
  - viii. CalCA North Bay Financial Report (attached)
  - ix. CalCA Central Financial Report (attached)
  - x. CalCA Central Coast Financial Report (attached)
  - xi. CalCA Monterey Bay Financial Report (attached)
  - xii. CalCA Ripon Financial Report (attached)
  - xiii. CalCA Southern California Financial Report (attached)

VI. Consent Agenda
- a. Approval of Minutes from the December 3, 2019 Board Meeting (attached)
- b. Approval of Staffing Report (attached)
- c. Approval of Pearson Online & Blended Learning (POBL) Invoice(s) (attached)
- d. Ratification of the First Interim Financial Reports (attached)
- e. Approval of Revised Budgets (to follow)
- f. School Accountability Reports Cards (SARC) (attached)
- g. Ratification of Local Control Accountability Plans (LCAP) Federal Addenda for CalCA North Bay, CalCA Central, CalCA Ripon and CalCA Southern California (attached)
- h. Approval of Revised Comprehensive Support and Improvement (CSI) Plan and Ratification of Revised LCAP (attached)
- i. Approval of Board Chair as Board Designee to work with School Leadership and Pearson Online & Blended Learning (POBL) to Negotiate, Finalize and Execute CalCA Ripon Facility Lease

j. Approval of Revisions to 2019-2020 School Year State Specific Handbook (to follow)
k. Approval of 2020-2021 School Year General School Handbook (to follow)
l. Approval of 2020-2021 School Year State Specific School Handbook (to follow)

VII. Action Items
a. Approval of Outreach Recruitment Targets for the 2020-2021 School Year – R. Savage

VIII. Information Items
a. State & Strategic Client Relations Update – E. Sigmund
b. Partner School Leadership Team (PSLT) Update – M. Brown
    i. School Operations Metrics (attached)
c. Sponsoring District(s) Update – E. Pavlich/ R. Savage/ F. Sassin
    i. CUSD Oversight Update
d. Accountability Update – R. Romero

IX. Adjournment and Confirmation of the Next Meeting on Tuesday, February 25, 2020 at 3:30 p.m. PT

Agenda publicly posted:

On: Friday, January 24, 2020

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
25858 Tanforan Drive, Madera, CA 93638
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8803 Cardinal Avenue, Fountain Valley, CA 92615
8422 Madison Avenue, Fair Oaks, CA 95628
44304 Copper Moon Lane, Lancaster, CA 93536

MONTHLY SCHOOL REPORT

School & Date Selection

School

California Connections Academy @ North Bay

Report Date

December 31, 2019

Currently Enrolled

212

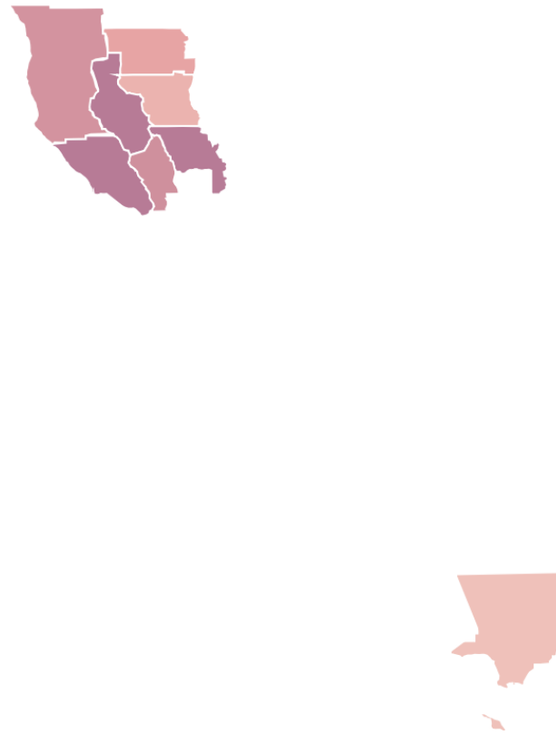
Total YTD Enrolled

239

Enrollment Services Complete (Stage 4)

245

Enrolled Students by County



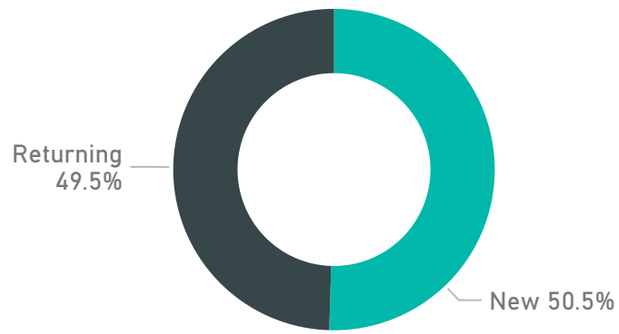
California Connections Academy at North Bay

December 31, 2019

Current Enrollment Month-Over-Month Change
2%

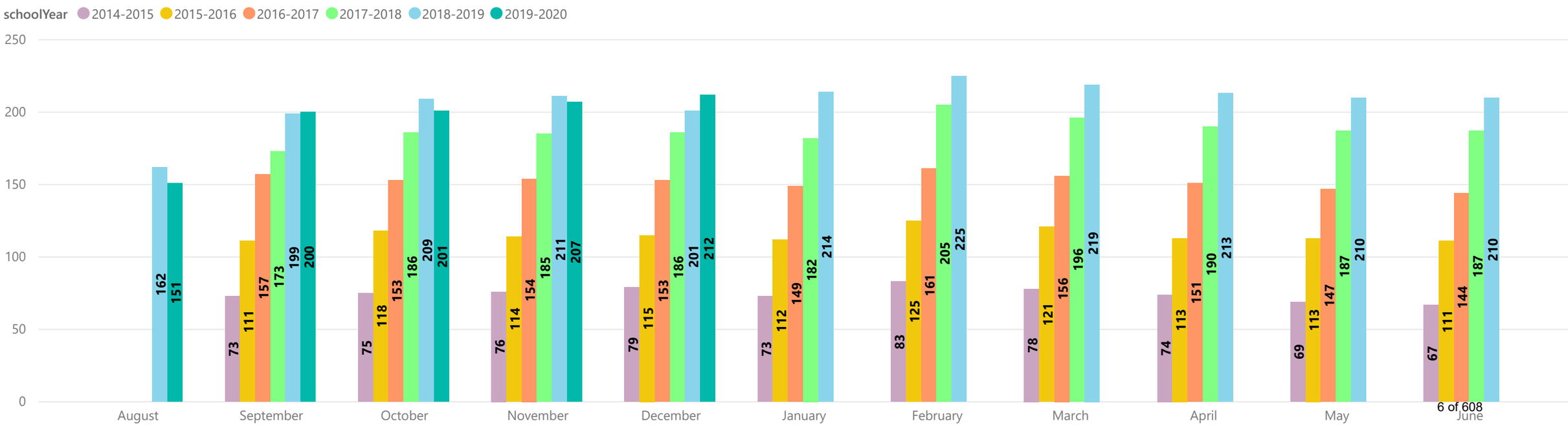
Current Enrollment Year-Over-Year Change
5%

New and Returning



New and Returning Prior Year

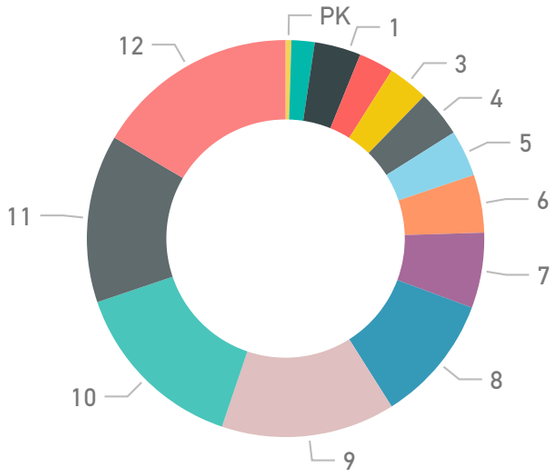
Monthly Student Current Enrollment Comparison



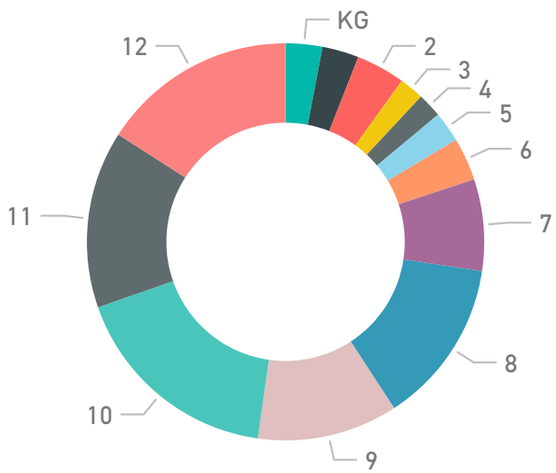
California Connections Academy at North Bay

December 31, 2019

Enrolled Students by Final Grade



Enrolled Students Prior Year by Final Grade



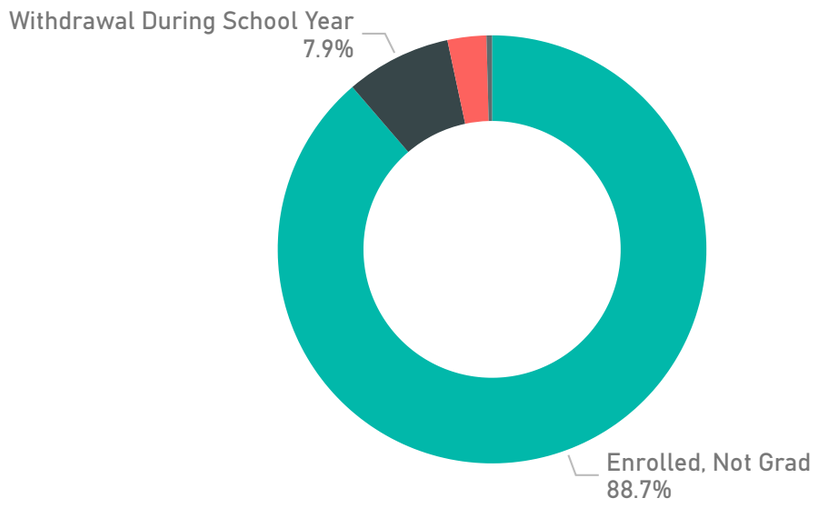
Grade Distribution

ReportPeriod	SameMonthPriorYear		PriorEOY		LastMonth		CurrentMonth	
GradeDistribution	Students	%CT Students	Students	%CT Students	Students	%CT Students	Students	%CT Students
PK-2	**20**	**10%**	**22**	**10%**	**17**	**8%**	**19**	**9%**
PK					1	0%	1	0%
KG	6	3%	9	4%	3	1%	4	2%
1	6	3%	6	3%	7	3%	8	4%
2	8	4%	7	3%	6	3%	6	3%
3-5	**13**	**6%**	**15**	**7%**	**22**	**11%**	**23**	**11%**
3	4	2%	4	2%	7	3%	7	3%
4	4	2%	4	2%	8	4%	8	4%
5	5	2%	7	3%	7	3%	8	4%
6-8	**49**	**24%**	**52**	**25%**	**43**	**21%**	**45**	**21%**
6	7	3%	8	4%	8	4%	10	5%
7	15	7%	18	9%	13	6%	13	6%
8	27	13%	26	12%	22	11%	22	10%
9-12	**119**	**59%**	**121**	**58%**	**125**	**60%**	**125**	**59%**
9	23	11%	28	13%	27	13%	30	14%
10	35	17%	32	15%	31	15%	31	15%
11	29	14%	35	17%	30	14%	29	14%
12	32	16%	26	12%	37	18%	35	17%
Total	**201**	**100%**	**210**	**100%**	**207**	**100%**	**212**	**100%**

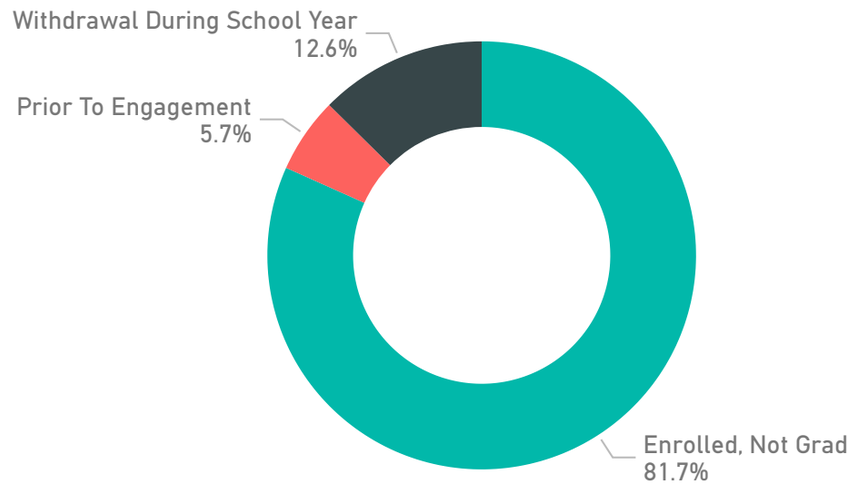
California Connections Academy at North Bay

December 31, 2019

Total YTD Enrollment by Withdrawal Category



Total YTD Enrollment Prior Year by Withdrawal Category



Total YTD Enrollment

ReportPeriod	SameMonthPriorYear		PriorEOY		LastMonth		CurrentMonth	
Withdrawal Category	Student Count	%CT Student Count	Student Count	%CT Student Count	Student Count	%CT Student Count	Student Count	%CT Student Count
Enrolled, Not Grad	201	82%	210	71%	207	90%	212	89%
Graduated			3	1%			1	0%
Prior To Engagement	14	6%	18	6%	7	3%	7	3%
Withdrawal During School Year	31	13%	63	21%	15	7%	19	8%
Total	**246**	**100%**	**294**	**100%**	**229**	**100%**	**239**	**100%**

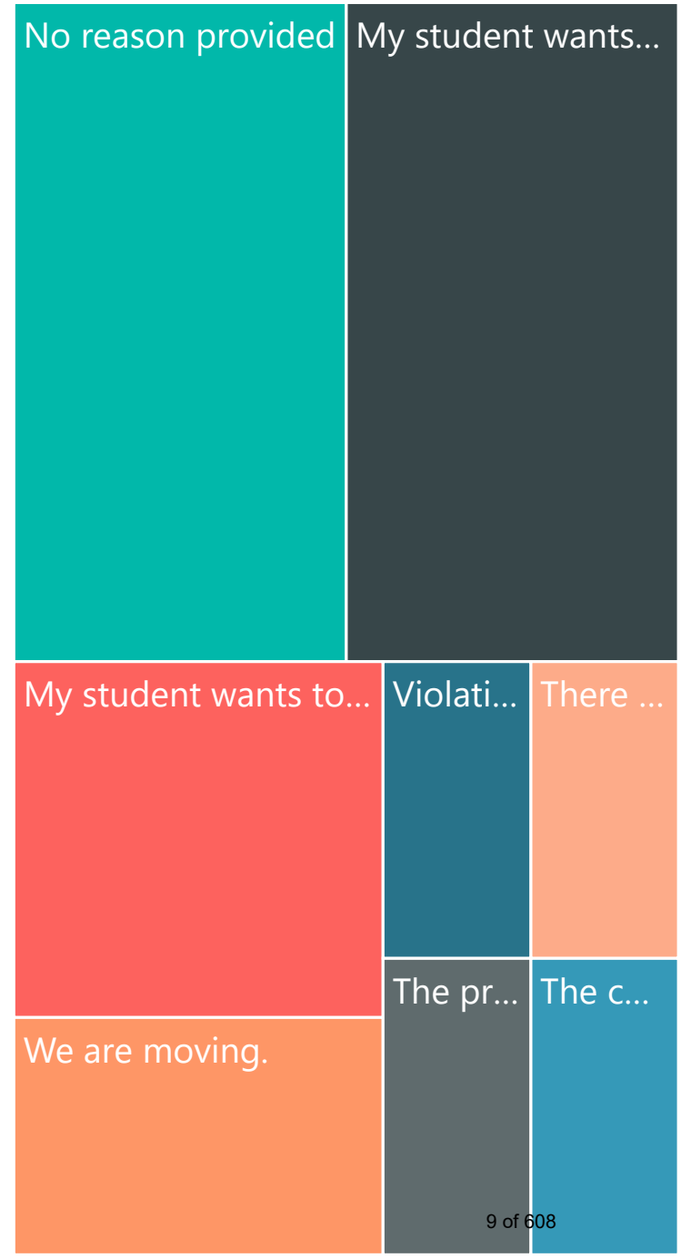
Enrollment Services Complete (Stage 4)
245

California Connections Academy at North Bay

December 31, 2019

Withdrawal Reason

WD Reason	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
				1
Another Reason			1	1
Different/Better Schooling Option (Not related to socialization)	25	39	2	5
Life change	2	6		
No Reason Given			5	5
Program not flexible enough			1	1
Regulation	2	15		
Student wants more socialization	2	3	3	3
The curriculum is too hard			1	1
We are moving			1	2
We have chosen to home school			1	



California Connections Academy at North Bay

December 31, 2019

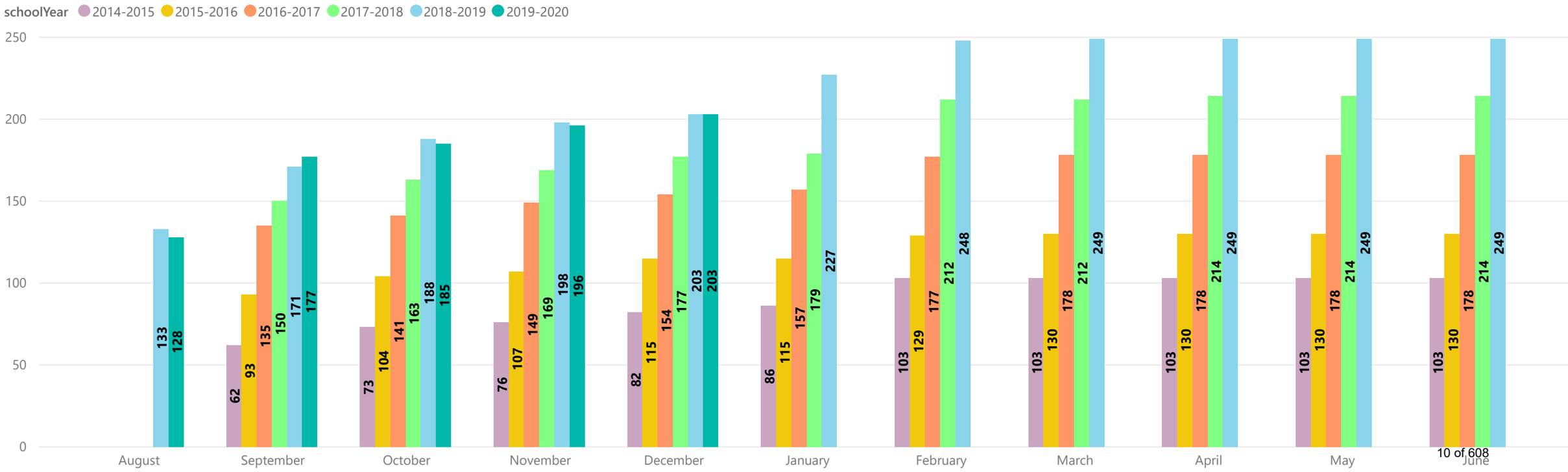
Household Data

Household Data	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Active	165	181	175	177
Graduated		3		1
WD During School Year	27	54	14	18
WD Prior To Engagement	14	18	7	7

Students Per Active Household

SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
1.22	1.16	1.18	1.20

Monthly Total Households



California Connections Academy at North Bay

December 31, 2019

Ethnicity

Ethnicity	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Hispanic or Latino	54	55	55	56
Not Hispanic or Latino	147	155	152	156

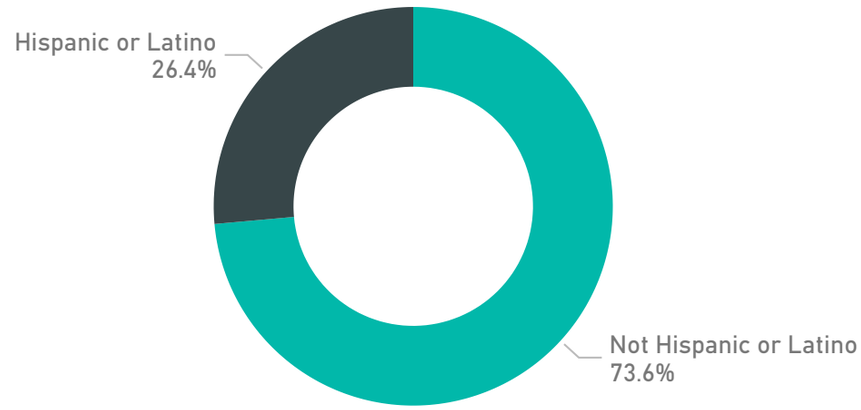
Race

Race	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
American Indian or Alaskan Native	16	22	18	17
Asian	15	17	14	15
Black/African American	19	21	23	24
Native Hawaiian or Other Pacific Islander	4	6	3	3
White	172	179	182	188

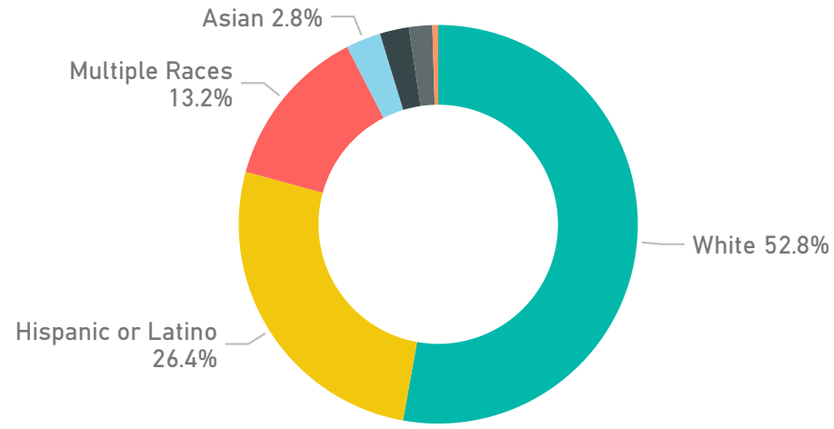
Distinct Race/Ethnicity

Distinct Race/Ethnicity	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
American Indian or Alaskan Native	3	3	4	4
Asian	10	8	6	6
Black/African American	3	3	5	5
Hispanic or Latino	54	55	55	56
Multiple Races	16	21	26	28
Native Hawaiian or Other Pacific Islander	1	2	1	1
White	114	118	110	112

Enrolled Students by Ethnicity



Enrolled Students by Distinct Race/Ethnicity



California Connections Academy at North Bay

December 31, 2019

Gender

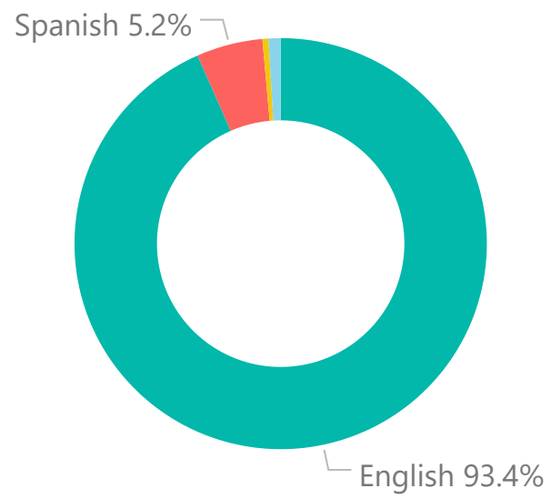
Gender	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
F	107	109	116	117
M	94	101	91	95

Primary Language

Home Language	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
English	182	195	193	198
Spanish	12	11	11	11
Russian	1	1		
Arabic	1	1	1	1
Another Language	5	2	2	2

Enrolled Students by Gender

Enrolled Students by Language



California Connections Academy at North Bay

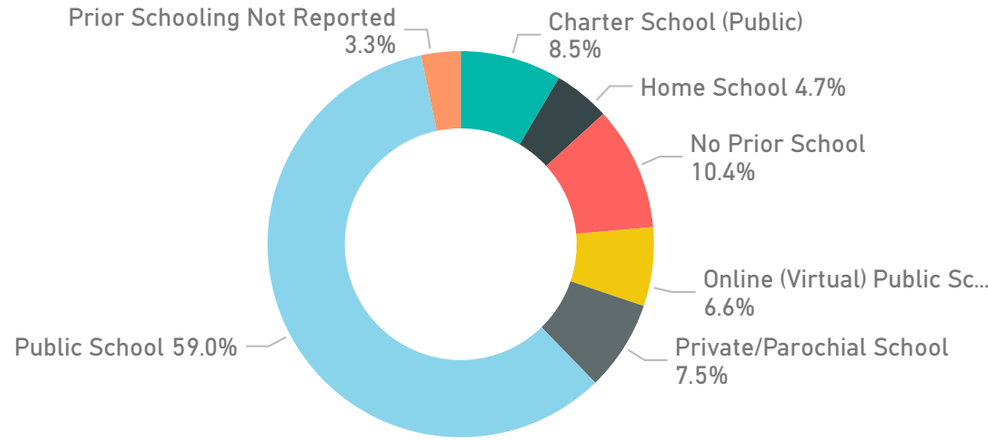
December 31, 2019

Prior Schooling

Prior Schooling	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Charter School (Public)	18	22	18	18
Home School	13	12	10	10
No Prior School	15	15	20	22
Online (Virtual) Public School	13	13	14	14
Private/Parochial School	27	24	14	16
Public School	110	119	124	125
Prior Schooling Not Reported	5	5	7	7

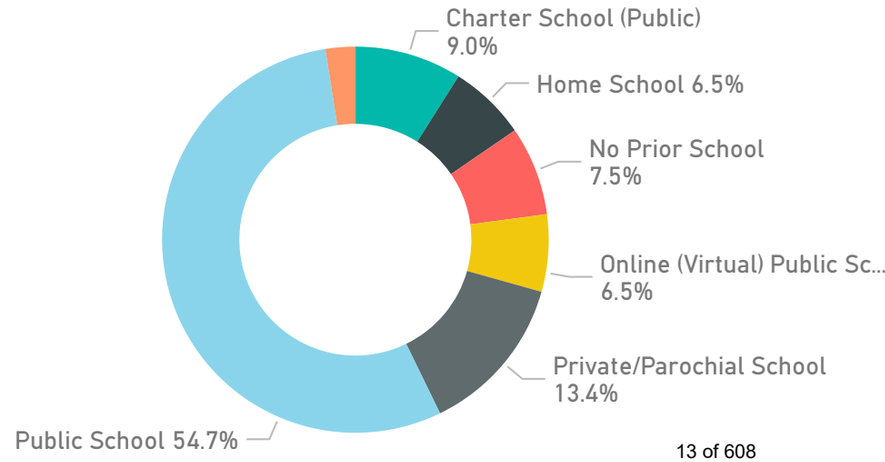
Prior Schooling

December 31, 2019



Prior Schooling

December 31, 2018

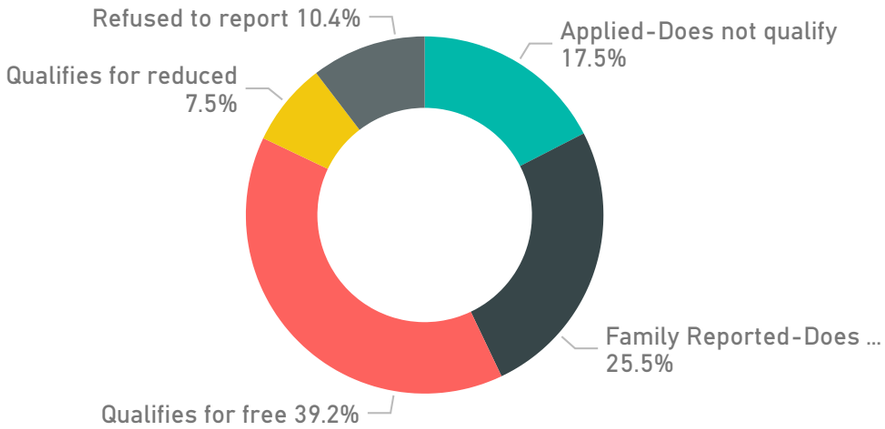


California Connections Academy at North Bay

December 31, 2019

FARM Eligibility

December 31, 2019

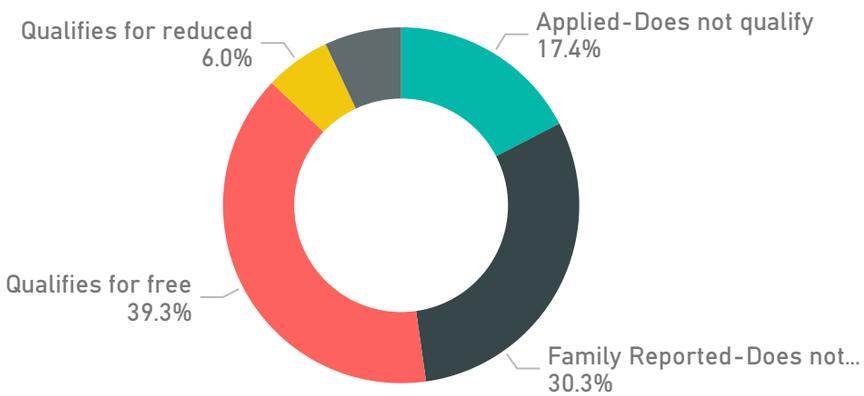


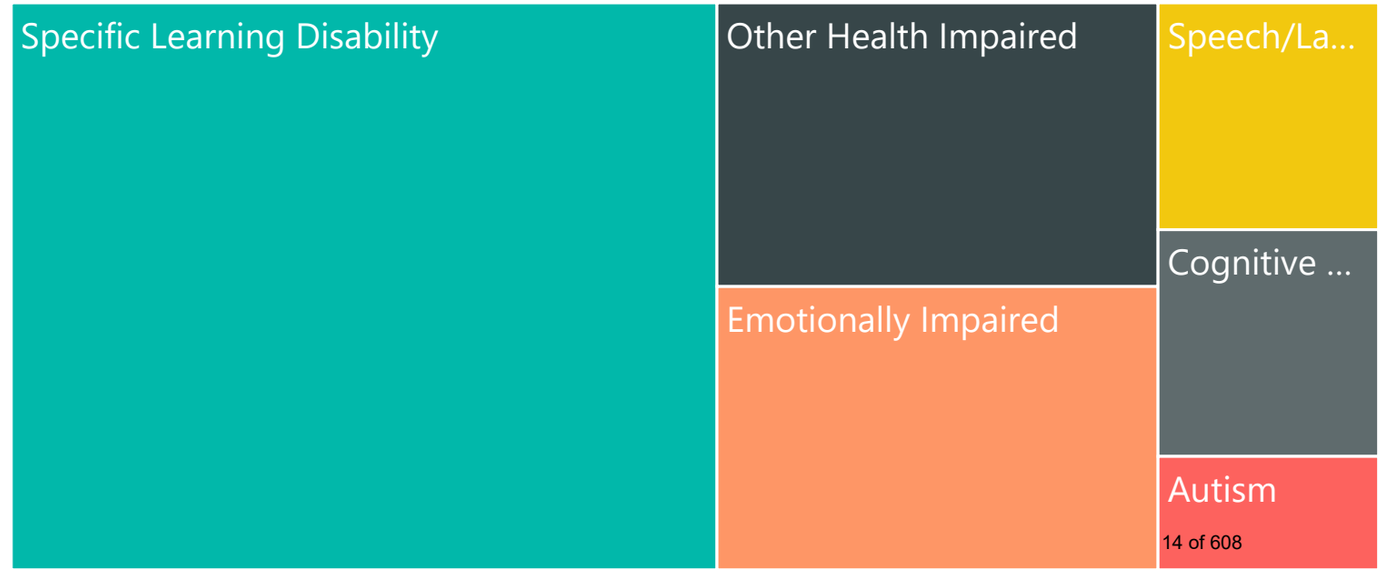
Disability

Disability	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Autism	1	2	1	1
Cognitive Disability		1	2	2
Emotionally Impaired	5	7	5	5
Other Health Impaired	5	5	5	5
Specific Learning Disability	16	14	17	16
Speech/Language Impaired	1	1	1	2

FARM Eligibility

December 31, 2018

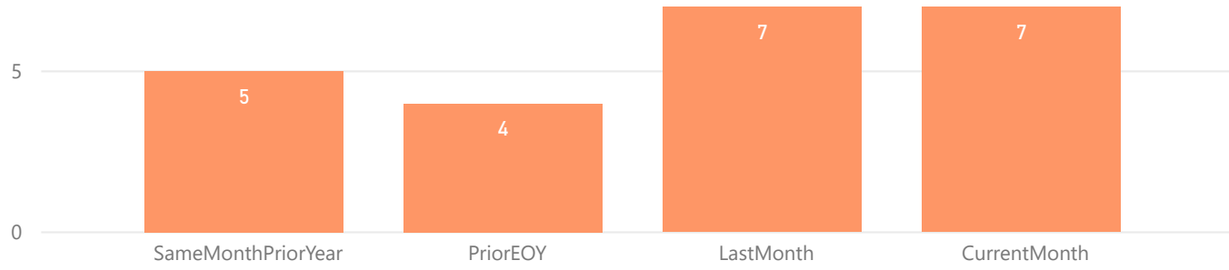




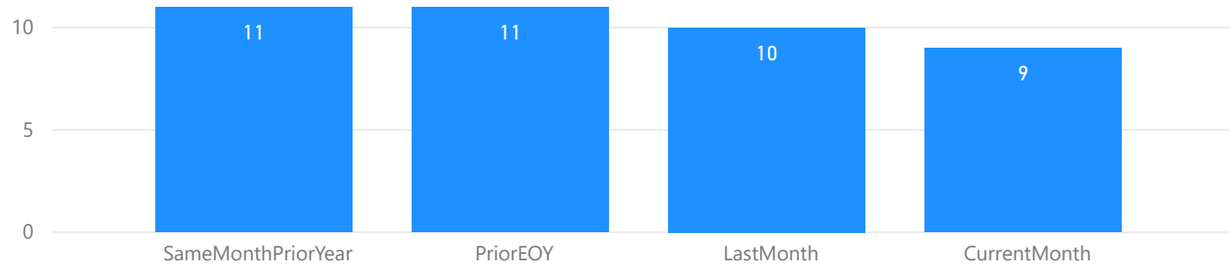
California Connections Academy at North Bay

December 31, 2019

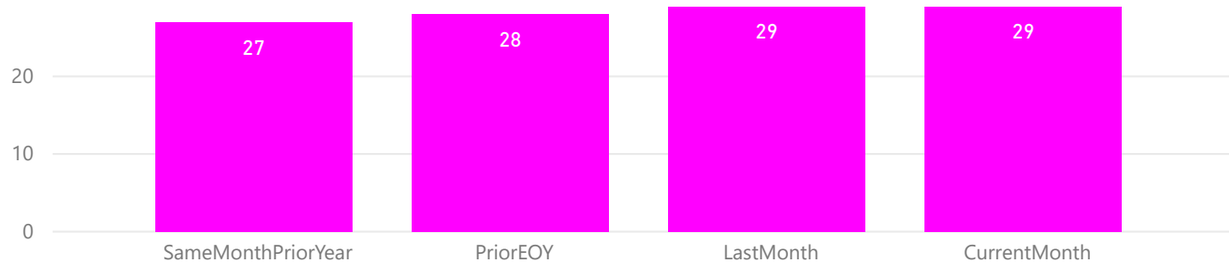
Gifted



Plan504



IEP



Currently Enrolled

212

Gifted

3%

Plan504

4%

IEP

14%

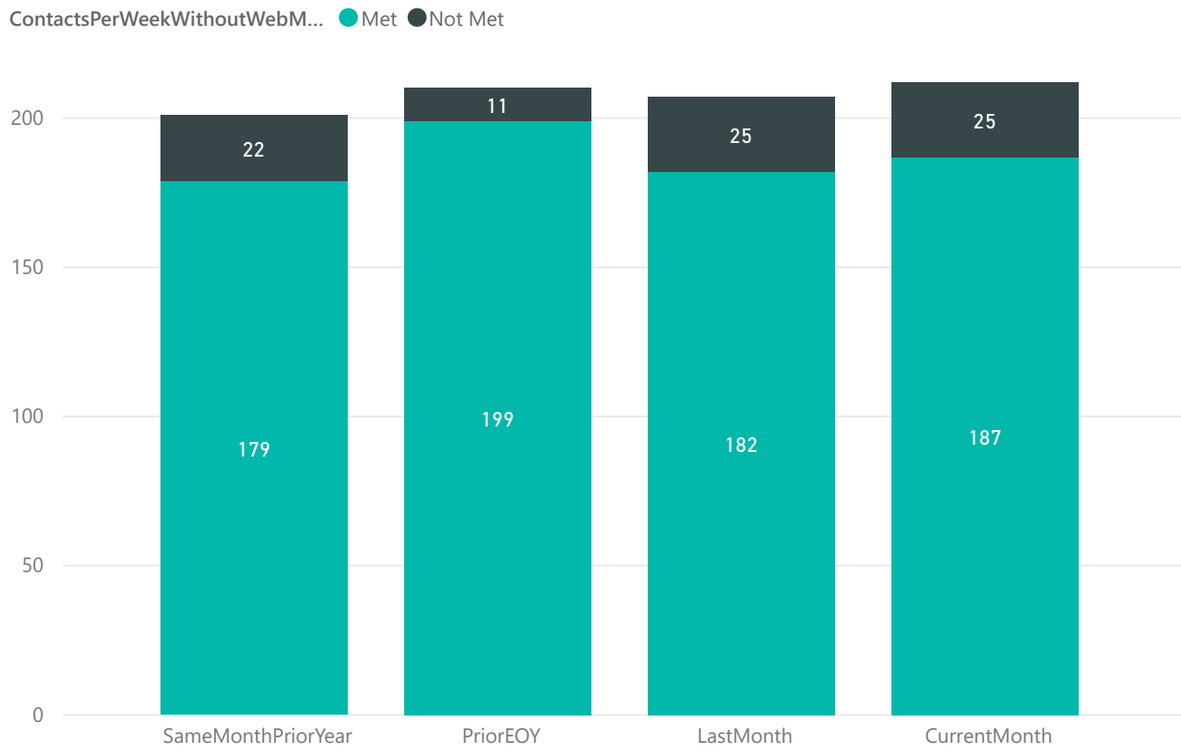
Not in Special Population

78%

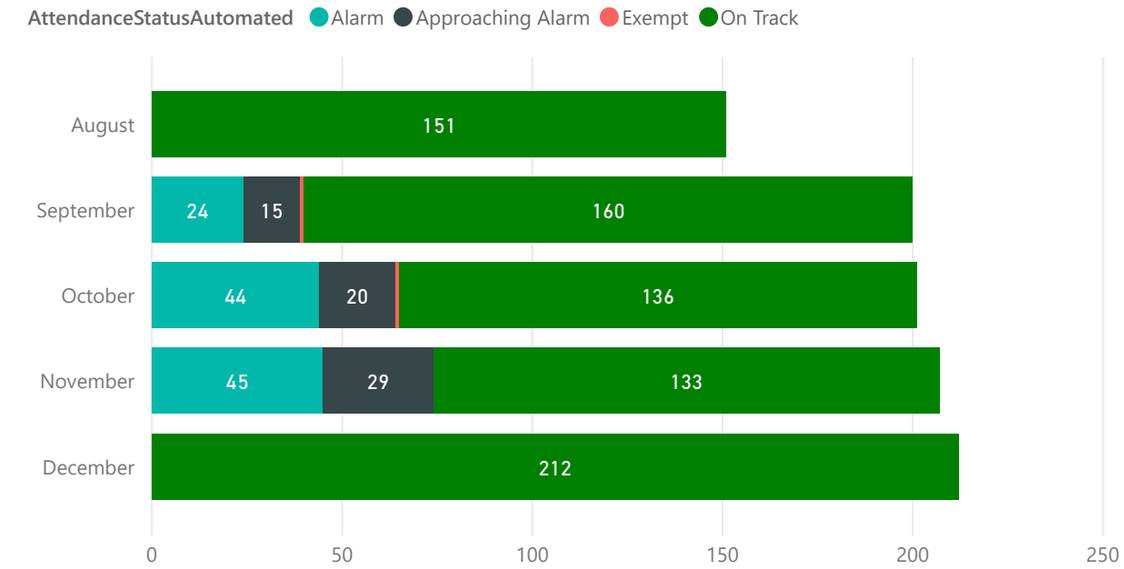
California Connections Academy at North Bay

December 31, 2019

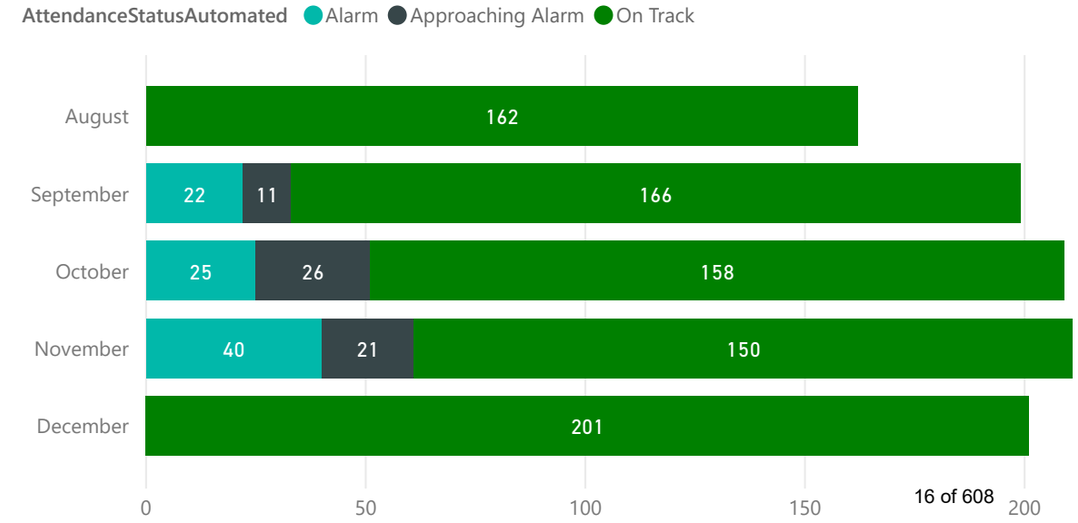
Contacts Per Week



School Year: 2019-2020



School Year: 2018-2019



Currently Enrolled

212

California Connections Academy at North Bay

December 31, 2019

Average Participation

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	94%	89%	78%	76%
3-5	89%	87%	103%	102%
6-8	100%	96%	98%	98%
9-12	93%	95%	90%	92%
Total	**95%**	**94%**	**92%**	**93%**

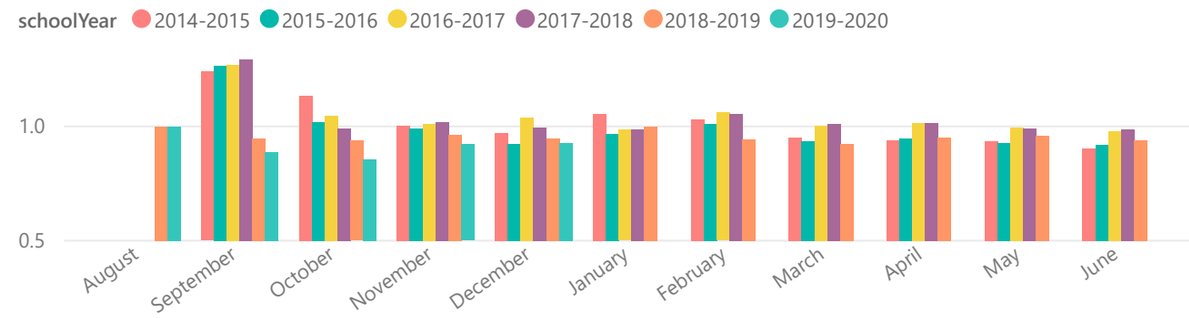
Average Performance

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	92%	89%	94%	93%
3-5	78%	71%	84%	82%
6-8	73%	77%	69%	66%
9-12	68%	75%	65%	65%
Total	**72%**	**76%**	**70%**	**70%**

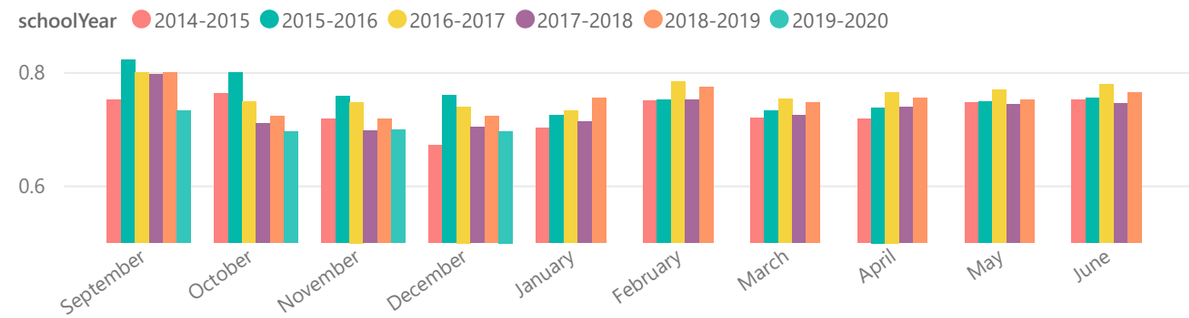
Average Attendance

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	91%	96%	94%	85%
3-5	92%	91%	96%	93%
6-8	93%	95%	92%	87%
9-12	85%	84%	84%	82%
Total	**88%**	**89%**	**88%**	**84%**

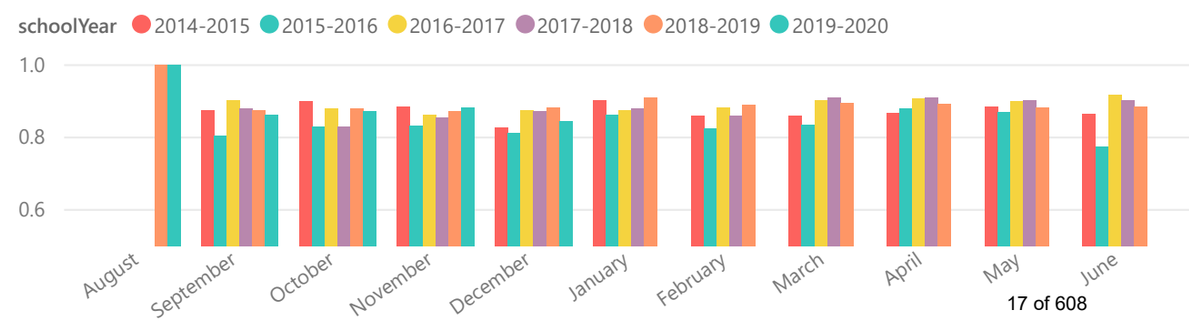
Average Total Participation



Average Total Performance



Average Total Attendance



Currently Enrolled	Total YTD Enrolled
212	239

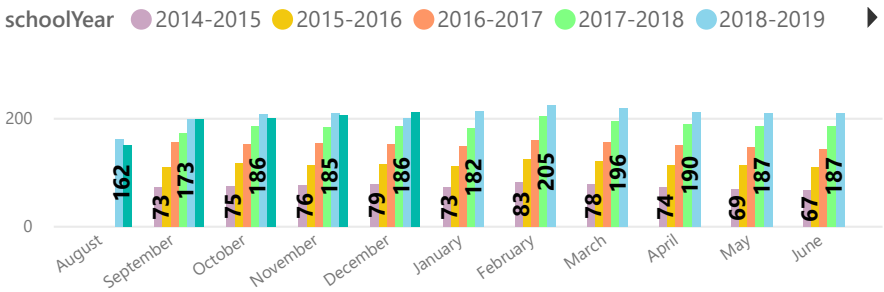
Enrollment Services Complete (Stage 4)
245

California Connections Academy at North Bay
December 31, 2019

Current Enrollment Month-Over-Month Change
2%

Current Enrollment Year-Over-Year Change
5%

Monthly Student Current Enrollment Comparison



Total YTD Enrollment

ReportPeriod	SameMonthPriorYear		CurrentMonth	
Withdrawal Category	Student Count	%CT Student Count	Student Count	%CT Student Count
Enrolled, Not Grad	201	82%	212	89%
Graduated			1	0%
Prior To Engagement	14	6%	7	3%
Withdrawal During School Year	31	13%	19	8%
Total	**246**	**100%**	**239**	**100%**

New & Returning

ReportPeriod	SameMonthPriorYear		CurrentMonth	
New or Returning	Students	%CT Students	Students	%CT Students
New	113	56.22%	107	50.47%
Returning	88	43.78%	105	49.53%

Household Data

Household Data	SameMonthPriorYear	CurrentMonth
Active	165	177
Graduated		1
WD During School Year	27	18
WD Prior To Engagement	14	7

Students Per Active Household

SameMonthPriorYear	CurrentMonth
1.22	1.20

Grade Distribution

ReportPeriod	SameMonthPriorYear		CurrentMonth	
GradeDistribution	Students	%CT Students	Students	%CT Students
PK-2	**20**	**10%**	**19**	**9%**
PK			1	0%
KG	6	3%	4	2%
1	6	3%	8	4%
2	8	4%	6	3%
3-5	**13**	**6%**	**23**	**11%**
3	4	2%	7	3%
4	4	2%	8	4%
5	5	2%	8	4%
6-8	**49**	**24%**	**45**	**21%**
6	7	3%	10	5%
7	15	7%	13	6%
8	27	13%	22	10%
9-12	**119**	**59%**	**125**	**59%**
9	23	11%	30	14%
10	35	17%	31	15%
11	29	14%	29	14%
12	32	16%	35	17%
Total	**201**	**100%**	**212**	**100%**

Withdrawal Reason

Withdrawal Reason	SameMont
Different/Better Schooling Option (Not related to socialization)	
Life change	
My student wants to return to a traditional school setting for other (non-socialization related) reasons.	
My student wants to return to a traditional school setting for socialization reasons.	
No reason provided	
Regulation	
Student wants more socialization	
The curriculum is too hard.	
The program/schedule is not flexible enough.	
There was not enough help/guidance setting us up in the school.	
Violation of state regulations	
We are moving.	

California Connections Academy at North Bay
December 31, 2019

Gender

Gender	SameMonthPriorYear	CurrentMonth
F	107	117
M	94	95

Primary Language

Home Language	SameMonthPriorYear	CurrentMonth
English	182	198
Spanish	12	11
Russian	1	
Arabic	1	1
Another Language	5	2

Disability

Disability	SameMonthPriorYear	CurrentMonth
Autism	1	1
Cognitive Disability		2
Emotionally Impaired	5	5
Other Health Impaired	5	5
Specific Learning Disability	16	16
Speech/Language Impaired	1	2

Gifted

Gifted	SameMonthPriorYear	CurrentMonth
Yes	5	7

Plan 504

Plan504	SameMonthPriorYear	CurrentMonth
504	11	9

IEP

IEP	SameMonthPriorYear	CurrentMonth
IEP	27	29

Gifted	Plan504
3%	4%

IEP	Not in Special Population
14%	78%

Ethnicity

Ethnicity	SameMonthPriorYear	CurrentMonth
Hispanic or Latino	54	56
Not Hispanic or Latino	147	156

Race

Race	SameMonthPriorYear	CurrentMonth
American Indian or Alaskan Native	16	17
Asian	15	15
Black/African American	19	24
Native Hawaiian or Other Pacific Islander	4	3
White	172	188

Household FARM Eligibility

HouseholdFARMEligibility	SameMonthPriorYear	CurrentMonth
Applied-Does not qualify	29	29
Family Reported-Does not qualify	50	48
Qualifies for free	69	70
Qualifies for reduced	11	14
Refused to report	14	20

Distinct Race/Ethnicity

Distinct Race/Ethnicity	SameMonthPriorYear	CurrentMonth
American Indian or Alaskan Native	3	4
Asian	10	6
Black/African American	3	5
Hispanic or Latino	54	56
Multiple Races	16	28
Native Hawaiian or Other Pacific Islander	1	1
White	114	112

Prior Schooling

Prior Schooling	SameMonthPriorYear	CurrentMonth
Charter School (Public)	18	18
Home School	13	10
No Prior School	15	22
Online (Virtual) Public School	13	14
Private/Parochial School	27	16
Public School	110	125
Prior Schooling Not Reported	5	7

California Connections Academy at North Bay
December 31, 2019

Contacts Per Week

ContactsPerWeekWithoutWebMail	SameMonthPriorYear	CurrentMonth
Met	179	187
Not Met	22	25

Attendance Status

AttendanceStatusAutomated	SameMonthPriorYear	CurrentMonth
On Track	201	212

Average Participation

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	94%	76%
3-5	89%	102%
6-8	100%	98%
9-12	93%	92%
Total	**95%**	**93%**

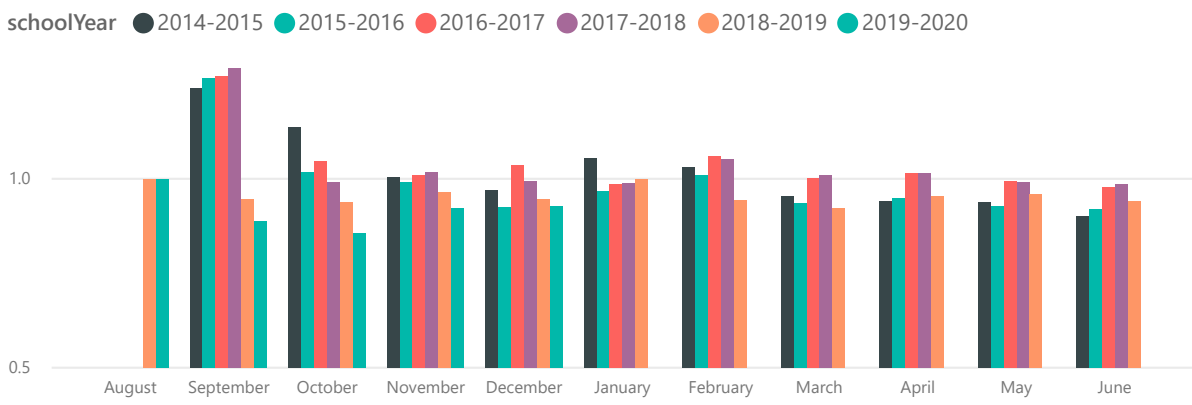
Average Performance

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	92%	93%
3-5	78%	82%
6-8	73%	66%
9-12	68%	65%
Total	**72%**	**70%**

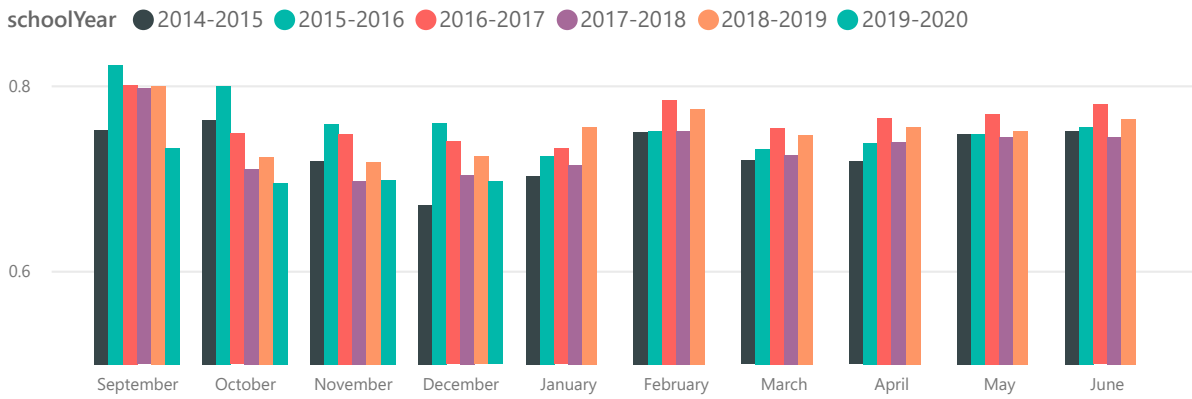
Average Attendance

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	91%	85%
3-5	92%	93%
6-8	93%	87%
9-12	85%	82%
Total	**88%**	**84%**

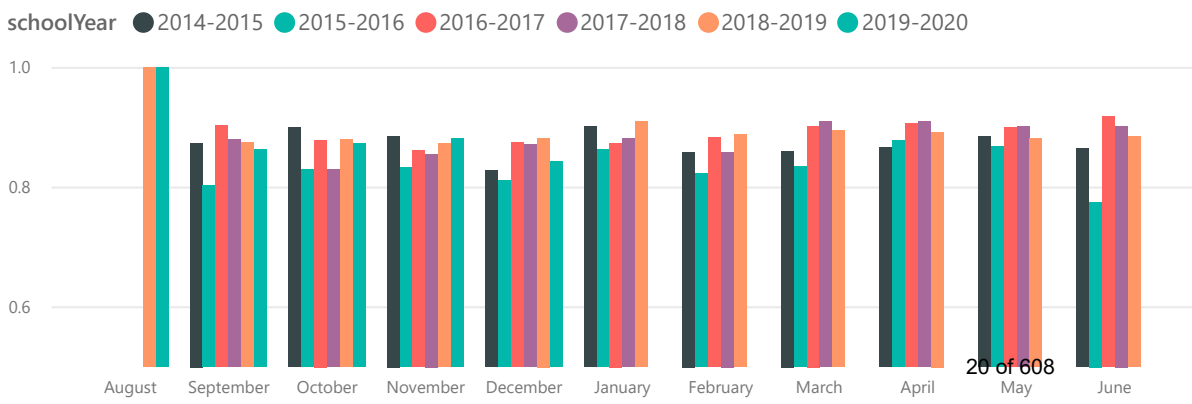
Average Total Participation



Average Total Performance



Average Total Attendance



MONTHLY SCHOOL REPORT

School & Date Selection

School

California Connections Academy @ Central

Report Date

December 31, 2019

Currently Enrolled

578

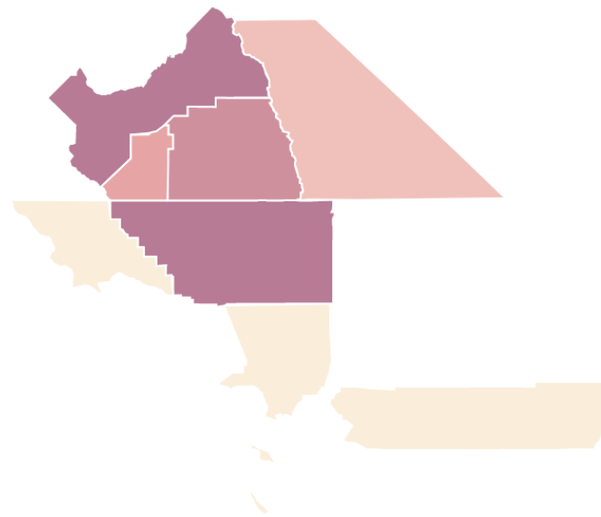
Total YTD Enrolled

699

Enrollment Services Complete (Stage 4)

718

Enrolled Students by County



Successfully added locations to the map.

Esri, HERE, Garmin, FAO, NOAA, USGS, EPA | Esri, HERE, Garmin, FAO, NOAA, ...

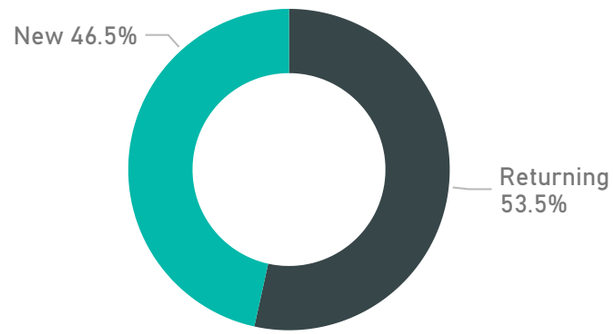
Central California Connections Academy

December 31, 2019

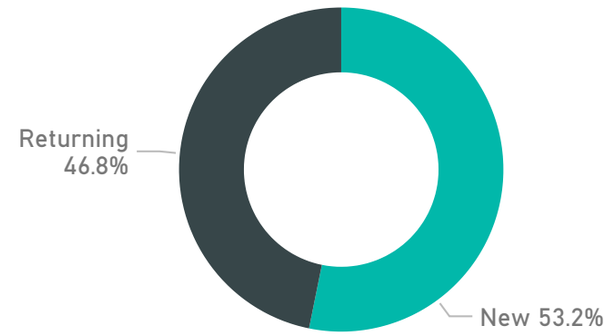
Current Enrollment Month-Over-Month Change
-3%

Current Enrollment Year-Over-Year Change
8%

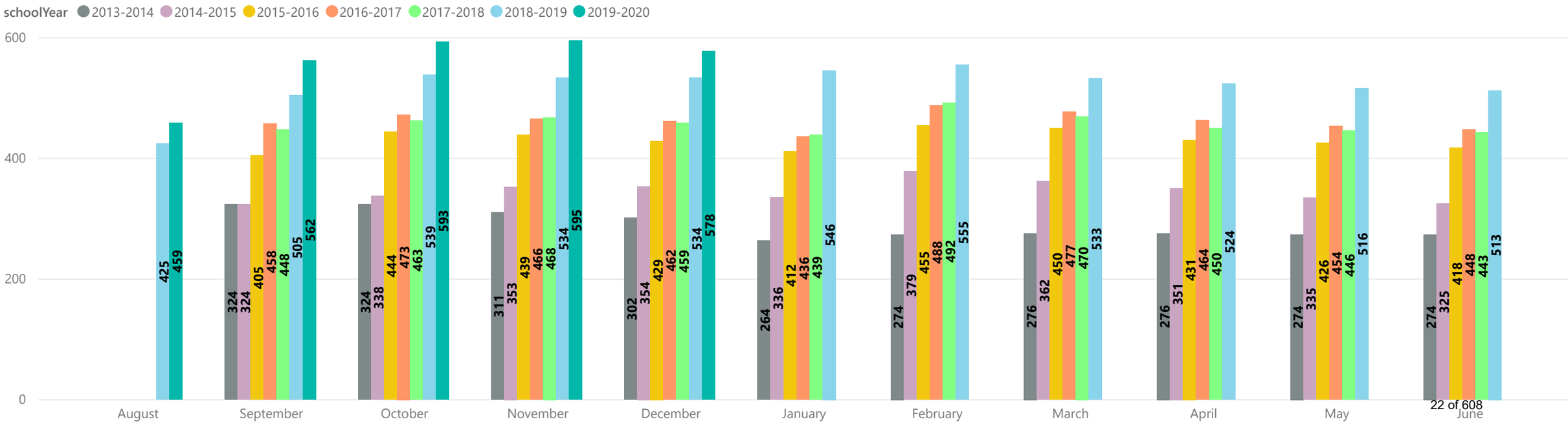
New and Returning



New and Returning Prior Year



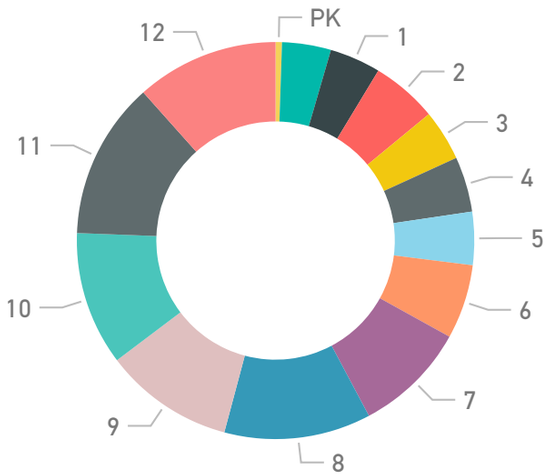
Monthly Student Current Enrollment Comparison



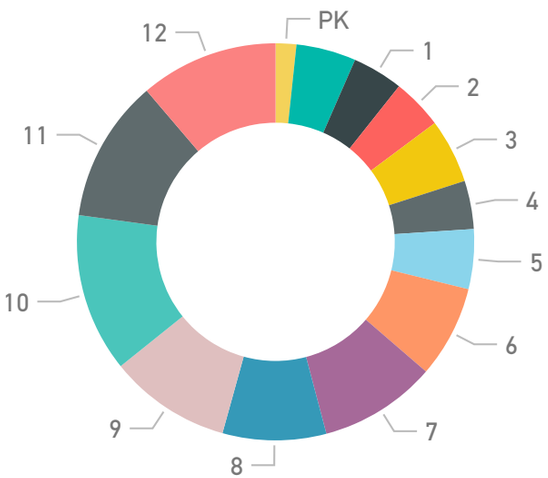
Central California Connections Academy

December 31, 2019

Enrolled Students by Final Grade



Enrolled Students Prior Year by Final Grade



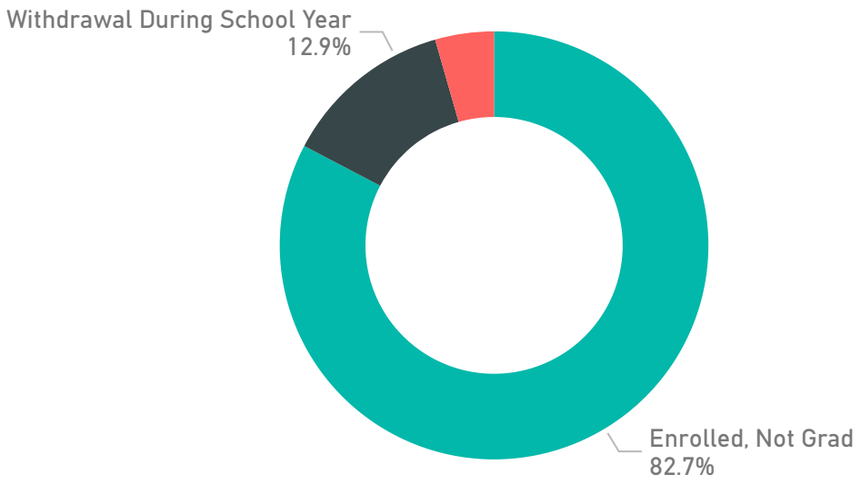
Grade Distribution

ReportPeriod	SameMonthPriorYear		PriorEOY		LastMonth		CurrentMonth	
GradeDistribution	Students	%CT Students	Students	%CT Students	Students	%CT Students	Students	%CT Students
PK-2	**79**	**15%**	**77**	**15%**	**87**	**15%**	**81**	**14%**
PK	9	2%	10	2%	3	1%	3	1%
KG	26	5%	18	4%	25	4%	23	4%
1	22	4%	22	4%	25	4%	24	4%
2	22	4%	27	5%	34	6%	31	5%
3-5	**75**	**14%**	**70**	**14%**	**80**	**13%**	**75**	**13%**
3	28	5%	27	5%	25	4%	24	4%
4	21	4%	22	4%	30	5%	26	4%
5	26	5%	21	4%	25	4%	25	4%
6-8	**136**	**25%**	**131**	**26%**	**163**	**27%**	**157**	**27%**
6	40	7%	40	8%	38	6%	35	6%
7	51	10%	48	9%	53	9%	53	9%
8	45	8%	43	8%	72	12%	69	12%
9-12	**244**	**46%**	**235**	**46%**	**265**	**45%**	**265**	**46%**
9	53	10%	51	10%	57	10%	61	11%
10	69	13%	73	14%	61	10%	63	11%
11	62	12%	61	12%	74	12%	74	13%
12	60	11%	50	10%	73	12%	67	12%
Total	**534**	**100%**	**513**	**100%**	**595**	**100%**	**578**	**100%**

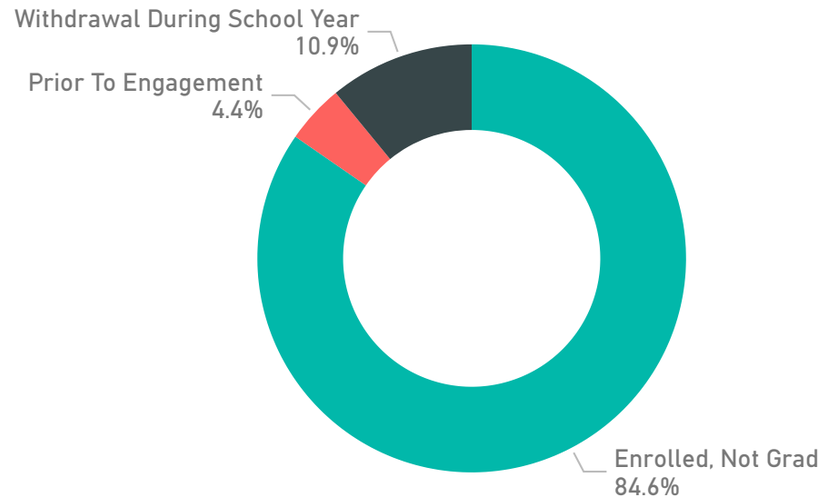
Central California Connections Academy

December 31, 2019

Total YTD Enrollment by Withdrawal Category



Total YTD Enrollment Prior Year by Withdrawal Category



Total YTD Enrollment

ReportPeriod	SameMonthPriorYear		PriorEOY		LastMonth		CurrentMonth	
Withdrawal Category	Student Count	%CT Student Count	Student Count	%CT Student Count	Student Count	%CT Student Count	Student Count	%CT Student Count
Enrolled, Not Grad	534	85%	513	71%	595	87%	578	83%
Graduated			2	0%				
Prior To Engagement	28	4%	42	6%	29	4%	31	4%
Withdrawal During School Year	69	11%	169	23%	61	9%	90	13%
Total	**631**	**100%**	**726**	**100%**	**685**	**100%**	**699**	**100%**

Enrollment Services Complete (Stage 4)

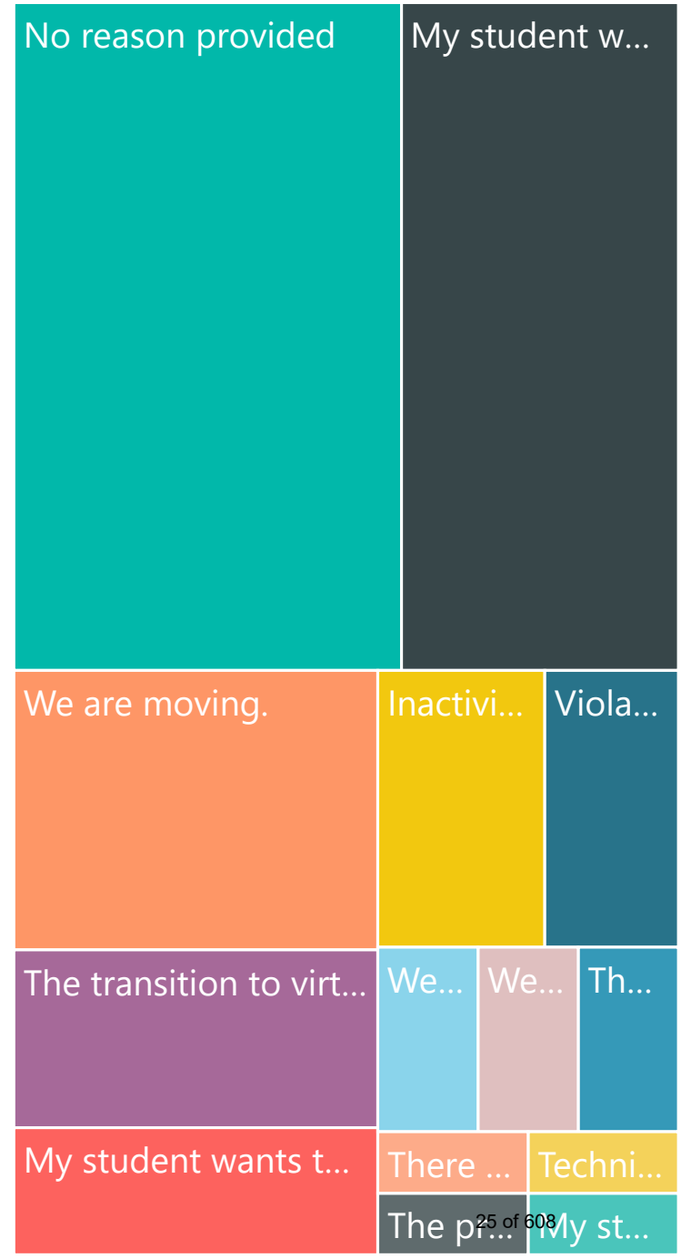
718

Central California Connections Academy

December 31, 2019

Withdrawal Reason

WD Reason	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
				4
Another Reason			1	1
Different/Better Schooling Option (Not related to socialization)	32	84	15	20
Getting started with the school was too difficult		1		
Inactivity			4	5
Life change	11	24		
Mismatch Academic	9	10		
Mismatch Family Schedule	1	1		
No longer able to provide a Learning Coach			2	2
No Reason Given			15	28
Program takes too much of Learning Coach's time				1
Pursuing GED				1
Regulation	11	40		
Student wants more socialization	5	9	5	5
Technical Difficulties			1	1
The curriculum is too hard			2	2
Transition to virtual school too difficult			7	7
We are moving			7	11
We have chosen to home school			2	2



Central California Connections Academy

December 31, 2019

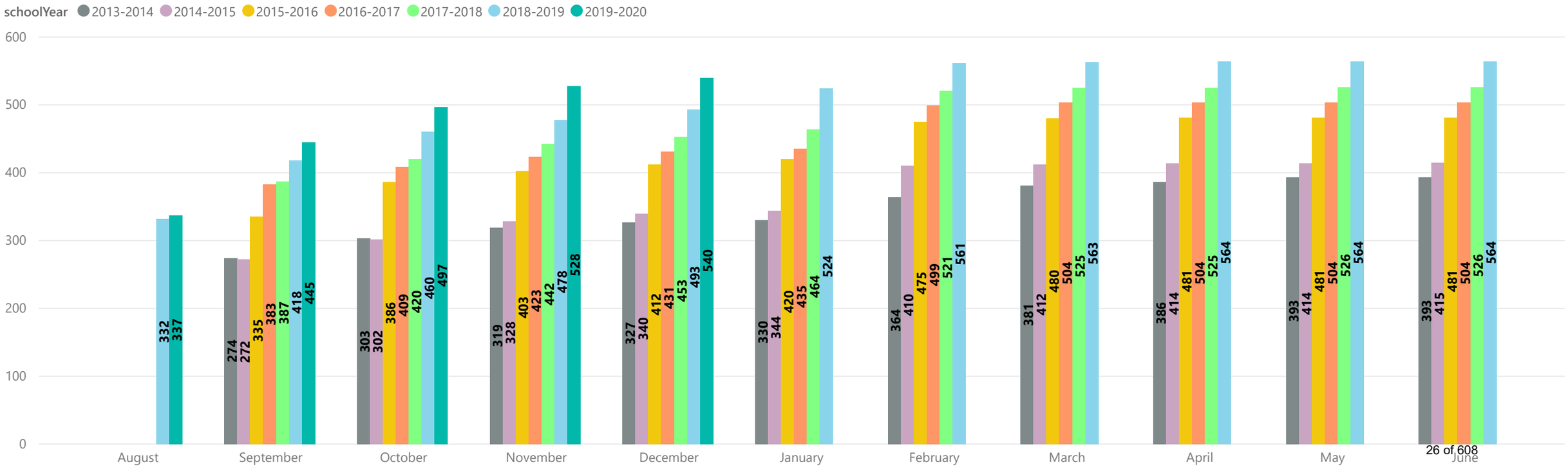
Household Data

Household Data	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Active	419	400	462	451
Graduated		2		
WD During School Year	56	140	49	69
WD Prior To Engagement	25	36	25	27

Students Per Active Household

SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
1.27	1.28	1.29	1.28

Monthly Total Households



Central California Connections Academy

December 31, 2019

Ethnicity

Ethnicity	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Hispanic or Latino	230	221	267	259
Not Hispanic or Latino	304	292	328	319

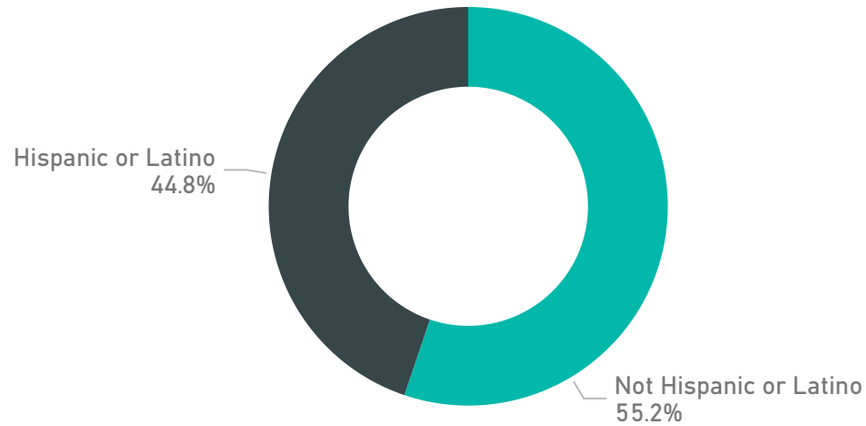
Race

Race	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
American Indian or Alaskan Native	66	65	72	72
Asian	25	26	24	23
Black/African American	60	53	68	68
Native Hawaiian or Other Pacific Islander	8	7	9	8
White	428	414	487	470

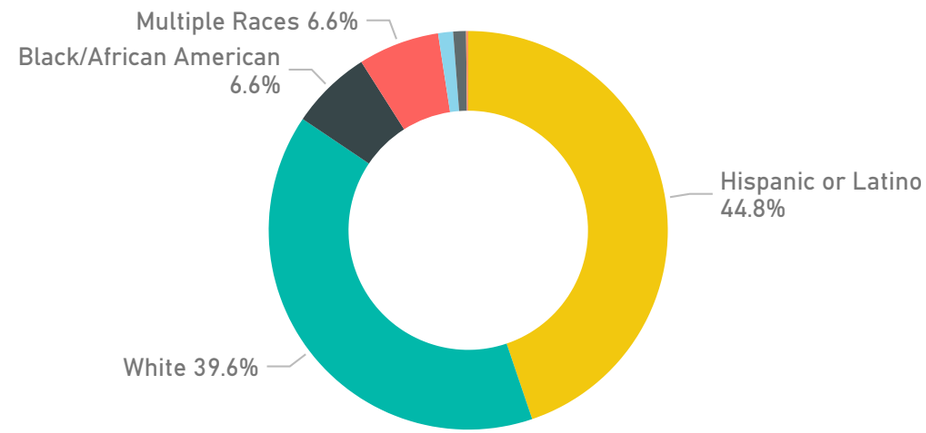
Distinct Race/Ethnicity

Distinct Race/Ethnicity	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
American Indian or Alaskan Native	4	4	6	6
Asian	9	9	7	7
Black/African American	34	33	36	38
Hispanic or Latino	230	221	267	259
Multiple Races	29	31	39	38
Native Hawaiian or Other Pacific Islander	3	2	2	1
White	225	213	238	229

Enrolled Students by Ethnicity



Enrolled Students by Distinct Race/Ethnicity



Central California Connections Academy

December 31, 2019

Gender

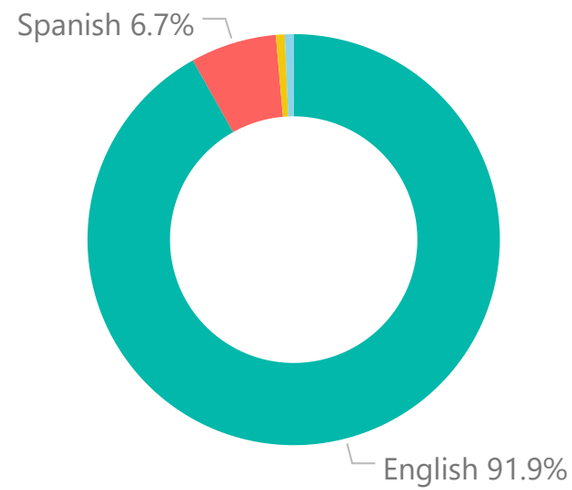
Gender	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
F	271	269	298	292
M	263	244	297	286

Primary Language

Home Language	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
English	496	478	548	531
Spanish	34	30	39	39
Arabic	2	3	4	4
Another Language	2	2	4	4

Enrolled Students by Gender

Enrolled Students by Language



Central California Connections Academy

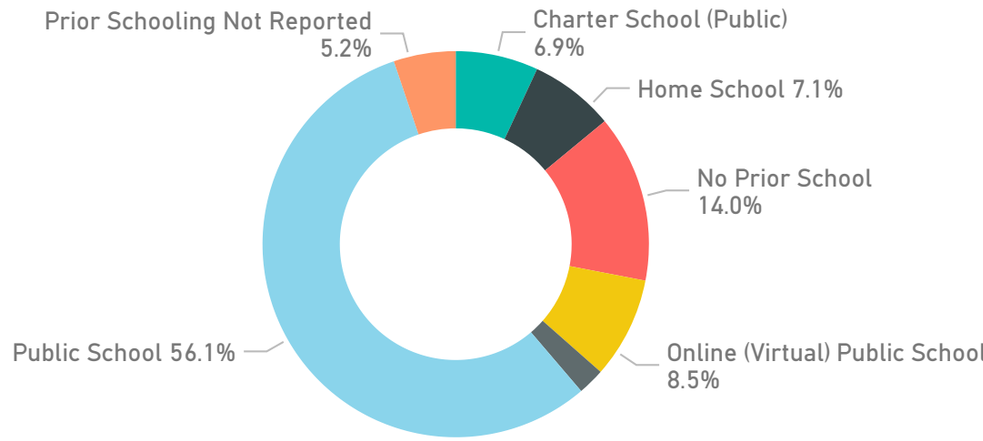
December 31, 2019

Prior Schooling

Prior Schooling	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Charter School (Public)	36	34	43	40
Home School	38	36	46	41
No Prior School	72	63	82	81
Online (Virtual) Public School	32	40	50	49
Private/Parochial School	16	18	13	13
Public School	312	299	329	324
Prior Schooling Not Reported	28	23	32	30

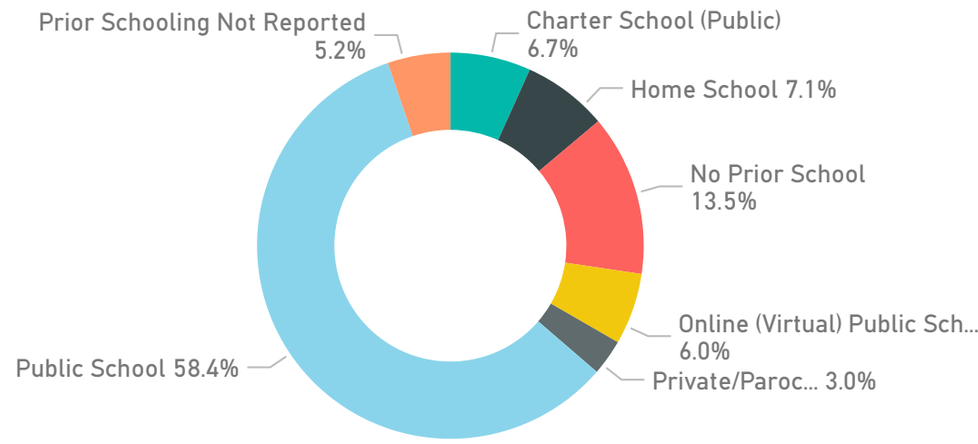
Prior Schooling

December 31, 2019



Prior Schooling

December 31, 2018

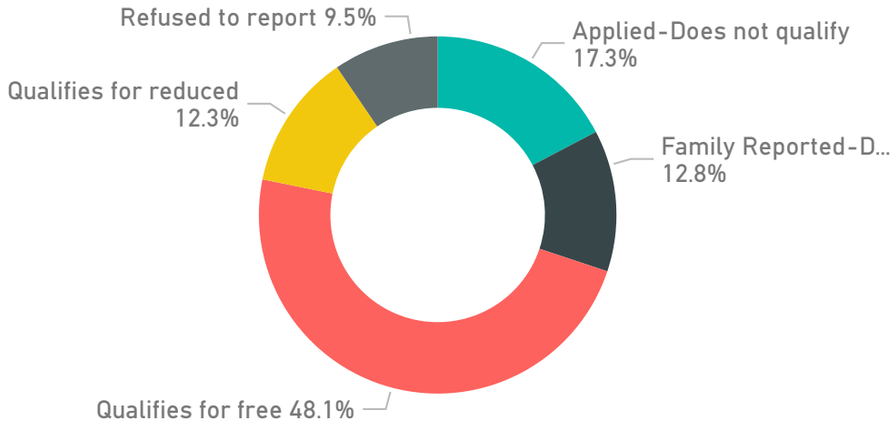


Central California Connections Academy

December 31, 2019

FARM Eligibility

December 31, 2019

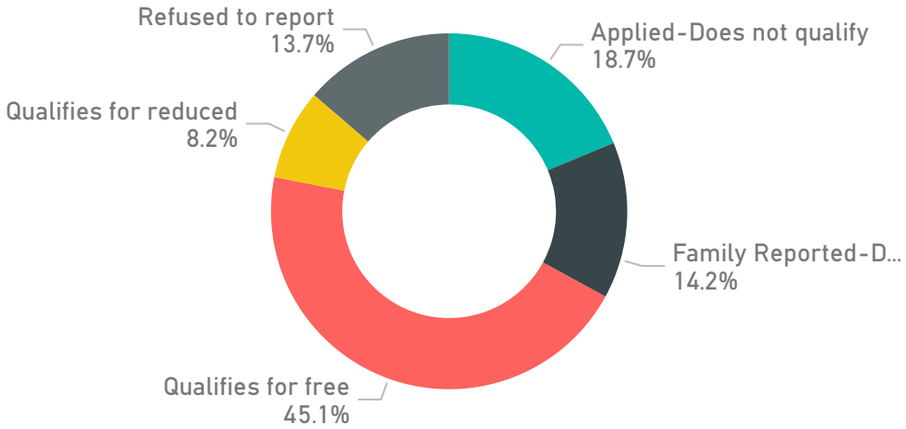


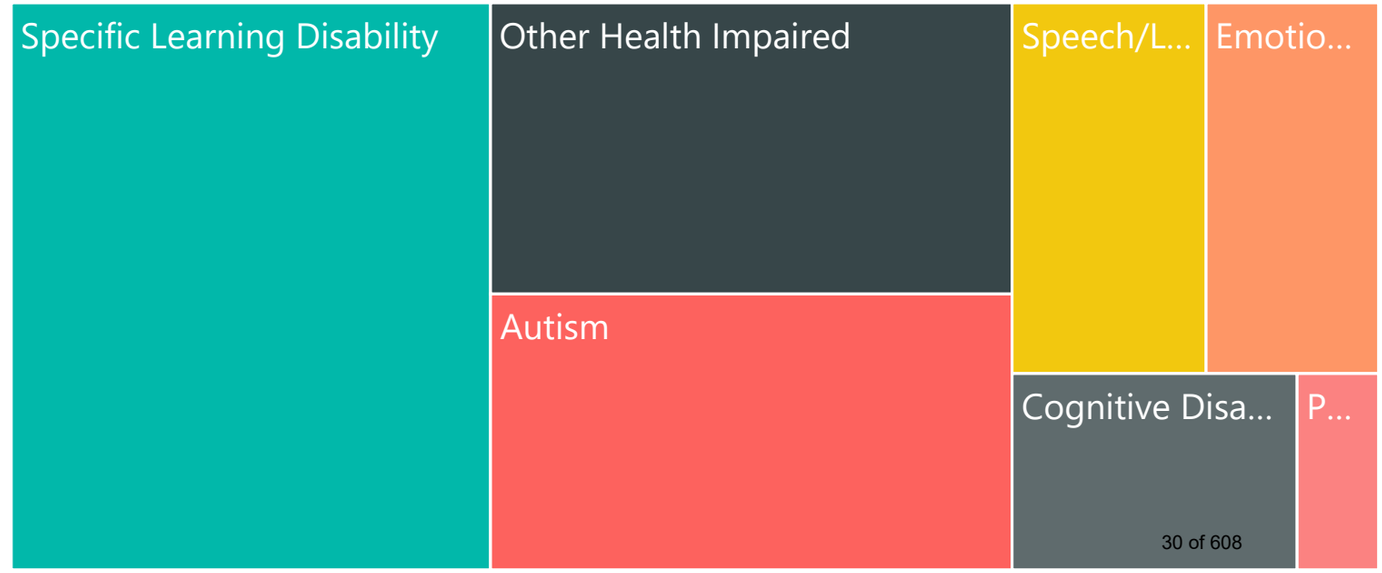
Disability

Disability	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Autism	12	15	17	18
Cognitive Disability	4	4	7	7
Emotionally Impaired	5	7	8	8
Other Health Impaired	12	15	17	19
Physical Disability	2	2	2	2
Specific Learning Disability	19	24	33	34
Speech/Language Impaired	11	9	8	9

FARM Eligibility

December 31, 2018

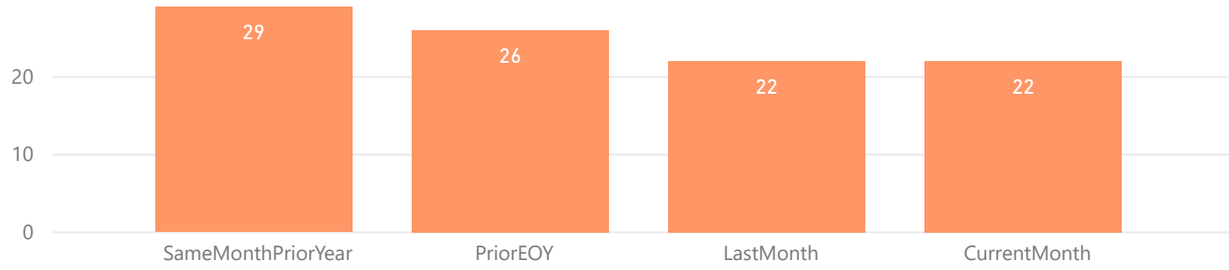




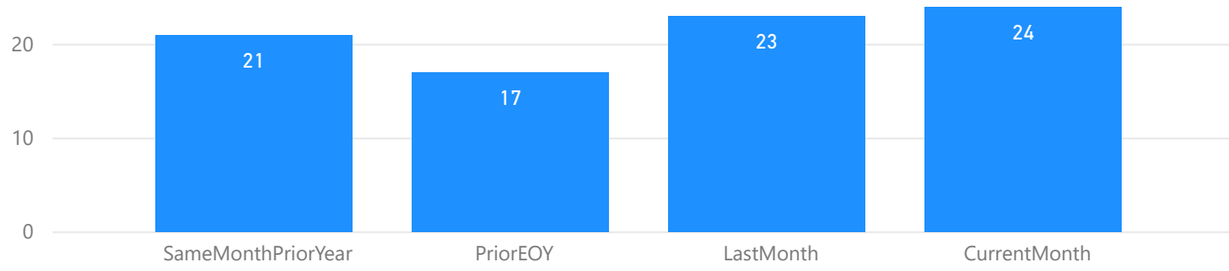
Central California Connections Academy

December 31, 2019

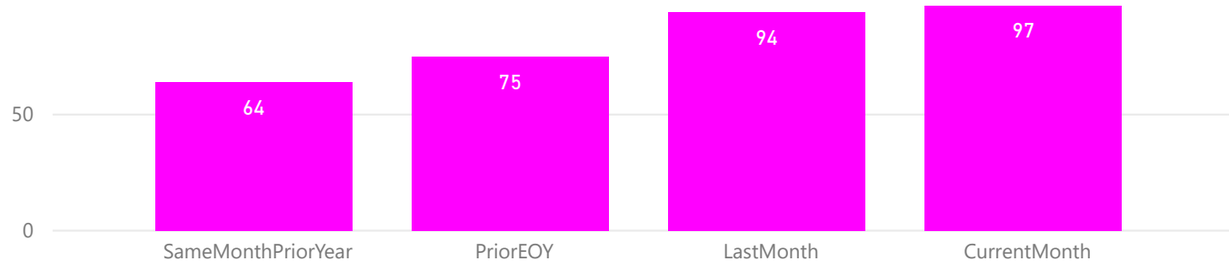
Gifted



Plan504



IEP



Currently Enrolled

578

Gifted

4%

Plan504

4%

IEP

17%

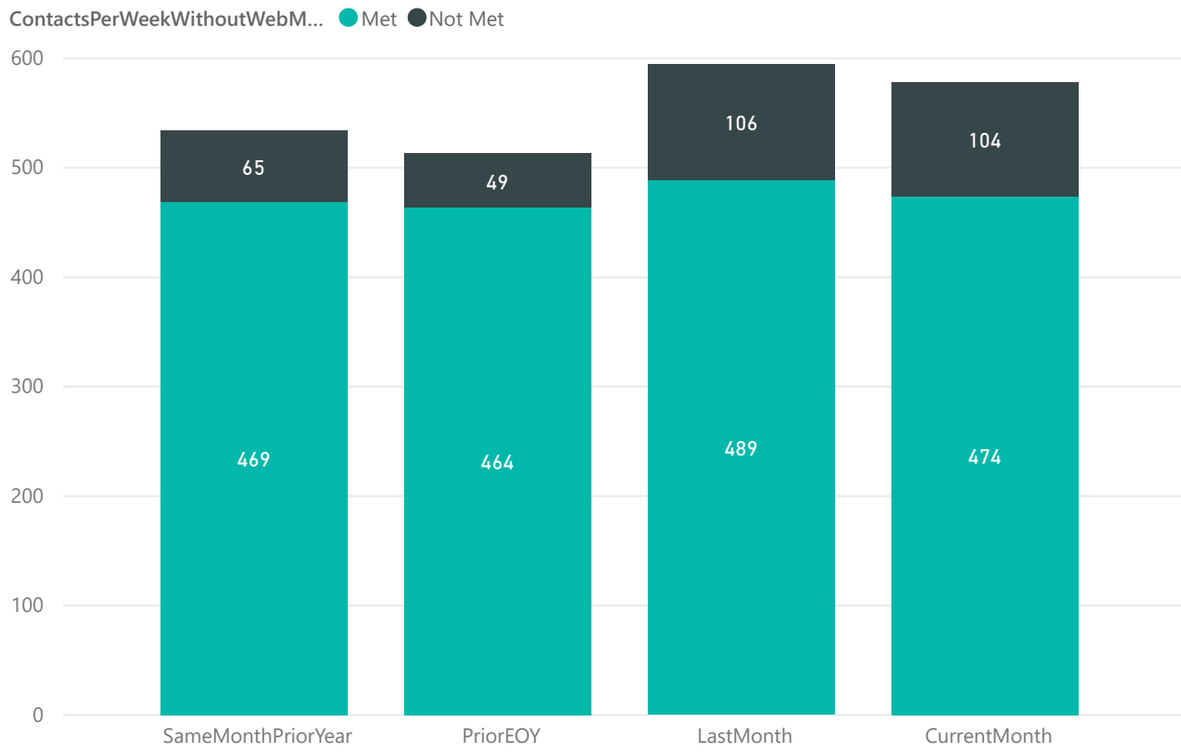
Not in Special Population

75%

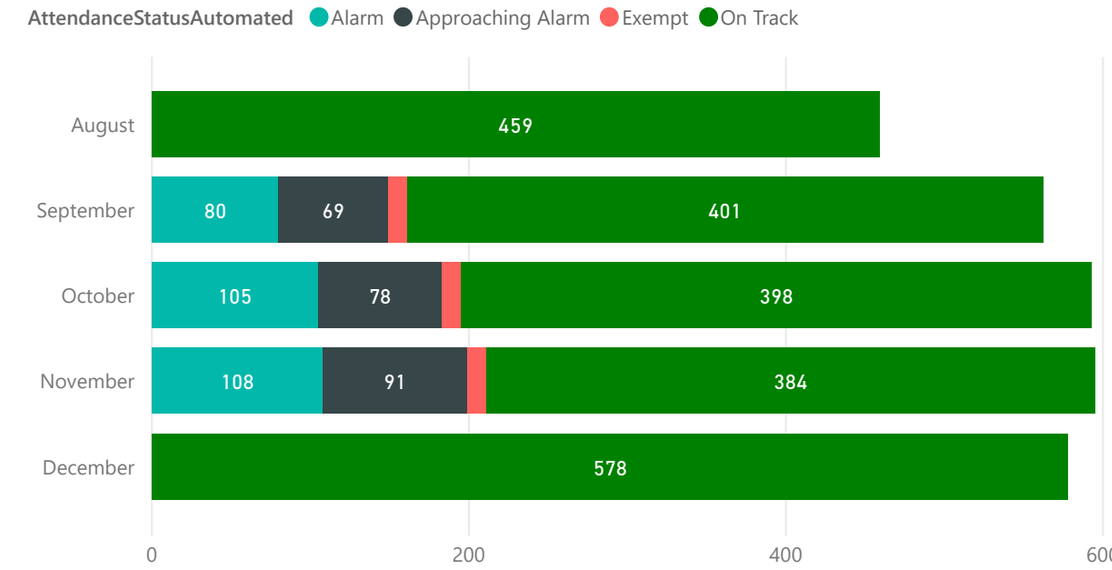
Central California Connections Academy

December 31, 2019

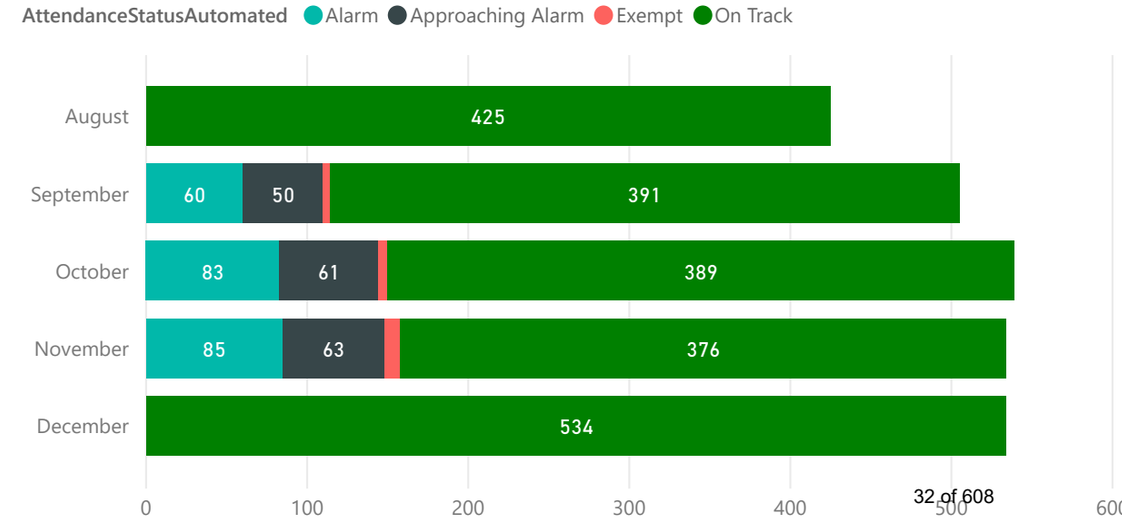
Contacts Per Week



School Year: 2019-2020



School Year: 2018-2019



Currently Enrolled

578

Central California Connections Academy

December 31, 2019

Average Participation

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	98%	101%	95%	95%
3-5	93%	96%	99%	95%
6-8	98%	99%	96%	98%
9-12	88%	93%	89%	87%
Total	**93%**	**96%**	**93%**	**92%**

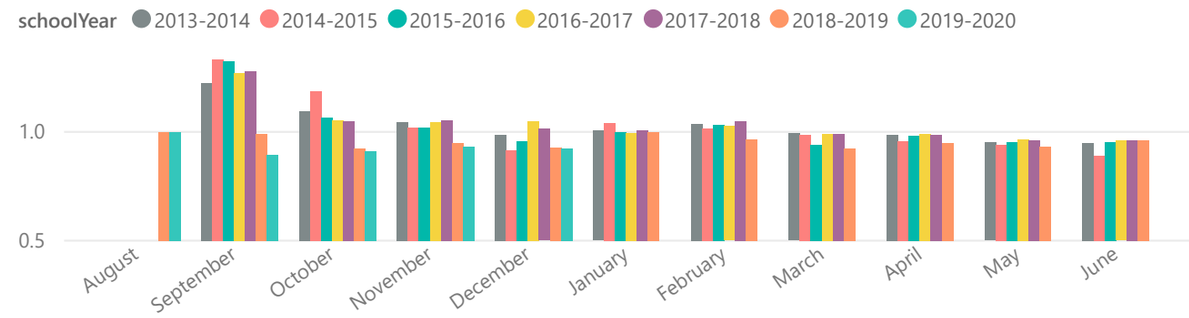
Average Performance

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	93%	89%	90%	87%
3-5	75%	74%	75%	76%
6-8	71%	74%	68%	67%
9-12	64%	69%	62%	64%
Total	**72%**	**74%**	**69%**	**69%**

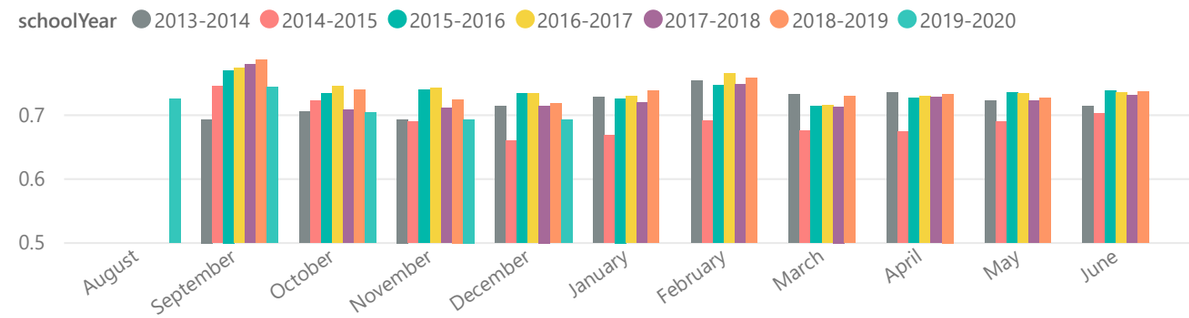
Average Attendance

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	92%	94%	92%	89%
3-5	90%	92%	91%	90%
6-8	90%	93%	90%	89%
9-12	82%	84%	84%	83%
Total	**86%**	**89%**	**88%**	**86%**

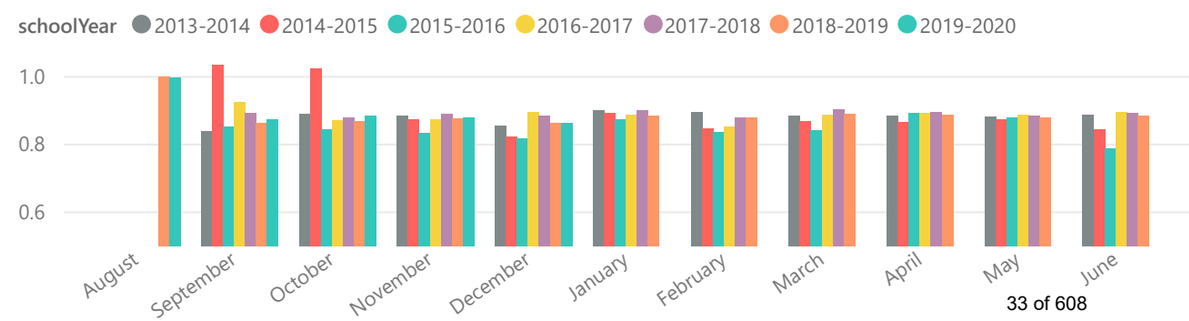
Average Total Participation



Average Total Performance



Average Total Attendance



Currently Enrolled	Total YTD Enrolled
578	699

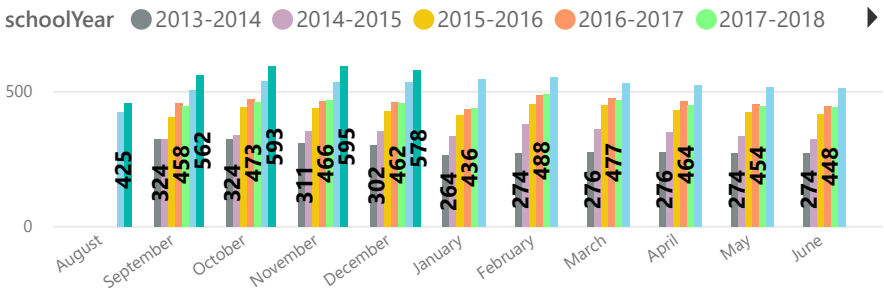
Enrollment Services Complete (Stage 4)
718

Central California Connections Academy
December 31, 2019

Current Enrollment Month-Over-Month Change
-3%

Current Enrollment Year-Over-Year Change
8%

Monthly Student Current Enrollment Comparison



Total YTD Enrollment

ReportPeriod	SameMonthPriorYear		CurrentMonth	
Withdrawal Category	Student Count	%CT Student Count	Student Count	%CT Student Count
Enrolled, Not Grad	534	85%	578	83%
Prior To Engagement	28	4%	31	4%
Withdrawal During School Year	69	11%	90	13%
Total	**631**	**100%**	**699**	**100%**

New & Returning

ReportPeriod	SameMonthPriorYear		CurrentMonth	
New or Returning	Students	%CT Students	Students	%CT Students
New	284	53.18%	269	46.54%
Returning	250	46.82%	309	53.46%

Household Data

Household Data	SameMonthPriorYear	CurrentMonth
Active	419	451
WD During School Year	56	69
WD Prior To Engagement	25	27

Students Per Active Household

SameMonthPriorYear	CurrentMonth
1.27	1.28

Grade Distribution

ReportPeriod	SameMonthPriorYear		CurrentMonth	
GradeDistribution	Students	%CT Students	Students	%CT Students
PK-2	**79**	**15%**	**81**	**14%**
PK	9	2%	3	1%
KG	26	5%	23	4%
1	22	4%	24	4%
2	22	4%	31	5%
3-5	**75**	**14%**	**75**	**13%**
3	28	5%	24	4%
4	21	4%	26	4%
5	26	5%	25	4%
6-8	**136**	**25%**	**157**	**27%**
6	40	7%	35	6%
7	51	10%	53	9%
8	45	8%	69	12%
9-12	**244**	**46%**	**265**	**46%**
9	53	10%	61	11%
10	69	13%	63	11%
11	62	12%	74	13%
12	60	11%	67	12%
Total	**534**	**100%**	**578**	**100%**

Withdrawal Reason

Withdrawal Reason	SameMor
Different/Better Schooling Option (Not related to socialization)	
Inactivity/Lack of Attendance	
Life change	
Mismatch Academic	
Mismatch Family Schedule	
My student is pursuing GED	
My student wants to return to a traditional school setting for other (non-socialization related) reasons.	
My student wants to return to a traditional school setting for socialization reasons.	
No reason provided	
Regulation	
Student wants more socialization	
Technical Difficulties	
The curriculum is too hard.	
The program takes too much of the Learning Coach's time.	
The transition to virtual school was too difficult.	
There was not enough help/guidance setting us up in the school.	
Violation of state regulations	

Central California Connections Academy
December 31, 2019

Gender

Gender	SameMonthPriorYear	CurrentMonth
F	271	292
M	263	286

Primary Language

Home Language	SameMonthPriorYear	CurrentMonth
English	496	531
Spanish	34	39
Arabic	2	4
Another Language	2	4

Disability

Disability	SameMonthPriorYear	CurrentMonth
Autism	12	18
Cognitive Disability	4	7
Emotionally Impaired	5	8
Other Health Impaired	12	19
Physical Disability	2	2
Specific Learning Disability	19	34
Speech/Language Impaired	11	9

Gifted

Gifted	SameMonthPriorYear	CurrentMonth
Yes	29	22

Plan 504

Plan504	SameMonthPriorYear	CurrentMonth
504	21	24

IEP

IEP	SameMonthPriorYear	CurrentMonth
IEP	64	97

Gifted	Plan504
4%	4%

IEP	Not in Special Population
17%	75%

Ethnicity

Ethnicity	SameMonthPriorYear	CurrentMonth
Hispanic or Latino	230	259
Not Hispanic or Latino	304	319

Race

Race	SameMonthPriorYear	CurrentMonth
American Indian or Alaskan Native	66	72
Asian	25	23
Black/African American	60	68
Native Hawaiian or Other Pacific Islander	8	8
White	428	470

Household FARM Eligibility

HouseholdFARMEligibility	SameMonthPriorYear	CurrentMonth
Applied-Does not qualify	87	80
Family Reported-Does not qualify	65	65
Qualifies for free	215	228
Qualifies for reduced	33	56
Refused to report	69	52

Distinct Race/Ethnicity

Distinct Race/Ethnicity	SameMonthPriorYear	CurrentMonth
American Indian or Alaskan Native	4	6
Asian	9	7
Black/African American	34	38
Hispanic or Latino	230	259
Multiple Races	29	38
Native Hawaiian or Other Pacific Islander	3	1
White	225	229

Prior Schooling

Prior Schooling	SameMonthPriorYear	CurrentMonth
Charter School (Public)	36	40
Home School	38	41
No Prior School	72	81
Online (Virtual) Public School	32	49
Private/Parochial School	16	13
Public School	312	324
Prior Schooling Not Reported	28	30

Central California Connections Academy
December 31, 2019

Contacts Per Week

ContactsPerWeekWithoutWebMail	SameMonthPriorYear	CurrentMonth
Met	469	474
Not Met	65	104

Attendance Status

AttendanceStatusAutomated	SameMonthPriorYear	CurrentMonth
On Track	534	578

Average Participation

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	98%	95%
3-5	93%	95%
6-8	98%	98%
9-12	88%	87%
Total	**93%**	**92%**

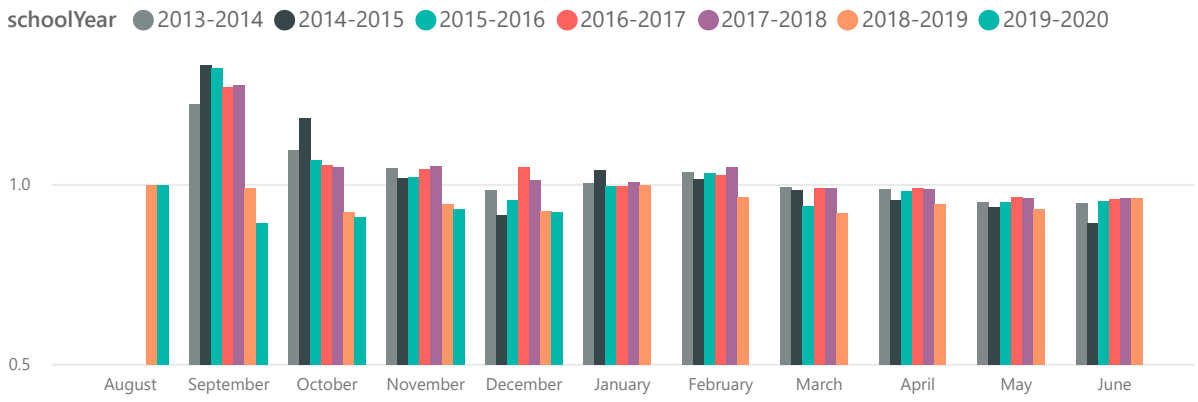
Average Performance

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	93%	87%
3-5	75%	76%
6-8	71%	67%
9-12	64%	64%
Total	**72%**	**69%**

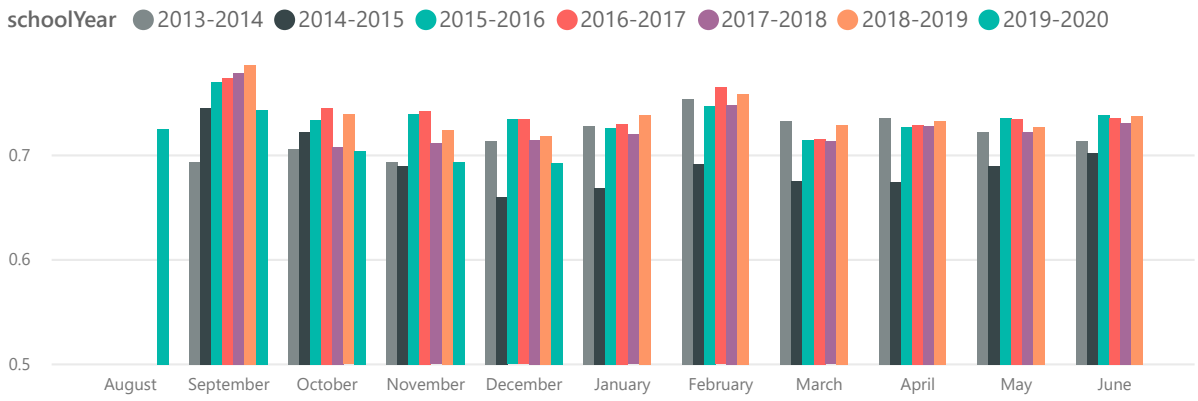
Average Attendance

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	92%	89%
3-5	90%	90%
6-8	90%	89%
9-12	82%	83%
Total	**86%**	**86%**

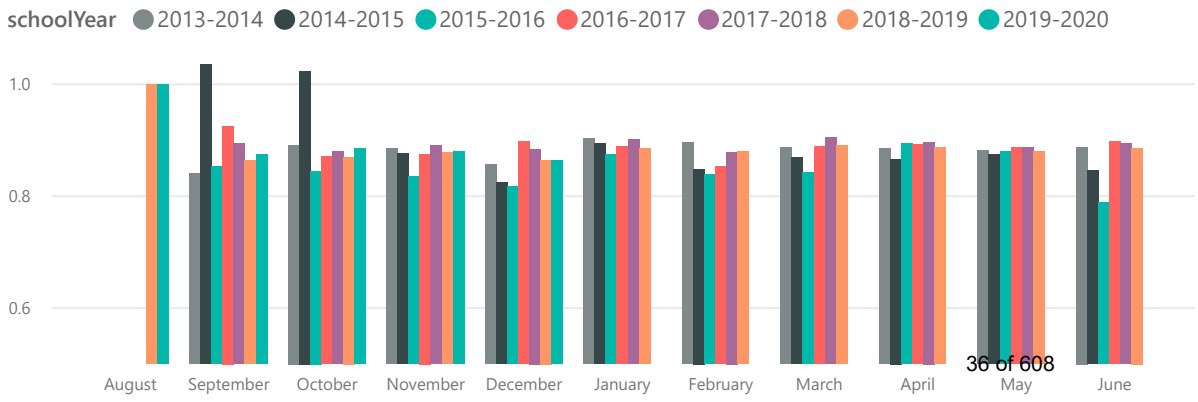
Average Total Participation



Average Total Performance



Average Total Attendance



MONTHLY SCHOOL REPORT

School & Date Selection

School

California Connections Academy @ Central Co...

Report Date

December 31, 2019

Currently Enrolled

45

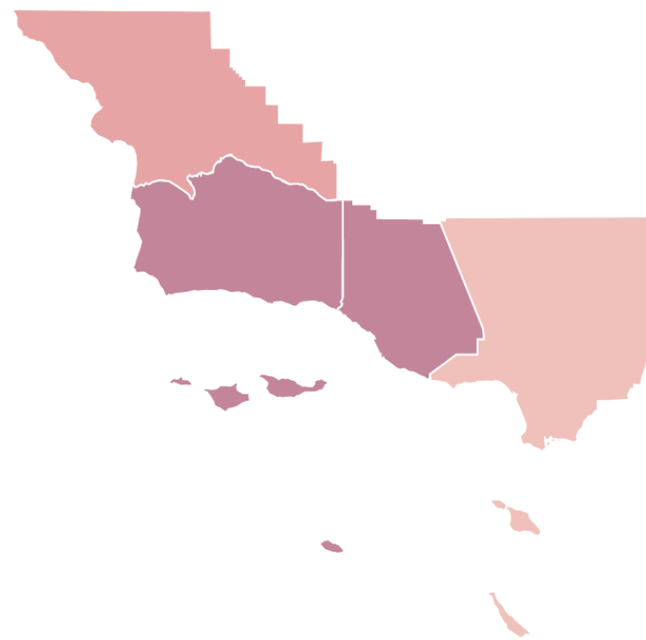
Total YTD Enrolled

55

Enrollment Services Complete (Stage 4)

55

Enrolled Students by County



Esri, HERE, Garmin, FAO, NOAA, USGS, Bureau of Land Management, EPA, N...

California Connections Academy at Central Coast

December 31, 2019

Current Enrollment Month-Over-Month Change

5%

Current Enrollment Year-Over-Year Change

N/A

New and Returning

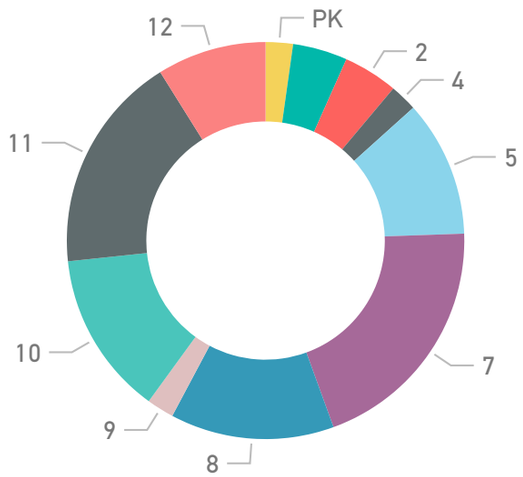
New and Returning Prior Year

Monthly Student Current Enrollment Comparison

California Connections Academy at Central Coast

December 31, 2019

Enrolled Students by Final Grade



Enrolled Students Prior Year by Final Grade

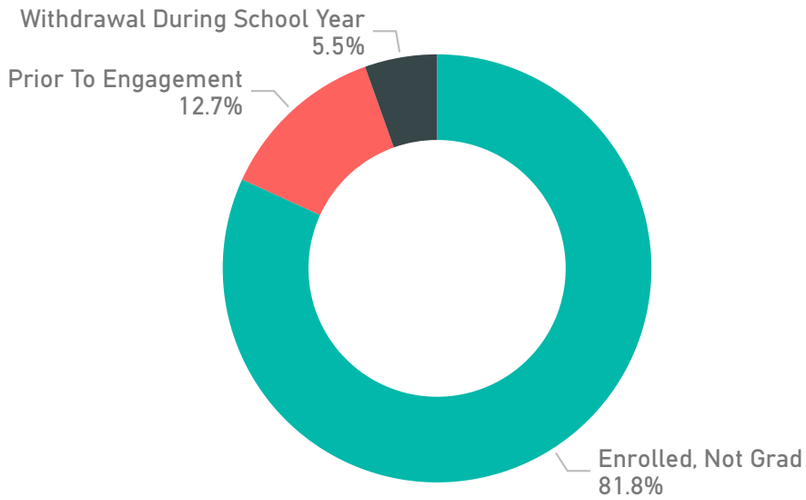
Grade Distribution

ReportPeriod	LastMonth		CurrentMonth	
GradeDistribution	Students	%CT Students	Students	%CT Students
PK-2	**5**	**12%**	**5**	**11%**
PK	1	2%	1	2%
KG	2	5%	2	4%
2	2	5%	2	4%
3-5	**6**	**14%**	**6**	**13%**
4	1	2%	1	2%
5	5	12%	5	11%
6-8	**14**	**33%**	**15**	**33%**
7	9	21%	9	20%
8	5	12%	6	13%
9-12	**18**	**42%**	**19**	**42%**
9	1	2%	1	2%
10	5	12%	6	13%
11	8	19%	8	18%
12	4	9%	4	9%
Total	**43**	**100%**	**45**	**100%**

California Connections Academy at Central Coast

December 31, 2019

Total YTD Enrollment by Withdrawal Category



Total YTD Enrollment Prior Year by Withdrawal Category

Total YTD Enrollment

ReportPeriod	LastMonth		CurrentMonth	
Withdrawal Category	Student Count	%CT Student Count	Student Count	%CT Student Count
Enrolled, Not Grad	43	81%	45	82%
Prior To Engagement	7	13%	7	13%
Withdrawal During School Year	3	6%	3	5%
Total	**53**	**100%**	**55**	**100%**

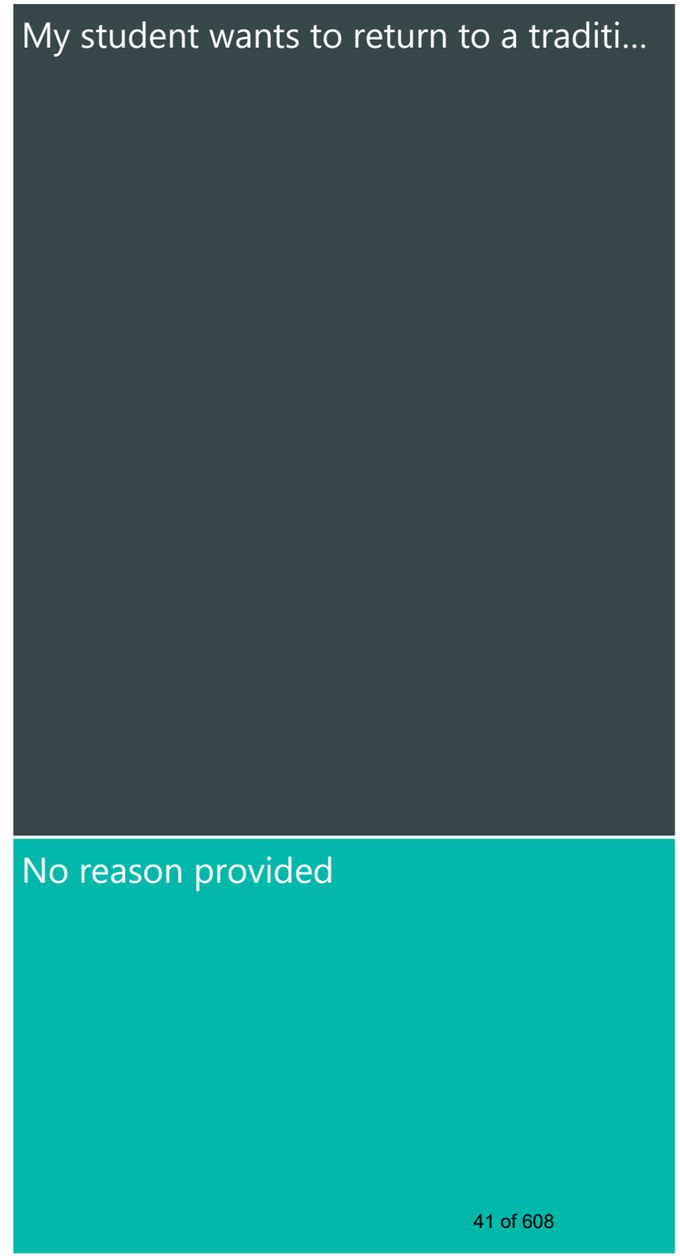
Enrollment Services Complete (Stage 4)
55

California Connections Academy at Central Coast

December 31, 2019

Withdrawal Reason

WD Reason	LastMonth	CurrentMonth
Different/Better Schooling Option (Not related to socialization)	2	2
No Reason Given	1	1



California Connections Academy at Central Coast

December 31, 2019

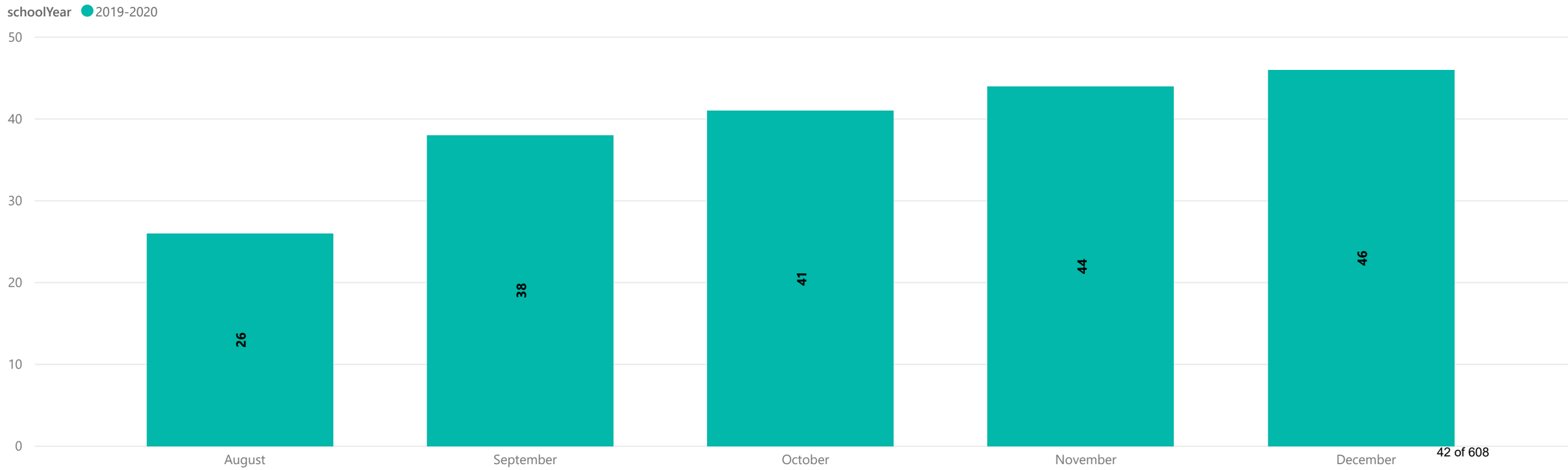
Household Data

Household Data	LastMonth	CurrentMonth
Active	35	37
WD During School Year	2	2
WD Prior To Engagement	7	7

Students Per Active Household

LastMonth	CurrentMonth
1.23	1.22

Monthly Total Households



California Connections Academy at Central Coast

December 31, 2019

Ethnicity

Ethnicity	LastMonth	CurrentMonth
Hispanic or Latino	15	15
Not Hispanic or Latino	28	30

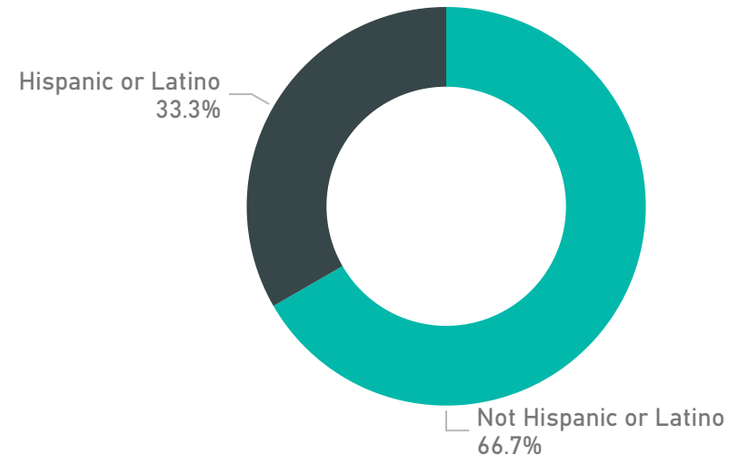
Race

Race	LastMonth	CurrentMonth
American Indian or Alaskan Native	2	2
Asian	1	1
Black/African American	6	6
White	39	41

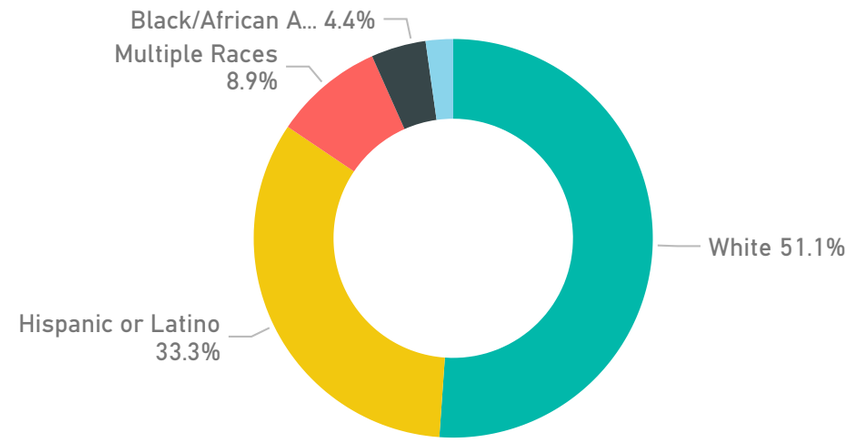
Distinct Race/Ethnicity

Distinct Race/Ethnicity	LastMonth	CurrentMonth
Asian	1	1
Black/African American	2	2
Hispanic or Latino	15	15
Multiple Races	4	4
White	21	23

Enrolled Students by Ethnicity



Enrolled Students by Distinct Race/Ethnicity



California Connections Academy at Central Coast

December 31, 2019

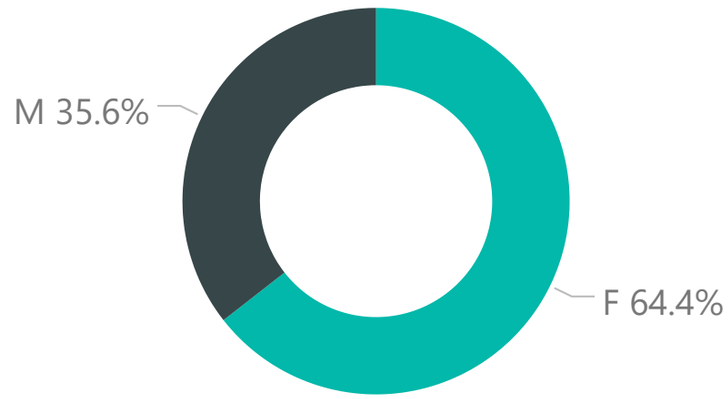
Gender

Gender	LastMonth	CurrentMonth
F	27	29
M	16	16

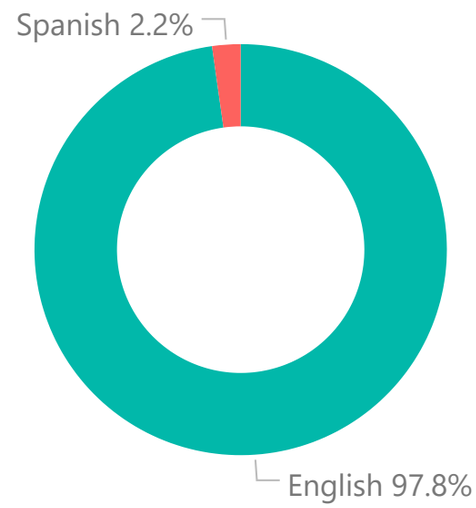
Primary Language

Home Language	LastMonth	CurrentMonth
English	42	44
Spanish	1	1

Enrolled Students by Gender



Enrolled Students by Language



California Connections Academy at Central Coast

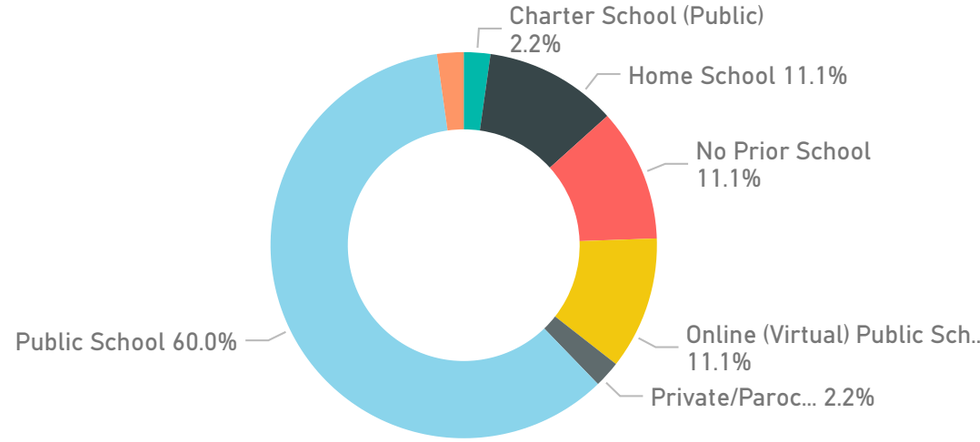
December 31, 2019

Prior Schooling

Prior Schooling	LastMonth	CurrentMonth
Charter School (Public)	1	1
Home School	5	5
No Prior School	5	5
Online (Virtual) Public School	5	5
Private/Parochial School	1	1
Public School	25	27
Prior Schooling Not Reported	1	1

Prior Schooling

December 31, 2019



Prior Schooling

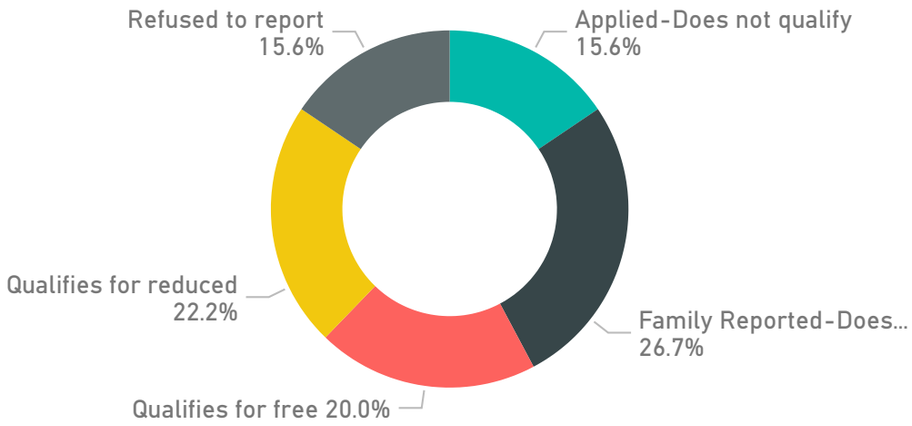
December 31, 2018

California Connections Academy at Central Coast

December 31, 2019

FARM Eligibility

December 31, 2019



Disability

Disability	CurrentMonth
Autism	1

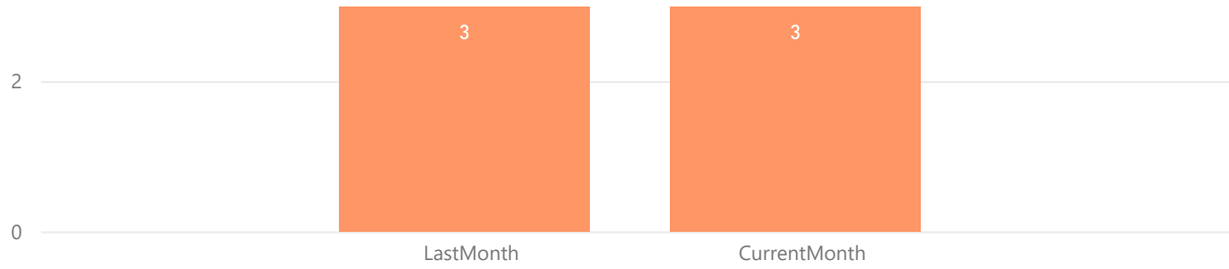
FARM Eligibility

December 31, 2018

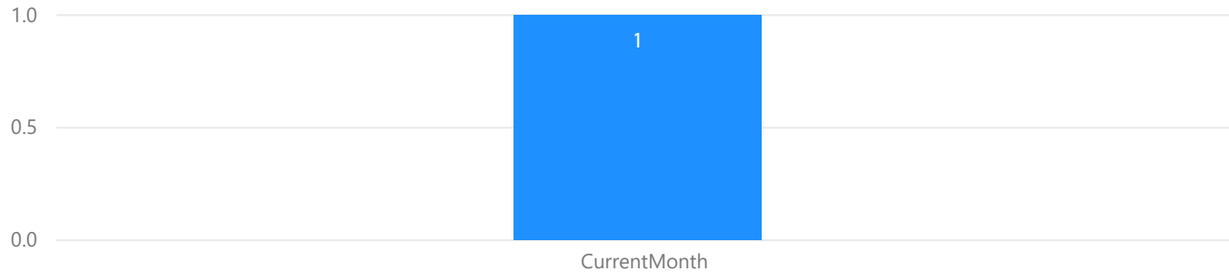
California Connections Academy at Central Coast

December 31, 2019

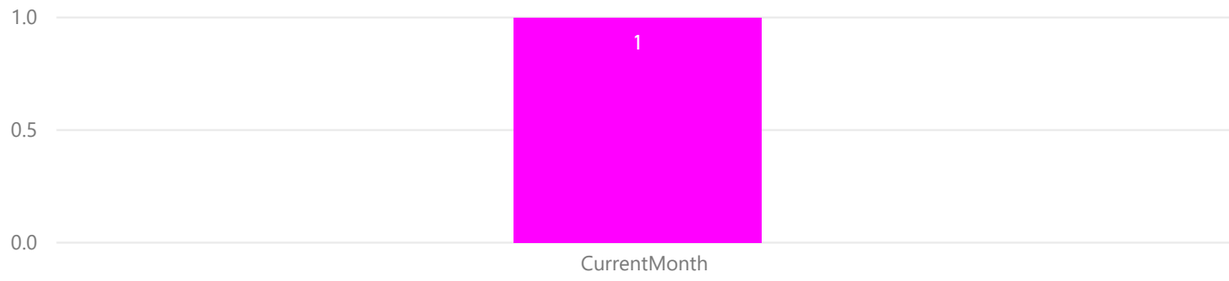
Gifted



Plan504



IEP



Currently Enrolled

45

Gifted

7%

Plan504

2%

IEP

2%

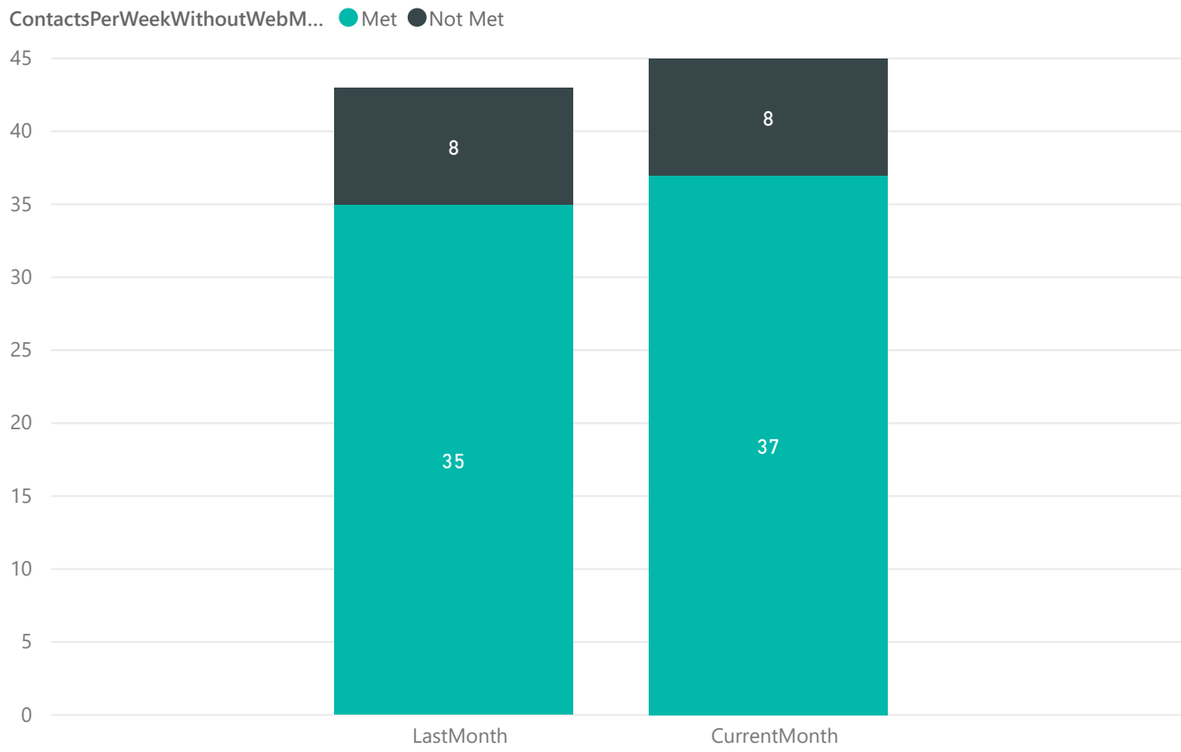
Not in Special Population

89%

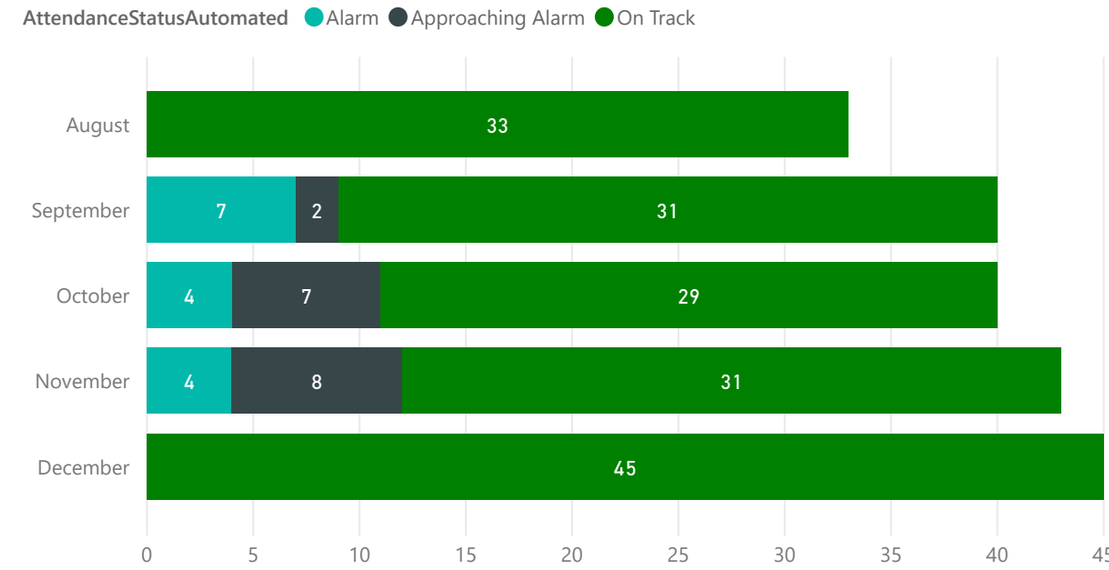
California Connections Academy at Central Coast

December 31, 2019

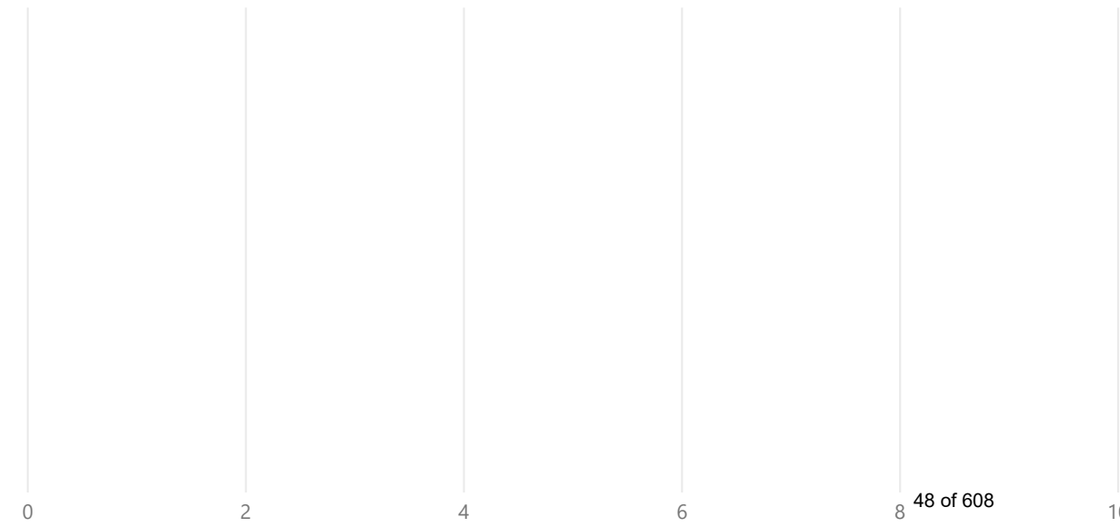
Contacts Per Week



School Year: 2019-2020



School Year: 2018-2019



Currently Enrolled

45

California Connections Academy at Central Coast

December 31, 2019

Average Participation

GradeDistribution	LastMonth	CurrentMonth
PK-2	92%	90%
3-5	112%	108%
6-8	91%	89%
9-12	94%	89%
Total	**95%**	**91%**

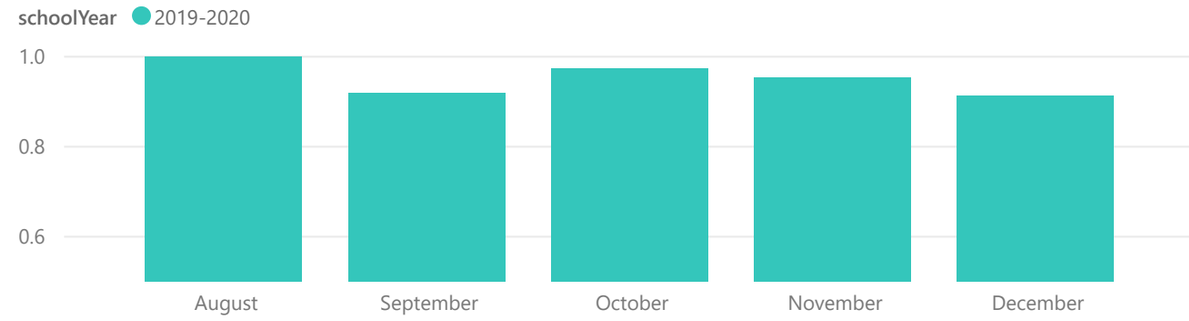
Average Performance

GradeDistribution	LastMonth	CurrentMonth
PK-2	99%	99%
3-5	78%	80%
6-8	71%	60%
9-12	71%	69%
Total	**75%**	**71%**

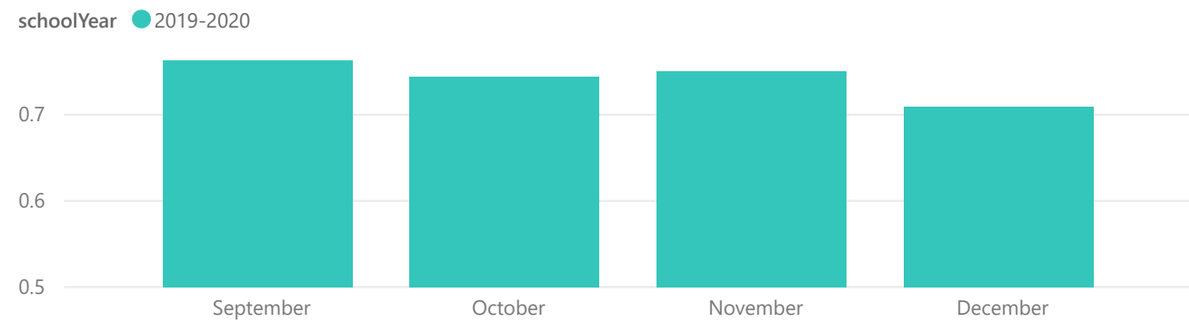
Average Attendance

GradeDistribution	LastMonth	CurrentMonth
PK-2	100%	95%
3-5	93%	93%
6-8	90%	82%
9-12	87%	84%
Total	**90%**	**86%**

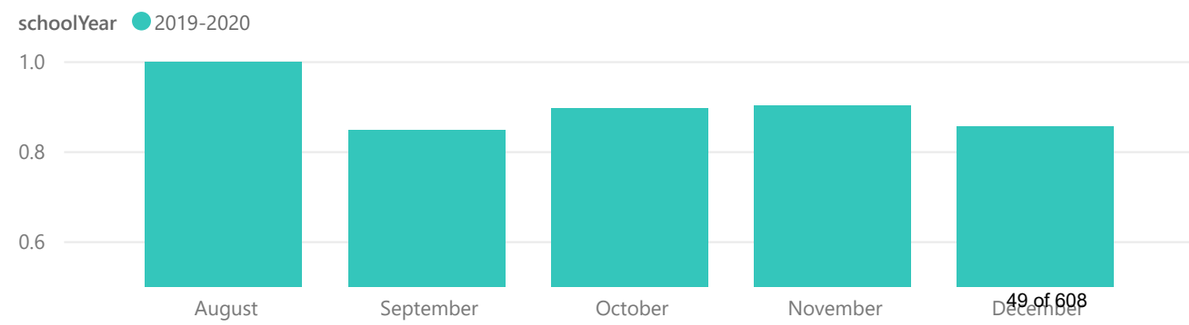
Average Total Participation



Average Total Performance



Average Total Attendance



Currently Enrolled	Total YTD Enrolled
45	55

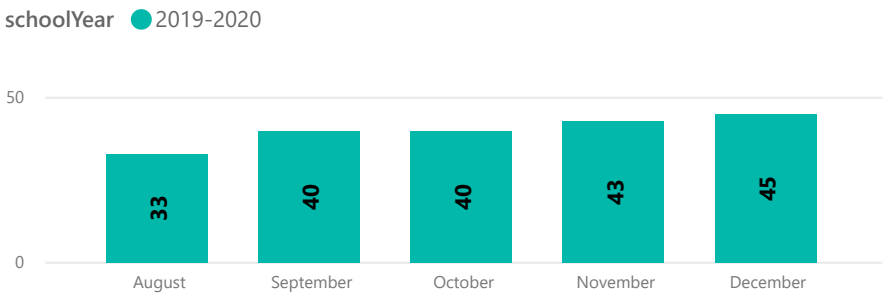
Enrollment Services Complete (Stage 4)
55

California Connections Academy at Central Coast
December 31, 2019

Current Enrollment Month-Over-Month Change
5%

Current Enrollment Year-Over-Year Change
N/A

Monthly Student Current Enrollment Comparison



Total YTD Enrollment

ReportPeriod Withdrawal Category	CurrentMonth Student Count	 %CT Student Count
Enrolled, Not Grad	45	82%
Prior To Engagement	7	13%
Withdrawal During School Year	3	5%
Total	**55**	**100%**

New & Returning

ReportPeriod New or Returning	CurrentMonth Students	 %CT Students
New	45	100.00%

Household Data

Household Data	CurrentMonth
Active	37
WD During School Year	2
WD Prior To Engagement	7

Students Per Active Household

CurrentMonth
1.22

Grade Distribution

ReportPeriod GradeDistribution	CurrentMonth Students	 %CT Students
PK-2	**5**	**11%**
PK	1	2%
KG	2	4%
2	2	4%
3-5	**6**	**13%**
4	1	2%
5	5	11%
6-8	**15**	**33%**
7	9	20%
8	6	13%
9-12	**19**	**42%**
9	1	2%
10	6	13%
11	8	18%
12	4	9%
Total	**45**	**100%**

Withdrawal Reason

Withdrawal Reason	CurrentMo
My student wants to return to a traditional school setting for other (non-socialization related) reasons.	
No reason provided	

California Connections Academy at Central Coast
December 31, 2019

Gender

Gender	CurrentMonth
F	29
M	16

Primary Language

Home Language	CurrentMonth
English	44
Spanish	1

Disability

Disability	CurrentMonth
Autism	1

Gifted

Gifted	CurrentMonth
Yes	3

Plan 504

Plan504	CurrentMonth
504	1

IEP

IEP	CurrentMonth
IEP	1

Gifted	Plan504
7%	2%

IEP	Not in Special Population
2%	89%

Ethnicity

Ethnicity	CurrentMonth
Hispanic or Latino	15
Not Hispanic or Latino	30

Race

Race	CurrentMonth
American Indian or Alaskan Native	2
Asian	1
Black/African American	6
White	41

Household FARM Eligibility

HouseholdFARMEligibility	CurrentMonth
Applied-Does not qualify	6
Family Reported-Does not qualify	12
Qualifies for free	9
Qualifies for reduced	10
Refused to report	7

Distinct Race/Ethnicity

Distinct Race/Ethnicity	CurrentMonth
Asian	1
Black/African American	2
Hispanic or Latino	15
Multiple Races	4
White	23

Prior Schooling

Prior Schooling	CurrentMonth
Charter School (Public)	1
Home School	5
No Prior School	5
Online (Virtual) Public School	5
Private/Parochial School	1
Public School	27
Prior Schooling Not Reported	1

California Connections Academy at Central Coast
December 31, 2019

Contacts Per Week

ContactsPerWeekWithoutWebMail	CurrentMonth
Met	37
Not Met	8

Attendance Status

AttendanceStatusAutomated	CurrentMonth
On Track	45

Average Participation

GradeDistribution	CurrentMonth
PK-2	90%
3-5	108%
6-8	89%
9-12	89%
Total	**91%**

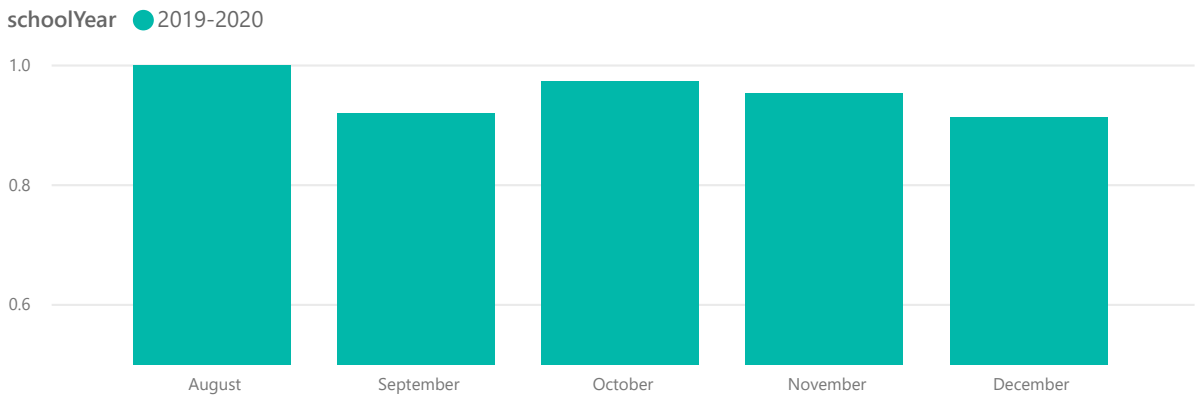
Average Performance

GradeDistribution	CurrentMonth
PK-2	99%
3-5	80%
6-8	60%
9-12	69%
Total	**71%**

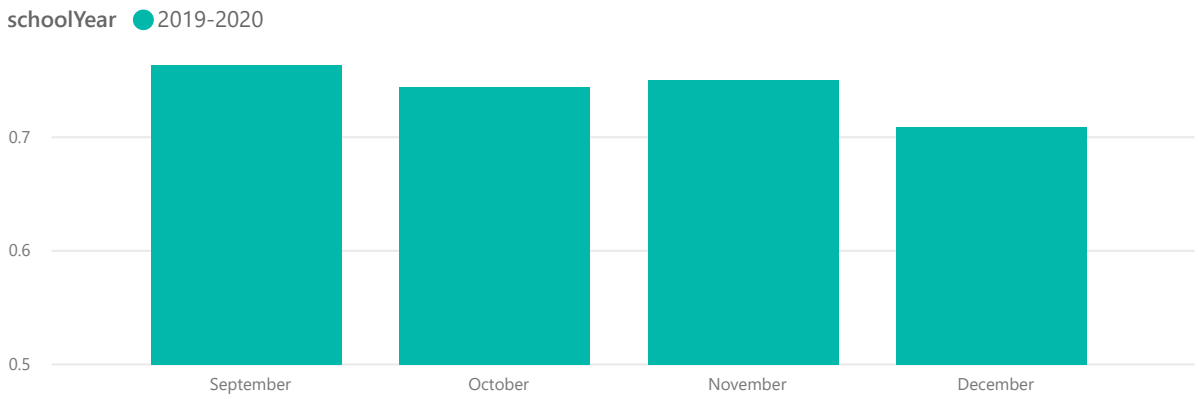
Average Attendance

GradeDistribution	CurrentMonth
PK-2	95%
3-5	93%
6-8	82%
9-12	84%
Total	**86%**

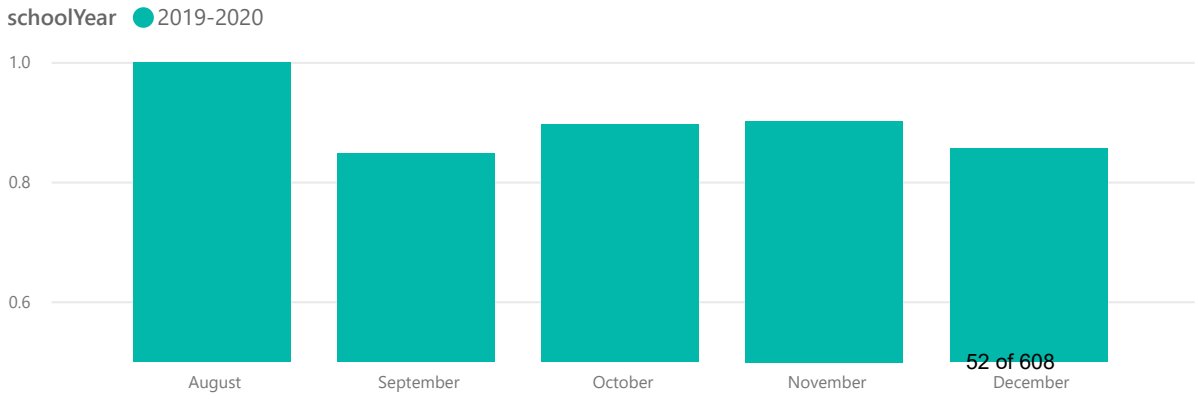
Average Total Participation



Average Total Performance



Average Total Attendance



MONTHLY SCHOOL REPORT

School & Date Selection

School

California Connections Academy @ Monterey ...

Report Date

December 31, 2019

Currently Enrolled

300

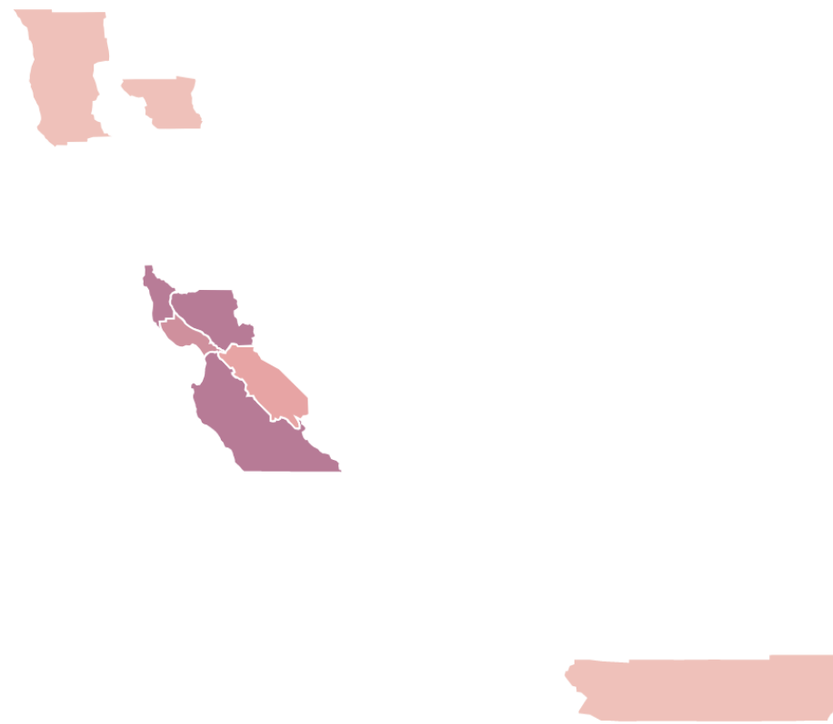
Total YTD Enrolled

348

Enrollment Services Complete (Stage 4)

349

Enrolled Students by County



Esri, HERE, Garmin, FAO, NOAA, USGS, EPA | Esri, HERE, Garmin, FAO, NOAA, ...

California Connections Academy Monterey Bay

December 31, 2019

Current Enrollment Month-Over-Month Change

-1%

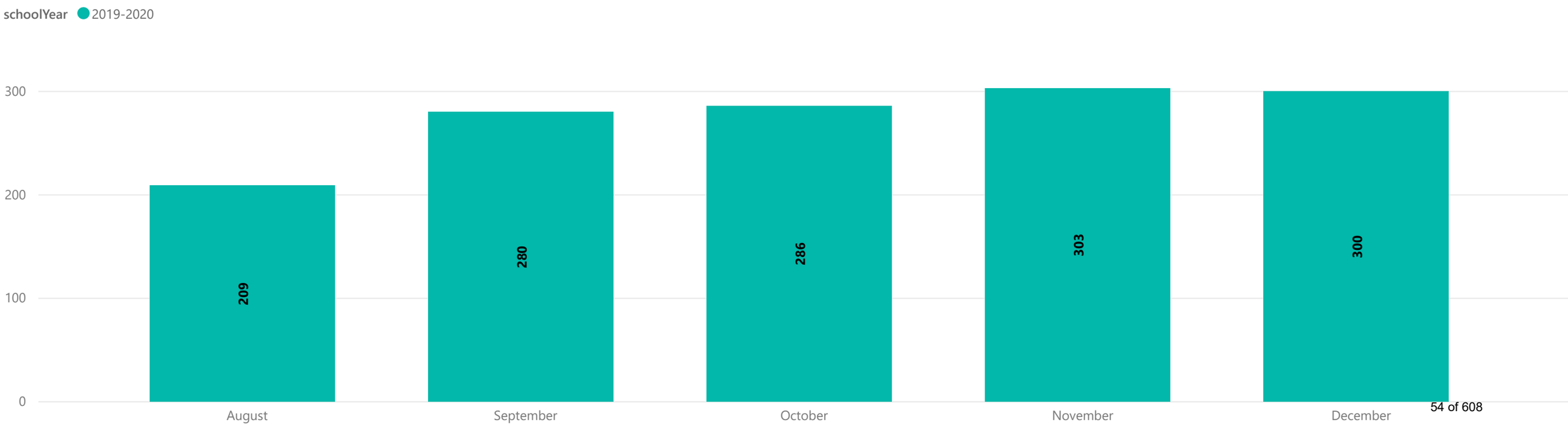
Current Enrollment Year-Over-Year Change

N/A

New and Returning

New and Returning Prior Year

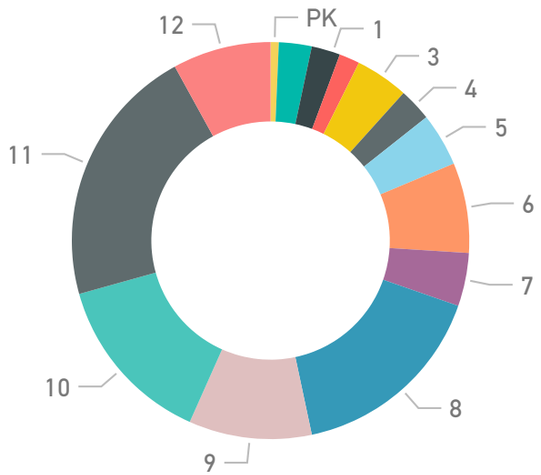
Monthly Student Current Enrollment Comparison



California Connections Academy Monterey Bay

December 31, 2019

Enrolled Students by Final Grade



Enrolled Students Prior Year by Final Grade

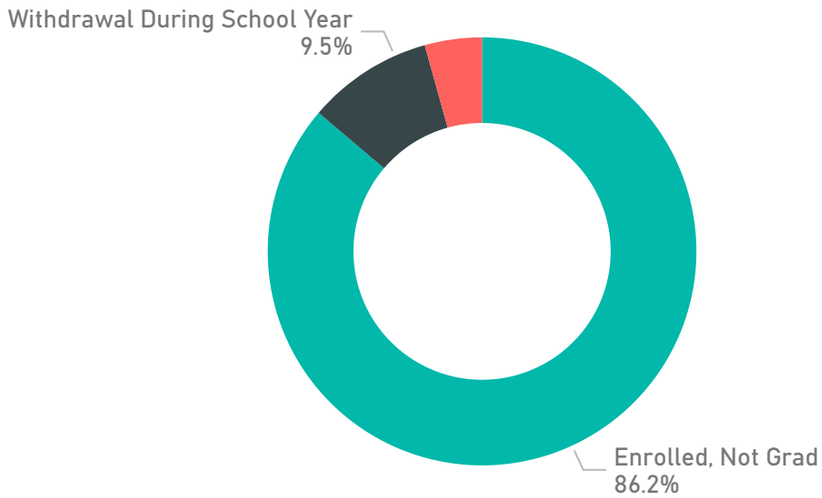
Grade Distribution

ReportPeriod	LastMonth		CurrentMonth	
GradeDistribution	Students	%CT Students	Students	%CT Students
PK-2	**22**	**7%**	**22**	**7%**
PK	2	1%	2	1%
KG	8	3%	8	3%
1	7	2%	7	2%
2	5	2%	5	2%
3-5	**34**	**11%**	**34**	**11%**
3	12	4%	13	4%
4	9	3%	8	3%
5	13	4%	13	4%
6-8	**86**	**28%**	**84**	**28%**
6	22	7%	22	7%
7	13	4%	13	4%
8	51	17%	49	16%
9-12	**161**	**53%**	**160**	**53%**
9	29	10%	30	10%
10	41	14%	42	14%
11	68	22%	64	21%
12	23	8%	24	8%
Total	**303**	**100%**	**300**	**100%**

California Connections Academy Monterey Bay

December 31, 2019

Total YTD Enrollment by Withdrawal Category



Total YTD Enrollment Prior Year by Withdrawal Category

Total YTD Enrollment

ReportPeriod	LastMonth		CurrentMonth	
Withdrawal Category	Student Count	%CT Student Count	Student Count	%CT Student Count
Enrolled, Not Grad	303	90%	300	86%
Prior To Engagement	13	4%	15	4%
Withdrawal During School Year	21	6%	33	9%
Total	**337**	**100%**	**348**	**100%**

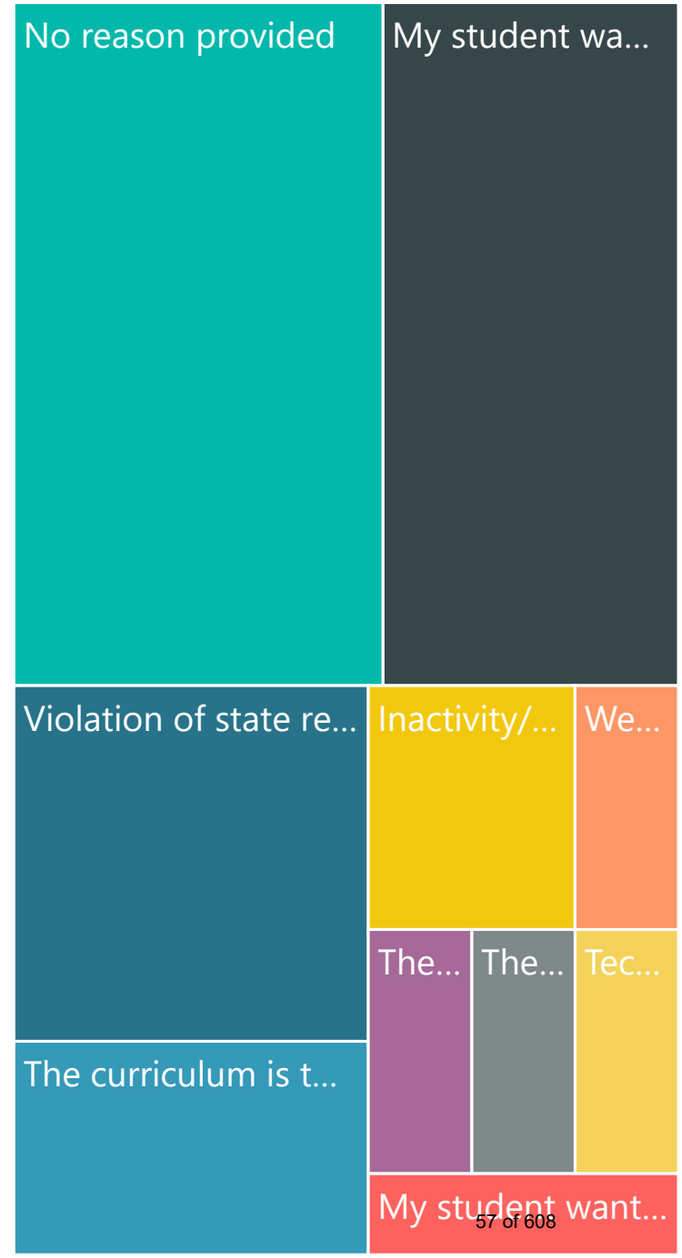
Enrollment Services Complete (Stage 4)
349

California Connections Academy Monterey Bay

December 31, 2019

Withdrawal Reason

WD Reason	LastMonth	CurrentMonth
		5
Different/Better Schooling Option (Not related to socialization)	6	8
Inactivity	1	2
No Reason Given	7	10
Program takes too much of student's time	1	1
Student wants more socialization	1	1
Technical Difficulties	1	1
The curriculum is too hard	2	3
Transition to virtual school too difficult	1	1
We are moving	1	1



California Connections Academy Monterey Bay

December 31, 2019

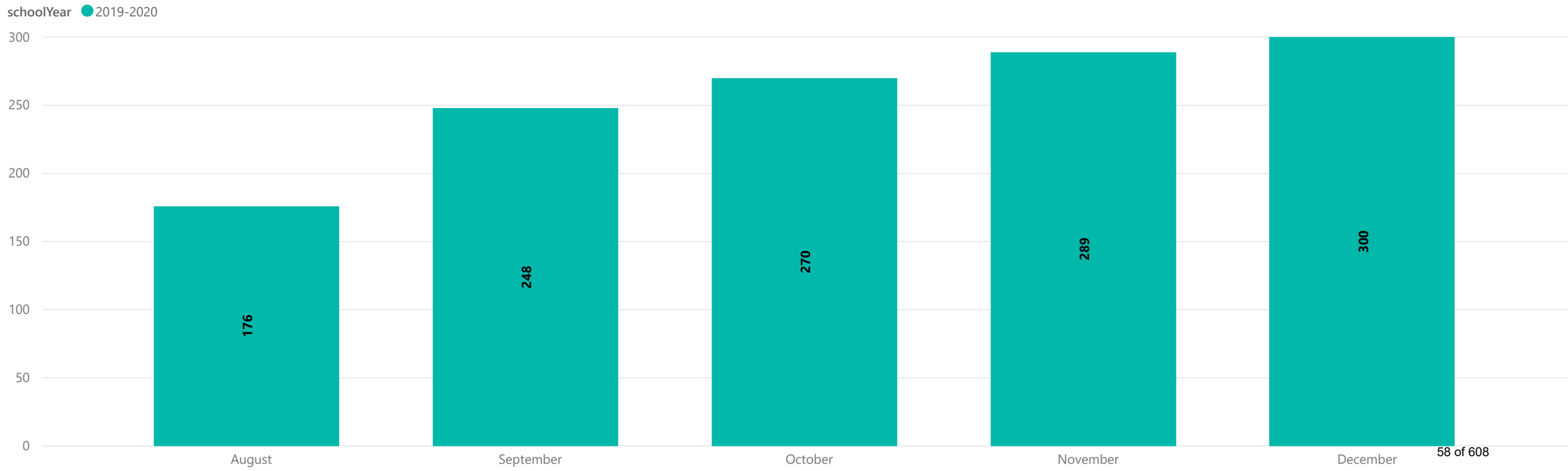
Household Data

Household Data	LastMonth	CurrentMonth
Active	261	260
WD During School Year	18	28
WD Prior To Engagement	12	14

Students Per Active Household

LastMonth	CurrentMonth
1.16	1.15

Monthly Total Households



California Connections Academy Monterey Bay

December 31, 2019

Ethnicity

Ethnicity	LastMonth	CurrentMonth
Hispanic or Latino	108	106
Not Hispanic or Latino	195	194

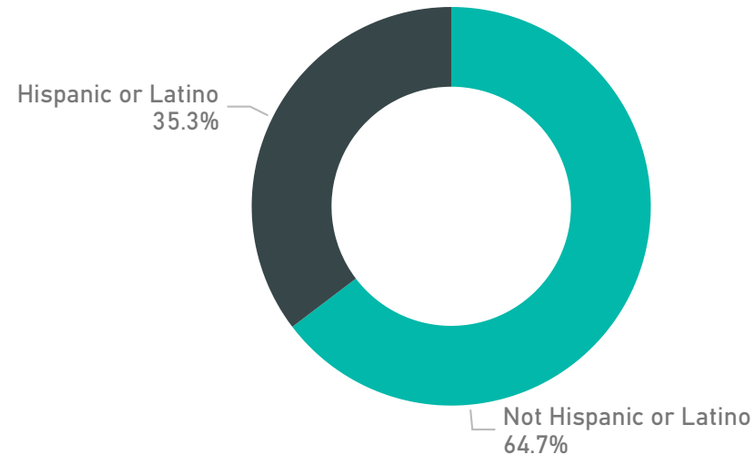
Race

Race	LastMonth	CurrentMonth
American Indian or Alaskan Native	36	32
Asian	66	65
Black/African American	26	26
Native Hawaiian or Other Pacific Islander	19	20
White	208	207

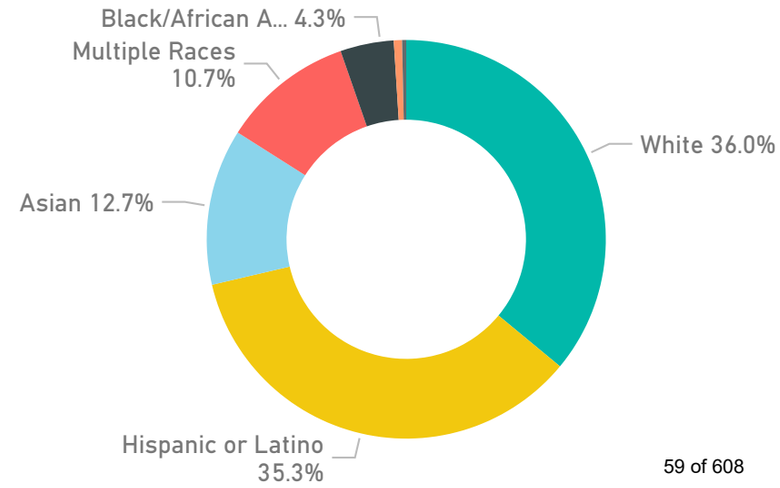
Distinct Race/Ethnicity

Distinct Race/Ethnicity	LastMonth	CurrentMonth
American Indian or Alaskan Native	3	1
Asian	38	38
Black/African American	13	13
Hispanic or Latino	108	106
Multiple Races	31	32
Native Hawaiian or Other Pacific Islander	2	2
White	108	108

Enrolled Students by Ethnicity



Enrolled Students by Distinct Race/Ethnicity



California Connections Academy Monterey Bay

December 31, 2019

Gender

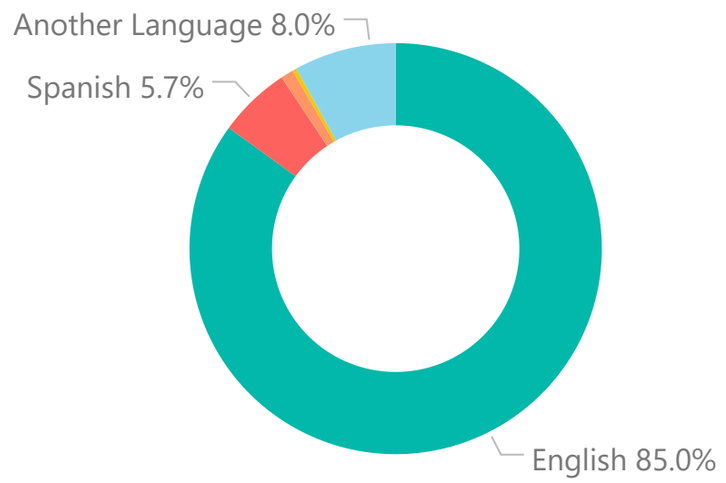
Gender	LastMonth	CurrentMonth
F	177	174
M	126	126

Primary Language

Home Language	LastMonth	CurrentMonth
English	260	255
Spanish	17	17
Russian	2	3
Arabic	1	1
Another Language	23	24

Enrolled Students by Gender

Enrolled Students by Language



California Connections Academy Monterey Bay

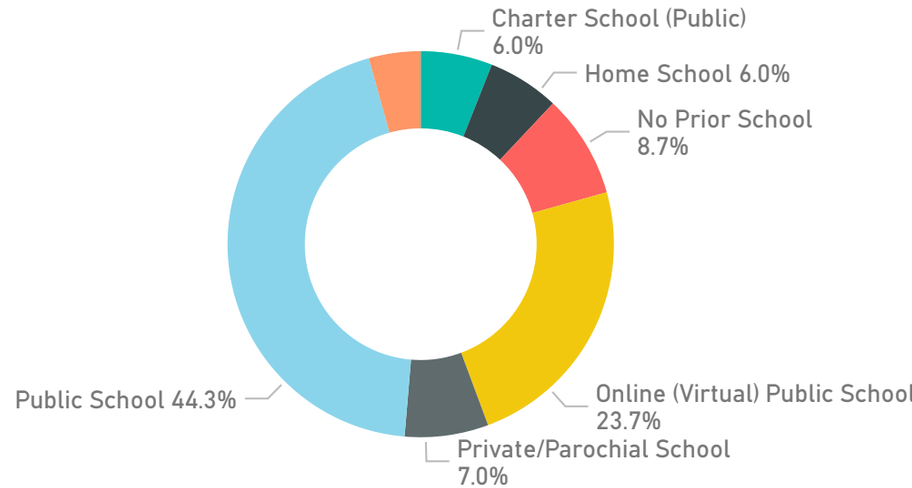
December 31, 2019

Prior Schooling

Prior Schooling	LastMonth	CurrentMonth
Charter School (Public)	18	18
Home School	18	18
No Prior School	25	26
Online (Virtual) Public School	74	71
Private/Parochial School	21	21
Public School	134	133
Prior Schooling Not Reported	13	13

Prior Schooling

December 31, 2019



Prior Schooling

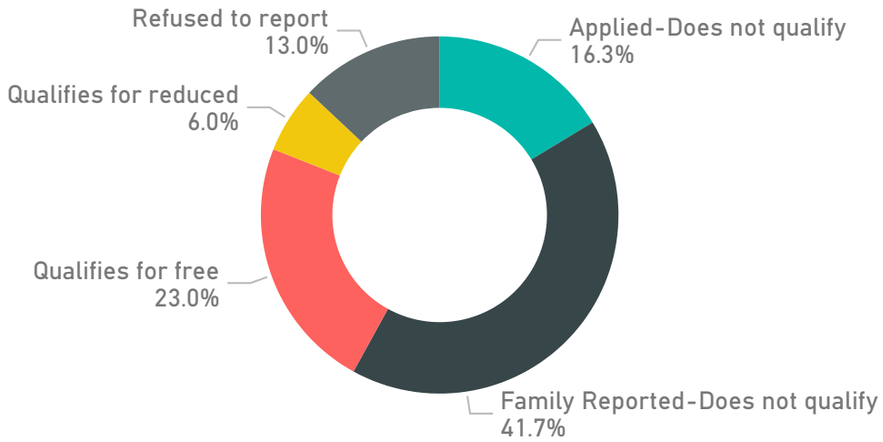
December 31, 2018

California Connections Academy Monterey Bay

December 31, 2019

FARM Eligibility

December 31, 2019

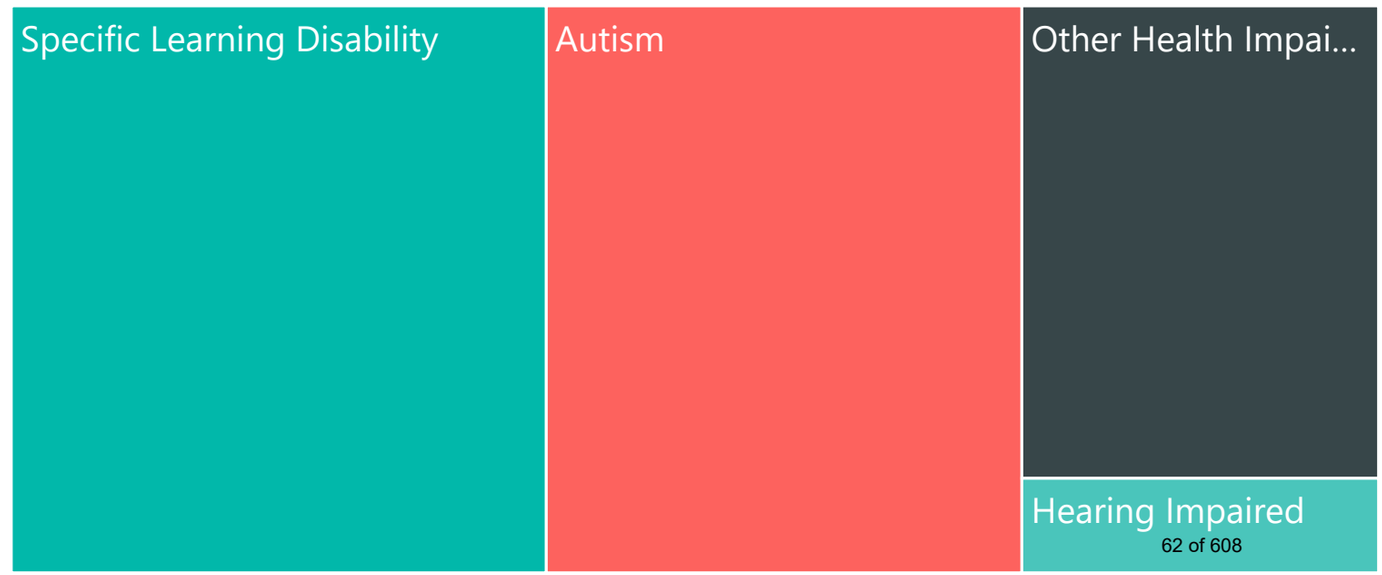


Disability

Disability	LastMonth	CurrentMonth
Autism	7	8
Hearing Impaired	1	1
Multiple Disabilities	1	
Other Health Impaired	7	5
Specific Learning Disability	9	9

FARM Eligibility

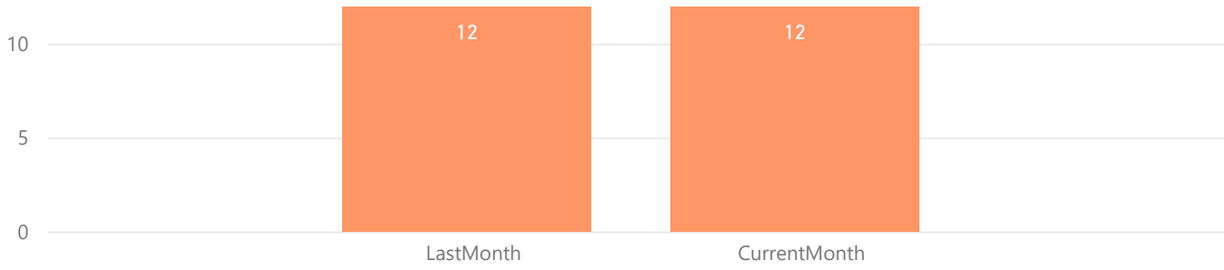
December 31, 2018



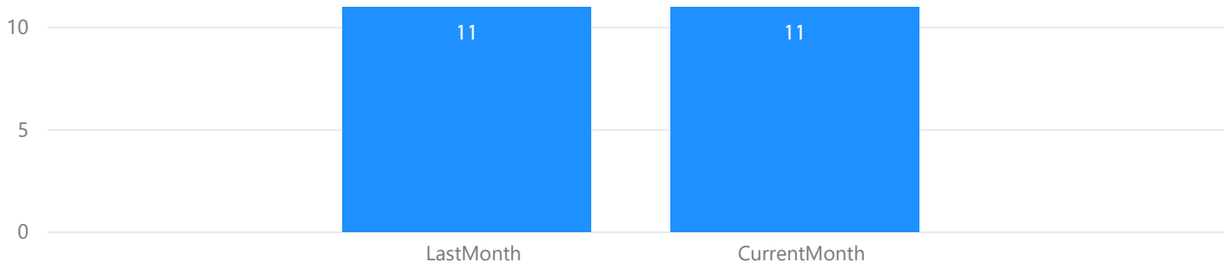
California Connections Academy Monterey Bay

December 31, 2019

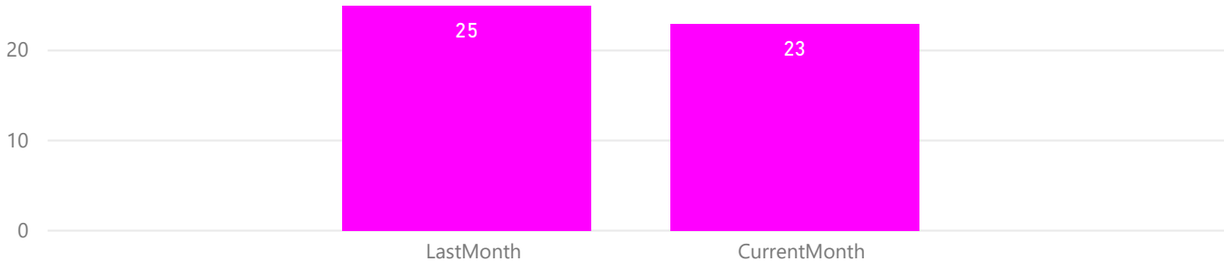
Gifted



Plan504



IEP



Currently Enrolled

300

Gifted

4%

Plan504

4%

IEP

8%

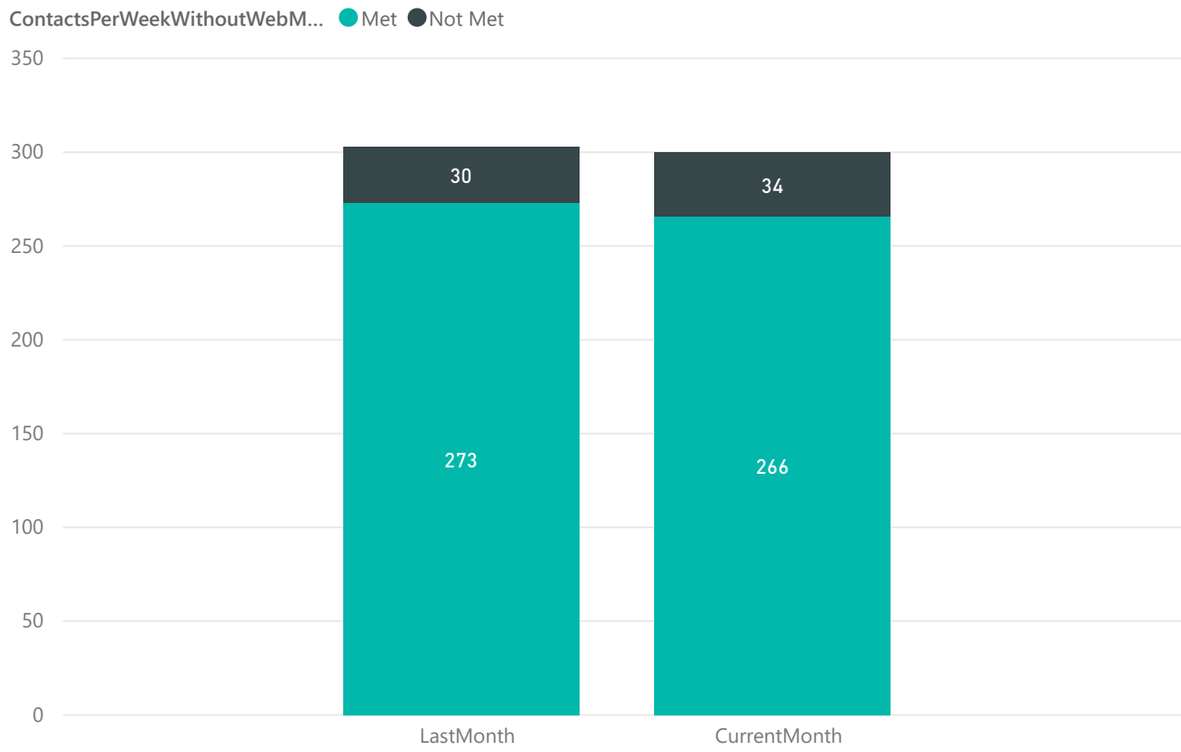
Not in Special Population

85%

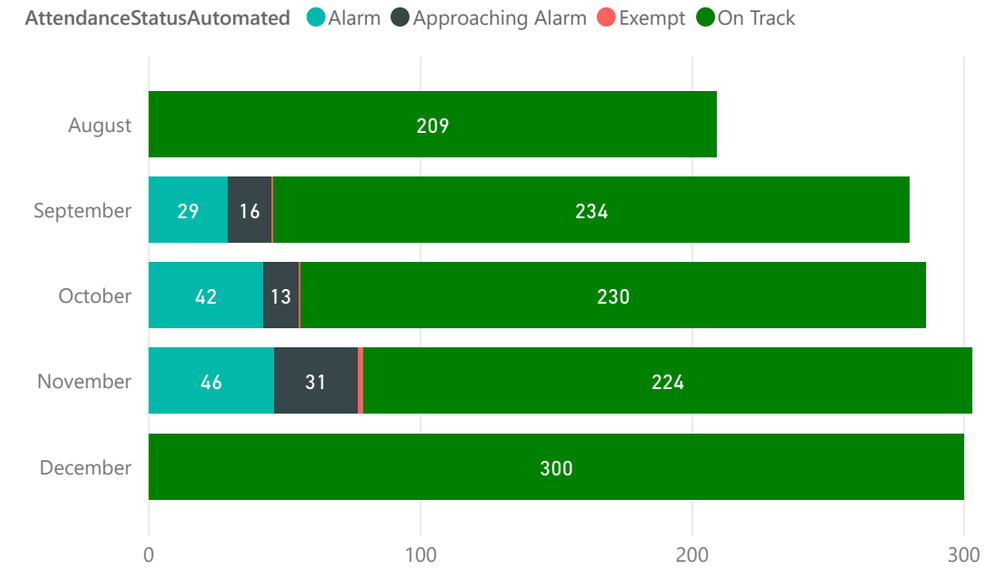
California Connections Academy Monterey Bay

December 31, 2019

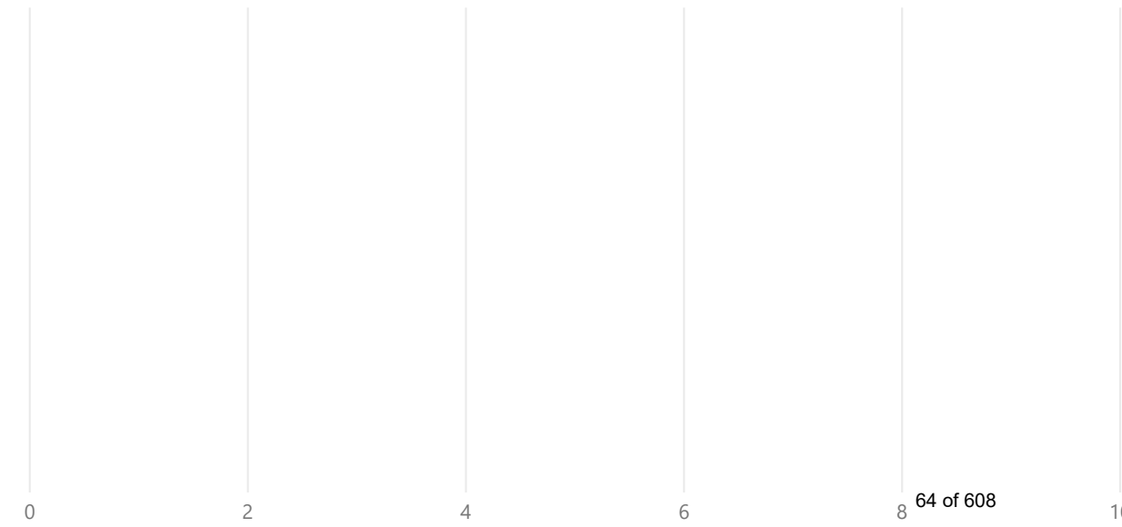
Contacts Per Week



School Year: 2019-2020



School Year: 2018-2019



Currently Enrolled

300

California Connections Academy Monterey Bay

December 31, 2019

Average Participation

GradeDistribution	LastMonth	CurrentMonth
PK-2	101%	100%
3-5	106%	103%
6-8	101%	104%
9-12	88%	86%
Total	**95%**	**94%**

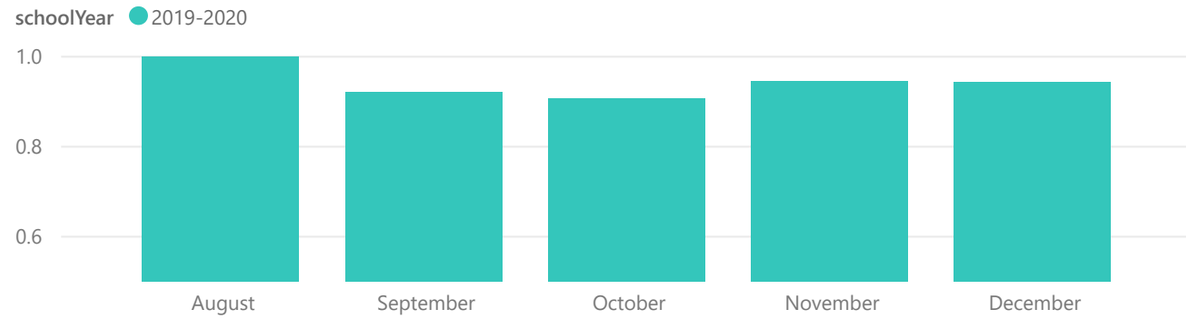
Average Performance

GradeDistribution	LastMonth	CurrentMonth
PK-2	95%	96%
3-5	80%	81%
6-8	74%	74%
9-12	63%	64%
Total	**70%**	**71%**

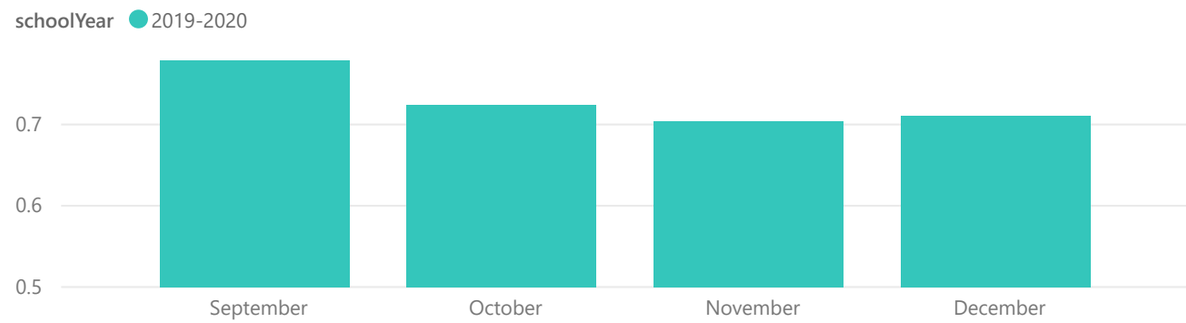
Average Attendance

GradeDistribution	LastMonth	CurrentMonth
PK-2	96%	93%
3-5	91%	91%
6-8	94%	91%
9-12	81%	78%
Total	**87%**	**84%**

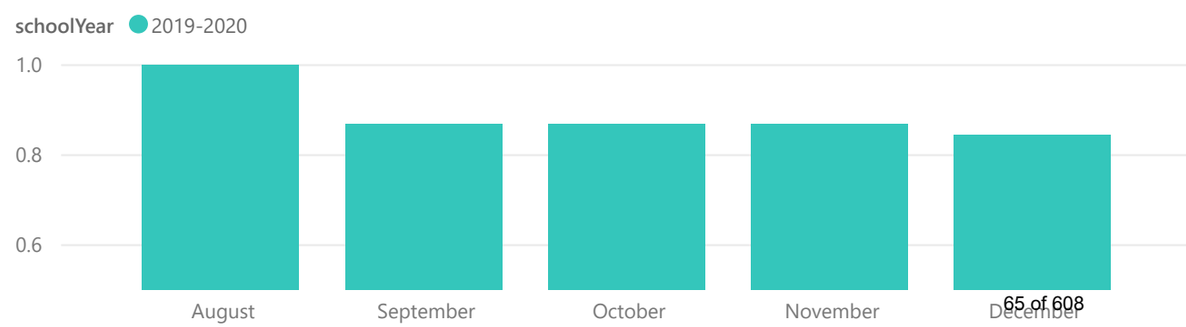
Average Total Participation



Average Total Performance



Average Total Attendance



Currently Enrolled	Total YTD Enrolled
300	348

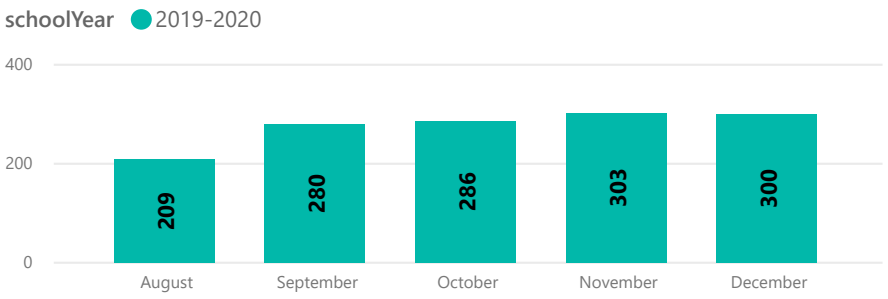
Enrollment Services Complete (Stage 4)
349

California Connections Academy Monterey Bay
December 31, 2019

Current Enrollment Month-Over-Month Change
-1%

Current Enrollment Year-Over-Year Change
N/A

Monthly Student Current Enrollment Comparison



Total YTD Enrollment

ReportPeriod Withdrawal Category	CurrentMonth Student Count	%CT Student Count
Enrolled, Not Grad	300	86%
Prior To Engagement	15	4%
Withdrawal During School Year	33	9%
Total	**348**	**100%**

New & Returning

ReportPeriod New or Returning	CurrentMonth Students	%CT Students
New	300	100.00%

Household Data

Household Data	CurrentMonth
Active	260
WD During School Year	28
WD Prior To Engagement	14

Students Per Active Household

CurrentMonth
1.15

Grade Distribution

ReportPeriod GradeDistribution	CurrentMonth Students	%CT Students
PK-2	**22**	**7%**
PK	2	1%
KG	8	3%
1	7	2%
2	5	2%
3-5	**34**	**11%**
3	13	4%
4	8	3%
5	13	4%
6-8	**84**	**28%**
6	22	7%
7	13	4%
8	49	16%
9-12	**160**	**53%**
9	30	10%
10	42	14%
11	64	21%
12	24	8%
Total	**300**	**100%**

Withdrawal Reason

Withdrawal Reason	CurrentMo
Inactivity/Lack of Attendance	
My student wants to return to a traditional school setting for other (non-socialization related) reasons.	
My student wants to return to a traditional school setting for socialization reasons.	
No reason provided	
Technical Difficulties	
The curriculum is too hard.	
The program takes too much of the student's time.	
The transition to virtual school was too difficult.	
Violation of state regulations	
We are moving.	

California Connections Academy Monterey Bay
December 31, 2019

Gender

Gender	CurrentMonth
F	174
M	126

Primary Language

Home Language	CurrentMonth
English	255
Spanish	17
Russian	3
Arabic	1
Another Language	24

Disability

Disability	CurrentMonth
Autism	8
Hearing Impaired	1
Other Health Impaired	5
Specific Learning Disability	9

Gifted

Gifted	CurrentMonth
Yes	12

Plan 504

Plan504	CurrentMonth
504	11

IEP

IEP	CurrentMonth
IEP	23

Gifted	Plan504
4%	4%

IEP	Not in Special Population
8%	85%

Ethnicity

Ethnicity	CurrentMonth
Hispanic or Latino	106
Not Hispanic or Latino	194

Race

Race	CurrentMonth
American Indian or Alaskan Native	32
Asian	65
Black/African American	26
Native Hawaiian or Other Pacific Islander	20
White	207

Household FARM Eligibility

HouseholdFARMEligibility	CurrentMonth
Applied-Does not qualify	42
Family Reported-Does not qualify	115
Qualifies for free	64
Qualifies for reduced	17
Refused to report	39

Distinct Race/Ethnicity

Distinct Race/Ethnicity	CurrentMonth
American Indian or Alaskan Native	1
Asian	38
Black/African American	13
Hispanic or Latino	106
Multiple Races	32
Native Hawaiian or Other Pacific Islander	2
White	108

Prior Schooling

Prior Schooling	CurrentMonth
Charter School (Public)	18
Home School	18
No Prior School	26
Online (Virtual) Public School	71
Private/Parochial School	21
Public School	133
Prior Schooling Not Reported	13

California Connections Academy Monterey Bay
December 31, 2019

Contacts Per Week

ContactsPerWeekWithoutWebMail	CurrentMonth
Met	266
Not Met	34

Attendance Status

AttendanceStatusAutomated	CurrentMonth
On Track	300

Average Participation

GradeDistribution	CurrentMonth
PK-2	100%
3-5	103%
6-8	104%
9-12	86%
Total	**94%**

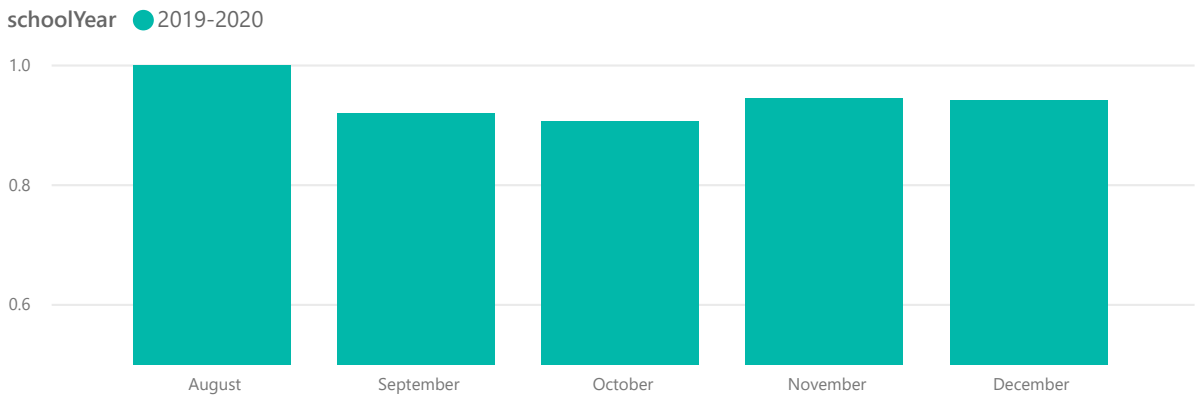
Average Performance

GradeDistribution	CurrentMonth
PK-2	96%
3-5	81%
6-8	74%
9-12	64%
Total	**71%**

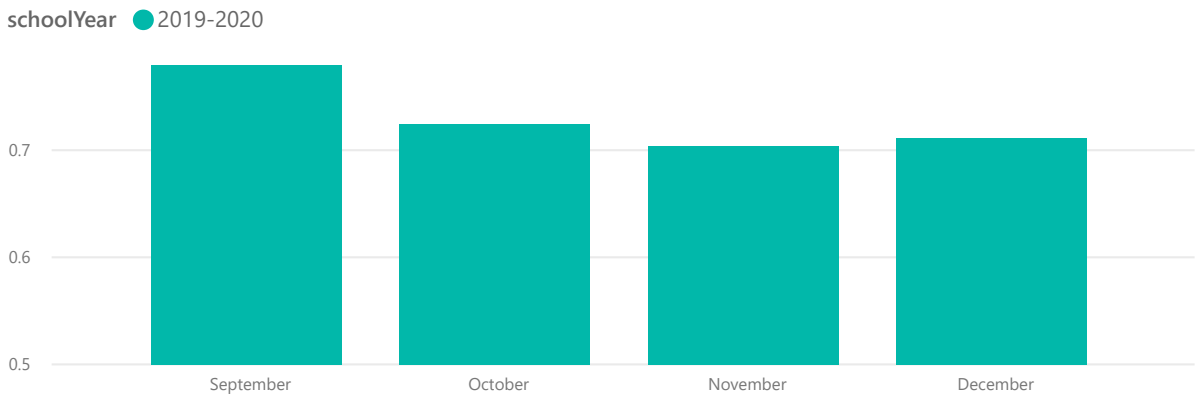
Average Attendance

GradeDistribution	CurrentMonth
PK-2	93%
3-5	91%
6-8	91%
9-12	78%
Total	**84%**

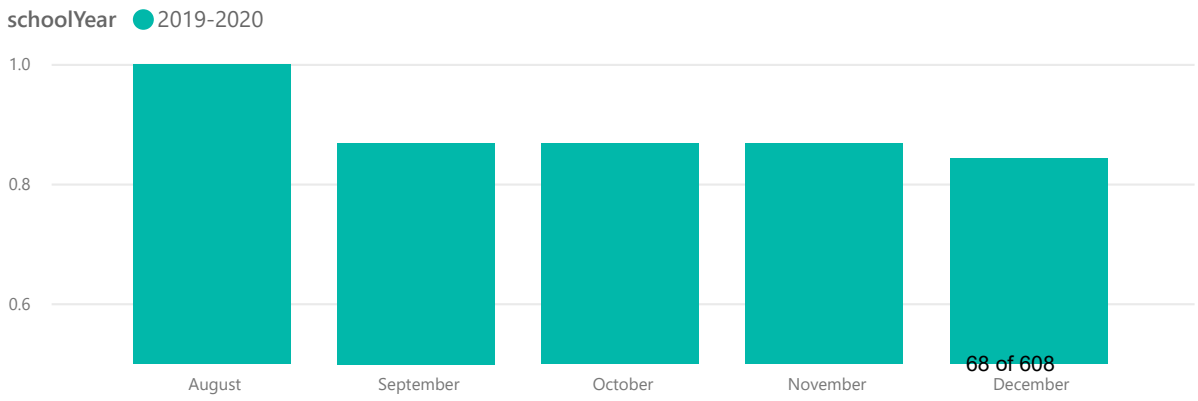
Average Total Participation



Average Total Performance



Average Total Attendance



MONTHLY SCHOOL REPORT

School & Date Selection

School

California Connections Academy @ Ripon

Report Date

December 31, 2019

Currently Enrolled

1373

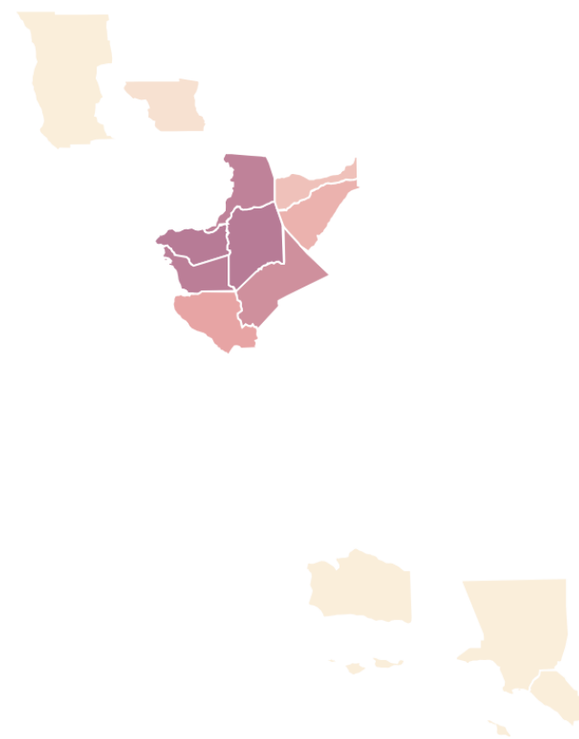
Total YTD Enrolled

1580

Enrollment Services Complete (Stage 4)

1644

Enrolled Students by County



Esri, HERE, Garmin, FAO, NOAA, USGS, EPA | Esri, HERE, Garmin, FAO, NOAA, ...

California Connections Academy at Ripon

December 31, 2019

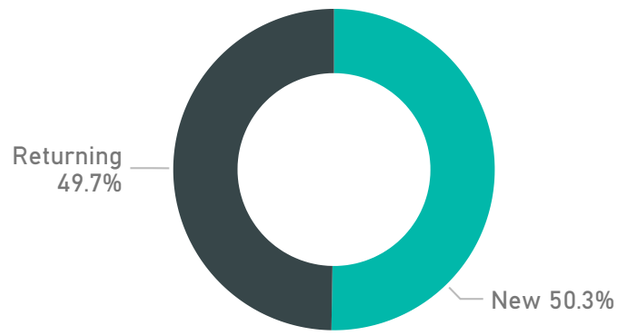
Current Enrollment Month-Over-Month Change

-0%

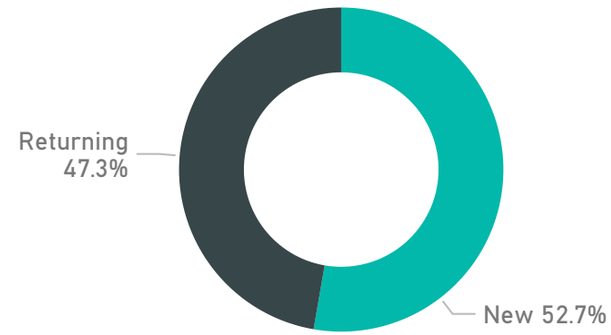
Current Enrollment Year-Over-Year Change

-3%

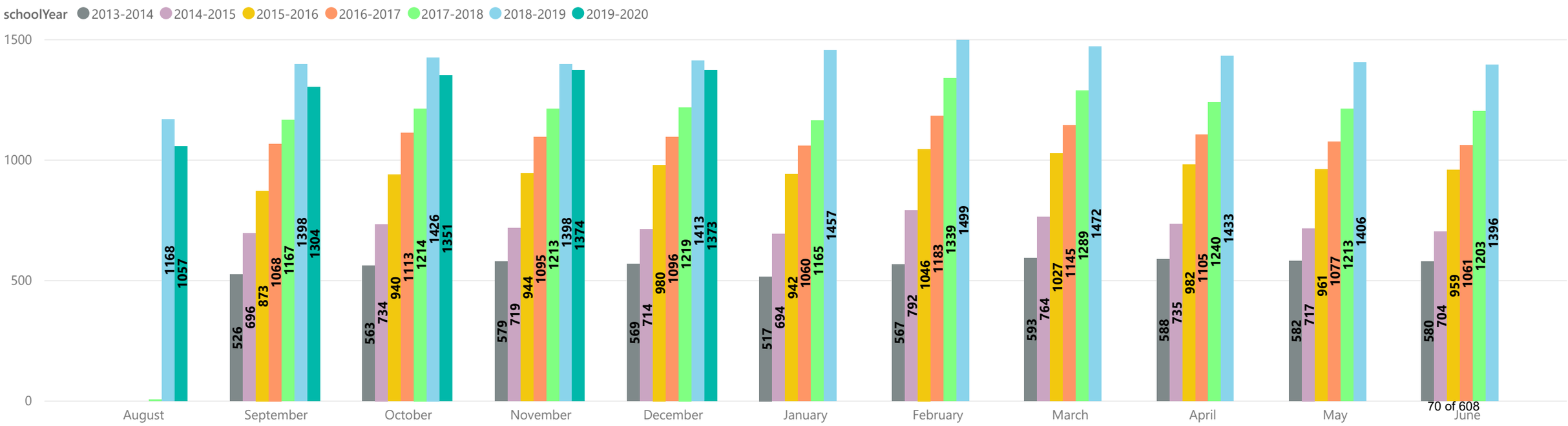
New and Returning



New and Returning Prior Year



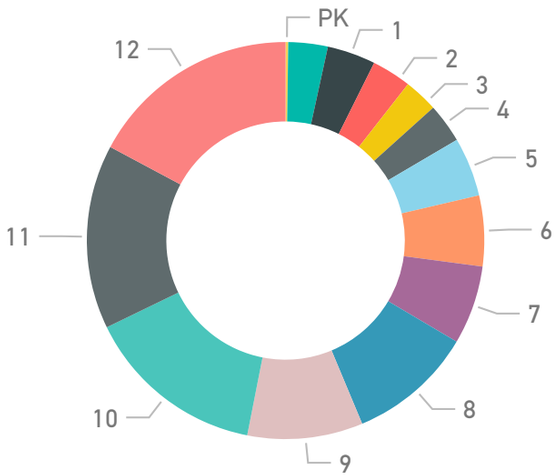
Monthly Student Current Enrollment Comparison



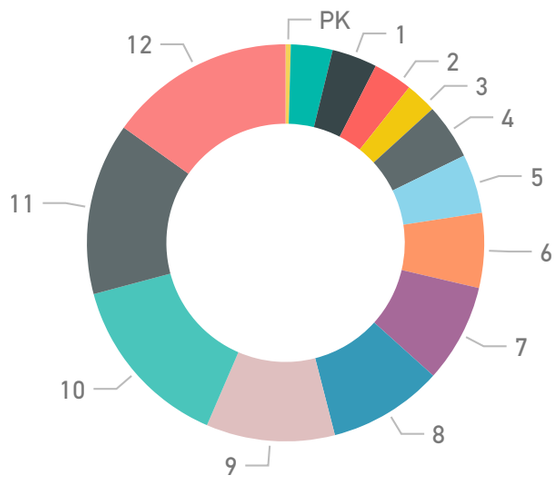
California Connections Academy at Ripon

December 31, 2019

Enrolled Students by Final Grade



Enrolled Students Prior Year by Final Grade



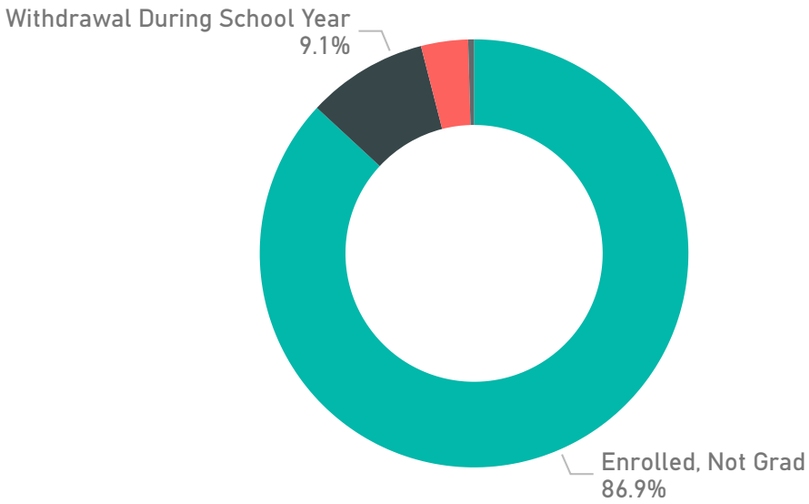
Grade Distribution

ReportPeriod	SameMonthPriorYear		PriorEOY		LastMonth		CurrentMonth	
GradeDistribution	Students	%CT Students	Students	%CT Students	Students	%CT Students	Students	%CT Students
PK-2	**151**	**11%**	**147**	**11%**	**145**	**11%**	**145**	**11%**
PK	6	0%	5	0%	3	0%	3	0%
KG	48	3%	50	4%	43	3%	44	3%
1	52	4%	51	4%	56	4%	54	4%
2	45	3%	41	3%	43	3%	44	3%
3-5	**168**	**12%**	**164**	**12%**	**150**	**11%**	**148**	**11%**
3	36	3%	36	3%	40	3%	38	3%
4	64	5%	64	5%	44	3%	44	3%
5	68	5%	64	5%	66	5%	66	5%
6-8	**331**	**23%**	**323**	**23%**	**309**	**22%**	**307**	**22%**
6	86	6%	71	5%	78	6%	79	6%
7	113	8%	117	8%	88	6%	88	6%
8	132	9%	135	10%	143	10%	140	10%
9-12	**763**	**54%**	**762**	**55%**	**770**	**56%**	**773**	**56%**
9	148	10%	162	12%	126	9%	129	9%
10	203	14%	212	15%	198	14%	202	15%
11	198	14%	198	14%	204	15%	206	15%
12	214	15%	190	14%	242	18%	236	17%
Total	**1413**	**100%**	**1396**	**100%**	**1374**	**100%**	**1373**	**100%**

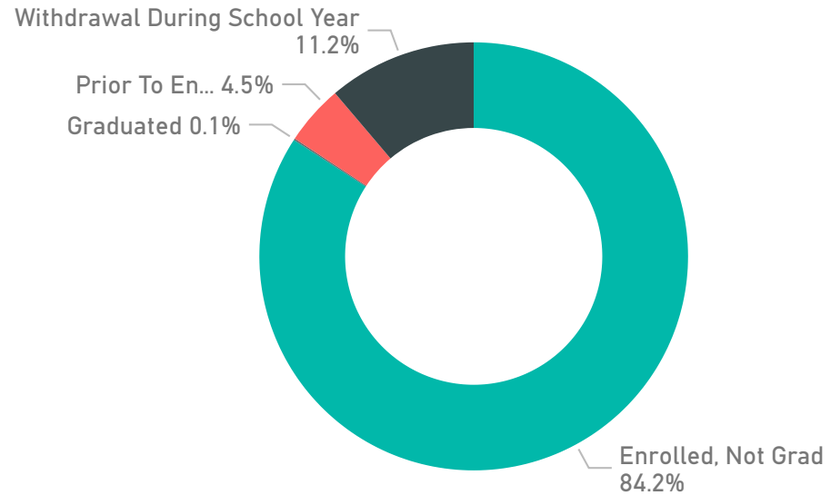
California Connections Academy at Ripon

December 31, 2019

Total YTD Enrollment by Withdrawal Category



Total YTD Enrollment Prior Year by Withdrawal Category



Total YTD Enrollment

ReportPeriod	SameMonthPriorYear		PriorEOY		LastMonth		CurrentMonth	
Withdrawal Category	Student Count	%CT Student Count	Student Count	%CT Student Count	Student Count	%CT Student Count	Student Count	%CT Student Count
Enrolled, Not Grad	1413	84%	1396	73%	1374	90%	1373	87%
Graduated	2	0%	17	1%	7	0%	7	0%
Prior To Engagement	76	5%	96	5%	51	3%	56	4%
Withdrawal During School Year	188	11%	411	21%	98	6%	144	9%
Total	**1679**	**100%**	**1920**	**100%**	**1530**	**100%**	**1580**	**100%**

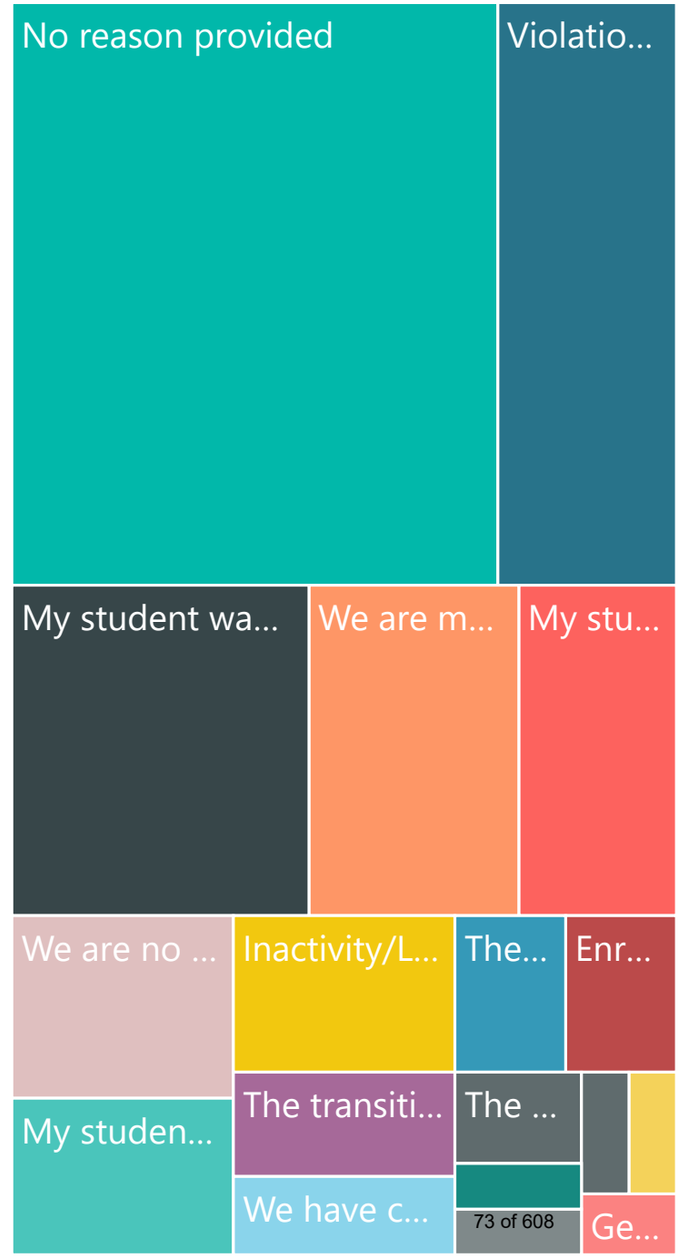
Enrollment Services Complete (Stage 4)
1644

California Connections Academy at Ripon

December 31, 2019

Withdrawal Reason

WD Reason	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
			3	19
Another Reason				3
Different/Better Schooling Option (Not related to socialization)	116	222	13	17
Generally dissatisfied with curriculum/course options			1	1
Getting started with the school was too difficult		1		
Inactivity		1	6	6
Life change	19	53		
Mismatch Academic	7	18		
Mismatch Family Schedule		2		
No longer able to provide a Learning Coach			7	7
No Reason Given			33	49
Program not flexible enough			2	2
Program takes too much of Learning Coach's time				1
Program takes too much of student's time			1	1
Pursuing GED			4	6
Regulation	40	104		
Student wants more socialization	6	10	9	9
Technical Difficulties			1	1
The curriculum is too hard			2	3
Transition to virtual school too difficult			4	4
We are moving			10	12
We have chosen to home school			2	3



California Connections Academy at Ripon

December 31, 2019

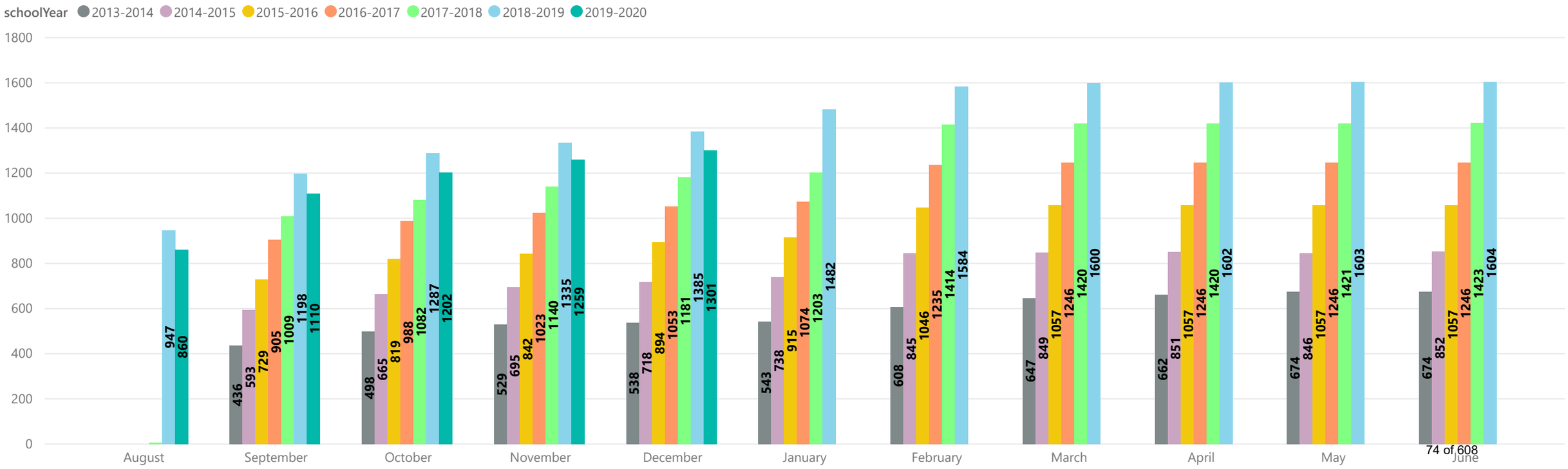
Household Data

Household Data	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Active	1176	1182	1134	1138
Graduated	2	17	7	7
WD During School Year	162	352	82	119
WD Prior To Engagement	66	86	49	54

Students Per Active Household

SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
1.20	1.18	1.21	1.21

Monthly Total Households



California Connections Academy at Ripon

December 31, 2019

Ethnicity

Ethnicity	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Hispanic or Latino	445	416	430	429
Not Hispanic or Latino	968	980	944	944

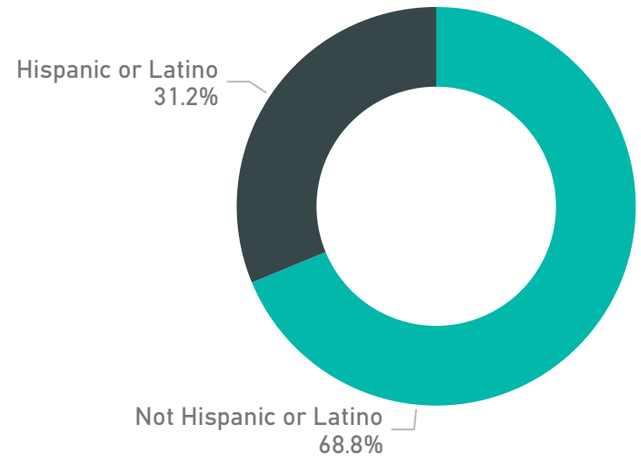
Race

Race	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
American Indian or Alaskan Native	151	144	141	149
Asian	225	219	205	210
Black/African American	268	264	293	292
Native Hawaiian or Other Pacific Islander	62	57	58	54
White	962	952	930	931

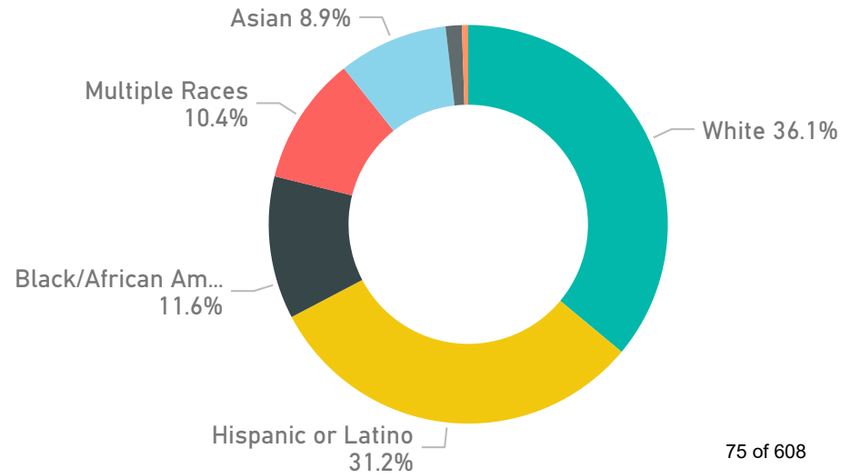
Distinct Race/Ethnicity

Distinct Race/Ethnicity	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
American Indian or Alaskan Native	18	17	18	18
Asian	134	132	118	122
Black/African American	147	150	162	159
Hispanic or Latino	445	416	430	429
Multiple Races	145	143	139	143
Native Hawaiian or Other Pacific Islander	19	19	8	7
White	505	519	499	495

Enrolled Students by Ethnicity



Enrolled Students by Distinct Race/Ethnicity



California Connections Academy at Ripon

December 31, 2019

Gender

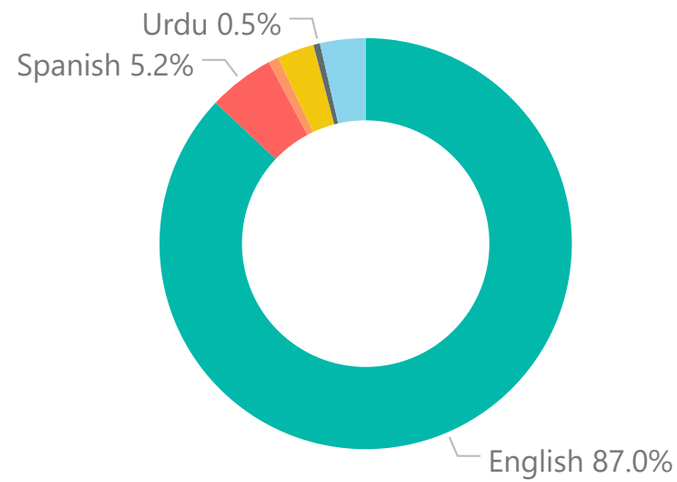
Gender	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
F	784	788	755	763
M	629	608	619	610

Primary Language

Home Language	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
English	1231	1212	1199	1195
Spanish	77	75	71	71
Russian	8	11	11	11
Arabic	31	27	38	40
Urdu	4	4	7	7
Another Language	62	67	48	49

Enrolled Students by Gender

Enrolled Students by Language



California Connections Academy at Ripon

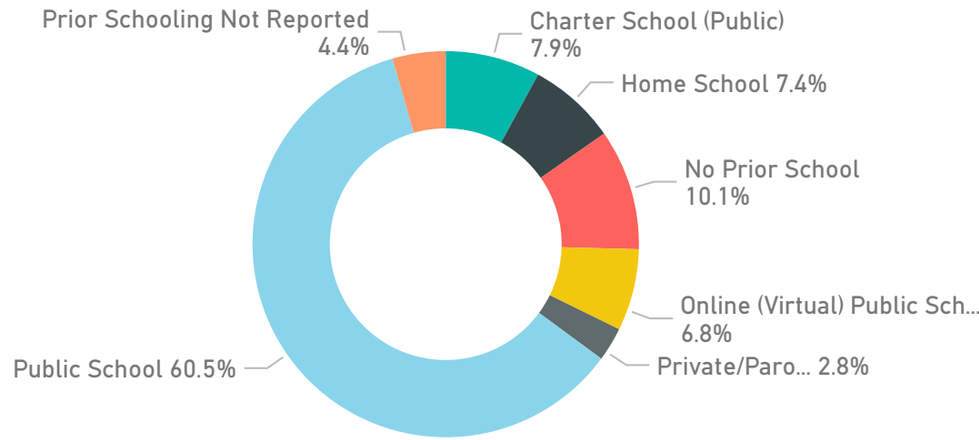
December 31, 2019

Prior Schooling

Prior Schooling	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Charter School (Public)	102	103	106	109
Home School	100	91	101	101
No Prior School	126	112	138	139
Online (Virtual) Public School	96	96	97	94
Private/Parochial School	52	56	41	39
Public School	872	875	828	830
Prior Schooling Not Reported	65	63	63	61

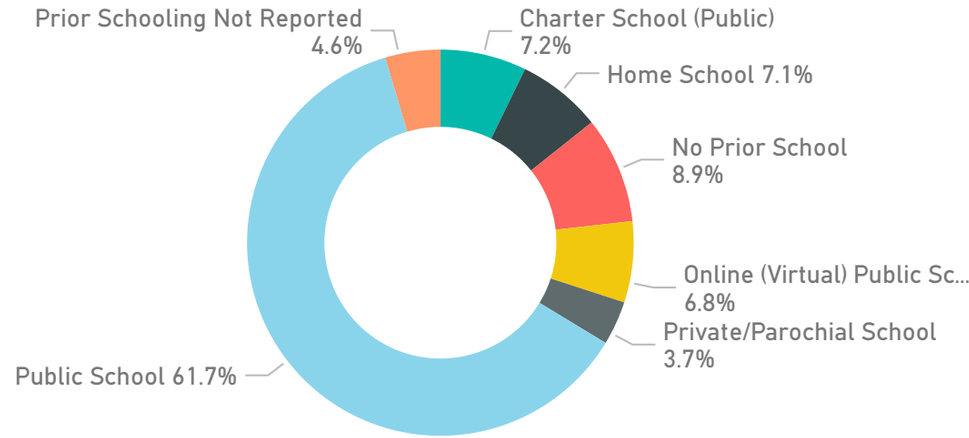
Prior Schooling

December 31, 2019



Prior Schooling

December 31, 2018

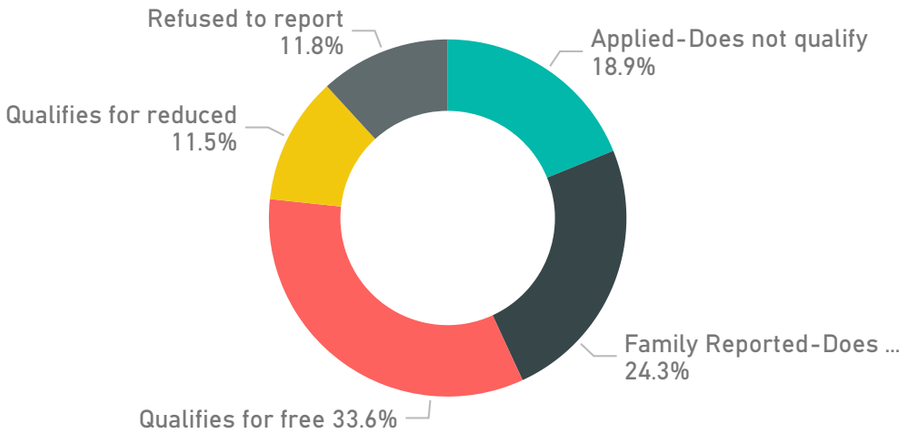


California Connections Academy at Ripon

December 31, 2019

FARM Eligibility

December 31, 2019

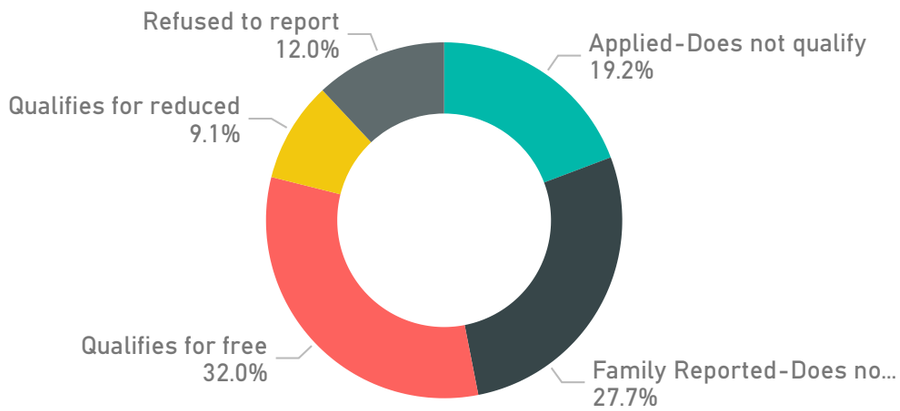


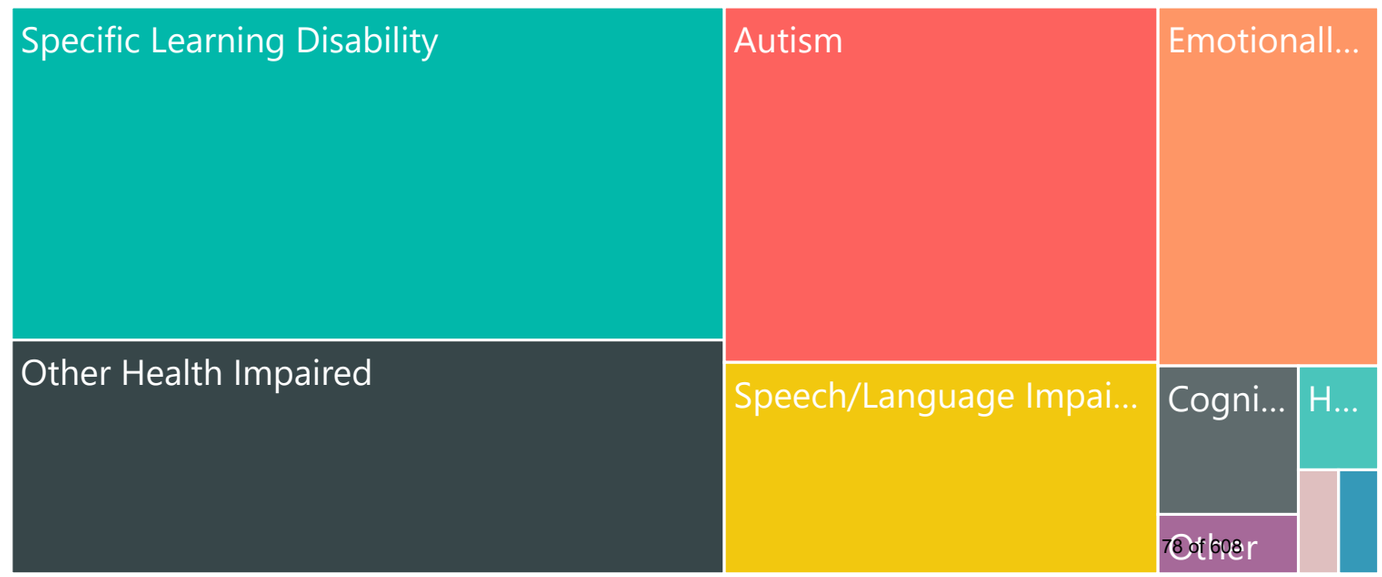
Disability

Disability	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Autism	35	35	36	37
Cognitive Disability	7	5	5	5
Emotionally Impaired	18	18	18	19
Hearing Impaired	2	2	2	2
Other	1	1	2	2
Other Health Impaired	37	47	40	40
Specific Learning Disability	54	50	57	57
Speech/Language Impaired	21	16	22	22
Traumatic Brain Injury	1	1	1	1
Visually Impaired	1	1	1	1

FARM Eligibility

December 31, 2018

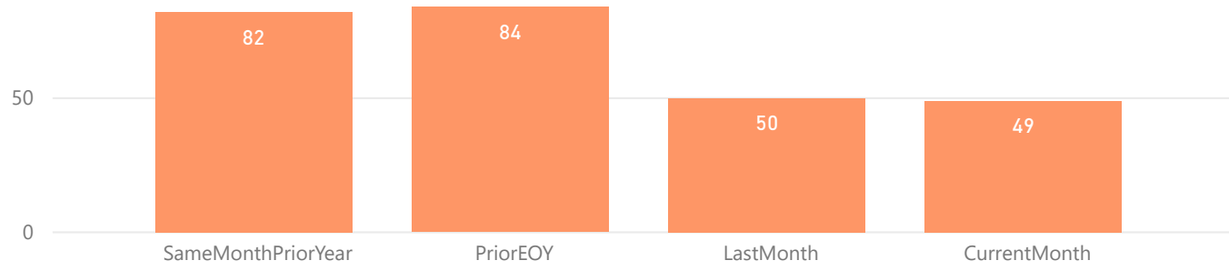




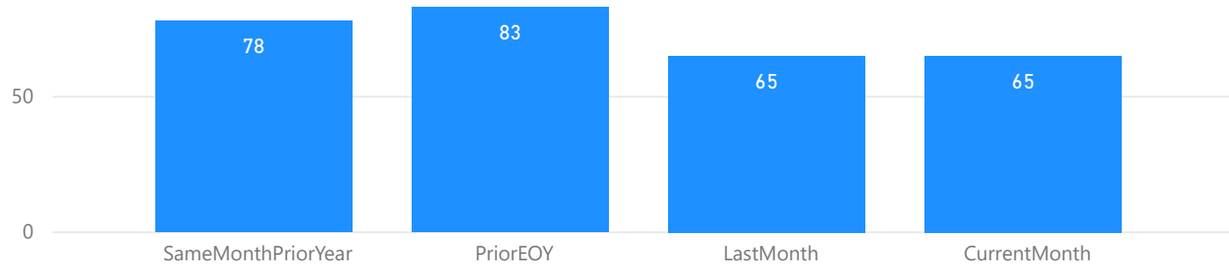
California Connections Academy at Ripon

December 31, 2019

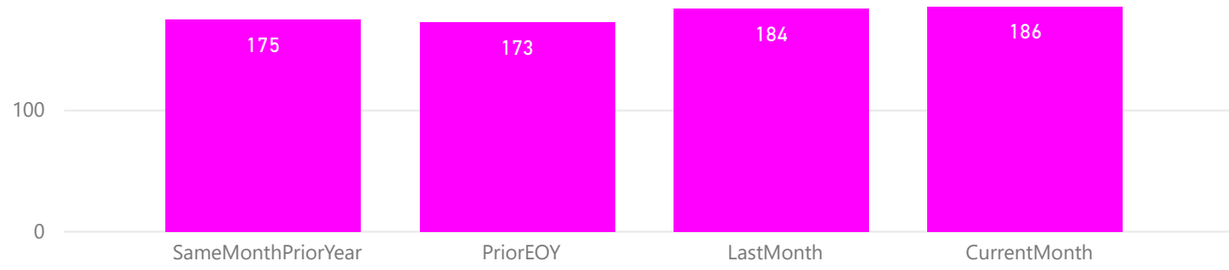
Gifted



Plan504



IEP



Currently Enrolled

1373

Gifted

4%

Plan504

5%

IEP

14%

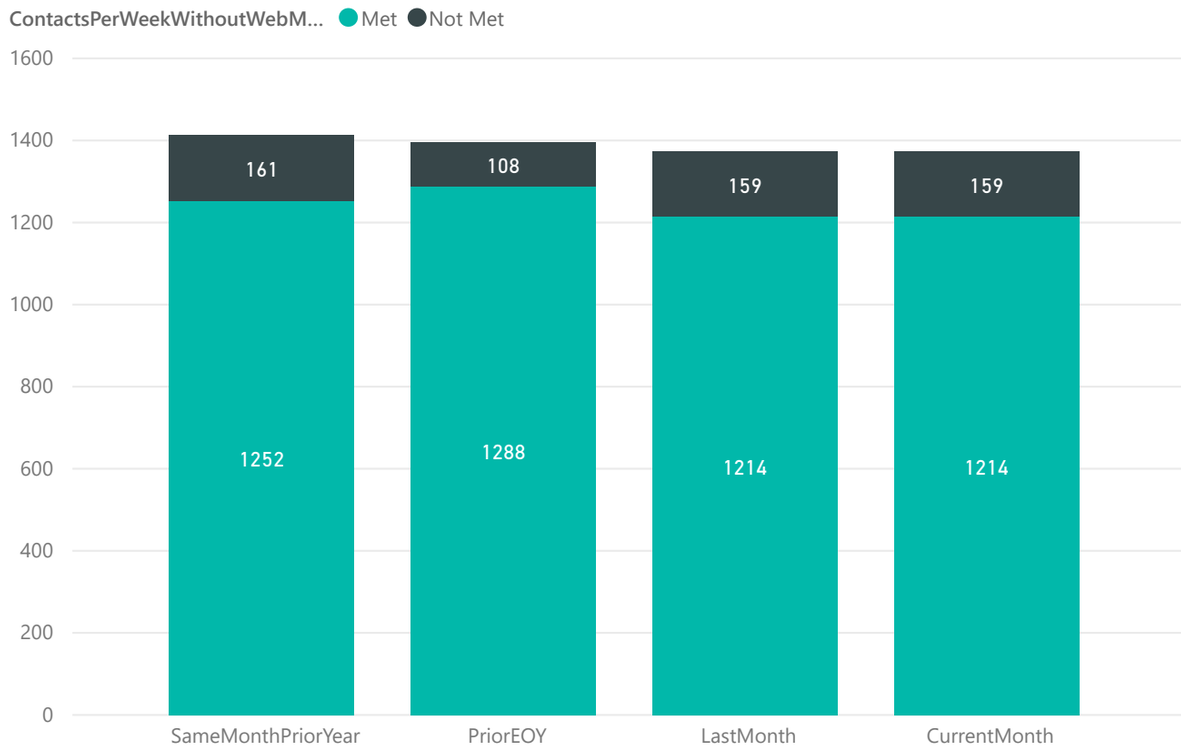
Not in Special Population

79%

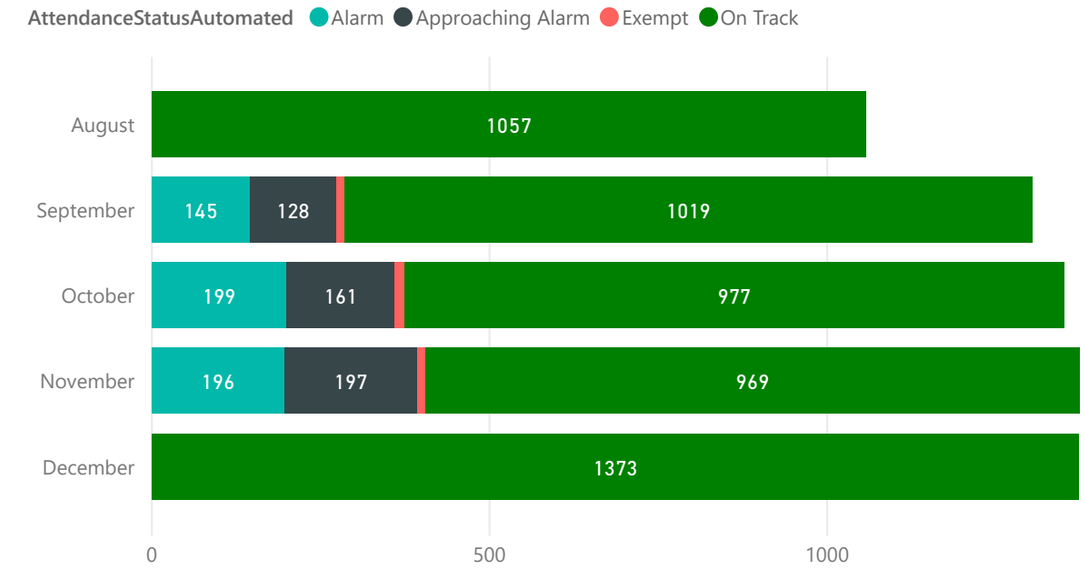
California Connections Academy at Ripon

December 31, 2019

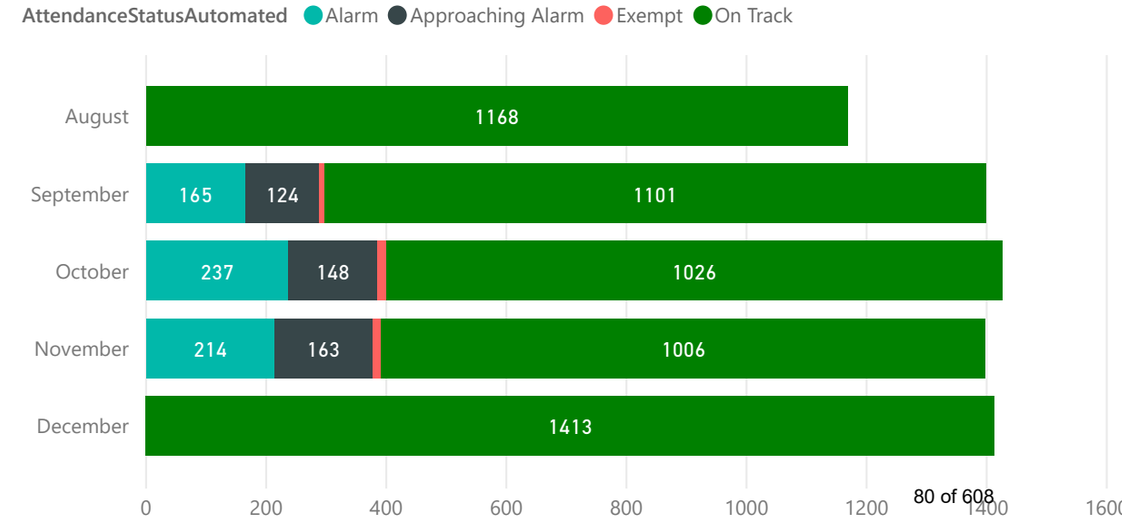
Contacts Per Week



School Year: 2019-2020



School Year: 2018-2019



Currently Enrolled

1373

California Connections Academy at Ripon

December 31, 2019

Average Participation

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	94%	100%	98%	94%
3-5	95%	103%	100%	98%
6-8	100%	99%	101%	100%
9-12	90%	91%	91%	90%
Total	**94%**	**96%**	**95%**	**94%**

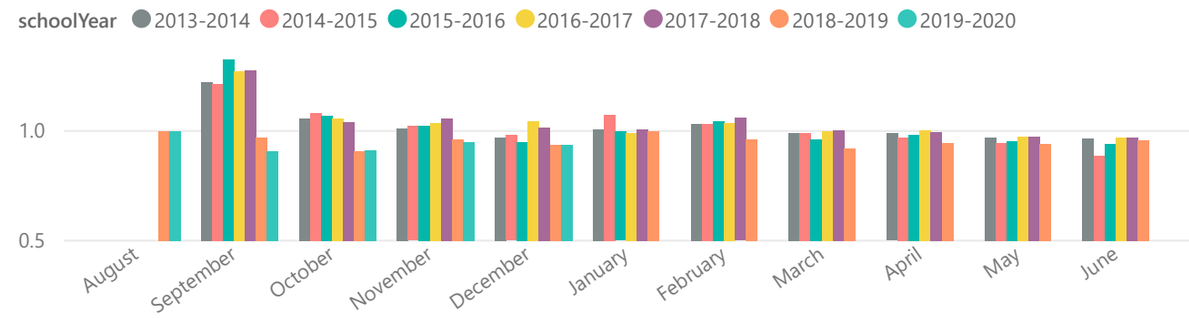
Average Performance

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	91%	90%	93%	92%
3-5	82%	79%	75%	75%
6-8	74%	75%	73%	71%
9-12	65%	72%	65%	65%
Total	**72%**	**76%**	**70%**	**70%**

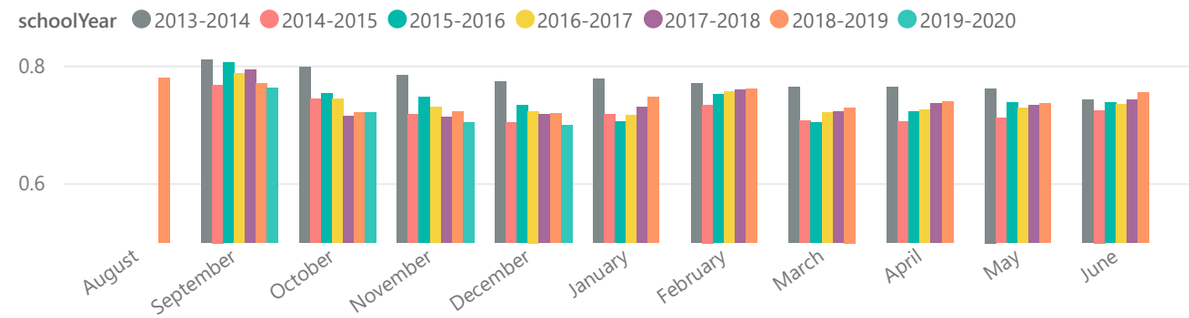
Average Attendance

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	93%	95%	94%	90%
3-5	92%	93%	92%	91%
6-8	93%	93%	92%	91%
9-12	85%	85%	86%	83%
Total	**88%**	**89%**	**89%**	**86%**

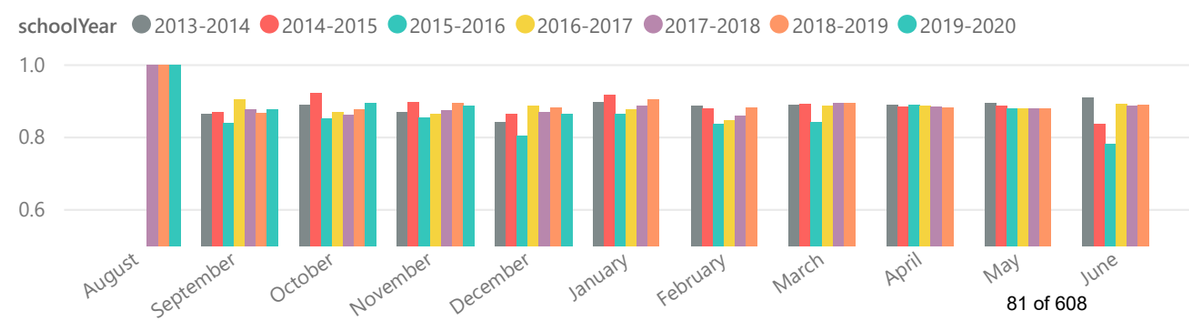
Average Total Participation



Average Total Performance



Average Total Attendance



Currently Enrolled	Total YTD Enrolled
1373	1580

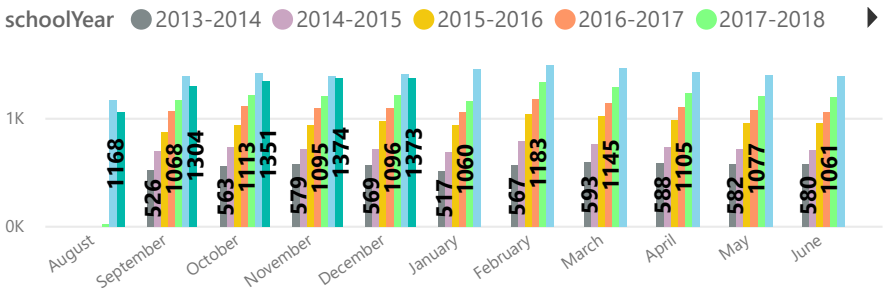
Enrollment Services Complete (Stage 4)
1644

California Connections Academy at Ripon
December 31, 2019

Current Enrollment Month-Over-Month Change
-0%

Current Enrollment Year-Over-Year Change
-3%

Monthly Student Current Enrollment Comparison



Total YTD Enrollment

ReportPeriod	SameMonthPriorYear		CurrentMonth	
Withdrawal Category	Student Count	%CT Student Count	Student Count	%CT Student Count
Enrolled, Not Grad	1413	84%	1373	87%
Graduated	2	0%	7	0%
Prior To Engagement	76	5%	56	4%
Withdrawal During School Year	188	11%	144	9%
Total	**1679**	**100%**	**1580**	**100%**

New & Returning

ReportPeriod	SameMonthPriorYear		CurrentMonth	
New or Returning	Students	%CT Students	Students	%CT Students
New	745	52.72%	690	50.25%
Returning	668	47.28%	683	49.75%

Household Data

Household Data	SameMonthPriorYear	CurrentMonth
Active	1176	1138
Graduated	2	7
WD During School Year	162	119
WD Prior To Engagement	66	54

Students Per Active Household

SameMonthPriorYear	CurrentMonth
1.20	1.21

Grade Distribution

ReportPeriod	SameMonthPriorYear		CurrentMonth	
GradeDistribution	Students	%CT Students	Students	%CT Students
PK-2	**151**	**11%**	**145**	**11%**
PK	6	0%	3	0%
KG	48	3%	44	3%
1	52	4%	54	4%
2	45	3%	44	3%
3-5	**168**	**12%**	**148**	**11%**
3	36	3%	38	3%
4	64	5%	44	3%
5	68	5%	66	5%
6-8	**331**	**23%**	**307**	**22%**
6	86	6%	79	6%
7	113	8%	88	6%
8	132	9%	140	10%
9-12	**763**	**54%**	**773**	**56%**
9	148	10%	129	9%
10	203	14%	202	15%
11	198	14%	206	15%
12	214	15%	236	17%
Total	**1413**	**100%**	**1373**	**100%**

Withdrawal Reason

Withdrawal Reason	SameMor
Different/Better Schooling Option (Not related to socialization)	
Enrollment was intended to be short term and is no longer needed for my student.	
Generally dissatisfied with curriculum/course options	
Inactivity/Lack of Attendance	
Life change	
Mismatch Academic	
My student is pursuing GED	
My student wants to return to a traditional school setting for other (non-socialization related) reasons.	
My student wants to return to a traditional school setting for socialization reasons.	
No reason provided	
Regulation	
Student wants more socialization	
Technical Difficulties	
The curriculum is too hard.	
The program takes too much of the Learning Coach's time.	
The program takes too much of the student's time.	
The program/schedule is not flexible enough.	

California Connections Academy at Ripon
December 31, 2019

Gender

Gender	SameMonthPriorYear	CurrentMonth
F	784	763
M	629	610

Primary Language

Home Language	SameMonthPriorYear	CurrentMonth
English	1231	1195
Spanish	77	71
Russian	8	11
Arabic	31	40
Urdu	4	7
Another Language	62	49

Disability

Disability	SameMonthPriorYear	CurrentMonth
Autism	35	37
Cognitive Disability	7	5
Emotionally Impaired	18	19
Hearing Impaired	2	2
Other	1	2
Other Health Impaired	37	40
Specific Learning Disability	54	57
Speech/Language Impaired	21	22
Traumatic Brain Injury	1	1
Visually Impaired	1	1

Gifted

Gifted	SameMonthPriorYear	CurrentMonth
Yes	82	49

Plan 504

Plan504	SameMonthPriorYear	CurrentMonth
504	78	65

IEP

IEP	SameMonthPriorYear	CurrentMonth
IEP	175	186

Gifted	Plan504
4%	5%

IEP	Not in Special Population
14%	79%

Ethnicity

Ethnicity	SameMonthPriorYear	CurrentMonth
Hispanic or Latino	445	429
Not Hispanic or Latino	968	944

Race

Race	SameMonthPriorYear	CurrentMonth
American Indian or Alaskan Native	151	149
Asian	225	210
Black/African American	268	292
Native Hawaiian or Other Pacific Islander	62	54
White	962	931

Household FARM Eligibility

HouseholdFARMEligibility	SameMonthPriorYear	CurrentMonth
Applied-Does not qualify	237	220
Family Reported-Does not qualify	340	295
Qualifies for free	394	387
Qualifies for reduced	113	141
Refused to report	152	144

Distinct Race/Ethnicity

Distinct Race/Ethnicity	SameMonthPriorYear	CurrentMonth
American Indian or Alaskan Native	18	18
Asian	134	122
Black/African American	147	159
Hispanic or Latino	445	429
Multiple Races	145	143
Native Hawaiian or Other Pacific Islander	19	7
White	505	495

Prior Schooling

Prior Schooling	SameMonthPriorYear	CurrentMonth
Charter School (Public)	102	109
Home School	100	101
No Prior School	126	139
Online (Virtual) Public School	96	94
Private/Parochial School	52	39
Public School	872	830
Prior Schooling Not Reported	65	61

California Connections Academy at Ripon
December 31, 2019

Contacts Per Week

ContactsPerWeekWithoutWebMail	SameMonthPriorYear	CurrentMonth
Met	1252	1214
Not Met	161	159

Attendance Status

AttendanceStatusAutomated	SameMonthPriorYear	CurrentMonth
On Track	1413	1373

Average Participation

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	94%	94%
3-5	95%	98%
6-8	100%	100%
9-12	90%	90%
Total	**94%**	**94%**

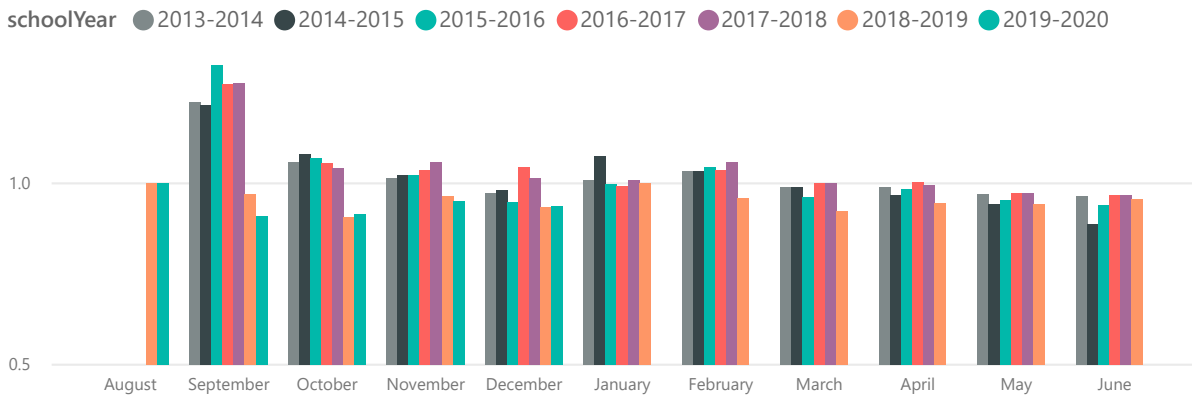
Average Performance

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	91%	92%
3-5	82%	75%
6-8	74%	71%
9-12	65%	65%
Total	**72%**	**70%**

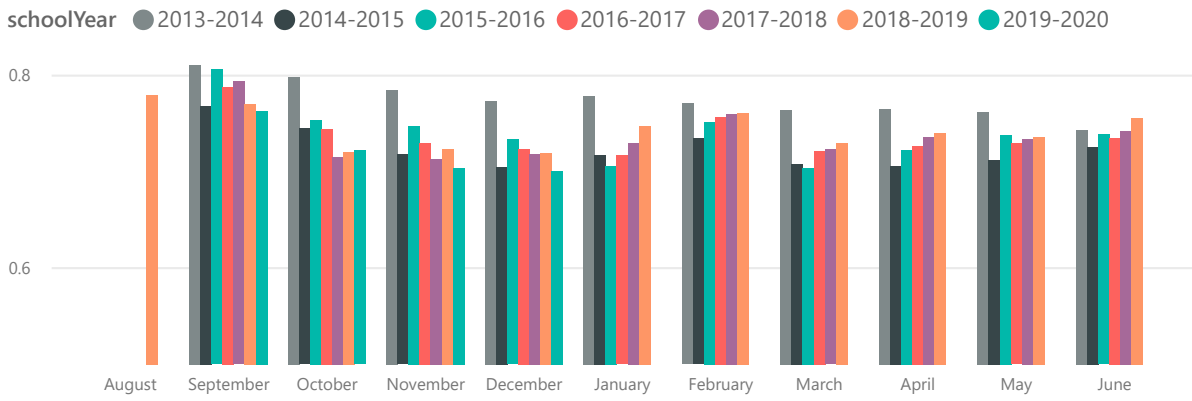
Average Attendance

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	93%	90%
3-5	92%	91%
6-8	93%	91%
9-12	85%	83%
Total	**88%**	**86%**

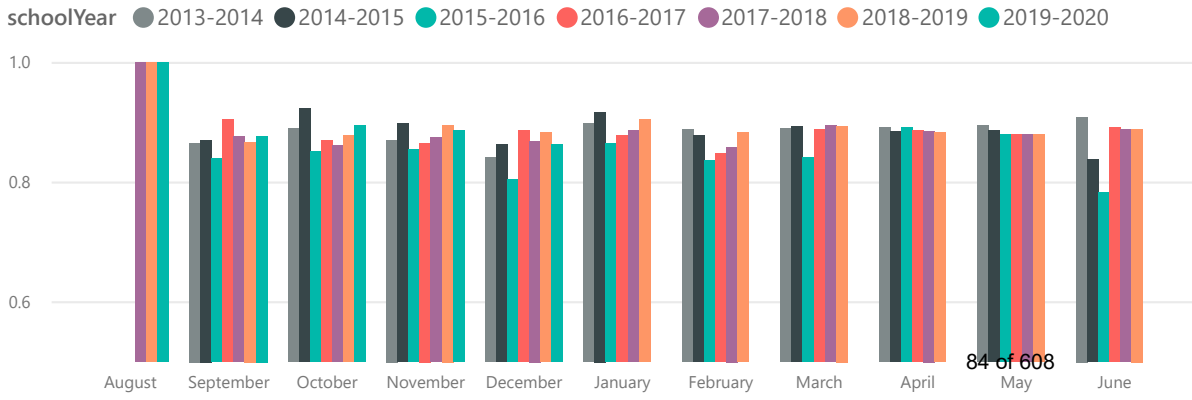
Average Total Participation



Average Total Performance



Average Total Attendance



MONTHLY SCHOOL REPORT

School & Date Selection

School

California Connections Academy @ Capistrano

Report Date

December 31, 2019

Currently Enrolled

4278

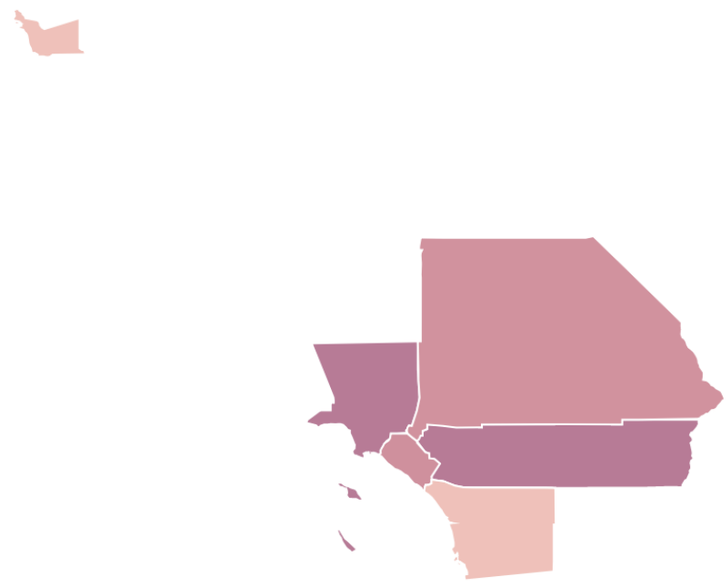
Total YTD Enrolled

4878

Enrollment Services Complete (Stage 4)

4987

Enrolled Students by County



Esri, HERE, Garmin, FAO, NOAA, USGS, EPA | Esri, HERE, Garmin, FAO, NOAA, ...

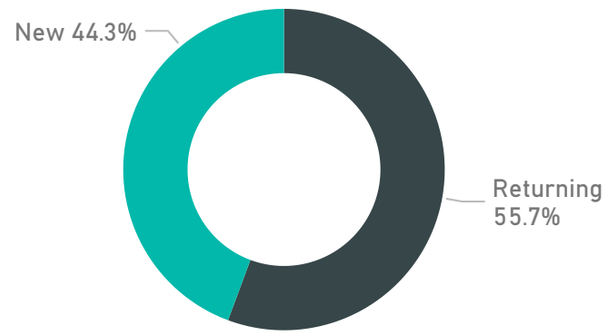
Capistrano Connections Academy

December 31, 2019

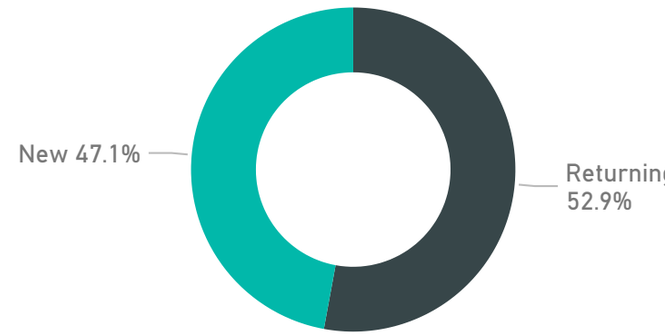
Current Enrollment Month-Over-Month Change
-0%

Current Enrollment Year-Over-Year Change
4%

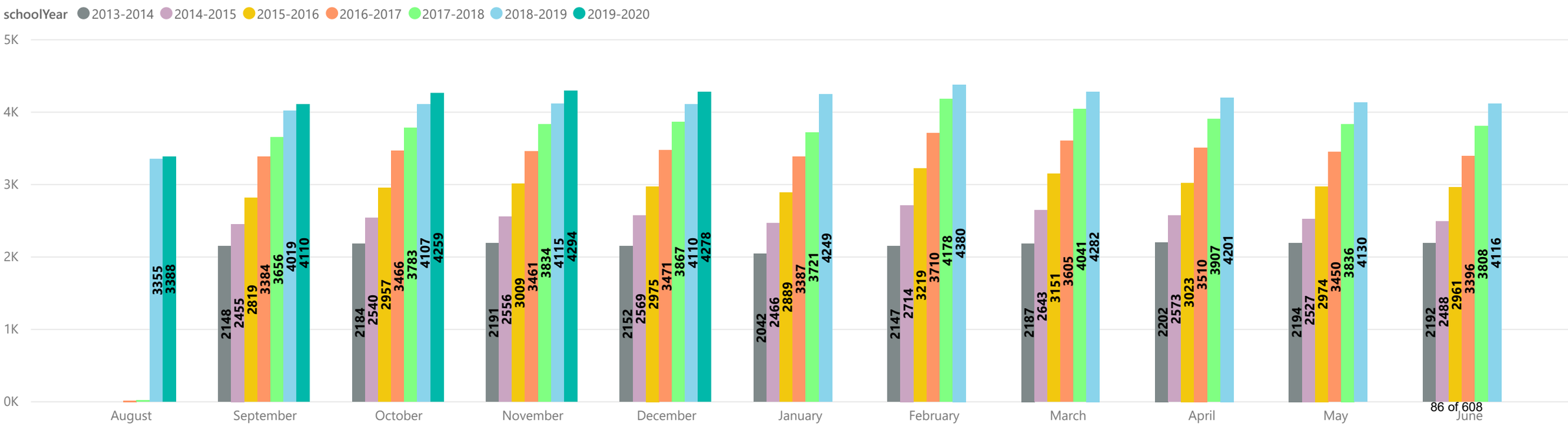
New and Returning



New and Returning Prior Year



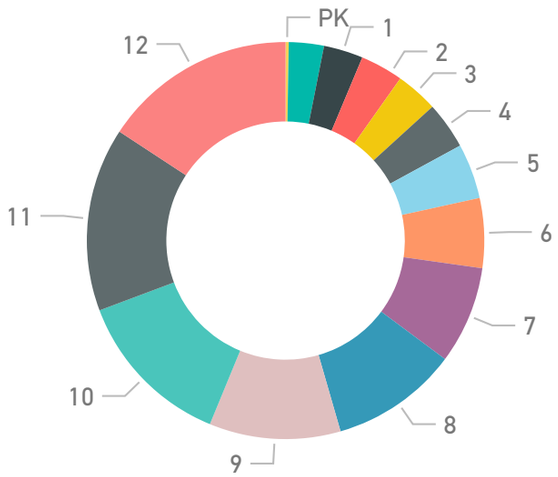
Monthly Student Current Enrollment Comparison



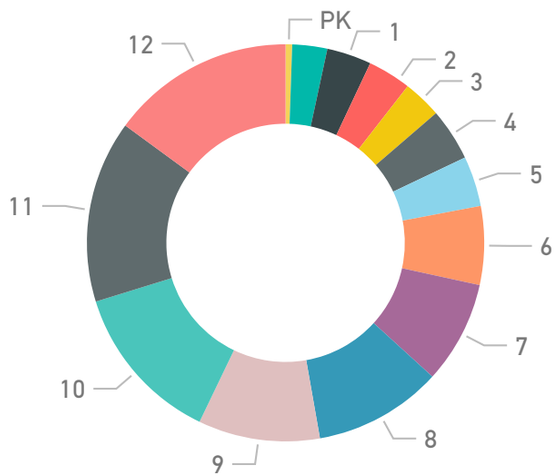
Capistrano Connections Academy

December 31, 2019

Enrolled Students by Final Grade



Enrolled Students Prior Year by Final Grade



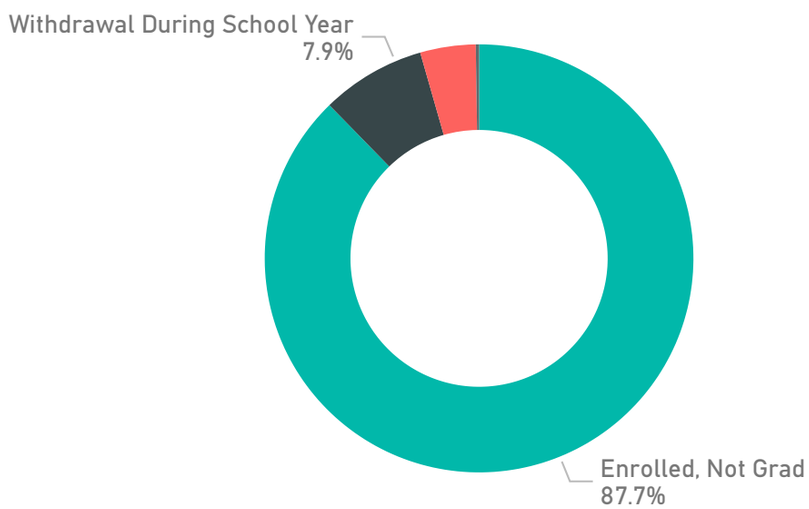
Grade Distribution

ReportPeriod	SameMonthPriorYear		PriorEOY		LastMonth		CurrentMonth	
GradeDistribution	Students	%CT Students	Students	%CT Students	Students	%CT Students	Students	%CT Students
PK-2	**433**	**11%**	**431**	**10%**	**414**	**10%**	**419**	**10%**
PK	22	1%	20	0%	11	0%	11	0%
KG	117	3%	122	3%	117	3%	122	3%
1	149	4%	141	3%	135	3%	137	3%
2	145	4%	148	4%	151	4%	149	3%
3-5	**472**	**11%**	**467**	**11%**	**514**	**12%**	**503**	**12%**
3	129	3%	129	3%	153	4%	147	3%
4	175	4%	157	4%	162	4%	164	4%
5	168	4%	181	4%	199	5%	192	4%
6-8	**1036**	**25%**	**1027**	**25%**	**1016**	**24%**	**1026**	**24%**
6	263	6%	254	6%	239	6%	243	6%
7	343	8%	340	8%	335	8%	340	8%
8	430	10%	433	11%	442	10%	443	10%
9-12	**2169**	**53%**	**2191**	**53%**	**2350**	**55%**	**2330**	**54%**
9	407	10%	449	11%	446	10%	457	11%
10	538	13%	571	14%	562	13%	559	13%
11	610	15%	620	15%	649	15%	640	15%
12	614	15%	551	13%	693	16%	674	16%
Total	**4110**	**100%**	**4116**	**100%**	**4294**	**100%**	**4278**	**100%**

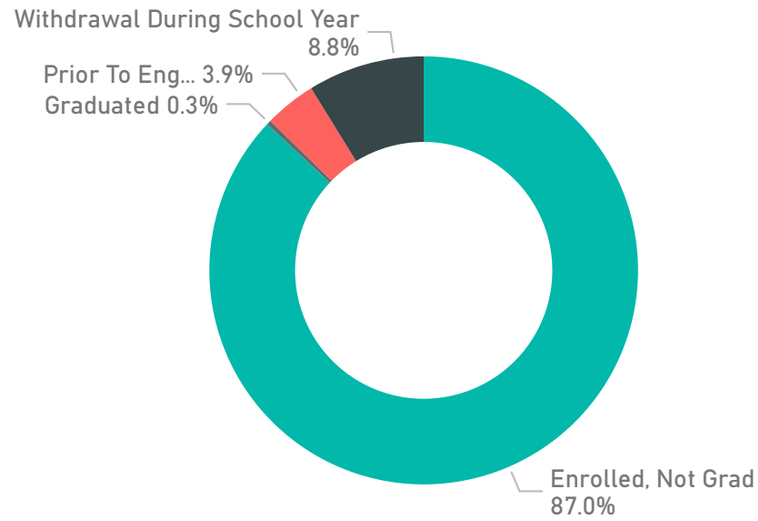
Capistrano Connections Academy

December 31, 2019

Total YTD Enrollment by Withdrawal Category



Total YTD Enrollment Prior Year by Withdrawal Category



Total YTD Enrollment

ReportPeriod	SameMonthPriorYear		PriorEOY		LastMonth		CurrentMonth	
Withdrawal Category	Student Count	%CT Student Count	Student Count	%CT Student Count	Student Count	%CT Student Count	Student Count	%CT Student Count
Enrolled, Not Grad	4110	87%	4116	77%	4294	90%	4278	88%
Graduated	16	0%	57	1%	7	0%	12	0%
Prior To Engagement	184	4%	230	4%	186	4%	204	4%
Withdrawal During School Year	416	9%	952	18%	268	6%	384	8%
Total	**4726**	**100%**	**5355**	**100%**	**4755**	**100%**	**4878**	**100%**

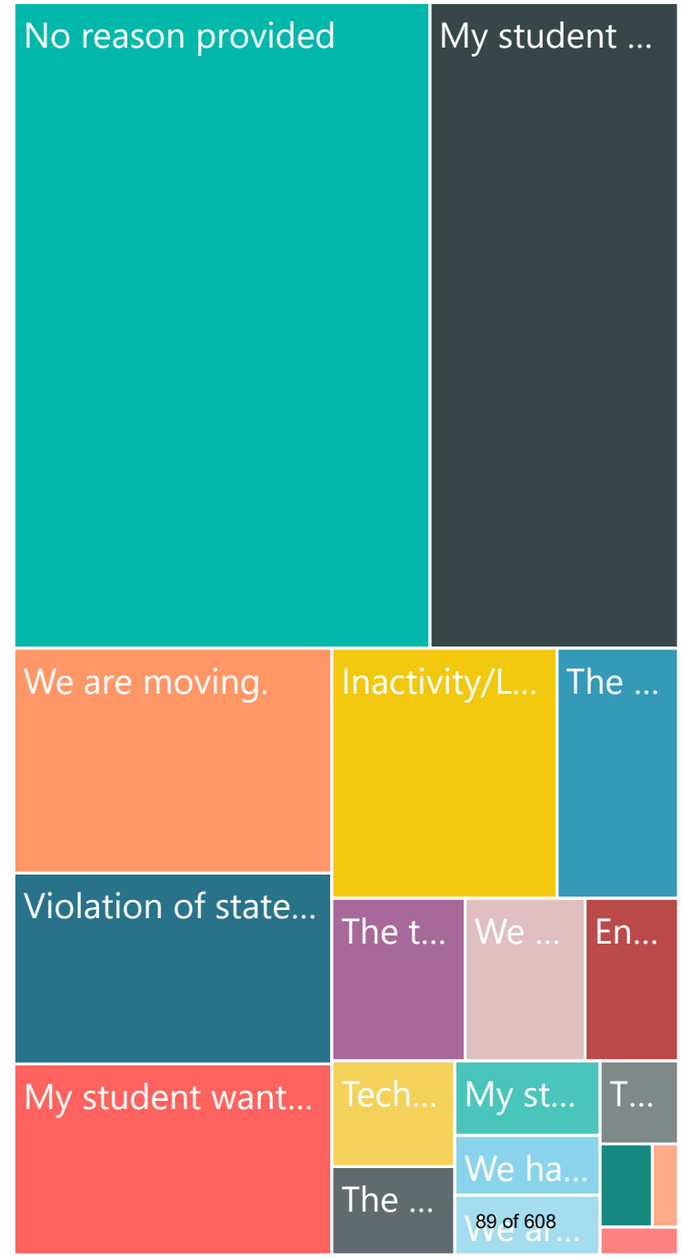
Enrollment Services Complete (Stage 4)
4987

Capistrano Connections Academy

December 31, 2019

Withdrawal Reason

WD Reason	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
			1	30
Another Reason			2	8
Deceased		1		
Different/Better Schooling Option (Not related to socialization)	253	537	37	74
Generally dissatisfied with curriculum/course options			1	1
Getting started with the school was too difficult	3	5		
Inactivity		1	26	26
Life change	43	131		
Mismatch Academic	29	44		
Mismatch Family Schedule	5	6		
No longer able to provide a Learning Coach			8	9
No Reason Given			95	124
Program takes too much of Learning Coach's time			4	5
Program takes too much of student's time			3	3
Pursuing GED			3	5
Regulation	61	186		
Student wants more socialization	21	34	27	28
Technical Difficulties			5	6
The curriculum is too hard			11	14
Transition to virtual school too difficult			9	10
Unhappy with the school	1	7	4	4
We are moving			28	33
We have chosen to home school			4	4



Capistrano Connections Academy

December 31, 2019

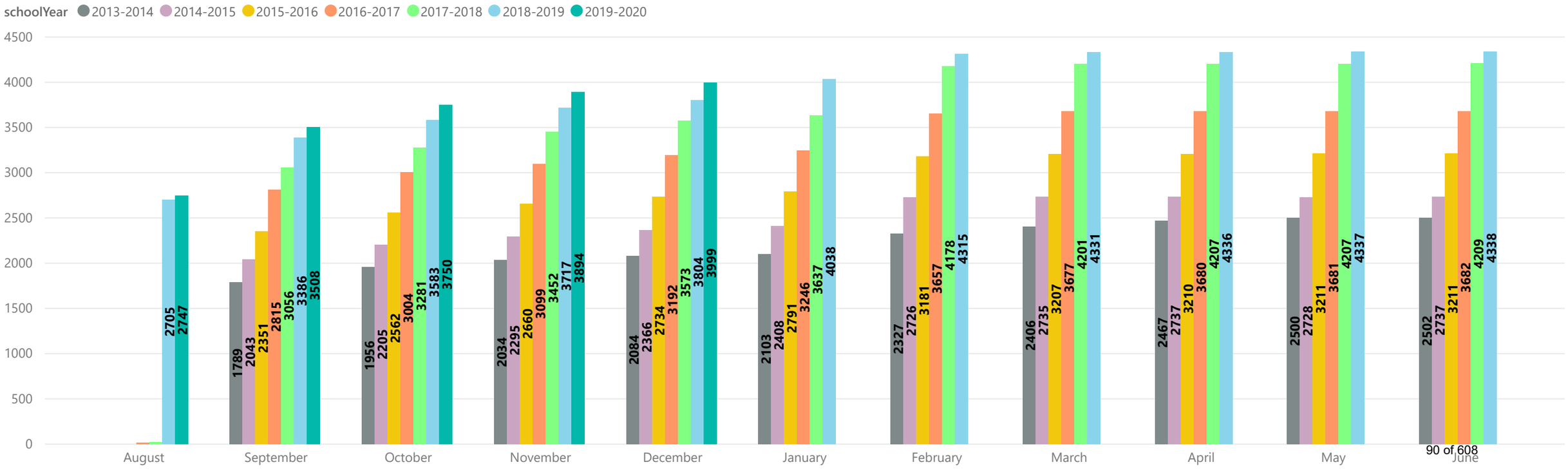
Household Data

Household Data	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Active	3318	3360	3525	3517
Graduated	16	57	7	12
WD During School Year	346	792	228	329
WD Prior To Engagement	172	216	173	191

Students Per Active Household

SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
1.24	1.23	1.22	1.22

Monthly Total Households



Capistrano Connections Academy

December 31, 2019

Ethnicity

Ethnicity	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Hispanic or Latino	1472	1446	1628	1609
Not Hispanic or Latino	2638	2670	2665	2668

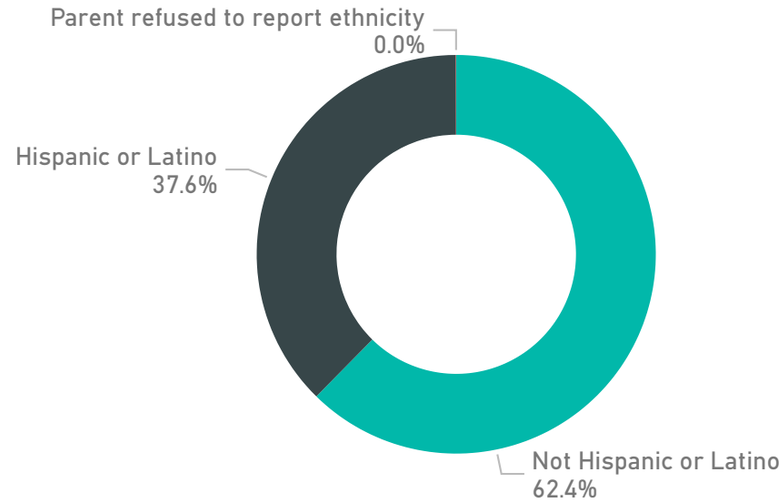
Race

Race	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
American Indian or Alaskan Native	302	283	325	329
Asian	462	468	492	492
Black/African American	824	839	821	827
Native Hawaiian or Other Pacific Islander	123	124	116	122
White	2907	2932	3031	3012

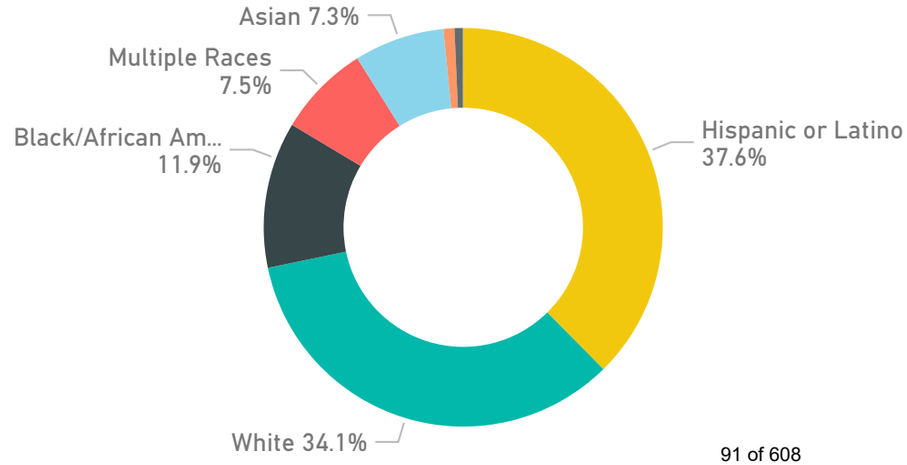
Distinct Race/Ethnicity

Distinct Race/Ethnicity	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
American Indian or Alaskan Native	26	20	28	28
Asian	281	280	310	313
Black/African American	505	511	507	507
Hispanic or Latino	1472	1446	1628	1609
Multiple Races	334	340	320	321
Native Hawaiian or Other Pacific Islander	38	31	39	38
Not Indicated	1	1	1	1
Parent refused to report race			1	1
White	1453	1487	1460	1460

Enrolled Students by Ethnicity



Enrolled Students by Distinct Race/Ethnicity



Capistrano Connections Academy

December 31, 2019

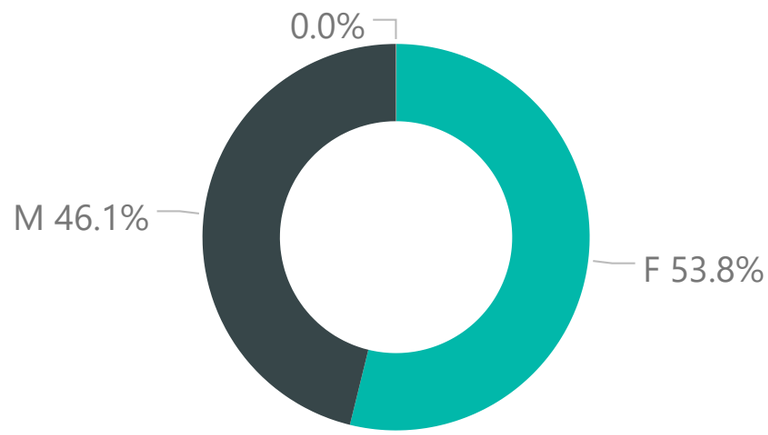
Gender

Gender	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
	1	1	1	1
F	2224	2255	2308	2303
M	1885	1860	1985	1974

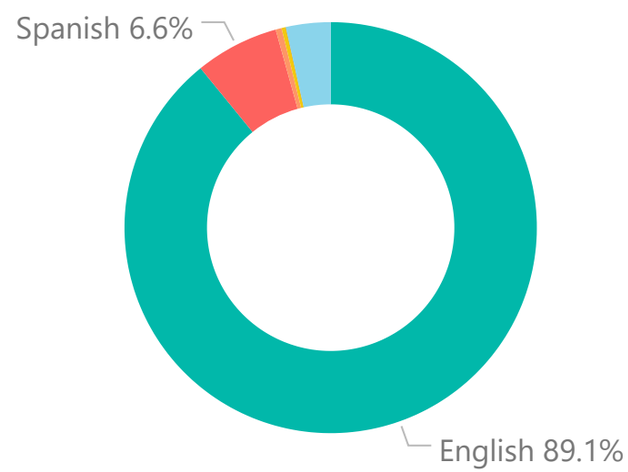
Primary Language

Home Language	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
English	3672	3689	3822	3813
Spanish	279	266	288	281
Russian	10	8	20	20
Arabic	13	16	15	14
Urdu	2	2	1	1
Another Language	134	134	148	149
No Language Reported		1		

Enrolled Students by Gender



Enrolled Students by Language



Capistrano Connections Academy

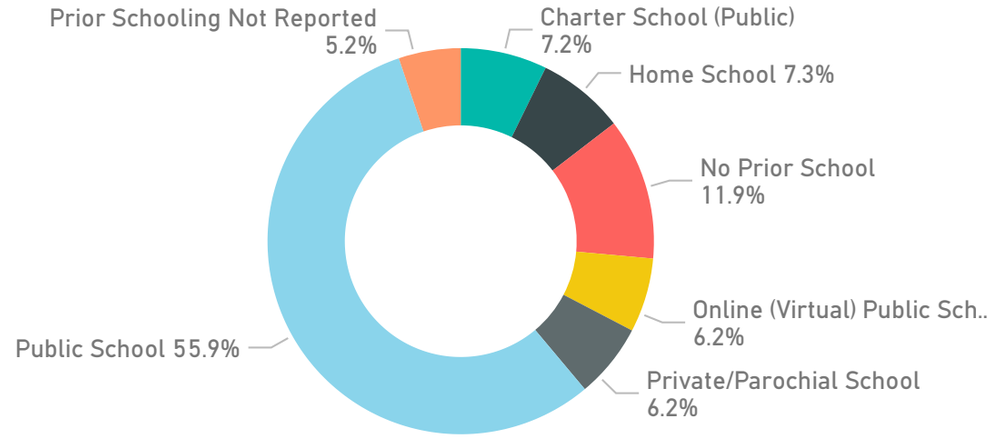
December 31, 2019

Prior Schooling

Prior Schooling	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Charter School (Public)	305	302	307	310
Home School	303	280	319	313
No Prior School	494	461	513	508
Online (Virtual) Public School	279	274	268	266
Private/Parochial School	256	274	271	267
Public School	2268	2335	2393	2392
Prior Schooling Not Reported	205	190	223	222

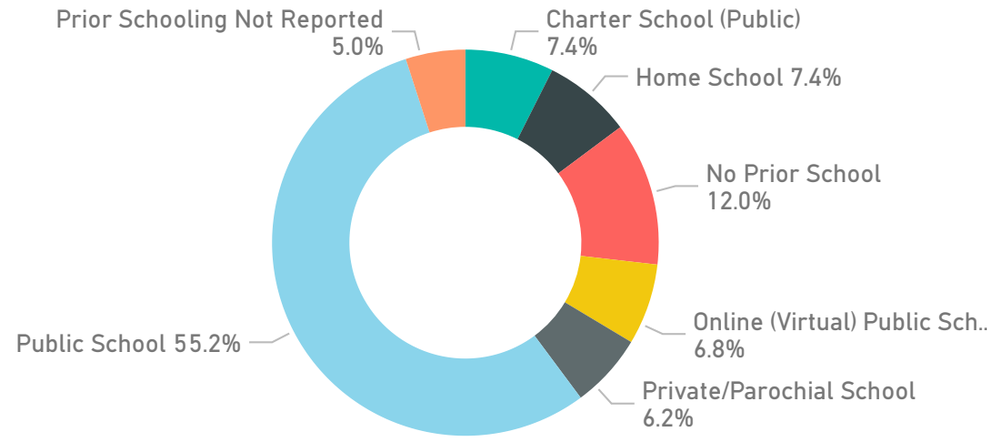
Prior Schooling

December 31, 2019



Prior Schooling

December 31, 2018

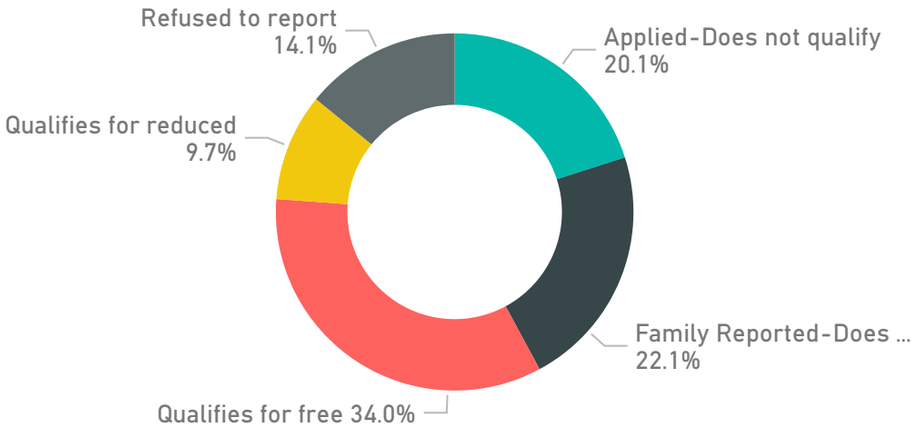


Capistrano Connections Academy

December 31, 2019

FARM Eligibility

December 31, 2019

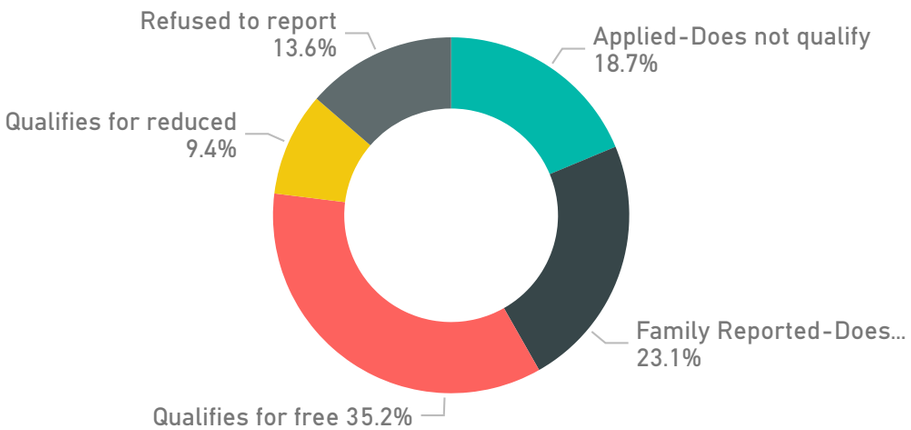


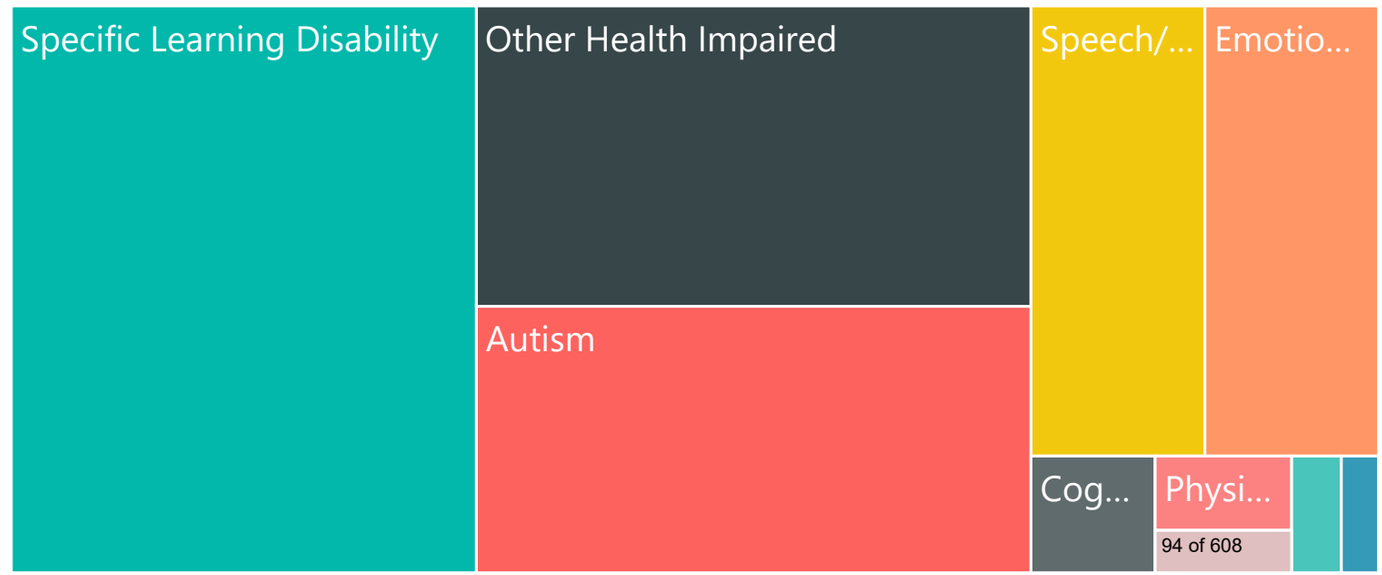
Disability

Disability	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Autism	87	100	95	102
Cognitive Disability	7	8	11	10
Emotionally Impaired	48	48	52	54
Hearing Impaired	4	3	4	4
Multiple Disabilities	2	2		
Other Health Impaired	105	100	112	115
Physical Disability	6	5	7	7
Specific Learning Disability	149	162	174	182
Speech/Language Impaired	54	52	57	54
Traumatic Brain Injury	2	3	3	3
Visually Impaired	2	4	4	4

FARM Eligibility

December 31, 2018

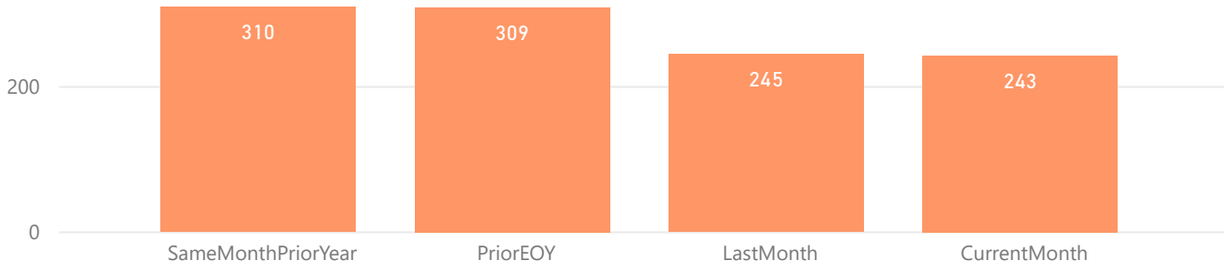




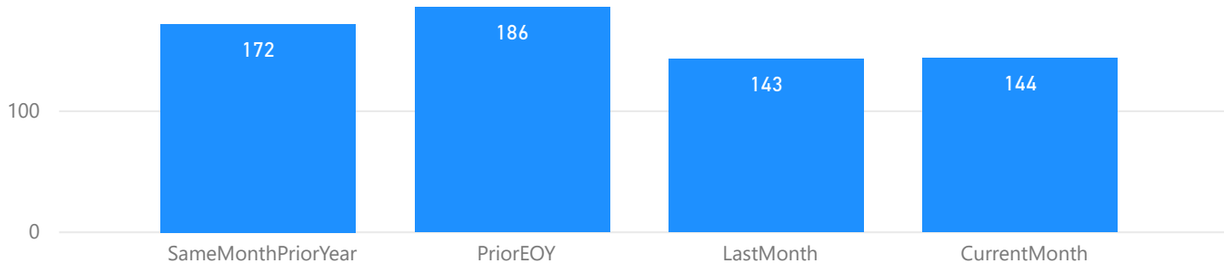
Capistrano Connections Academy

December 31, 2019

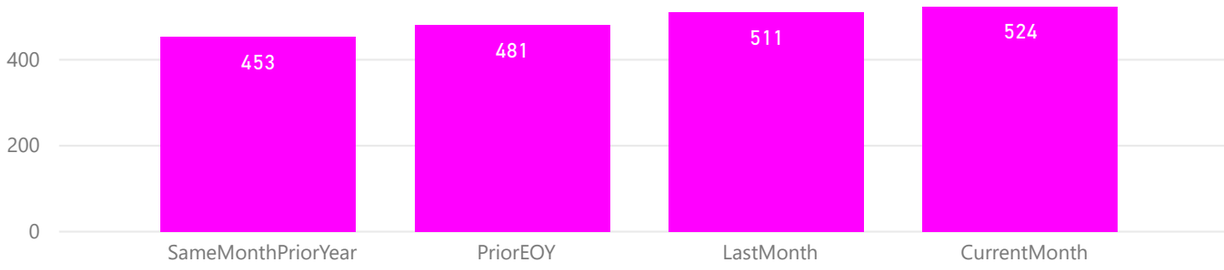
Gifted



Plan504



IEP



Currently Enrolled

4278

Gifted

6%

Plan504

3%

IEP

12%

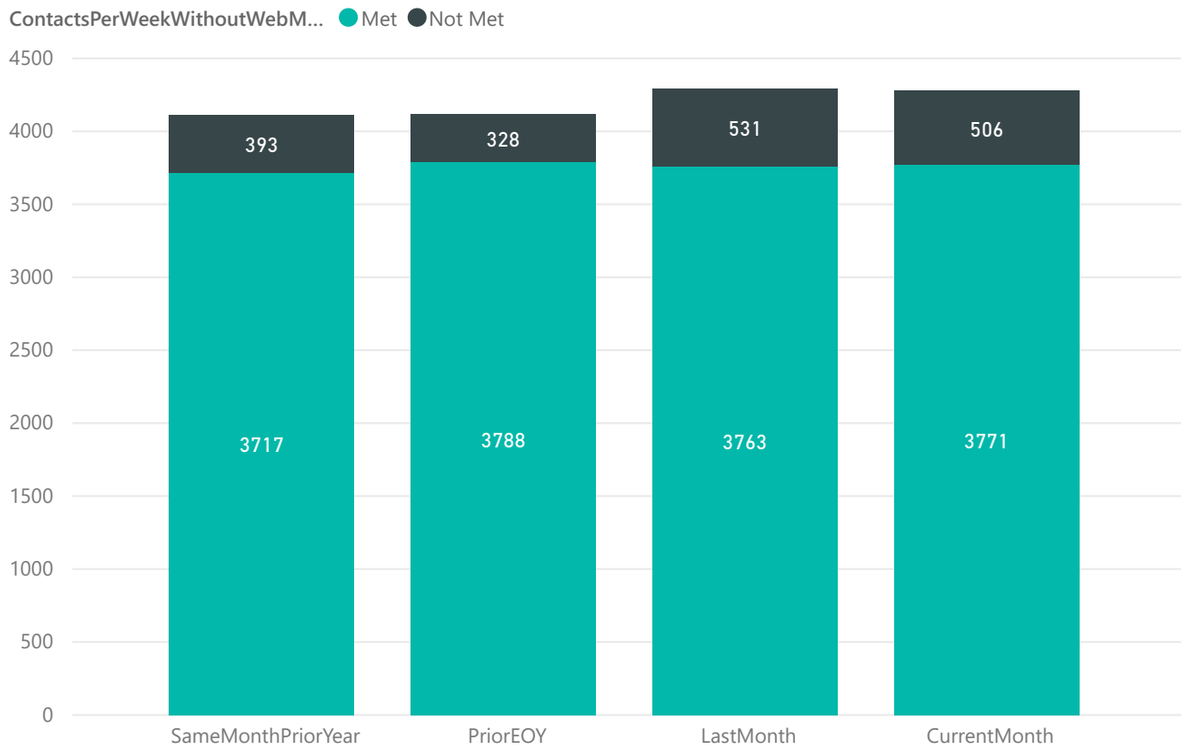
Not in Special Population

79%

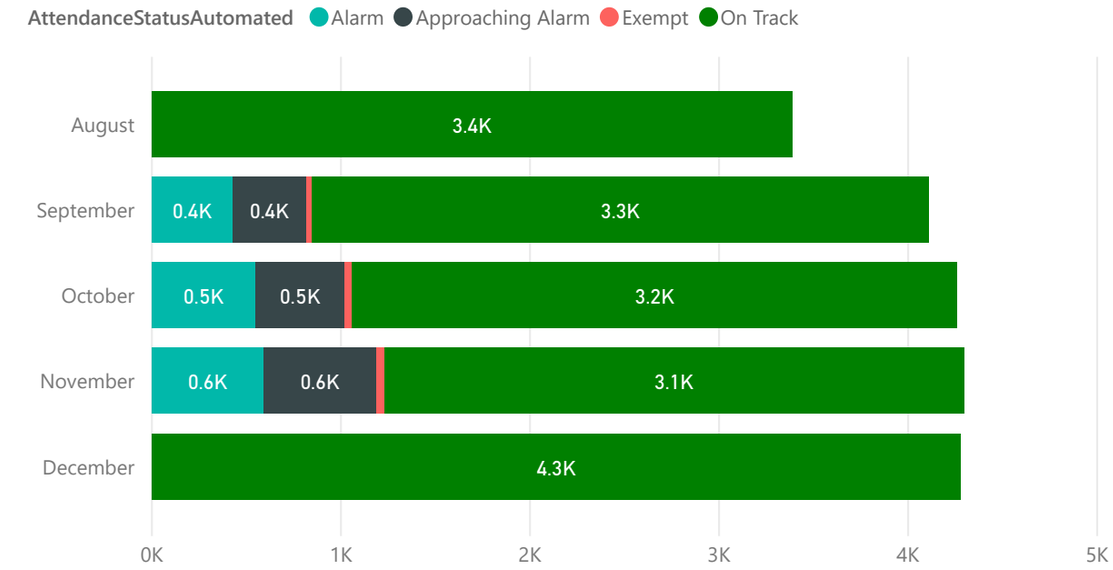
Capistrano Connections Academy

December 31, 2019

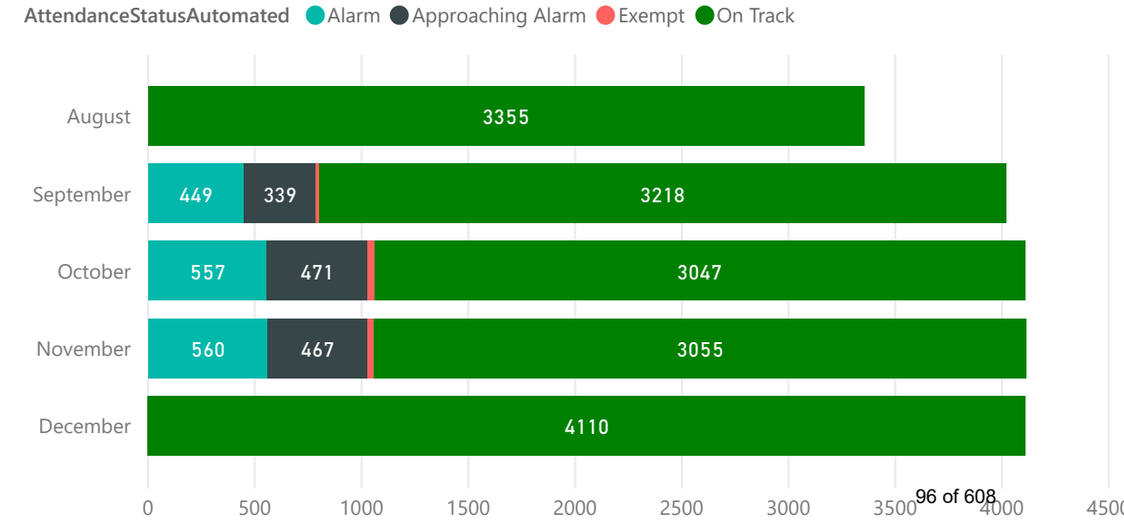
Contacts Per Week



School Year: 2019-2020



School Year: 2018-2019



Currently Enrolled

4278

Capistrano Connections Academy

December 31, 2019

Average Participation

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	95%	99%	100%	98%
3-5	95%	99%	101%	99%
6-8	102%	99%	101%	101%
9-12	92%	94%	93%	93%
Total	**95%**	**96%**	**97%**	**96%**

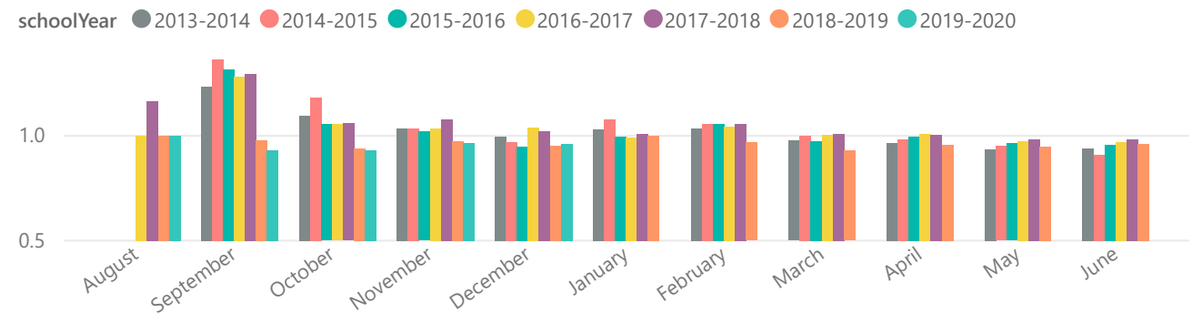
Average Performance

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	91%	88%	91%	91%
3-5	78%	77%	77%	77%
6-8	76%	77%	74%	73%
9-12	70%	75%	67%	69%
Total	**75%**	**77%**	**72%**	**73%**

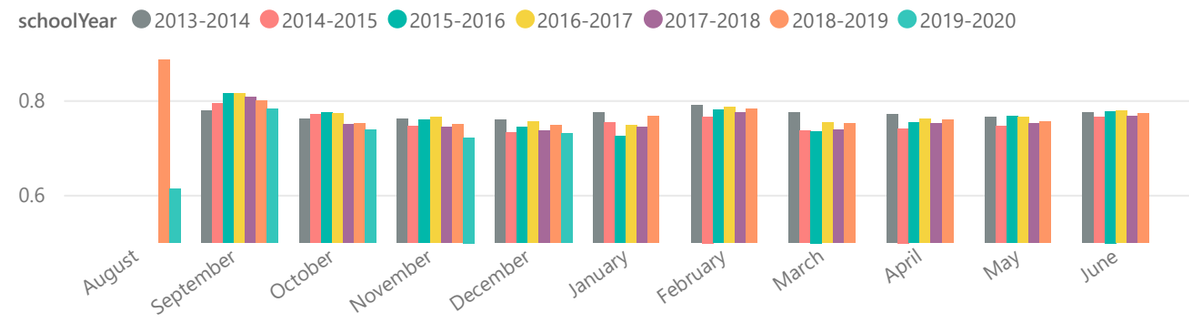
Average Attendance

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

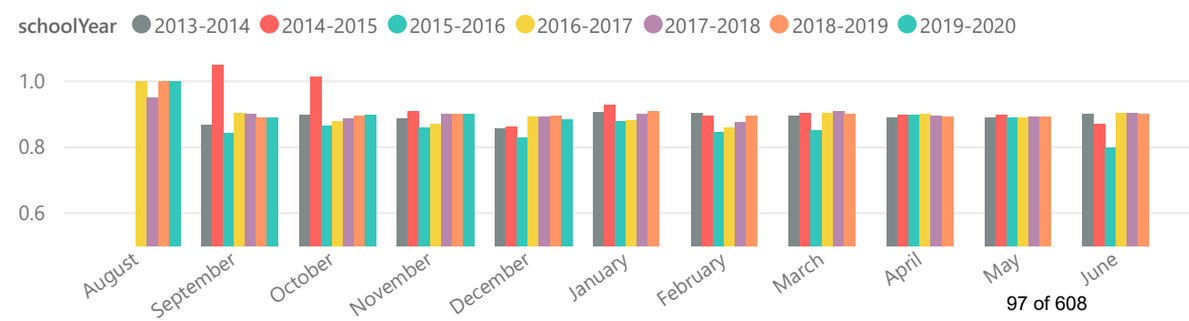
Average Total Participation



Average Total Performance



Average Total Attendance



Currently Enrolled	Total YTD Enrolled
4278	4878

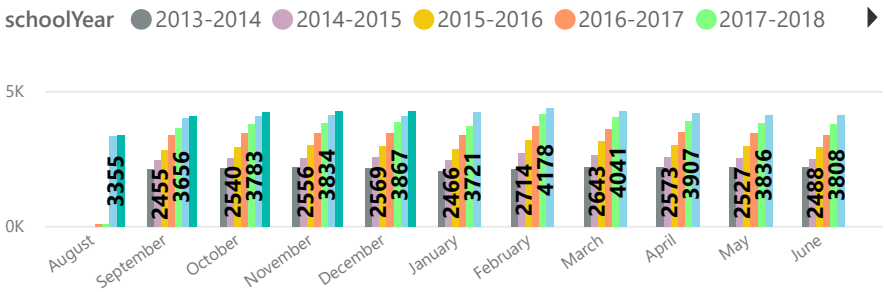
Enrollment Services Complete (Stage 4)
4987

Capistrano Connections Academy
December 31, 2019

Current Enrollment Month-Over-Month Change
-0%

Current Enrollment Year-Over-Year Change
4%

Monthly Student Current Enrollment Comparison



Total YTD Enrollment

ReportPeriod	SameMonthPriorYear		CurrentMonth	
Withdrawal Category	Student Count	%CT Student Count	Student Count	%CT Student Count
Enrolled, Not Grad	4110	87%	4278	88%
Graduated	16	0%	12	0%
Prior To Engagement	184	4%	204	4%
Withdrawal During School Year	416	9%	384	8%
Total	**4726**	**100%**	**4878**	**100%**

New & Returning

ReportPeriod	SameMonthPriorYear		CurrentMonth	
New or Returning	Students	%CT Students	Students	%CT Students
New	1936	47.10%	1897	44.34%
Returning	2174	52.90%	2381	55.66%

Household Data

Household Data	SameMonthPriorYear	CurrentMonth
Active	3318	3517
Graduated	16	12
WD During School Year	346	329
WD Prior To Engagement	172	191

Students Per Active Household

SameMonthPriorYear	CurrentMonth
1.24	1.22

Grade Distribution

ReportPeriod	SameMonthPriorYear		CurrentMonth	
GradeDistribution	Students	%CT Students	Students	%CT Students
PK-2	**433**	**11%**	**419**	**10%**
PK	22	1%	11	0%
KG	117	3%	122	3%
1	149	4%	137	3%
2	145	4%	149	3%
3-5	**472**	**11%**	**503**	**12%**
3	129	3%	147	3%
4	175	4%	164	4%
5	168	4%	192	4%
6-8	**1036**	**25%**	**1026**	**24%**
6	263	6%	243	6%
7	343	8%	340	8%
8	430	10%	443	10%
9-12	**2169**	**53%**	**2330**	**54%**
9	407	10%	457	11%
10	538	13%	559	13%
11	610	15%	640	15%
12	614	15%	674	16%
Total	**4110**	**100%**	**4278**	**100%**

Withdrawal Reason

Withdrawal Reason	SameMor
Different/Better Schooling Option (Not related to socialization)	
Enrollment was intended to be short term and is no longer needed for my student.	
Generally dissatisfied with curriculum/course options	
Getting started with the school was too difficult	
Inactivity/Lack of Attendance	
Life change	
Mismatch Academic	
Mismatch Family Schedule	
My student is pursuing GED	
My student wants to return to a traditional school setting for other (non-socialization related) reasons.	
My student wants to return to a traditional school setting for socialization reasons.	
No reason provided	
Regulation	
Student wants more socialization	
Technical Difficulties	
The curriculum is too hard.	
The program takes too much of the Learning Coach's time.	

Capistrano Connections Academy
December 31, 2019

Gender

Gender	SameMonthPriorYear	CurrentMonth
	1	1
F	2224	2303
M	1885	1974

Primary Language

Home Language	SameMonthPriorYear	CurrentMonth
English	3672	3813
Spanish	279	281
Russian	10	20
Arabic	13	14
Urdu	2	1
Another Language	134	149

Disability

Disability	SameMonthPriorYear	CurrentMonth
Autism	87	102
Cognitive Disability	7	10
Emotionally Impaired	48	54
Hearing Impaired	4	4
Multiple Disabilities	2	
Other Health Impaired	105	115
Physical Disability	6	7
Specific Learning Disability	149	182
Speech/Language Impaired	54	54
Traumatic Brain Injury	2	3
Visually Impaired	2	4

Gifted

Gifted	SameMonthPriorYear	CurrentMonth
Yes	310	243

Plan 504

Plan504	SameMonthPriorYear	CurrentMonth
504	172	144

IEP

IEP	SameMonthPriorYear	CurrentMonth
IEP	453	524

Gifted	Plan504
6%	3%

IEP	Not in Special Population
12%	79%

Ethnicity

Ethnicity	SameMonthPriorYear	CurrentMonth
Hispanic or Latino	1472	1609
Not Hispanic or Latino	2638	2668

Race

Race	SameMonthPriorYear	CurrentMonth
American Indian or Alaskan Native	302	329
Asian	462	492
Black/African American	824	827
Native Hawaiian or Other Pacific Islander	123	122
White	2907	3012

Household FARM Eligibility

HouseholdFARMEligibility	SameMonthPriorYear	CurrentMonth
Applied-Does not qualify	678	749
Family Reported-Does not qualify	870	838
Qualifies for free	1241	1241
Qualifies for reduced	333	357
Refused to report	522	558

Distinct Race/Ethnicity

Distinct Race/Ethnicity	SameMonthPriorYear	CurrentMonth
American Indian or Alaskan Native	26	28
Asian	281	313
Black/African American	505	507
Hispanic or Latino	1472	1609
Multiple Races	334	321
Native Hawaiian or Other Pacific Islander	38	38
Not Indicated	1	1
Parent refused to report race		1
White	1453	1460

Prior Schooling

Prior Schooling	SameMonthPriorYear	CurrentMonth
Charter School (Public)	305	310
Home School	303	313
No Prior School	494	508
Online (Virtual) Public School	279	266
Private/Parochial School	256	267
Public School	2268	2392
Prior Schooling Not Reported	205	222

Capistrano Connections Academy
December 31, 2019

Contacts Per Week

ContactsPerWeekWithoutWebMail	SameMonthPriorYear	CurrentMonth
Met	3717	3771
Not Met	393	506

Attendance Status

AttendanceStatusAutomated	SameMonthPriorYear	CurrentMonth
On Track	4110	4278

Average Participation

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	95%	98%
3-5	95%	99%
6-8	102%	101%
9-12	92%	93%
Total	**95%**	**96%**

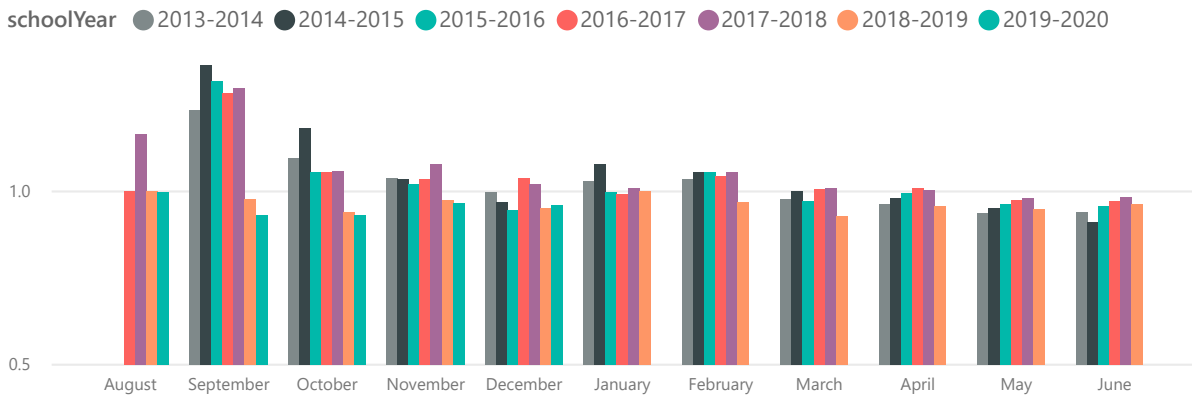
Average Performance

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	91%	91%
3-5	78%	77%
6-8	76%	73%
9-12	70%	69%
Total	**75%**	**73%**

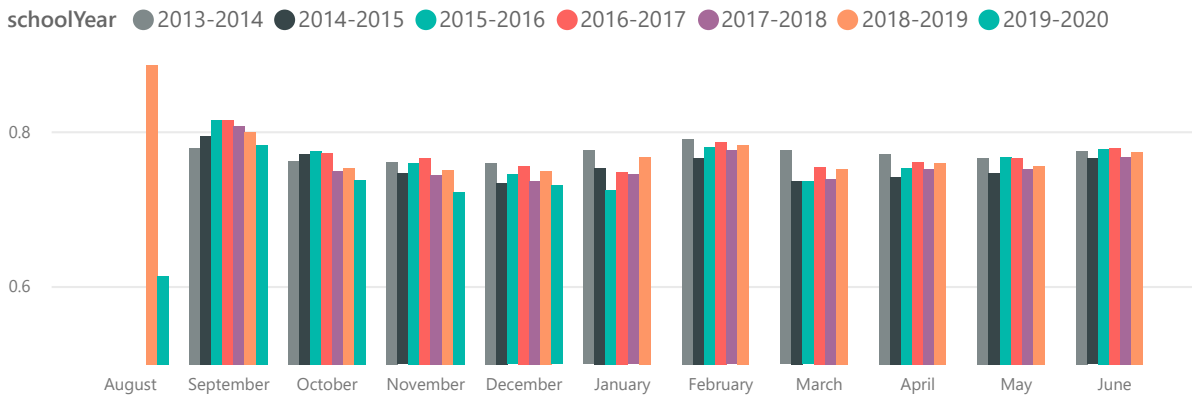
Average Attendance

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	93%	91%
3-5	92%	92%
6-8	94%	91%
9-12	86%	86%
Total	**90%**	**88%**

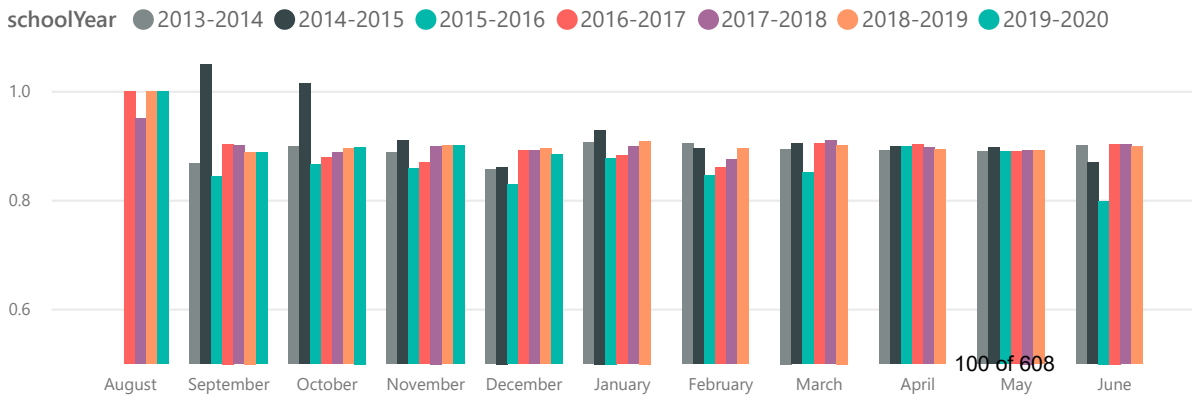
Average Total Participation



Average Total Performance



Average Total Attendance



Principals' Report
California Connections Academy Schools
2019-20

Month for Report: January

Enrollment Update

DATA as of January 13, 2020							
	SoCal	Ripon	Central	North Bay	Central Coast	Monterey Bay	All CalCA
Enrolled	4298	1374	576	215	47	302	6811
Approved	64	25	11	4	4	8	117
Pre-Approved	517	207	105	42	22	55	947
Applicant	496	205	91	24	61	61	893

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

- 1/21: Sac State Planetarium
- 1/27: WOW Science Museum
- 2/5: Oakland Museum of CA
- 2/13: Blue Heron Trail
- 2/21: San Jose Tech Museum

- 2/28: Redwood Empire Food Bank

Central Region - Central and Central Coast

- 1/20: Children's Museum Visalia
- 1/31: The Cat House
- 2/13: College of Sequoias (tour of the campus)
- 2/18: Bowlero Visalia

Southern Region - Southern California

- 1/16: Superpower Dogs IMAX & Endeavour
- 1/17: Mt. Rubidoux Hiking Trip
- 1/23: San Diego Mesa College
- 1/23: Cabrillo Marine Aquarium
- 1/23: Discovery Cube Santa Ana
- 1/24: Bolsa Chica Conservancy Wetlands Tour
- 1/28: Saddleback Community College
- 1/30: Marine Mammal Care Center
- 2/8: Pacific Marine Mammal Center

Virtual

- 1/15: Science Below Zero
- 1/23: Secrets of the Lost Quarry
- 3/10: Butterflies in our Backyard

Recent Field Trips

Northern Region - Monterey Bay, North Bay, and Ripon

- 11/1: Hilmar Cheese Factory: 26
- 11/7: High Hill Ranch: 23
- 11/8: Valley Springs Church: 8
- 11/15: San Luis National Wildlife Refuge: 10
- 11/15: Annadel & Spring Lake Hike: 11
- 11/21: Fish Hatchery: 6
- 11/22: Walt Disney Museum: 26
- 12/12: Rock Shop: 3
- 12/18: Wells Fargo and Old Sacramento Schoolhouse Museums: 21

Central Region - Central and Central Coast

- 11/7: Planetarium and Science Center: 20
- 11/15: California State University of Bakersfield: 1
- 11/18: Mission San Luis Obispo de Tolosa: 10
- 11/23: LEGGO League event: 10
- 12/6: Hidden Homes Trail and River Center: 9
- 12/11: CSU Fresno Downing Planetarium: 6
- 12/12: Elf the Musical at Kastner Middle School: 7
- 12/19: Holiday Card Party for Veterans: 15

Southern Region - Southern California

- 11/4: Norton Simon Museum of Art: 35
- 11/5: Dana Point Headlands: 8
- 11/6: Cal State Fullerton: 18
- 11/7: Irvine Regional Park/OC Zoo: 21
- 11/8: Oak Glen Park (1st Grade Field Trip): 46
- 11/7: Discovery Science Center Santa Ana: 5
- 11/14: LMU College Tour: 8
- 11/14: Graber Olive House: 31
- 11/15: Laguna Art Museum: 12
- 11/18: Aquarium of the Pacific: 36
- 11/21: The Broad (Art Museum): 2
- 12/2: Board game day @ park/library/office: 7
- 12/6: Timken Museum of Art: 2
- 12/6: Griffith Observatory: 5
- 12/10: Lincoln Shrine: 7
- 12/12: University of La Verne Campus Tour: 14

Virtual

- 11/6: Trail of Tears: 60
- 11/7: East Meets West: 4
- 12/4: You've Got Guts: 6
- 12/12: Slavery at the Hermitage: 11

Outreach Update

Retention

- Family Relationship Team now called Learning Coach Mentor Team to better describe the team's functions.
- 239 successful calls to new Learning Coaches in December.
- 12/13/19: Virtual Learning Coach Lounge hosted by Learning Coach Mentors to enhance Learning Coach socialization opportunities. Attended by five Learning Coaches. Small numbers but highly engaged and appreciative.

Marketing

- December: CalCA marketing team hosted two virtual information sessions now called "webinars."
- January: Two CalCA hosted webinars planned: January 14 and January 23.
- January: Annual website audit commences facilitated by Outreach Manager.
- January: CalCA Marketing team learns it provides most content than other schools for social meeting purposes. Seeking creative ways to produce more.

SITE REPORTS

Northern Region:

Kara Mannix, High School Principal

Site Administrator for Monterey Bay, North Bay, and Ripon

We are back from a great break and working hard to wrap up the end of the semester, which is right around the corner. Teachers are seeking out students who are close to passing their courses, and offering support and encouragement to cheer them on to a successful finish. Spring semester will move quickly with so many school events, and we are looking forward to participating in field trips, festivals, testing, and end of year events in the next few months.

Central Region:

Marcus White, Elementary Principal

Site Administrator for Central and Central Coast

Happy New Year from Central! We are well rested and back from another amazing Winter Break. First semester is quickly coming to an end. Our students and teachers are working hard to ensure courses get completed on time. The end of the semester is always a very busy and important time. Thankfully, our teachers are outstanding and doing everything to ensure our students are well taken care of.

Southern Region:

Heather Tamayo, Middle School Principal

Site Administrator of Southern California

What a great start to 2020 down here in Southern California! We ended the year with three staff holiday lunches, in different cities, to encourage staff to attend one of them that might be closer to their home. It was a huge success! One hundred forty staff members showed up at the lunches and were able to connect with their colleagues and enjoy great company and conversation.

The first semester is coming to a close, which means that we are working hard to help our kids cross the finish line successfully. It is incredibly inspiring to see the limits that teachers are willing to go to, to ensure that kids are getting the education that they need and the grades that reflect their hard work. Second semester takes on a different feel, as we work to strategize Physical Fitness Testing (PFT) and CAASPP testing and ensure that staff is present for their students. Our testing team, led by Than Short and Richie Romero, is doing an incredible job of streamlining the testing process in our biggest region.

Our mid-year events will take place during the third week of February. These events allow us to better connect with our families and create meaningful relationships in this virtual setting. Jon Sturtevant has done an outstanding job of stepping into his new role as the events lead and creating memorable events for our staff and students.

2020 is looking incredibly bright and promising! We look forward to the second half of the school year and constantly striving to maintain a virtual school that is a cut above the rest.

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

	November-19 Actual	December-19 Actual	YTD Actual	Annual Forecast	Revised Budget	Forecast vs Budget
Forecasted Enrollment						
Forecasted ADM				6,644	6,632	12
Forecasted Total Enrollment				9,148	9,247	(99)
Forecasted Funded Enrollment				5,889	5,879	11
Revenue						
State Funding	2,577,347.94	2,812,989.28	12,450,344.41	30,271,850.45	29,929,580	342,270
Federal & Other Program Funding	87,471.00	9,357.00	275,029.00	1,873,700.00	1,873,700	0
Local Aid	2,453,933.03	2,651,473.54	12,140,014.60	29,934,282.55	29,305,178	629,104
Other Funding Sources	60,342.77	16,024.03	140,010.19	205,659.95	226,830	(21,170)
Total Revenue	**5,179,094.74**	**5,489,843.85**	**25,005,398.19**	**62,285,492.95**	**61,335,289**	**950,204**
Program Expenses						
Compensation Expense						
Administration Staff	366,732.72	358,693.14	2,139,934.36	4,344,563.68	4,344,056	(508)
Instructional Staff	1,997,042.56	1,978,636.67	9,554,544.87	24,690,892.92	24,819,122	128,229
Total Compensation Expense	**2,363,775.28**	**2,337,329.81**	**11,694,479.23**	**29,035,456.59**	**29,163,178**	**127,721**
Fee Based Expenses						
Enrollment/Unit Based Fees	2,274,086.88	1,594,813.91	11,062,709.79	22,873,662.69	22,568,203	(305,460)
Revenue Based Fees	416,465.37	417,176.35	2,503,058.17	5,124,373.93	5,008,249	(116,125)
Total Fee Based Expenses	**2,690,552.25**	**2,011,990.26**	**13,565,767.96**	**27,998,036.61**	**27,576,452**	**(421,584)**
Other School Expenses						
Assessment	3,561.57	1,774.55	188,612.91	672,465.51	672,466	0
Authorizer Oversight	50,930.15	52,301.58	316,096.99	631,776.44	620,724	(11,052)
Employee Related	7,955.98	47,400.21	345,526.23	797,778.07	794,734	(3,044)
Facilities	52,560.36	116,510.73	444,299.68	1,002,449.52	929,247	(73,202)
Governance	38,502.21	17,288.04	86,527.83	154,414.54	148,742	(5,672)
Internet Service Provider	-	97,230.90	97,290.53	319,000.00	321,500	2,500
Instructional	64.22	639.62	184,539.82	304,573.80	339,124	34,550
Professional Services	13,785.09	6,967.97	39,775.54	267,947.58	264,110	(3,838)
Student Related	282,113.05	414,428.19	844,571.44	2,044,860.36	2,359,909	315,049
Taxes	34,041.41	36,431.53	218,930.24	425,478.96	435,141	9,662
Pending Allocation	30,276.99	(7,397.19)	72,052.17	-	0	0
Total Other School Expenses	**513,791.02**	**783,576.13**	**2,838,223.37**	**6,620,744.79**	**6,885,697**	**264,952**
Adjustments and Credits						
Discretionary Service Credit	-	-	-	(784,000.00)	(1,410,000)	(626,000)
Total Adjustments and Credits	**-**	**-**	**-**	**(784,000.00)**	**(1,410,000)**	**(626,000)**
Total Program Expenses	**5,568,118.55**	**5,132,896.20**	**28,098,470.57**	**62,870,238.00**	**62,215,326**	**(654,911)**
Net Increase (Decrease)	**(389,023.81)**	**356,947.65**	**(3,093,072.38)**	**(584,745.05)**	**(880,037.92)**	
Beginning fund balance	(1,797,926.88)	(2,186,950.69)	1,263,069.33	1,263,069.33		
Ending fund balance	**(2,186,950.69)**	**(1,830,003.05)**	**(1,830,003.05)**	**678,324.28**		

California Online Public Schools
Balance Sheet
December 31, 2019

ASSETS		
Cash and Short Term Investments:		
Checking	$	406,724.26
Payroll		450,923.92
Checking - CALOPS		3,358,832.73
Savings - CALOPS		912,698.64
OCDE Cash Account		1,794,497.80
Petty Cash		610.00
Total Cash and Short Term Investments		***6,924,287.35***
Other Current Assets:		
Pupil Funding		4,159,287.16
SPED Funding State		187,369.59
Other State Receivables		85,767.38
Federal Programs		7,754.00
Prepaid Expenses		85,157.64
Total Other Current Assets		***4,525,335.77***
Total Current Assets		***11,449,623.12***
Fixed Assets:		
Office Equipment - Shelving System		32,521.50
Accumulated Depreciation		(2,890.88)
Net Fixed Assets		***29,630.62***
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***
Total Assets	***$***	***11,499,941.04***
LIABILITIES		
Current Liabilities:		
Due to (from) Pearson Online and Blended Learning	$	11,635,044.70
CalOPS Payroll Liability		3,474.64
Pension Payable		438,893.27
Accrued Expenses		30,014.17
Deferred Revenue		858,791.75
Accounts Payable		363,725.56
Total Current Liabilities		***13,329,944.09***
Total Liabilities		***13,329,944.09***
FUND BALANCE		
Beginning Fund Balance		1,263,069.33
Change in Fund Balance		(3,093,072.38)
Ending Fund Balance		***(1,830,003.05)***
Total Liabilities and Fund Balance	***$***	***11,499,941.04***

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

	November-19 Actual	December-19 Actual	YTD Actual	Annual Forecast	Revised Budget	Forecast vs Budget $	Forecast vs Budget %
Forecasted Enrollment							
Forecasted ADM				207	206	1	0.54%
Forecasted Total Enrollment				292	291	1	0.34%
Forecasted Funded Enrollment				182	181	1	0.54%
Revenue							
State Funding	103,873.98	110,021.94	511,668.00	1,262,011.54	1,291,706.15	(29,694.61)	-2.30%
Federal & Other Program Funding	8,350.00	-	8,350.00	74,300.00	74,300.00	-	0.00%
Local Aid	42,284.21	73,345.27	236,844.22	583,999.45	523,485.36	60,514.09	11.56%
Other Funding Sources	1,791.75	441.29	2,584.23	5,318.63	6,683.97	(1,365.34)	-20.43%
Total Revenue	**156,299.94**	**183,808.50**	**759,446.45**	**1,925,629.62**	**1,896,175.48**	**29,454.13**	**1.55%**
Program Expenses							
Compensation Expense							
Administration Staff	13,642.46	13,343.38	81,711.38	163,723.59	162,167.20	(1,556.40)	-0.96%
Instructional Staff	59,511.87	60,250.81	331,511.58	788,748.35	931,318.42	142,570.07	15.31%
Total Compensation Expense	**73,154.33**	**73,594.20**	**413,222.96**	**952,471.94**	**1,093,485.62**	**141,013.67**	12.90%
Fee Based Expenses							
Enrollment/Unit Based Fees	54,739.86	59,611.78	334,105.37	704,739.21	690,991.11	(13,748.10)	-1.99%
Revenue Based Fees	11,020.94	12,553.18	75,319.06	158,346.19	155,234.78	(3,111.41)	-2.00%
Total Fee Based Expenses	**65,760.80**	**72,164.96**	**409,424.43**	**863,085.40**	**846,225.89**	**(16,859.51)**	**-1.99%**
Other School Expenses							
Assessment	21.95	18.99	5,974.58	25,686.30	25,686.30	-	0.00%
Authorizer Oversight	1,403.55	1,530.72	9,717.59	18,901.88	18,544.67	(357.20)	-1.93%
Employee Related	237.27	1,432.10	12,473.02	27,649.29	26,382.47	(1,266.82)	-4.80%
Facilities	1,856.52	1,571.69	11,007.28	27,985.30	27,985.30	-	0.00%
Governance	1,769.27	4.50	2,665.15	6,403.51	6,403.51	-	0.00%
Internet Service Provider	-	2,316.09	2,316.09	8,500.00	11,000.00	2,500.00	22.73%
Instructional	1.91	19.44	4,077.42	10,965.84	11,765.84	800.00	6.80%
Professional Services	459.46	211.88	2,262.18	16,389.25	16,389.25	-	0.00%
Student Related	3,968.15	8,231.85	14,505.20	56,468.02	56,468.02	-	0.00%
Taxes	1,030.83	1,133.39	6,775.08	13,160.32	13,474.75	314.43	2.33%
Pending Allocation	1,126.30	(275.18)	2,810.38	-	-	-	0.00%
Total Other School Expenses	**11,875.21**	**16,195.47**	**74,583.97**	**212,109.69**	**214,100.10**	**1,990.41**	**0.93%**
Adjustments and Credits							
Discretionary Service Credit	-	-	-	-	(115,000.00)	(115,000.00)	-100.00%
Total Adjustments and Credits	**-**	**-**	**-**	**-**	**(115,000.00)**	**81,000.00**	**-100.00%**
Total Program Expenses	**150,790.34**	**161,954.63**	**897,231.36**	**2,027,667.03**	**2,038,811.60**	**207,144.57**	**0.55%**
Net Increase (Decrease)	**5,509.60**	**21,853.87**	**(137,784.91)**	**(102,037.42)**	**(142,636.12)**	**40,598.70**	
Beginning fund balance	(10,885.55)	(5,375.94)	154,262.84	154,262.84			
Ending fund balance	**(5,375.94)**	**16,477.93**	**16,477.93**	**52,225.42**			

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

ASSETS		
Cash and Short Term Investments:		
Checking	$	42,867.87
Savings		250,470.15
Total Cash and Short Term Investments		***293,338.02***
Other Current Assets:		
Pupil Funding		228,464.58
SPED Funding State		708.85
Other State Receivables		17,598.73
Federal Programs		897.00
Due from CalOPS Schools		(10,518.87)
Prepaid Expenses		1,501.09
Total Other Current Assets		***238,651.38***
Total Current Assets		***531,989.40***
Total Assets	***$***	***531,989.40***
LIABILITIES		
Current Liabilities:		
Due to (from) Pearson Online and Blended Learning	$	275,990.38
CalOPS Payroll Liability		216,170.43
Accrued Expenses		653.94
Deferred Revenue		10,528.00
Accounts Payable		12,168.72
Total Current Liabilities		***515,511.47***
Total Liabilities		***515,511.47***
FUND BALANCE		
Beginning Fund Balance		154,262.84
Change in Fund Balance		(137,784.91)
Ending Fund Balance		***16,477.93***
Total Liabilities and Fund Balance	***$***	***531,989.40***

California Connections Academy @ North Bay
Schedule of Revenue
For the Period Ended December 31, 2019

	November-19 Actual	December-19 Actual	YTD Actual	Annual Forecast	Revised Budget	Forecast vs Budget
Revenue						
State Funding						
LCFF / General Purpose Block Grant - State	95,232.86	98,588.50	466,822.23	1,151,068.50	1,178,998.16	(27,929.66)
LCFF / General Purpose Block Grant - State EPA	2,690.45	4,377.02	14,780.07	36,444.00	33,308.12	3,135.88
Star Testing Reimbursement	-	-	-	364.44	362.47	1.97
Lottery	3,031.93	3,574.05	15,297.52	37,719.90	36,972.22	747.68
Special Education Pass through funds - State	2,444.73	2,881.87	12,334.85	30,414.69	36,200.00	(5,785.31)
Mandated Cost Reimbursement	474.01	600.50	2,433.33	6,000.00	5,865.17	134.83
Total State Funding	**103,873.98**	**110,021.94**	**511,668.00**	**1,262,011.54**	**1,291,706.15**	**(29,694.61)**
Federal & Other Programs Funding						
Title I	5,787.00	-	5,787.00	29,000.00	29,000.00	-
Title II	63.00	-	63.00	5,000.00	5,000.00	-
Title IV	2,500.00	-	2,500.00	13,000.00	13,000.00	-
IDEA	-	-	-	27,000.00	27,000.00	-
E-Rate	-	-	-	300.00	300.00	-
Total Federal & Other Programs Funding	**8,350.00**	**-**	**8,350.00**	**74,300.00**	**74,300.00**	**-**
Local Funding						
LCFF / General Purpose Block Grant - Local	42,284.21	73,345.27	236,844.22	583,999.45	523,485.36	60,514.09
Total Local Funding	**42,284.21**	**73,345.27**	**236,844.22**	**583,999.45**	**523,485.36**	**60,514.09**
Other Funding						
Interest	29.74	25.68	117.34	500.00	500.00	-
OBL Grant	1,762.01	415.61	2,466.89	4,818.63	6,183.97	(1,365.34)
Total Other Funding	**1,791.75**	**441.29**	**2,584.23**	**5,318.63**	**6,683.97**	**(1,365.34)**
Total Revenue	**156,299.94**	**183,808.50**	**759,446.45**	**1,925,629.62**	**1,896,175.48**	**29,454.13**

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

	November-19 Actual	December-19 Actual	YTD Actual	Annual Forecast	Revised Budget	Forecast vs Budget
SCHEDULE OF FEES:						
Enrollment/Unit-Based Fees						
Accounting and Regulatory Reporting	728.75	832.42	4,994.50	10,356.00	10,300.00	(56.00)
Connexus Annual License (EMS)	8,745.00	9,989.00	59,934.00	124,272.00	123,600.00	(672.00)
Curriculum Postage	699.93	781.00	4,686.00	9,636.00	9,603.00	(33.00)
Direct Course Instruction Support	414.00	448.50	2,095.30	3,039.78	5,382.00	2,342.22
Educational Resource Center	1,836.45	2,097.69	12,586.14	26,097.12	25,956.00	(141.12)
Enrollment and Records Management	848.40	946.67	5,680.00	11,680.00	11,640.00	(40.00)
Facility Support Services	72.50	72.50	435.00	1,116.46	1,116.46	-
Hardware/Software - Employees	23.00	493.00	2,958.00	6,071.78	7,323.96	1,252.18
Human Resources Support	47.92	1,027.08	6,162.50	12,649.54	15,258.24	2,608.70
ISP Processing Fee	297.91	297.92	1,787.50	6,239.32	3,578.35	(2,660.96)
School Curriculum Supplies	19.17	362.50	2,175.00	4,470.76	5,377.60	906.84
Short-Term Sub Teaching Services	2,958.00	1,962.00	9,154.39	9,154.39	354.00	(8,800.39)
Special Populations Consultative Services	6,148.00	6,148.00	16,536.00	60,420.00	50,880.00	(9,540.00)
Student Technology Assistance- Laptops	6,852.09	6,852.08	41,112.50	79,925.00	82,302.13	2,377.13
Tangible/Intangible Instr. Materials	22,862.49	24,804.17	148,825.00	304,900.00	303,025.00	(1,875.00)
Technical Support and Repairs	2,186.25	2,497.25	14,983.54	31,068.00	30,900.00	(168.00)
Voice Over IP Services	-	-	-	3,643.07	4,394.37	751.31
Total Enrollment/Unit Based Fees	**54,739.86**	**59,611.78**	**334,105.37**	**704,739.21**	**690,991.11**	**(13,748.10)**
Revenue-Based Fees						
Marketing Services	1,296.58	1,476.85	8,861.07	18,628.96	18,262.92	(366.05)
School Administration	7,779.49	8,861.06	53,166.39	111,773.78	109,577.49	(2,196.29)
Treasury Services	1,944.87	2,215.27	13,291.60	27,943.44	27,394.37	(549.07)
Total Revenue Based Fees	**11,020.94**	**12,553.18**	**75,319.06**	**158,346.19**	**155,234.78**	**(3,111.41)**
Total Fee-Based Expenses	**65,760.80**	**72,164.96**	**409,424.43**	**863,085.40**	**846,225.89**	**(16,859.51)**
SCHEDULE OF COMPENSATION:						
Administrative Compensation						
Salaries	9,771.98	9,490.81	60,120.75	118,917.01	117,559.62	(1,357.38)
Benefits	2,394.14	2,325.25	14,729.58	29,134.67	28,802.11	(332.56)
Pension	1,131.32	1,223.44	4,731.77	10,690.03	10,417.87	(272.16)
Taxes	345.02	303.89	2,129.28	4,981.89	5,387.60	405.70
Total Administrative Compensation	**13,642.46**	**13,343.38**	**81,711.38**	**163,723.59**	**162,167.20**	**(1,556.40)**
Instructional Compensation						
Salaries	40,846.05	40,823.13	238,202.87	559,646.52	656,148.20	96,501.67
Benefits	10,007.28	10,001.67	58,359.70	137,113.40	160,756.31	23,642.91
Pension	8,062.30	8,851.58	31,547.18	82,157.73	101,849.37	19,691.64
Taxes	596.23	574.44	3,401.83	9,830.70	12,564.55	2,733.85
Total Instructional Compensation	**59,511.87**	**60,250.81**	**331,511.58**	**788,748.35**	**931,318.42**	**142,570.07**
Total Compensation	**73,154.33**	**73,594.20**	**413,222.96**	**952,471.94**	**1,093,485.62**	**141,013.67**
SCHEDULE OF CREDITS AND ADJUSTMENTS						
Discretionary Service Credit	-	-	-	-	(115,000.00)	(115,000.00)
Total Adjustments and Credits	**-**	**-**	**-**	**-**	**(115,000.00)**	**(115,000.00)**

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

	November-19 Actual	December-19 Actual	YTD Actual	Annual Forecast	Revised Budget	Annual Budget	Forecast vs Budget	Prior Year
SCHEDULE OF OTHER SCHOOL EXPENSES:								
Assessment								
Student Testing & Assessment Facilities & Services	16.18	-	5,896.18	10,966.20	10,966.20	**14,000.00**	**-**	1,365.11
Student Testing & Assessment Travel	5.77	18.99	78.40	8,453.70	8,453.70	**10,792.42**	**-**	6,239.23
Student Testing Technology	-	-	-	6,266.40	6,266.40	**8,000.00**	**-**	-
Total Assessment	**21.95**	**18.99**	**5,974.58**	**25,686.30**	**25,686.30**	**32,792.42**	**-**	7,604.34
Authorizer Oversight								
District Oversight	1,304.65	1,431.82	9,124.19	17,715.12	17,357.92	**22,315.15**	(357.20)	19,250.78
STRS Reporting	98.90	98.90	593.40	1,186.76	1,186.76	**1,186.76**	-	1,109.61
Total Authorizer Oversight	**1,403.55**	**1,530.72**	**9,717.59**	**18,901.88**	**18,544.67**	**23,501.90**	**(357.20)**	20,360.39
Employee Related								
Staff Recruiting/Background Checks	10.74	51.92	144.99	1,433.25	1,433.25	**1,433.25**	-	605.52
Staff Training/Prof. Dvlpmt	151.20	1,288.82	11,770.69	15,970.69	14,703.87	**14,703.87**	(1,266.82)	17,949.17
Team Building	4.21	-	126.34	1,529.55	1,529.55	**1,529.55**	-	512.22
Travel and Conferences - Administration	58.91	85.70	305.23	5,373.88	5,373.88	**5,373.88**	-	1,036.18
Travel and Conferences - Teachers	12.21	5.66	125.77	3,341.93	3,341.93	**3,341.93**	-	371.80
Total Employee Related	**237.27**	**1,432.10**	**12,473.02**	**27,649.29**	**26,382.47**	**26,382.47**	**(1,266.82)**	20,474.89
Facilities								
Copiers/ Reproduction	-	54.52	228.94	1,084.84	1,084.84	**1,084.84**	-	721.00
Expensed Furniture and Equipment	-	-	-	1,878.04	1,878.04	**1,878.04**	-	71.20
Internet	1.34	-	184.33	1,678.41	1,678.41	**1,678.41**	-	682.04
Maintenance & Repairs	68.59	66.07	569.80	2,255.24	2,255.24	**2,255.24**	-	795.25
Office Postage	3.37	18.14	506.46	1,395.82	1,395.82	**1,395.82**	-	864.14
Office Rent	1,176.12	1,176.12	7,050.63	13,813.03	13,813.03	**13,813.03**	-	9,138.90
Office Supplies	132.03	65.44	784.42	1,882.44	1,882.44	**1,882.44**	-	1,631.40
Rent Operating Expense	118.15	118.15	708.90	1,797.50	1,797.50	**1,797.50**	-	1,132.30
Rent Storage Unit	-	-	124.69	450.00	450.00	**450.00**	-	269.97
Telephone	274.39	8.17	319.35	750.00	750.00	**1,506.90**	-	334.05
Utilities	82.53	65.08	529.76	1,000.00	1,000.00	**1,871.93**	-	796.73
Total Facilities	**1,856.52**	**1,571.69**	**11,007.28**	**27,985.30**	**27,985.30**	**29,614.12**	**-**	16,436.98
Governance								
Accreditation	-	-	-	1,000.00	1,000.00	**1,000.00**	-	1,060.00
Banking Fees	-	-	-	400.00	400.00	**400.00**	-	(49.10)
Board-Related Expenses	-	-	81.82	1,424.18	1,424.18	**1,424.18**	-	25.45
Dues - Staff	9.27	4.50	28.76	650.71	650.71	**650.71**	-	2,727.08
Dues - School	1,760.00	-	2,225.95	2,600.00	2,600.00	**2,600.00**	-	-
Insurance Expenses	-	-	328.62	328.62	328.62	**258.14**	-	464.52
Total Governance	**1,769.27**	**4.50**	**2,665.15**	**6,403.51**	**6,403.51**	**6,333.03**	**-**	4,227.95
Internet Service Provider								
ISP Payment Reimbursement	-	2,316.09	2,316.09	8,500.00	11,000.00	**11,000.00**	2,500.00	8,840.38
Total Internet Service Provider	**-**	**2,316.09**	**2,316.09**	**8,500.00**	**11,000.00**	**11,000.00**	**2,500.00**	8,840.38
Instructional								
LiveSpeech	-	-	-	-	800.00	**800.00**	800.00	640.00
Math Time to Talk	-	-	-	2,694.38	2,694.38	**2,694.38**	-	825.00
Other Curriculum	1.91	19.44	825.42	3,519.46	3,519.46	**3,519.46**	-	52.72
Summer School	-	-	3,252.00	3,252.00	3,252.00	**1,200.00**	-	978.00
Title I - SES Tutoring	-	-	-	1,500.00	1,500.00	**1,500.00**	-	-
Total Instructional	**1.91**	**19.44**	**4,077.42**	**10,965.84**	**11,765.84**	**9,713.84**	**800.00**	6,303.02
Professional Services								
Accounting Services/Audit	437.62	-	605.09	9,000.00	9,000.00	**9,000.00**	-	8,062.50
AERIES	-	-	-	1,900.00	1,900.00	**1,900.00**	-	662.20
Legal Services	12.12	211.88	577.37	2,791.14	2,791.14	**2,791.14**	-	2,937.91
Other School Contracted Services	9.72	-	1,079.72	2,474.81	2,474.81	**2,474.81**	-	653.79
Other School Expense	-	-	-	223.29	223.29	**223.29**	-	27.85
Total Professional Services	**459.46**	**211.88**	**2,262.18**	**16,389.25**	**16,389.25**	**16,389.25**	**-**	12,344.25
Student Related								
Graduation Expense	-	14.50	35.59	3,916.50	3,916.50	**5,000.00**	-	2,030.32
SPED Related Services	3,876.31	8,152.38	14,071.53	42,815.10	42,815.10	**47,000.00**	-	-
Student Activities	91.84	64.97	398.08	9,736.42	9,736.42	**12,430.00**	-	4,675.35
Total Student Related	**3,968.15**	**8,231.85**	**14,505.20**	**56,468.02**	**56,468.02**	**64,430.00**	**-**	12,631.07
Taxes								
Sales Tax and Use	1,030.83	1,133.39	6,775.08	13,160.32	13,474.75	14,854.00	314.43	-
Total Taxes	**1,030.83**	**1,133.39**	**6,775.08**	**13,160.32**	**13,474.75**	**14,854.00**	**314.43**	**-**
Pending Allocation								
Expenses Pending Allocation	1,126.30	(275.18)	2,810.38	-	-	-	-	-
Total Pending Allocation	**1,126.30**	**(275.18)**	**2,810.38**	**-**		**-**	**-**	-
Total Other Expenses	**11,875.21**	**16,195.47**	**74,583.97**	**212,109.69**	**214,100.10**	**235,011.02**	**1,990.41**	**109,223.27**

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

	November-19 Actual	December-19 Actual	YTD Actual	Annual Forecast	Revised Budget 10/22/19	Forecast vs Budget $	Forecast vs Budget %
Forecasted Enrollment							
Forecasted ADM				564	572	(8)	-1.35%
Forecasted Total Enrollment				821	821	-	0.00%
Forecasted Funded Enrollment				495	502	(7)	-1.35%
Revenue							
State Funding	397,446.00	460,133.73	1,996,934.93	4,924,915.00	4,862,518.56	62,396.44	1.28%
Federal & Other Program Funding	26,048.00	9,357.00	35,405.00	194,900.00	194,900.00	-	0.00%
Local Aid	20,107.98	32,605.97	110,356.81	272,112.67	243,673.54	28,439.13	11.67%
Other Funding Sources	4,485.77	959.76	6,650.40	11,716.70	14,678.00	(2,961.30)	-20.18%
Total Revenue	**448,087.75**	**503,056.46**	**2,149,347.13**	**5,403,644.37**	**5,315,770.10**	**87,874.27**	**1.65%**
Program Expenses							
Compensation Expense							
Administration Staff	29,778.70	29,125.88	175,266.27	354,282.17	353,977.86	(304.31)	-0.09%
Instructional Staff	171,146.55	172,618.58	795,340.15	2,103,671.12	2,013,110.01	(90,561.10)	-4.50%
Total Compensation Expense	**200,925.24**	**201,744.46**	**970,606.42**	**2,457,953.29**	**2,367,087.87**	**(90,865.41)**	**-3.84%**
Fee Based Expenses							
Enrollment/Unit Based Fees	150,083.40	173,293.60	951,122.70	2,022,206.54	2,002,706.97	(19,499.56)	-0.97%
Revenue Based Fees	34,567.22	35,895.34	215,372.02	446,539.40	434,728.43	(11,810.97)	-2.72%
Total Fee Based Expenses	**184,650.62**	**209,188.94**	**1,166,494.72**	**2,468,745.94**	**2,437,435.40**	**(31,310.54)**	**-1.28%**
Other School Expenses							
Assessment	6.42	1,204.46	10,938.39	48,554.55	48,554.55	-	0.00%
Authorizer Oversight	5,182.64	5,182.64	31,344.15	64,309.95	62,915.47	(1,394.47)	-2.22%
Employee Related	676.33	4,107.70	28,366.15	73,540.00	73,540.00	-	0.00%
Facilities	4,309.50	3,530.91	23,728.90	61,775.84	61,775.84	-	0.00%
Governance	56.66	4,547.90	7,885.69	13,383.60	12,545.60	(838.00)	-6.68%
Internet Service Provider	-	9,333.86	9,333.86	29,000.00	29,000.00	-	0.00%
Instructional	5.50	55.78	8,699.23	25,444.76	30,194.76	4,750.00	15.73%
Professional Services	1,134.01	607.02	2,877.77	24,990.00	24,990.00	-	0.00%
Student Related	35,313.90	52,595.91	115,105.95	238,400.00	238,400.00	-	0.00%
Taxes	2,625.52	3,268.75	20,211.40	42,035.33	43,802.82	1,767.49	4.04%
Pending Allocation	2,458.49	(600.65)	5,806.55	-	-	-	0.00%
Total Other School Expenses	**51,768.97**	**83,834.28**	**264,298.04**	**621,434.02**	**625,719.04**	**4,285.02**	**0.68%**
Adjustments and Credits							
Discretionary Service Credit	-	-	-	(8,000.00)	-	8,000.00	100.00%
Total Adjustments and Credits	**-**	**-**	**-**	**(8,000.00)**	**-**	**8,000.00**	**0.00%**
Total Program Expenses	**437,344.83**	**494,767.68**	**2,401,399.19**	**5,540,133.24**	**5,430,242.31**	**(109,890.93)**	**-2.02%**
Net Increase (Decrease)	**10,742.92**	**8,288.78**	**(252,052.05)**	**(136,488.87)**	**(114,472.21)**	**(22,016.67)**	
Beginning fund balance	(122,900.44)	(112,157.52)	148,183.31	148,183.31	148,183.31		
Ending fund balance	**(112,157.52)**	**(103,868.74)**	**(103,868.74)**	**11,694.44**	**33,711.10**		

California Connections Academy @ Central
Balance Sheet
December 31, 2019

ASSETS		
Cash and Short Term Investments:		
Checking	$	36,069.79
Savings		662,228.49

Total Cash and Short Term Investments		***698,298.28***
Other Current Assets:		
Pupil Funding		798,751.59
SPED Funding State		(980.08)
Other State Receivables		43,274.92
Federal Programs		6,857.00
Due from CalOPS Schools		(74,519.06)
Prepaid Expenses		8,190.18

Total Other Current Assets		***781,574.54***

Total Current Assets		***1,479,872.82***

Other Assets:		
Utilities Deposit		100.00

Total Other Assets		***100.00***
Total Assets	***$***	***1,479,972.82***
		==========
LIABILITIES		
Current Liabilities:		
Due to (from) Pearson Online and Blended Learning	$	870,117.92
CalOPS Payroll Liability		545,558.64
Accrued Expenses		2,763.50
Deferred Revenue		70,183.00
Accounts Payable		95,218.50

Total Current Liabilities		***1,583,841.56***

Total Liabilities		***1,583,841.56***

FUND BALANCE		
Beginning Fund Balance		148,183.31
Change in Fund Balance		(252,052.05)

Ending Fund Balance		***(103,868.74)***

Total Liabilities and Fund Balance	***$***	***1,479,972.82***
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California Connections Academy @ Central
Schedule of Revenue
For the Period Ended December 31, 2019

	November-19 Actual	December-19 Actual	YTD Actual	Annual Forecast	Revised Budget 10/22/19	Forecast vs Budget
Revenue						
State Funding						
LCFF / General Purpose Block Grant - State	329,725.88	302,541.60	1,577,481.66	3,889,680.81	3,995,701.84	(106,021.03)
LCFF / General Purpose Block Grant - State EPA	52,249.41	142,772.69	344,803.76	850,201.05	633,171.67	217,029.38
Star Testing Reimbursement	-	-	10.00	990.53	1,004.06	(13.53)
Lottery	8,599.63	8,325.54	41,577.43	102,519.68	102,414.33	105.35
Special Education Pass through funds - State	5,664.00	5,483.48	27,384.30	67,522.93	115,640.00	(48,117.07)
Mandated Cost Reimbursement	1,207.08	1,010.42	5,677.78	14,000.00	14,586.66	(586.66)
Total State Funding	**397,446.00**	**460,133.73**	**1,996,934.93**	**4,924,915.00**	**4,862,518.56**	**62,396.44**
Federal & Other Programs Funding						
Title I	21,974.00	-	21,974.00	98,000.00	98,000.00	-
Title II	-	6,857.00	6,857.00	14,000.00	14,000.00	-
Title IV	4,074.00	2,500.00	6,574.00	11,000.00	11,000.00	-
IDEA	-	-	-	71,000.00	71,000.00	-
E-Rate	-	-	-	900.00	900.00	-
Total Federal & Other Programs Funding	**26,048.00**	**9,357.00**	**35,405.00**	**194,900.00**	**194,900.00**	**-**
Local Funding						
LCFF / General Purpose Block Grant - Local	20,107.98	32,605.97	110,356.81	272,112.67	243,673.54	28,439.13
Total Local Funding	**20,107.98**	**32,605.97**	**110,356.81**	**272,112.67**	**243,673.54**	**28,439.13**
Other Funding						
Interest	639.68	52.58	1,265.70	1,200.00	1,200.00	-
OBL Grant	3,846.09	907.18	5,384.70	10,516.70	13,478.00	(2,961.30)
Total Other Funding	**4,485.77**	**959.76**	**6,650.40**	**11,716.70**	**14,678.00**	**(2,961.30)**
Total Revenue	**448,087.75**	**503,056.46**	**2,149,347.13**	**5,403,644.37**	**5,315,770.10**	**87,874.27**

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

	November-19 Actual	December-19 Actual	YTD Actual	Annual Forecast	Revised Budget 10/22/19	Forecast vs Budget
SCHEDULE OF FEES:						
Enrollment/Unit-Based Fees						
Accounting and Regulatory Reporting	2,296.54	2,366.71	14,200.25	28,214.50	28,600.00	385.50
Community Outreach	2,083.34	2,083.33	12,500.00	25,000.00	25,000.00	-
Connexus Annual License (EMS)	27,558.50	28,400.50	170,403.00	338,574.00	343,200.00	4,626.00
Curriculum Postage	2,129.38	2,233.00	13,398.00	27,093.00	27,093.00	-
Direct Course Instruction Support	862.50	862.50	4,494.20	11,081.59	11,592.00	510.41
Educational Resource Center	5,787.29	5,964.10	35,784.63	71,100.54	72,072.00	971.46
Enrollment and Records Management	2,581.06	2,706.67	16,240.00	32,840.00	32,840.00	-
Facility Support Services	197.50	197.50	1,185.00	2,436.68	2,436.68	-
Hardware/Software - Employees	1,767.00	1,419.00	8,514.00	17,373.71	15,984.60	(1,389.11)
Human Resources Support	3,681.25	2,956.25	17,737.50	36,195.23	33,301.26	(2,893.97)
ISP Processing Fee	520.83	887.50	5,325.00	15,788.46	11,748.96	(4,039.50)
School Curriculum Supplies	1,302.91	1,042.92	6,257.50	12,792.58	11,736.66	(1,055.92)
Short-Term Sub Teaching Services	8,412.00	5,583.00	25,640.53	25,640.53	10,000.00	(15,640.53)
Special Populations Consultative Services	4,876.00	19,928.00	39,467.34	198,008.00	175,960.00	(22,048.00)
Student Technology Assistance- Laptops	11,979.17	20,412.50	122,475.00	246,100.00	270,226.06	24,126.06
Tangible/Intangible Instr. Materials	67,158.50	69,150.00	414,900.00	838,900.00	835,525.00	(3,375.00)
Technical Support and Repairs	6,889.63	7,100.12	42,600.75	84,643.50	85,800.00	1,156.50
Voice Over IP Services	-	-	-	10,424.23	9,590.76	(833.46)
Total Enrollment/Unit Based Fees	**150,083.40**	**173,293.60**	**951,122.70**	**2,022,206.54**	**2,002,706.97**	**(19,499.56)**
Revenue-Based Fees						
Marketing Services	4,066.73	4,222.99	25,337.88	52,534.05	51,144.52	(1,389.53)
School Administration	24,400.39	25,337.88	152,027.31	315,204.28	306,867.13	(8,337.16)
Treasury Services	6,100.10	6,334.47	38,006.83	78,801.07	76,716.78	(2,084.29)
Total Revenue Based Fees	**34,567.22**	**35,895.34**	**215,372.02**	**446,539.40**	**434,728.43**	**(11,810.97)**
Total Fee-Based Expenses	**184,650.62**	**209,188.94**	**1,166,494.72**	**2,468,745.94**	**2,437,435.40**	**(31,310.54)**
SCHEDULE OF COMPENSATION:						
Administrative Compensation						
Salaries	21,330.24	20,716.49	129,121.10	257,461.32	256,608.64	(852.67)
Benefits	5,225.91	5,075.54	31,634.68	63,078.03	62,869.11	(208.92)
Pension	2,469.44	2,670.51	9,962.28	22,967.94	22,740.08	(227.85)
Taxes	753.11	663.34	4,548.22	10,774.89	11,760.02	985.13
Total Administrative Compensation	**29,778.70**	**29,125.88**	**175,266.27**	**354,282.17**	**353,977.86**	**(304.31)**
Instructional Compensation						
Salaries	117,466.67	116,958.27	569,234.58	1,489,008.99	1,418,393.37	(70,615.61)
Benefits	28,779.34	28,654.77	139,462.46	364,807.20	347,506.37	(17,300.83)
Pension	23,185.88	25,359.77	78,610.50	223,426.84	220,061.37	(3,365.47)
Taxes	1,714.65	1,645.76	8,032.61	26,428.09	27,148.90	720.81
Total Instructional Compensation	**171,146.55**	**172,618.58**	**795,340.15**	**2,103,671.12**	**2,013,110.01**	**(90,561.10)**
Total Compensation	**200,925.24**	**201,744.46**	**970,606.42**	**2,457,953.29**	**2,367,087.87**	**(90,865.41)**
SCHEDULE OF CREDITS AND ADJUSTMENTS						
Discretionary Service Credit	-	-	-	(8,000.00)	-	8,000.00
Total Adjustments and Credits	**-**	**-**	**-**	**(8,000.00)**	**-**	**8,000.00**

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

	November-19 Actual	December-19 Actual	YTD Actual	Annual Forecast	Revised Budget 10/22/19	Forecast vs Budget	Prior Year
SCHEDULE OF OTHER SCHOOL EXPENSES:							
Assessment							
Student Testing & Assessment Facilities & Services	(16.18)	1,150.00	10,564.25	19,000.00	19,000.00	-	20,890.00
Student Testing & Assessment Travel	22.60	54.46	194.14	23,554.55	23,554.55	-	18,446.31
Student Testing Technology	-	-	180.00	6,000.00	6,000.00	-	5,848.45
Total Assessment	**6.42**	**1,204.46**	**10,938.39**	**48,554.55**	**48,554.55**	**-**	**45,184.76**
Authorizer Oversight							
District Administrative Fees	966.67	966.67	5,800.02	11,600.00	11,600.00	-	11,600.00
District Oversight	4,000.14	4,000.14	24,249.15	50,119.95	48,725.47	(1,394.47)	43,580.00
STRS Reporting	215.83	215.83	1,294.98	2,590.00	2,590.00	-	2,558.62
Total Authorizer Oversight	**5,182.64**	**5,182.64**	**31,344.15**	**64,309.95**	**62,915.47**	**(1,394.47)**	**57,738.62**
Employee Related							
Staff Recruiting/Background Checks	30.87	148.75	359.33	2,000.00	2,000.00	-	1,592.86
Staff Training/Prof. Dvlpmt	428.81	3,696.89	26,675.41	49,179.00	49,179.00	-	47,975.04
Team Building	12.11	-	278.70	3,338.00	3,338.00	-	1,292.48
Travel and Conferences - Administration	169.41	245.82	765.83	11,729.00	11,729.00	-	2,615.76
Travel and Conferences - Teachers	35.13	16.24	286.88	7,294.00	7,294.00	-	612.52
Total Employee Related	**676.33**	**4,107.70**	**28,366.15**	**73,540.00**	**73,540.00**	**-**	**54,088.66**
Facilities							
Copiers/ Reproduction	-	156.38	537.10	2,367.66	2,367.66	-	1,874.60
Internet	3.85	-	403.28	4,098.83	4,098.83	-	1,782.85
Maintenance & Repairs	149.70	144.20	1,243.65	3,663.14	3,663.14	-	2,098.55
Office Postage	9.70	52.05	465.44	4,922.09	4,922.09	-	2,249.58
Office Rent	2,567.22	2,567.22	15,390.04	30,147.06	30,147.06	-	24,162.81
Office Supplies	379.78	187.71	1,848.67	7,154.00	7,154.00	-	3,270.88
Rent Operating Expense	257.89	257.89	1,547.34	3,923.05	3,923.05	-	2,991.55
Rent Storage Unit	-	-	272.18	1,500.00	1,500.00	-	735.95
Telephone	761.23	23.43	864.96	1,500.00	1,500.00	-	870.87
Utilities	180.13	142.03	1,156.24	2,500.00	2,500.00	-	2,162.46
Total Facilities	**4,309.50**	**3,530.91**	**23,728.90**	**61,775.84**	**61,775.84**	**-**	**42,200.10**
Governance							
Accreditation	-	-	-	1,000.00	1,000.00	-	1,020.00
Banking Fees	30.00	55.00	205.00	600.00	600.00	-	386.58
Board-Related Expenses	-	-	178.57	3,108.28	3,108.28	-	69.15
Dues - Staff	26.66	12.90	246.80	1,420.00	1,420.00	-	-
Dues - School	-	4,480.00	6,538.00	6,538.00	5,700.00	(838.00)	6,164.50
Insurance Expenses	-	-	717.32	717.32	717.32	-	1,127.51
Total Governance	**56.66**	**4,547.90**	**7,885.69**	**13,383.60**	**12,545.60**	**(838.00)**	**8,767.74**
Internet Service Provider							
ISP Payment Reimbursement	-	9,333.86	9,333.86	29,000.00	29,000.00	-	26,317.38
Total Internet Service Provider	**-**	**9,333.86**	**9,333.86**	**29,000.00**	**29,000.00**	**-**	**26,317.38**
Instructional							
LiveSpeech	-	-	-	-	4,750.00	4,750.00	6,640.00
Math Time to Talk	-	-	-	5,880.52	5,880.52	-	3,740.00
Other Curriculum	5.50	55.78	1,816.23	7,681.24	7,681.24	-	129.34
Summer School	-	-	6,883.00	6,883.00	6,883.00	-	4,927.00
Title I - SES Tutoring	-	-	-	5,000.00	5,000.00	-	-
Total Instructional	**5.50**	**55.78**	**8,699.23**	**25,444.76**	**30,194.76**	**4,750.00**	**15,436.34**
Professional Services							
Accounting Services/Audit	1,071.18	-	1,436.68	9,000.00	9,000.00	-	10,562.50
AERIES	-	-	-	4,010.00	4,010.00	-	1,670.90
Legal Services	34.87	607.02	1,413.13	6,091.69	6,091.69	-	7,636.78
Other School Contracted Services	27.96	-	27.96	5,401.30	5,401.30	-	1,712.59
Other School Expense	-	-	-	487.00	487.00	-	72.81
Total Professional Services	**1,134.01**	**607.02**	**2,877.77**	**24,990.00**	**24,990.00**	**-**	**21,655.58**
Student Related							
College and Career Grant	-	-	-	63,000.00	63,000.00	-	-
Graduation Expense	-	41.59	87.64	5,800.00	5,800.00	-	3,528.44
SPED Related Services	35,111.97	52,336.61	111,832.78	153,000.00	153,000.00	-	-
Student Activities	201.93	217.71	3,185.53	16,600.00	16,600.00	-	8,684.09
Total Student Related	**35,313.90**	**52,595.91**	**115,105.95**	**238,400.00**	**238,400.00**	**-**	**12,212.53**
Taxes							
Sales Tax and Use	2,625.52	3,268.75	20,211.40	42,035.33	43,802.82	1,767.49	
Total Taxes	**2,625.52**	**3,268.75**	**20,211.40**	**42,035.33**	**43,802.82**	1,767.49	
Pending Allocation							
Expenses Pending Allocation	2,458.49	(600.65)	5,806.55	-	-	-	-
Total Pending Allocation	**2,458.49**	**(600.65)**	**5,806.55**	**-**	**-**	**-**	**-**
Total Other Expenses	**51,768.97**	**83,834.28**	**264,298.04**	**621,434.02**	**625,719.04**	**4,285.02**	**283,601.71**

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

	November-19 Actual	December-19 Actual	YTD Actual	Annual Forecast	Revised Budget	Forecast vs Budget $	Forecast vs Budget %
Forecasted Enrollment							
Forecasted ADM				45	41	4	9.02%
Forecasted Total Enrollment				64	59	5	8.47%
Forecasted Funded Enrollment				39	36	3	9.02%
Revenue							
State Funding	22,852.67	29,455.87	117,819.54	290,513.94	275,140.04	15,373.90	5.59%
Federal & Other Program Funding	-	-	-	200.00	200.00	-	0.00%
Local Aid	8,240.73	10,958.74	42,822.91	105,590.74	99,463.08	6,127.65	6.16%
Other Funding Sources	1,103.61	260.31	1,545.11	3,523.09	4,464.00	(940.91)	-21.08%
Total Revenue	**32,197.01**	**40,674.92**	**162,187.56**	**399,827.77**	**379,267.13**	**20,560.65**	**5.42%**
Program Expenses							
Compensation Expense							
Administration Staff	8,544.87	8,357.55	50,026.19	101,394.05	86,295.00	(15,099.05)	-17.50%
Instructional Staff	13,579.89	12,050.16	183,384.48	273,926.42	630,304.86	356,378.44	56.54%
Total Compensation Expense	**22,124.76**	**20,407.71**	**233,410.67**	**375,320.47**	**716,599.86**	**341,279.39**	**47.62%**
Fee Based Expenses							
Enrollment/Unit Based Fees	144,655.96	(126,545.47)	65,788.17	147,363.90	152,602.61	5,238.70	3.43%
Revenue Based Fees	2,490.94	2,540.54	15,243.27	32,242.24	30,635.35	(1,606.89)	-5.25%
Total Fee Based Expenses	**147,146.90**	**(124,004.93)**	**81,031.44**	**179,606.14**	**183,237.96**	**3,631.82**	**1.98%**
Other School Expenses							
Assessment	1.32	3.81	38.73	5,698.23	5,698.23	-	0.00%
Authorizer Oversight	163.98	197.35	3,240.24	4,424.31	4,210.73	(213.59)	-5.07%
Employee Related	54.14	287.33	7,108.33	14,687.97	14,273.58	(414.39)	-2.90%
Facilities	1,015.38	922.26	6,497.42	18,626.88	18,626.88	-	0.00%
Governance	2.12	0.90	319.62	4,712.57	4,712.57	-	0.00%
Internet Service Provider	-	495.00	495.00	5,775.00	5,775.00	-	0.00%
Instructional	0.44	3.90	508.60	3,898.42	4,398.42	500.00	11.37%
Professional Services	4.98	42.38	374.12	11,038.82	11,038.82	-	0.00%
Student Related	1,945.41	1,456.51	3,596.96	10,561.25	16,455.00	5,893.75	35.82%
Taxes	26.40	223.39	1,256.04	2,966.21	3,208.91	242.70	7.56%
Pending Allocation	705.45	(172.35)	2,534.76	-	-	-	0.00%
Total Other School Expenses	**3,919.62**	**3,460.48**	**25,969.82**	**82,389.67**	**88,398.14**	**6,008.48**	**6.80%**
Adjustments and Credits							
Discretionary Service Credit	-	-	-	(247,500.00)	(619,000.00)	(371,500.00)	-60.02%
Total Adjustments and Credits	**-**	**-**	**-**	**(247,500.00)**	**(619,000.00)**	**(371,500.00)**	**-60.02%**
Total Program Expenses	**173,191.28**	**(100,136.74)**	**340,411.92**	**389,816.27**	**369,235.96**	**(20,580.31)**	**-5.57%**
Net Increase (Decrease)	**(140,994.27)**	**140,811.66**	**(178,224.36)**	**10,011.50**	**10,031.17**	**(19.67)**	**-0.20%**
Beginning fund balance	(178,041.75)	(319,036.02)	-	-			
Ending fund balance	**(319,036.02)**	**(178,224.36)**	**(178,224.36)**	**10,011.50**			

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

ASSETS		
Cash and Short Term Investments:		
Operating Account	$	-
Total Cash and Short Term Investments		**-**
Other Current Assets:		
Pupil Funding		149,235.02
SPED Funding State		8,114.07
Other State Receivables		3,293.36
Due from CalOPS Schools		(5,003.52)
Total Other Current Assets		***155,638.93***
Total Current Assets		***155,638.93***
Total Assets	***$***	***155,638.93***
LIABILITIES		
Current Liabilities:		
Due to (from) Pearson Online and Blended Learning	$	154,593.25
CalOPS Payroll Liability		177,127.15
Accrued Expenses		(873.77)
Accounts Payable		3,016.66
Total Current Liabilities		***333,863.29***
Total Liabilities		***333,863.29***
FUND BALANCE		
Beginning Fund Balance		-
Change in Fund Balance		(178,224.36)
Ending Fund Balance		***(178,224.36)***
Total Liabilities and Fund Balance	***$***	***155,638.93***

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

	November-19 Actual	December-19 Actual	YTD Actual	Annual Forecast	Revised Budget	Forecast vs Budget
Revenue						
State Funding						
LCFF / General Purpose Block Grant - State	19,778.93	26,751.62	103,230.12	254,540.03	238,725.40	15,814.63
LCFF / General Purpose Block Grant - State EPA	698.42	481.42	3,181.99	7,846.00	8,429.76	(583.76)
Star Testing Reimbursement	-	-	-	-	-	-
Lottery	629.78	858.19	3,293.36	8,120.61	7,340.49	780.12
Special Education Pass through funds - State	1,551.64	2,114.37	8,114.07	20,007.30	18,351.22	1,656.09
Mandated Cost Reimbursement	193.90	(749.73)	-	-	2,293.18	(2,293.18)
Total State Funding	**22,852.67**	**29,455.87**	**117,819.54**	**290,513.94**	**275,140.04**	**15,373.90**
Federal & Other Programs Funding						
E-Rate	-	-	-	200.00	200.00	-
Total Federal & Other Programs Funding	**-**	**-**	**-**	**200.00**	**200.00**	**-**
Local Funding						
LCFF / General Purpose Block Grant - Local	8,240.73	10,958.74	42,822.91	105,590.74	99,463.08	6,127.65
Donations/Tax Credits	-	-	-	-	-	-
Total Local Funding	**8,240.73**	**10,958.74**	**42,822.91**	**105,590.74**	**99,463.08**	**6,127.65**
Other Funding						
Interest	-	-	-	500.00	500.00	-
OBL Grant	1,103.61	260.31	1,545.11	3,023.09	3,964.00	(940.91)
Total Other Funding	**1,103.61**	**260.31**	**1,545.11**	**3,523.09**	**4,464.00**	**(940.91)**
Total Revenue	**32,197.01**	**40,674.92**	**162,187.56**	**399,827.77**	**379,267.13**	**20,560.65**

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

	November-19 Actual	December-19 Actual	YTD Actual	Annual Forecast	Revised Budget	Forecast vs Budget
SCHEDULE OF FEES:						
Enrollment/Unit-Based Fees						
Accounting and Regulatory Reporting	186.67	173.33	1,040.00	2,235.00	2,050.00	(185.00)
Community Outreach	137,499.98	(137,499.98)	-	-		-
Connexus Annual License (EMS)	2,240.00	2,080.00	12,480.00	26,820.00	24,600.00	(2,220.00)
Curriculum Postage	146.41	156.75	940.50	2,112.00	1,947.00	(165.00)
Direct Course Instruction Support	69.00	69.00	335.80	487.73	828.00	340.27
Educational Resource Center	470.40	436.80	2,620.80	5,632.20	5,166.00	(466.20)
Enrollment and Records Management	177.47	190.00	1,140.00	2,560.00	2,360.00	(200.00)
Facility Support Services	197.50	197.50	1,185.00	700.44	700.44	-
Hardware/Software - Employees	(969.50)	112.50	675.00	1,202.33	4,594.88	3,392.54
Human Resources Support	(2,019.80)	234.38	1,406.25	2,504.86	9,572.66	7,067.80
ISP Processing Fee	33.34	58.33	350.00	1,333.33	769.29	(564.04)
School Curriculum Supplies	(712.50)	82.50	495.00	885.30	3,373.78	2,488.48
Short-Term Sub Teaching Services	615.00	408.00	1,792.32	1,792.32	-	(1,792.32)
Special Populations Consultative Services	795.00	-	795.00	6,572.00	9,540.00	2,968.00
Student Technology Assistance	766.66	1,341.67	8,050.00	18,975.00	17,693.64	(1,281.36)
Tangible/Intangible Instr. Materials	4,600.33	4,893.75	29,362.50	66,125.00	60,500.00	(5,625.00)
Technical Support and Repairs	560.00	520.00	3,120.00	6,705.00	6,150.00	(555.00)
Voice Over IP Services	-	-	-	721.40	2,756.93	2,035.53
Total Enrollment/Unit Based Fees	**144,655.96**	**(126,545.47)**	**65,788.17**	**147,363.90**	**152,602.61**	**5,238.70**
Revenue-Based Fees						
Marketing Services	293.05	298.89	1,793.33	3,793.20	3,604.16	(189.05)
School Administration	1,758.31	1,793.32	10,759.95	22,759.23	21,624.95	(1,134.27)
Treasury Services	439.58	448.33	2,689.99	5,689.81	5,406.24	(283.57)
Total Revenue Based Fees	**2,490.94**	**2,540.54**	**15,243.27**	**32,242.24**	**30,635.35**	**(1,606.89)**
Total Fee-Based Expenses	**147,146.90**	**(124,004.93)**	**81,031.44**	**179,606.14**	**183,237.96**	**3,631.82**
SCHEDULE OF COMPENSATION:						
Administrative Compensation						
Salaries	6,120.62	5,944.51	36,605.45	73,432.14	73,632.78	200.63
Benefits	1,499.55	1,456.40	8,968.34	17,990.87	2,762.56	(15,228.31)
Pension	708.59	766.29	3,123.25	6,855.17	6,525.17	(330.00)
Taxes	216.10	190.34	1,329.15	3,115.86	3,374.49	258.63
Total Administrative Compensation	**8,544.87**	**8,357.55**	**50,026.19**	**101,394.05**	**86,295.00**	**(15,099.05)**
Instructional Compensation						
Salaries	9,320.58	8,164.63	131,772.37	195,424.58	443,874.76	248,450.18
Benefits	2,283.54	2,000.33	32,284.23	47,879.02	108,749.32	60,870.29
Pension	1,839.72	1,770.32	17,211.59	27,233.48	69,153.05	41,919.57
Taxes	136.05	114.89	2,116.29	3,389.33	8,527.72	5,138.39
Total Instructional Compensation	**13,579.89**	**12,050.16**	**183,384.48**	**273,926.42**	**630,304.86**	**356,378.44**
Total Compensation	**22,124.76**	**20,407.71**	**233,410.67**	**375,320.47**	**716,599.86**	**341,279.39**
SCHEDULE OF CREDITS AND ADJUSTMENTS						
Discretionary Service Credit	-	-	-	(247,500.00)	(619,000.00)	(371,500.00)
Total Adjustments and Credits	**-**	**-**	**-**	**(247,500.00)**	**(619,000.00)**	**(371,500.00)**

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

	November-19 Actual	December-19 Actual	YTD Actual	Annual Forecast	Revised Budget	Forecast vs Budget
SCHEDULE OF OTHER SCHOOL EXPENSES:						
Assessment						
Student Testing & Assessment Facilities & Services	-	-	-	2,419.15	2,419.15	-
Student Testing & Assessment Travel	1.32	3.81	38.73	1,682.57	1,682.57	-
Student Testing Technology	-	-	-	1,596.52	1,596.52	-
Total Assessment	**1.32**	**3.81**	**38.73**	**5,698.23**	**5,698.23**	**-**
Authorizer Oversight						
District Oversight	101.93	135.30	2,867.94	3,679.77	3,466.18	(213.59)
STRS Reporting	62.05	62.05	372.30	744.54	744.54	-
Total Authorizer Oversight	**163.98**	**197.35**	**3,240.24**	**4,424.31**	**4,210.73**	**(213.59)**
Employee Related						
Staff Recruiting/Background Checks	2.45	10.38	64.48	899.19	899.19	-
Staff Training/Prof. Dvlpmt	31.94	258.62	6,761.09	7,361.09	6,946.70	(414.39)
Team Building	0.96	-	77.45	959.60	959.60	-
Travel and Conferences - Administration	16.00	17.19	133.80	3,371.44	3,371.44	-
Travel and Conferences - Teachers	2.79	1.14	71.51	2,096.65	2,096.65	-
Total Employee Related	**54.14**	**287.33**	**7,108.33**	**14,687.97**	**14,273.58**	**(414.39)**
Facilities						
Copiers/ Reproduction	-	10.94	120.19	680.60	680.60	-
Expensed Furniture and Equipment	-	-	-	1,178.24	1,178.24	-
Internet	0.31	-	114.93	1,052.99	1,052.99	-
Maintenance & Repairs	43.01	41.43	357.23	1,414.89	1,414.89	-
Office Postage	0.77	3.64	120.24	875.70	875.70	-
Office Rent	736.65	736.65	4,416.09	8,665.97	8,665.97	-
Office Supplies	30.11	13.13	410.91	1,181.00	1,181.00	-
Rent Operating Expense	74.00	74.00	444.00	1,127.71	1,127.71	-
Rent Storage Unit	-	-	78.10	330.00	330.00	-
Telephone	78.75	1.64	103.43	945.39	945.39	-
Utilities	51.78	40.83	332.30	1,174.40	1,174.40	-
Total Facilities	**1,015.38**	**922.26**	**6,497.42**	**18,626.88**	**18,626.88**	**-**
Governance						
Accreditation	-	-	-	1,155.00	1,155.00	-
Banking Fees	-	-	-	400.00	400.00	-
Board-Related Expenses	-	-	51.29	893.50	893.50	-
Dues - Staff	2.12	0.90	12.41	408.24	408.24	-
Dues - School	-	-	50.08	1,650.00	1,650.00	-
Insurance Expenses	-	-	205.84	205.84	205.84	-
Total Governance	**2.12**	**0.90**	**319.62**	**4,712.57**	**4,712.57**	**-**
Internet Service Provider						
ISP Payment Reimbursement	-	495.00	495.00	5,775.00	5,775.00	-
Total Internet Service Provider	**-**	**495.00**	**495.00**	**5,775.00**	**5,775.00**	**-**
Instructional						
LiveSpeech	-	-	-	-	500.00	500.00
Math Time to Talk	-	-	-	1,690.39	1,690.39	-
Other Curriculum	0.44	3.90	508.60	2,208.02	2,208.02	-
Total Instructional	**0.44**	**3.90**	**508.60**	**3,898.42**	**4,398.42**	**-**
Professional Services						
Accounting Services/Audit	-	-	105.07	6,600.00	6,600.00	-
AERIES	-	-	-	995.00	995.00	-
Legal Services	2.76	42.38	266.83	1,751.10	1,751.10	-
Other School Contracted Services	2.22	-	2.22	1,552.64	1,552.64	-
Other School Expense	-	-	-	140.09	140.09	-
Total Professional Services	**4.98**	**42.38**	**374.12**	**11,038.82**	**11,038.82**	**-**
Student Related						
Graduation Expense	-	2.91	16.13	994.00	4,000.00	3,006.00
SPED Related Services	1,924.45	1,442.57	3,367.02	7,455.00	7,455.00	-
Student Activities	20.96	11.03	213.81	2,112.25	5,000.00	2,887.75
Total Student Related	**1,945.41**	**1,456.51**	**3,596.96**	**10,561.25**	**16,455.00**	**5,893.75**
Taxes						
Sales Tax and Use	26.40	223.39	1,256.04	2,966.21	3,208.91	242.70
Total Taxes	**26.40**	**223.39**	**1,256.04**	**2,966.21**	**3,208.91**	**242.70**
Pending Allocation						
Expenses Pending Allocation	705.45	(172.35)	2,534.76	-	-	-
Total Pending Allocation	**705.45**	**(172.35)**	**2,534.76**	**-**	**-**	**-**
Total Other Expenses	**3,919.62**	**3,460.48**	**25,969.82**	**82,389.67**	**88,398.14**	**6,008.48**

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

	November-19 Actual	December-19 Actual	YTD Actual	Annual Forecast	Revised Budget	Forecast vs Budget $	Forecast vs Budget %
Forecasted Enrollment							
Forecasted ADM				292	286	6	2.08%
Forecasted Total Enrollment				418	406	12	2.96%
Forecasted Funded Enrollment				256	251	5	2.08%
Revenue							
State Funding	155,491.60	169,767.66	771,001.83	1,901,100.43	1,919,269.21	(18,168.78)	-0.95%
Federal & Other Program Funding	-	-	-	400.00	400.00	-	0.00%
Local Aid	56,122.60	67,265.97	284,273.38	700,948.05	693,815.66	7,132.39	1.03%
Other Funding Sources	2,211.98	521.74	3,096.87	6,546.19	8,428.17	(1,881.98)	-22.33%
Total Revenue	**213,826.18**	**237,555.37**	**1,058,372.08**	**2,608,994.67**	**2,621,913.04**	**(12,918.37)**	**-0.49%**
Program Expenses							
Compensation Expense							
Administration Staff	17,126.42	16,750.97	100,267.08	203,223.27	203,580.86	357.60	0.18%
Instructional Staff	83,276.67	84,049.88	483,512.47	1,144,468.60	1,261,418.12	116,949.51	9.27%
Total Compensation Expense	**100,403.09**	**100,800.85**	**583,779.55**	**1,347,691.87**	**1,464,998.98**	**117,307.11**	**8.01%**
Fee Based Expenses							
Enrollment/Unit Based Fees	299,163.59	(149,623.98)	453,968.23	963,673.13	940,480.36	(23,192.77)	-2.47%
Revenue Based Fees	15,077.30	17,099.81	102,598.87	210,101.20	211,265.29	1,164.08	0.55%
Total Fee Based Expenses	**314,240.89**	**(132,524.17)**	**556,567.10**	**1,173,774.33**	**1,151,745.64**	**(22,028.69)**	**-1.91%**
Other School Expenses							
Assessment	8.07	26.54	101.95	40,325.12	40,325.12	-	0.00%
Authorizer Oversight	1,978.27	2,080.22	13,191.20	25,672.51	25,667.82	(4.69)	-0.02%
Employee Related	332.01	2,001.98	15,896.57	32,635.81	31,272.94	(1,362.87)	-4.36%
Facilities	2,384.02	1,993.86	13,515.46	37,263.76	37,263.76	-	0.00%
Governance	3,012.97	6.29	3,653.67	9,295.81	9,295.81	-	0.00%
Internet Service Provider	-	3,390.19	3,390.19	11,725.00	11,725.00	-	0.00%
Instructional	2.68	27.18	1,038.89	9,296.83	9,296.83	-	0.00%
Professional Services	30.56	295.57	979.65	17,892.65	17,892.65	-	0.00%
Student Related	4,452.79	4,009.72	9,922.90	67,040.00	67,040.00	-	0.00%
Taxes	993.16	1,517.66	9,131.82	18,270.60	19,182.59	911.99	4.75%
Pending Allocation	1,413.94	(345.45)	5,080.39	-	-	-	0.00%
Total Other School Expenses	**14,608.47**	**15,003.76**	**75,902.69**	**269,418.10**	**268,962.53**	**(455.57)**	**-0.17%**
Adjustments and Credits							
Discretionary Service Credit				(192,000.00)	(274,000.00)	(82,000.00)	-29.93%
Total Adjustments and Credits	**-**	**-**	**-**	**(192,000.00)**	**(274,000.00)**	**82,000.00**	**29.93%**
Total Program Expenses	**429,252.45**	**(16,719.56)**	**1,216,249.34**	**2,598,884.30**	**2,611,707.15**	**12,822.85**	**0.49%**
Net Increase (Decrease)	**(215,426.27)**	**254,274.93**	**(157,877.26)**	**10,110.36**	**10,205.89**	**(95.52)**	
Beginning fund balance	(196,725.92)	(412,152.19)	-	-			
Ending fund balance	**(412,152.19)**	**(157,877.26)**	**(157,877.26)**	**10,110.36**	**10,205.89**		

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

ASSETS		
Cash and Short Term Investments:		
Operating Account	$	-
Total Cash and Short Term Investments		**-**
Other Current Assets:		
Pupil Funding		980,772.18
SPED Funding State		52,993.79
Other State Receivables		21,509.24
Due from CalOPS Schools		(16,189.62)
Total Other Current Assets		***1,039,085.59***
Total Current Assets		***1,039,085.59***
Total Assets	***$***	***1,039,085.59***
LIABILITIES		
Current Liabilities:		
Due to (from) Pearson Online and Blended Learning	$	740,480.84
CalOPS Payroll Liability		444,083.51
Accrued Expenses		(223.47)
Accounts Payable		12,621.97
Total Current Liabilities		***1,196,962.85***
Total Liabilities		***1,196,962.85***
FUND BALANCE		
Beginning Fund Balance		-
Change in Fund Balance		(157,877.26)
Ending Fund Balance		***(157,877.26)***
Total Liabilities and Fund Balance	***$***	***1,039,085.59***

California Connections Academy @ Monterey Bay
Schedule of Revenue
For the Period Ended December 31, 2019

	November-19 Actual	December-19 Actual	YTD Actual	Annual Forecast	Revised Budget	Forecast vs Budget
Revenue						
State Funding						
LCFF / General Purpose Block Grant - State	137,080.43	145,672.61	675,716.92	1,666,151.32	1,694,656.57	(28,505.25)
LCFF / General Purpose Block Grant - State EPA	2,378.27	11,585.90	20,781.88	51,243.00	29,401.36	21,841.64
Lottery	4,250.91	5,072.40	21,509.24	53,036.49	51,204.00	1,832.49
Special Education Pass through funds - State	10,473.25	12,497.23	52,993.79	130,669.62	128,010.93	2,658.69
Mandated Cost Reimbursement	1,308.74	(5,060.48)	-	-	15,996.35	(15,996.35)
Total State Funding	**155,491.60**	**169,767.66**	**771,001.83**	**1,901,100.43**	**1,919,269.21**	**(18,168.78)**
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	56,122.60	67,265.97	284,273.38	700,948.05	693,815.66	7,132.39
Total Local Funding	**56,122.60**	**67,265.97**	**284,273.38**	**700,948.05**	**693,815.66**	**7,132.39**
Other Funding						
Interest	-	-	-	500.00	500.00	-
OBL Grant	2,211.98	521.74	3,096.87	6,046.19	7,928.17	(1,881.98)
Total Other Funding	**2,211.98**	**521.74**	**3,096.87**	**6,546.19**	**8,428.17**	**(1,881.98)**
Total Revenue	**213,826.18**	**237,555.37**	**1,058,372.08**	**2,608,994.67**	**2,621,913.04**	**(12,918.37)**

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

	November-19 Actual	December-19 Actual	YTD Actual	Annual Forecast	Revised Budget	Forecast vs Budget
SCHEDULE OF FEES:						
Enrollment/Unit-Based Fees						
Accounting and Regulatory Reporting	1,089.79	1,169.96	7,019.75	14,597.00	14,300.00	(297.00)
Community Outreach	229,166.64	(229,166.64)	-	-	-	-
Connexus Annual License (EMS)	13,077.50	14,039.50	84,237.00	175,164.00	171,600.00	(3,564.00)
Curriculum Postage	1,038.95	1,100.00	6,600.00	13,794.00	13,398.00	(396.00)
Direct Course Instruction Support	759.00	793.50	3,293.60	8,121.21	6,624.00	(1,497.21)
Educational Resource Center	2,746.28	2,948.29	17,689.77	36,784.44	36,036.00	(748.44)
Enrollment and Records Management	1,259.34	1,333.33	8,000.00	16,720.00	16,240.00	(480.00)
Facility Support Services	197.50	197.50	1,185.00	1,400.88	1,400.88	-
Hardware/Software - Employees	388.50	690.50	4,143.00	8,777.03	9,189.76	412.73
Human Resources Support	809.38	1,438.54	8,631.25	18,285.48	19,145.32	859.84
ISP Processing Fee	129.16	379.17	2,275.00	8,855.93	5,300.00	(3,555.93)
School Curriculum Supplies	287.50	507.50	3,045.00	6,462.69	6,747.56	284.87
Short-Term Sub Teaching Services	4,158.00	2,760.00	12,300.27	12,300.27	-	(12,300.27)
Special Populations Consultative Services	4,876.00	5,300.00	14,239.34	51,728.00	48,760.00	(2,968.00)
Student Technology Assistance- Laptops	2,970.84	8,720.83	52,325.00	107,525.00	121,900.00	14,375.00
Tangible/Intangible Instr. Materials	32,939.83	34,654.17	207,925.00	434,100.00	421,425.00	(12,675.00)
Technical Support and Repairs	3,269.38	3,509.87	21,059.25	43,791.00	42,900.00	(891.00)
Voice Over IP Services	-	-	-	5,266.22	5,513.85	247.64
Total Enrollment/Unit Based Fees	**299,163.59**	**(149,623.98)**	**453,968.23**	**963,673.13**	**940,480.36**	**(23,192.77)**
Revenue-Based Fees						
Marketing Services	1,773.80	2,011.75	12,070.46	24,717.79	24,854.74	136.95
School Administration	10,642.80	12,070.45	72,422.73	148,306.73	149,128.44	821.70
Treasury Services	2,660.70	3,017.61	18,105.68	37,076.68	37,282.11	205.43
Total Revenue Based Fees	**15,077.30**	**17,099.81**	**102,598.87**	**210,101.20**	**211,265.29**	**1,164.08**
Total Fee-Based Expenses	**314,240.89**	**(132,524.17)**	**556,567.10**	**1,173,774.33**	**1,151,745.64**	**(22,028.69)**
SCHEDULE OF COMPENSATION:						
Administrative Compensation						
Salaries	12,267.51	11,914.53	73,368.01	147,179.44	147,581.57	402.13
Benefits	3,005.54	2,919.06	17,975.16	36,058.96	36,157.48	98.52
Pension	1,420.23	1,535.87	6,259.91	13,739.76	13,078.35	(661.42)
Taxes	433.13	381.50	2,664.00	6,245.10	6,763.46	518.36
Total Administrative Compensation	**17,126.42**	**16,750.97**	**100,267.08**	**203,223.27**	**203,580.86**	**357.60**
Instructional Compensation						
Salaries	57,157.06	56,948.27	343,170.17	807,831.29	888,333.70	80,502.41
Benefits	14,003.48	13,952.32	84,076.69	197,918.67	217,641.76	19,723.09
Pension	11,281.81	12,347.95	50,891.25	124,051.06	138,377.03	14,325.97
Taxes	834.32	801.34	5,374.35	14,667.58	17,065.63	2,398.05
Total Instructional Compensation	**83,276.67**	**84,049.88**	**483,512.47**	**1,144,468.60**	**1,261,418.12**	**116,949.51**
Total Compensation	**100,403.09**	**100,800.85**	**583,779.55**	**1,347,691.87**	**1,464,998.98**	**117,307.11**
SCHEDULE OF CREDITS AND ADJUSTMENTS						
Discretionary Service Credit	-	-	-	(192,000.00)	(274,000.00)	108,500.00
Total Adjustments and Credits	**-**	**-**	**-**	**(192,000.00)**	**(274,000.00)**	**108,500.00**

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

	November-19 Actual	December-19 Actual	YTD Actual	Annual Forecast	Revised Budget	Forecast vs Budget
SCHEDULE OF OTHER SCHOOL EXPENSES:						
Assessment						
Student Testing & Assessment Facilities & Services	-	-	-	17,195.55	17,195.55	-
Student Testing & Assessment Travel	8.07	26.54	101.95	11,781.38	11,781.38	-
Student Testing Technology	-	-	-	11,348.19	11,348.19	-
Total Assessment	**8.07**	**26.54**	**101.95**	**40,325.12**	**40,325.12**	**-**
Authorizer Oversight						
District Oversight	1,854.18	1,956.13	12,446.66	24,183.42	24,178.74	(4.69)
STRS Reporting	124.09	124.09	744.54	1,489.09	1,489.09	-
Total Authorizer Oversight	**1,978.27**	**2,080.22**	**13,191.20**	**25,672.51**	**25,667.82**	**(4.69)**
Employee Related						
Staff Recruiting/Background Checks	15.02	72.43	190.77	1,798.38	1,798.38	-
Staff Training/Prof. Dvlpmt	211.58	1,801.81	14,982.05	17,982.05	16,619.18	(1,362.87)
Team Building	5.89	-	159.21	1,919.20	1,919.20	-
Travel and Conferences - Administration	82.43	119.82	404.08	6,742.89	6,742.89	-
Travel and Conferences - Teachers	17.09	7.92	160.46	4,193.29	4,193.29	-
Total Employee Related	**332.01**	**2,001.98**	**15,896.57**	**32,635.81**	**31,272.94**	**(1,362.87)**
Facilities						
Copiers/ Reproduction	-	76.22	295.18	1,361.20	1,361.20	-
Expensed Furniture and Equipment	-	-	-	2,356.47	2,356.47	-
Internet	1.88	-	231.60	2,105.99	2,105.99	-
Maintenance & Repairs	86.07	82.91	715.08	2,829.77	2,829.77	-
Office Postage	4.72	25.37	262.27	1,751.40	1,751.40	-
Office Rent	1,476.47	1,476.47	8,851.18	17,331.93	17,331.93	-
Office Supplies	184.78	91.49	1,013.11	2,361.99	2,361.99	-
Rent Operating Expense	148.32	148.32	889.92	2,255.41	2,255.41	-
Rent Storage Unit	-	-	156.54	670.00	670.00	-
Telephone	378.22	11.42	435.83	1,890.78	1,890.78	-
Utilities	103.56	81.66	664.75	2,348.80	2,348.80	-
Total Facilities	**2,384.02**	**1,993.86**	**13,515.46**	**37,263.76**	**37,263.76**	**-**
Governance						
Accreditation	-	-	-	2,345.00	2,345.00	-
Banking Fees	-	-	-	584.81	584.81	-
Board-Related Expenses	-	-	102.68	1,786.99	1,786.99	-
Dues - Staff	12.97	6.29	38.08	816.48	816.48	-
Dues - School	3,000.00	-	3,100.37	3,350.00	3,350.00	-
Insurance Expenses	-	-	412.54	412.54	412.54	-
Total Governance	**3,012.97**	**6.29**	**3,653.67**	**9,295.81**	**9,295.81**	**-**
Internet Service Provider						
ISP Payment Reimbursement	-	3,390.19	3,390.19	11,725.00	11,725.00	-
Total Internet Service Provider	**-**	**3,390.19**	**3,390.19**	**11,725.00**	**11,725.00**	**-**
Instructional						
LiveSpeech	-	-	-	1,500.00	1,500.00	-
Math Time to Talk	-	-	-	3,380.78	3,380.78	-
Other Curriculum	2.68	27.18	1,038.89	4,416.05	4,416.05	-
Total Instructional	**2.68**	**27.18**	**1,038.89**	**9,296.83**	**9,296.83**	**-**
Professional Services						
Accounting Services/Audit	-	-	210.13	9,000.00	9,000.00	-
AERIES	-	-	-	2,005.00	2,005.00	-
Legal Services	16.96	295.57	755.92	3,502.19	3,502.19	-
Other School Contracted Services	13.60	-	13.60	3,105.28	3,105.28	-
Other School Expense	-	-	-	280.18	280.18	-
Total Professional Services	**30.56**	**295.57**	**979.65**	**17,892.65**	**17,892.65**	**-**
Student Related						
Graduation Expense	-	20.27	46.75	8,710.00	8,710.00	-
SPED Related Services	4,324.27	3,912.59	9,306.36	51,330.00	51,330.00	-
Student Activities	128.52	76.86	569.79	7,000.00	7,000.00	-
Total Student Related	**4,452.79**	**4,009.72**	**9,922.90**	**67,040.00**	**67,040.00**	**-**
Taxes						
Sales Tax and Use	993.16	1,517.66	9,131.82	18,270.60	19,182.59	911.99
Total Taxes	**993.16**	**1,517.66**	**9,131.82**	**18,270.60**	**19,182.59**	**911.99**
Pending Allocation						
Expenses Pending Allocation	1,413.94	(345.45)	5,080.39	-	-	-
Total Pending Allocation	**1,413.94**	**(345.45)**	**5,080.39**	**-**	**-**	**-**
Total Other Expenses	**14,608.47**	**15,003.76**	**75,902.69**	**269,418.10**	**268,962.53**	**(455.57)**

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

	November-19 Actual	December-19 Actual	YTD Actual	Annual Forecast	Revised Budget 10/22/19	Forecast vs Budget $	Forecast vs Budget %
Forecasted Enrollment							
Forecasted ADM				1,344	1,331	13	1.00%
Forecasted Total Enrollment				1,888	1,915	(27)	-1.41%
Forecasted Funded Enrollment				1,180	1,168	12	1.00%
Revenue							
State Funding	862,068.08	979,210.43	4,281,198.07	10,425,761.71	10,229,732.62	196,029.09	1.92%
Federal & Other Program Funding	53,073.00	-	53,073.00	348,100.00	348,100.00	-	0.00%
Local Aid	132,571.91	151,266.80	663,878.16	1,636,959.84	1,611,393.54	25,566.30	1.59%
Other Funding Sources	12,107.21	2,166.31	19,691.32	33,100.83	38,161.93	(5,061.10)	-13.26%
Total Revenue	**1,059,820.20**	**1,132,643.54**	**5,017,840.55**	**12,443,922.38**	**12,227,388.09**	**216,534.29**	**1.77%**
Program Expenses							
Compensation Expense							
Administration Staff	71,109.47	69,550.60	416,677.02	844,154.64	845,274.71	1,120.07	0.13%
Instructional Staff	400,606.74	397,052.85	1,840,870.04	4,885,342.62	4,740,720.83	(144,621.78)	-3.05%
Total Compensation Expense	**471,716.21**	**466,603.45**	**2,257,547.06**	**5,729,497.26**	**5,585,995.55**	**(143,501.71)**	**-2.57%**
Fee Based Expenses							
Enrollment/Unit Based Fees	379,075.67	394,456.40	2,218,281.22	4,631,279.28	4,549,490.37	(81,788.91)	-1.80%
Revenue Based Fees	78,332.30	82,377.77	494,266.67	1,027,352.09	1,000,669.82	(26,682.26)	-2.67%
Total Fee Based Expenses	**457,407.97**	**476,834.17**	**2,712,547.89**	**5,658,631.37**	**5,550,160.20**	**(108,471.17)**	**-1.95%**
Other School Expenses							
Assessment	11,986.83	125.35	48,824.62	141,080.30	141,080.30	-	0.00%
Authorizer Oversight	10,691.72	11,263.35	66,093.65	133,673.83	131,106.09	(2,567.74)	-1.96%
Employee Related	1,597.17	9,748.46	67,658.04	151,918.00	151,918.00	-	0.00%
Facilities	10,239.53	8,395.06	103,573.76	216,599.55	216,599.55	-	0.00%
Governance	216.54	12,359.18	19,564.02	31,675.87	27,821.26	(3,854.61)	-13.85%
Internet Service Provider	-	20,004.90	20,004.90	63,000.00	63,000.00	-	0.00%
Instructional	12.88	128.37	36,368.38	69,406.66	76,906.66	7,500.00	9.75%
Professional Services	3,088.05	1,406.22	9,208.46	53,732.09	52,894.17	(837.92)	-1.58%
Student Related	57,658.50	97,857.05	179,826.52	442,333.26	543,282.95	100,949.69	18.58%
Taxes	7,410.60	7,572.47	45,341.89	88,499.78	88,498.07	(1.71)	0.00%
Pending Allocation	5,870.71	(1,434.32)	12,783.24	-	-	-	0.00%
Total Other School Expenses	**108,772.53**	**167,426.09**	**609,247.48**	**1,391,919.35**	**1,493,107.06**	**101,187.71**	**6.78%**
Adjustments and Credits							
Discretionary Service Credit	-	-	-	(336,500.00)	(402,000.00)	(65,500.00)	-16.29%
Total Adjustments and Credits	**-**	**-**	**-**	**(336,500.00)**	**(402,000.00)**	**(65,500.00)**	**-16.29%**
Total Program Expenses	**1,037,896.71**	**1,110,863.71**	**5,579,342.43**	**12,443,547.97**	**12,227,262.80**	**(216,285.17)**	**-1.77%**
Net Increase (Decrease)	**21,923.49**	**21,779.83**	**(561,501.88)**	**374.42**	**125.30**	**249.12**	
Beginning fund balance	(594,517.51)	(572,594.03)	10,687.68	10,687.68			
Ending fund balance	**(572,594.03)**	**(550,814.20)**	**(550,814.20)**	**11,062.10**			

California Connections Academy @ Ripon
Balance Sheet
December 31, 2019

ASSETS		
Cash and Short Term Investments:		
Checking	$	(2,727.37)
Operating		91,090.72
Checking - CALOPS		1,908,167.83
Petty Cash		310.00
Total Cash and Short Term Investments		***1,996,841.18***
Other Current Assets:		
Pupil Funding		1,128,423.31
SPED Funding State		26,178.15
Other State Receivables		21,126.03
Due from CalOPS Schools		(124,749.80)
Prepaid Expenses		6,476.45
Total Other Current Assets		***1,057,454.14***
Total Current Assets		***3,054,295.32***
Other Assets:		
Ripon Unified School District - Science Lab Deposit		300.00
Total Other Assets		***300.00***
Total Assets	***$***	***3,054,595.32***
LIABILITIES		
Current Liabilities:		
Due to (from) Pearson Online and Blended Learning	$	1,939,828.79
CalOPS Payroll Liability		1,319,449.95
Accrued Expenses		7,135.69
Deferred Revenue		194,577.75
Accounts Payable		144,417.34
Total Current Liabilities		***3,605,409.52***
Total Liabilities		***3,605,409.52***
FUND BALANCE		
Beginning Fund Balance		10,687.68
Change in Fund Balance		(561,501.88)
Ending Fund Balance		***(550,814.20)***
Total Liabilities and Fund Balance	***$***	***3,054,595.32***

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

	November-19 Actual	December-19 Actual	YTD Actual	Annual Forecast	Revised Budget 10/22/19	Forecast vs Budget
Revenue						
State Funding						
LCFF / General Purpose Block Grant - State	675,481.21	575,855.31	3,187,715.97	7,860,121.58	8,210,382.67	(350,261.09)
LCFF / General Purpose Block Grant - State EPA	117,700.65	360,910.99	816,020.18	2,012,104.56	1,430,635.52	581,469.04
Star Testing Reimbursement	-	-	55.00	2,359.61	2,336.25	23.36
Lottery	19,940.31	21,942.11	99,044.64	244,219.66	238,297.27	5,922.39
Special Education Pass through funds - State	(1,494.26)	15,842.19	71,510.15	176,326.40	268,640.00	(92,313.60)
Prop 39 Clean Energy Funds	-	-	43,180.00	43,180.00	43,180.00	-
Mandated Cost Reimbursement	2,990.27	4,659.82	16,222.22	40,000.00	36,260.91	3,739.09
Prior Year Revenue	47,449.90	-	47,449.90	47,449.90	-	47,449.90
Total State Funding	**862,068.08**	**979,210.43**	**4,281,198.07**	**10,425,761.71**	**10,229,732.62**	**196,029.09**
Federal & Other Programs Funding						
Title I	40,991.00	-	40,991.00	161,000.00	161,000.00	-
Title II	9,047.00	-	9,047.00	27,000.00	27,000.00	-
Title IV	3,035.00	-	3,035.00	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	**53,073.00**	**-**	**53,073.00**	**348,100.00**	**348,100.00**	**-**
Local Funding						
LCFF / General Purpose Block Grant - Local	132,571.91	151,266.80	663,878.16	1,636,959.84	1,611,393.54	25,566.30
Total Local Funding	**132,571.91**	**151,266.80**	**663,878.16**	**1,636,959.84**	**1,611,393.54**	**25,566.30**
Other Funding						
Interest	2,923.00	-	6,833.00	8,000.00	6,000.00	2,000.00
OBL Grant	9,184.21	2,166.31	12,858.32	25,100.83	32,161.93	(7,061.10)
Total Other Funding	**12,107.21**	**2,166.31**	**19,691.32**	**33,100.83**	**38,161.93**	**(5,061.10)**
Total Revenue	**1,059,820.20**	**1,132,643.54**	**5,017,840.55**	**12,443,922.38**	**12,227,388.09**	**216,534.29**

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

	November-19 Actual	December-19 Actual	YTD Actual	Annual Forecast	Revised Budget 10/22/19	Forecast vs Budget
SCHEDULE OF FEES:						
Enrollment/Unit-Based Fees						
Accounting and Regulatory Reporting	5,255.42	5,488.08	32,928.50	67,215.50	66,550.00	(665.50)
Community Outreach	4,166.66	4,166.67	25,000.00	50,000.00	50,000.00	-
Connexus Annual License (EMS)	63,065.00	65,857.00	395,142.00	806,586.00	798,600.00	(7,986.00)
Curriculum Postage	4,446.53	5,101.25	30,607.50	62,304.00	63,195.00	891.00
Direct Course Instruction Support	2,484.00	2,449.50	11,969.20	7,826.30	28,566.00	20,739.70
Educational Resource Center	13,243.65	13,829.97	82,979.82	169,383.06	167,706.00	(1,677.06)
Enrollment and Records Management	5,389.74	6,183.33	37,100.00	75,520.00	76,600.00	1,080.00
Facility Support Services	554.50	554.50	3,327.00	5,815.76	5,815.76	-
Hardware/Software - Employees	3,882.00	3,320.00	19,920.00	40,428.44	38,151.41	(2,277.04)
Human Resources Support	8,087.50	6,916.67	41,500.00	84,225.92	79,482.10	(4,743.82)
ISP Processing Fee	2,141.67	2,050.00	12,349.35	38,688.52	24,322.07	(14,366.45)
School Curriculum Supplies	2,863.75	2,440.42	14,642.50	29,768.21	28,012.59	(1,755.61)
Short-Term Sub Teaching Services	19,506.00	12,945.00	59,904.00	59,904.00	2,376.00	(57,528.00)
Special Populations Consultative Services	37,524.00	39,008.00	106,035.34	387,960.00	354,040.00	(33,920.00)
Student Technology Assistance- Laptops	49,258.33	47,150.00	282,900.00	562,350.00	559,407.60	(2,942.40)
Tangible/Intangible Instr. Materials	141,440.67	160,531.76	963,190.51	1,957,400.00	1,984,125.00	26,725.00
Technical Support and Repairs	15,766.25	16,464.25	98,785.50	201,646.50	199,650.00	(1,996.50)
Voice Over IP Services	-	-	-	24,257.07	22,890.84	(1,366.22)
Total Enrollment/Unit Based Fees	**379,075.67**	**394,456.40**	**2,218,281.22**	**4,631,279.28**	**4,549,490.37**	**(81,788.91)**
Revenue-Based Fees						
Marketing Services	9,215.57	9,691.50	58,149.02	120,864.95	117,725.86	(3,139.09)
School Administration	55,293.38	58,149.02	348,894.12	725,189.71	706,355.17	(18,834.54)
Treasury Services	13,823.35	14,537.25	87,223.53	181,297.43	176,588.79	(4,708.63)
Total Revenue Based Fees	**78,332.30**	**82,377.77**	**494,266.67**	**1,027,352.09**	**1,000,669.82**	**(26,682.26)**
Total Fee-Based Expenses	**457,407.97**	**476,834.17**	**2,712,547.89**	**5,658,631.37**	**5,550,160.20**	**(108,471.17)**
SCHEDULE OF COMPENSATION:						
Administrative Compensation						
Salaries	50,935.14	49,469.55	307,333.49	613,801.09	612,763.74	(1,037.35)
Benefits	12,479.11	12,120.04	75,296.69	150,381.25	150,127.11	(254.14)
Pension	5,896.84	6,377.00	23,277.70	54,334.32	54,301.75	(32.57)
Taxes	1,798.38	1,584.01	10,769.13	25,637.99	28,082.12	2,444.13
Total Administrative Compensation	**71,109.47**	**69,550.60**	**416,677.02**	**844,154.64**	**845,274.71**	**1,120.07**
Instructional Compensation						
Salaries	274,957.00	269,024.42	1,320,780.63	3,461,086.14	3,340,494.65	(120,591.48)
Benefits	67,364.46	65,910.98	323,591.25	847,966.11	818,421.18	(29,544.92)
Pension	54,271.74	58,331.91	178,196.15	515,182.26	517,905.88	2,723.62
Taxes	4,013.53	3,785.54	18,302.01	61,108.11	63,899.12	2,791.00
Total Instructional Compensation	**400,606.74**	**397,052.85**	**1,840,870.04**	**4,885,342.62**	**4,740,720.83**	**(144,621.78)**
Total Compensation	**471,716.21**	**466,603.45**	**2,257,547.06**	**5,729,497.26**	**5,585,995.55**	**(143,501.71)**
SCHEDULE OF CREDITS AND ADJUSTMENTS						
Discretionary Service Credit	-	-	-	(336,500.00)	(402,000.00)	(65,500.00)
Total Adjustments and Credits	**-**	**-**	**-**	**(336,500.00)**	**(402,000.00)**	**(65,500.00)**

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

	November-19 Actual	December-19 Actual	YTD Actual	Annual Forecast	Revised Budget 10/22/19	Forecast vs Budget
SCHEDULE OF OTHER SCHOOL EXPENSES:						
Assessment						
Student Testing & Assessment Facilities & Services	11,948.00	-	48,230.87	81,606.00	81,606.00	-
Student Testing & Assessment Travel	38.83	125.35	443.75	54,616.80	54,616.80	-
Student Testing Technology	-	-	150.00	4,857.50	4,857.50	-
Total Assessment	**11,986.83**	**125.35**	**48,824.62**	**141,080.30**	**141,080.30**	**-**
Authorizer Oversight						
District Administrative Fees	1,033.33	1,033.33	6,199.98	12,400.00	12,400.00	-
District Oversight	9,143.23	9,714.86	56,802.71	115,091.86	112,524.12	(2,567.74)
STRS Reporting	515.16	515.16	3,090.96	6,181.97	6,181.97	-
Total Authorizer Oversight	**10,691.72**	**11,263.35**	**66,093.65**	**133,673.83**	**131,106.09**	**(2,567.74)**
Employee Related						
Staff Recruiting/Background Checks	72.24	342.14	843.38	5,000.00	5,000.00	-
Staff Training/Prof. Dvlpmt	1,017.80	8,508.77	63,373.75	93,548.68	93,548.68	-
Team Building	28.36	294.38	959.35	7,967.60	7,967.60	-
Travel and Conferences - Administration	396.54	565.79	1,799.57	27,993.21	27,993.21	-
Travel and Conferences - Teachers	82.23	37.38	681.99	17,408.52	17,408.52	-
Total Employee Related	**1,597.17**	**9,748.46**	**67,658.04**	**151,918.00**	**151,918.00**	**-**
Facilities						
Copiers/ Reproduction	-	359.94	1,269.07	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	9.02	-	962.83	8,743.03	8,743.03	-
Maintenance & Repairs	357.35	344.22	6,781.14	11,747.84	11,747.84	-
Office Postage	22.70	119.79	1,106.48	7,270.98	7,270.98	-
Office Rent	6,130.34	6,130.34	36,750.33	71,953.79	71,953.79	-
Office Supplies	888.86	432.02	4,380.23	9,805.85	9,805.85	-
Prop 39 Clean Energy Planning	-	-	43,180.00	43,180.00	43,180.00	-
Rent Operating Expense	615.83	615.83	3,694.98	9,363.38	9,363.38	-
Rent Storage Unit	-	-	649.95	4,000.00	4,000.00	-
Telephone	1,785.50	53.92	2,031.18	7,849.61	7,849.61	-
Utilities	429.93	339.00	2,767.57	9,751.10	9,751.10	-
Total Facilities	**10,239.53**	**8,395.06**	**103,573.76**	**216,599.55**	**216,599.55**	**-**
Governance						
Accreditation	-	-	-	1,000.00	1,000.00	-
Banking Fees	154.15	159.48	875.86	1,775.86	600.00	(1,175.86)
Board-Related Expenses	-	-	426.29	7,418.72	7,418.72	-
Dues - Staff	62.39	29.70	170.21	3,389.62	3,389.62	-
Dues - School	-	12,170.00	16,378.75	16,378.75	13,700.00	(2,678.75)
Insurance Expenses	-	-	1,712.91	1,712.92	1,712.92	-
Total Governance	**216.54**	**12,359.18**	**19,564.02**	**31,675.87**	**27,821.26**	**(3,854.61)**
Internet Service Provider						
ISP Payment Reimbursement	-	20,004.90	20,004.90	63,000.00	63,000.00	-
Total Internet Service Provider	**-**	**20,004.90**	**20,004.90**	**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	12.88	128.37	4,330.38	18,333.28	18,333.28	-
Summer School	-	-	32,038.00	32,038.00	32,038.00	-
Title I - SES Tutoring	-	-	-	5,000.00	5,000.00	-
Total Instructional	**12.88**	**128.37**	**36,368.38**	**69,406.66**	**76,906.66**	**7,500.00**
Professional Services						
Accounting Services/Audit	2,941.03	-	3,813.39	9,500.00	9,500.00	-
AERIES	-	-	-	9,800.00	9,800.00	-
Legal Services	81.58	1,306.22	3,228.56	14,539.41	14,539.41	-
Manager Services	-	-	-	5,000.00	5,000.00	-
Other School Contracted Services	65.44	100.00	165.44	12,891.61	12,891.61	-
Other School Expense	-	-	2,001.07	2,001.07	1,163.15	(837.92)
Total Professional Services	**3,088.05**	**1,406.22**	**9,208.46**	**53,732.09**	**52,894.17**	**(837.92)**
Student Related						
Graduation Expense	257.86	95.73	463.56	8,494.31	8,743.50	249.19
SPED Related Services	58,663.31	96,239.19	177,987.30	409,960.50	509,960.50	100,000.00
Student Activities	(1,262.67)	1,522.13	1,375.66	23,878.45	24,578.95	700.50
Total Student Related	**57,658.50**	**97,857.05**	**179,826.52**	**442,333.26**	**543,282.95**	**100,949.69**
Taxes						
Sales Tax and Use	7,410.60	7,572.47	45,341.89	88,499.78	88,498.07	(1.71)
Total Taxes	7,410.60	7,572.47	45,341.89	88,499.78	88,498.07	(1.71)
Pending Allocation						
Expenses Pending Allocation	5,870.71	(1,434.32)	12,783.24	-	-	-
Total Pending Allocation	**5,870.71**	**(1,434.32)**	**12,783.24**	**-**		**-**
Total Other Expenses	**108,772.53**	**167,426.09**	**609,247.48**	**1,391,919.35**	**1,493,107.06**	**101,187.71**

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

	November-19 Actual	December-19 Actual	YTD Actual	Annual Forecast	Revised Budget 10/22/19	Forecast vs Budget $	Forecast vs Budget %
Forecasted Enrollment							
Forecasted ADM				4,192	4,196	(173)	-0.10%
Forecasted Total Enrollment				5,665	5,755	(116)	-1.56%
Forecasted Funded Enrollment				3,736	3,740	(215)	-0.10%
Revenue							
State Funding	1,035,615.61	1,064,399.65	4,771,722.04	11,467,547.83	11,351,213.70	116,334.13	1.02%
Federal & Other Program Funding	-	-	178,201.00	1,255,800.00	1,255,800.00	-	0.00%
Local Aid	2,194,605.60	2,316,030.79	10,801,839.12	26,634,671.80	26,133,347.06	501,324.74	1.92%
Other Funding Sources	38,642.45	11,674.62	106,442.26	145,454.51	154,413.96	(8,959.45)	-5.80%
Total Revenue	**3,268,863.66**	**3,392,105.06**	**15,858,204.42**	**39,503,474.14**	**38,894,774.73**	**608,699.41**	**2.60%**
Program Expenses							
Compensation Expense							
Administration Staff	226,530.80	221,564.75	1,315,986.42	2,677,785.96	2,692,760.13	14,974.17	0.56%
Instructional Staff	1,268,920.84	1,252,614.38	5,919,926.15	15,494,735.81	15,242,249.64	(252,486.18)	-1.66%
Total Compensation Expense	**1,495,451.64**	**1,474,179.14**	**7,235,912.57**	**18,172,521.77**	**17,935,009.77**	**(237,512.00)**	**-1.31%**
Fee Based Expenses							
Enrollment/Unit Based Fees	1,246,368.40	1,243,621.58	7,039,444.10	14,404,400.63	14,231,931.48	(172,469.15)	-1.20%
Revenue Based Fees	274,976.67	266,709.71	1,600,258.28	3,249,792.81	3,175,715.66	(74,077.14)	-2.28%
Total Fee Based Expenses	**1,521,345.07**	**1,510,331.29**	**8,639,702.38**	**17,654,193.44**	**17,407,647.14**	**(246,546.29)**	**-1.40%**
Other School Expenses							
Assessment	(8,463.02)	395.40	122,734.64	411,121.00	411,121.00	-	0.00%
Authorizer Oversight	31,509.99	32,047.30	192,510.16	384,793.97	378,279.51	(6,514.46)	-1.69%
Employee Related	5,059.06	29,822.64	214,024.12	497,347.00	497,347.00	-	0.00%
Facilities	32,755.41	100,096.95	285,976.86	640,198.19	566,995.89	(73,202.30)	-11.43%
Governance	33,444.65	369.27	52,439.68	88,943.18	87,963.56	(979.62)	-1.10%
Internet Service Provider	-	61,690.86	61,750.49	201,000.00	201,000.00	-	0.00%
Instructional	40.81	404.95	133,847.30	185,561.30	206,561.30	21,000.00	11.32%
Professional Services	9,068.03	4,404.90	24,073.36	143,904.78	140,904.78	(3,000.00)	-2.08%
Student Related	178,774.30	250,277.15	521,613.91	1,230,057.83	1,438,262.91	208,205.08	16.93%
Taxes	21,954.90	22,715.87	136,214.01	260,546.72	266,973.82	6,427.10	2.47%
Pending Allocation	18,702.10	(4,569.24)	43,036.85	-	-	-	0.00%
Total Other School Expenses	**322,846.23**	**497,656.05**	**1,788,221.38**	**4,043,473.97**	**4,195,409.76**	**151,935.80**	**3.76%**
Total Program Expenses	**3,339,642.94**	**3,482,166.48**	**17,663,836.33**	**39,870,189.17**	**39,538,066.68**	**(332,122.50)**	**1.69%**
Net Increase (Decrease)	**(70,779.28)**	**(90,061.42)**	**(1,805,631.91)**	**(366,715.04)**	**(643,291.95)**	**276,576.91**	
Beginning fund balance	(694,855.71)	(765,634.99)	949,935.50	949,935.50			
Ending fund balance	**(765,634.99)**	**(855,696.41)**	**(855,696.41)**	**583,220.46**			

California Connections Academy Southern California
Balance Sheet
December 31, 2019

ASSETS		
Cash and Short Term Investments:		
Analysis Checking	$	(22,969.70)
Payroll		450,923.92
Operating Account		341,330.61
CalOPS Checking		1,371,727.24
OCDE Cash Account		1,794,497.80
Petty Cash		300.00
Total Cash and Short Term Investments		***3,935,809.87***
Other Current Assets:		
Pupil Funding		873,640.48
SPED Funding State		100,354.81
Other State Receivables		(21,034.90)
Due from CalOPS Schools		230,980.88
Prepaid Expenses		68,989.92
Total Other Current Assets		***1,252,931.19***
Total Current Assets		***5,188,741.06***
Fixed Assets:		
Office Equipment - Shelving System		32,521.50
Accumulated Depreciation		(2,890.88)
Net Fixed Assets		***29,630.62***
Other Assets:		
Rent Deposit InterPres Corporation		20,287.30
Total Other Assets		***20,287.30***
Total Assets	***$***	***5,238,658.98***
LIABILITIES		
Current Liabilities:		
Due to (from) Pearson Online and Blended Learning	$	7,654,033.52
CalOPS Payroll Liability		(2,698,915.04)
Pension Payable		438,893.27
Accrued Expenses		20,558.28
Deferred Revenue		583,503.00
Accounts Payable		96,282.36
Total Current Liabilities		***6,094,355.39***
Total Liabilities		***6,094,355.39***
FUND BALANCE		
Beginning Fund Balance		949,935.50
Change in Fund Balance		(1,805,631.91)
Ending Fund Balance		***(855,696.41)***
Total Liabilities and Fund Balance	***$***	***5,238,658.98***

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

	November-19 Actual	December-19 Actual	YTD Actual	Annual Forecast	Revised Budget 10/22/19	Forecast vs Budget
Revenue						
State Funding						
LCFF / General Purpose Block Grant - State	745,574.73	770,270.55	3,653,159.50	9,007,790.55	8,878,298.26	129,492.29
LCFF / General Purpose Block Grant - State EPA	61,021.87	67,111.10	303,062.34	747,277.00	726,648.00	20,629.00
Star Testing Reimbursement	-	-	135.00	7,472.77	7,480.42	(7.65)
Lottery	64,836.41	62,968.63	313,669.42	773,431.45	763,002.40	10,429.05
Special Education Pass through funds - State	50,814.38	49,350.54	245,832.81	606,163.09	860,000.00	(253,836.91)
Prop 39 Clean Energy Funds	-	104,741.00	104,741.00	104,741.00	-	104,741.00
Mandated Cost Reimbursement	9,696.25	9,957.83	47,450.00	117,000.00	115,784.63	1,215.37
Prior Year Revenue	103,671.97	-	103,671.97	103,671.97	-	-
Total State Funding	**1,035,615.61**	**1,064,399.65**	**4,771,722.04**	**11,467,547.83**	**11,351,213.70**	**116,334.13**
Federal & Other Programs Funding						
Title I	-	-	140,568.00	596,000.00	596,000.00	-
Title II	-	-	27,225.00	101,000.00	101,000.00	-
Title IV	-	-	10,408.00	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	**-**	**-**	**178,201.00**	**1,255,800.00**	**1,255,800.00**	**-**
Local Funding						
LCFF / General Purpose Block Grant - Local	2,194,605.60	2,316,030.79	10,801,839.12	26,634,671.80	26,133,347.06	501,324.74
Total Local Funding	**2,194,605.60**	**2,316,030.79**	**10,801,839.12**	**26,634,671.80**	**26,133,347.06**	**501,324.74**
Other Funding						
Interest	9,384.62	4,773.49	65,479.95	65,479.95	50,000.00	15,479.95
OBL Grant	29,257.83	6,901.13	40,962.31	79,974.56	104,413.96	(24,439.40)
Prior Year Revenue	-	-	-	-	-	-
Total Other Funding	**38,642.45**	**11,674.62**	**106,442.26**	**145,454.51**	**154,413.96**	**(8,959.45)**
Total Revenue	**3,268,863.66**	**3,392,105.06**	**15,858,204.42**	**39,503,474.14**	**38,894,774.73**	**608,699.41**

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

	November-19 Actual	December-19 Actual	YTD Actual	Annual Forecast	Revised Budget 10/22/19	Forecast vs Budget
SCHEDULE OF FEES:						
Enrollment/Unit-Based Fees						
Accounting and Regulatory Reporting	17,909.29	17,569.46	105,416.75	209,585.50	209,800.00	214.50
Community Outreach	45,833.34	45,833.34	275,000.01	550,000.00	550,000.00	-
Connexus Annual License (EMS)	214,911.50	210,833.50	1,265,001.00	2,515,026.00	2,517,600.00	2,574.00
Curriculum Postage	15,099.92	15,680.50	94,083.00	186,945.00	189,915.00	2,970.00
Direct Course Instruction Support	9,384.00	9,349.50	45,319.20	111,745.97	50,000.00	(61,745.97)
Educational Resource Center	45,131.42	44,275.03	265,650.21	528,155.46	528,696.00	540.54
Enrollment and Records Management	18,302.93	19,006.67	114,040.00	226,600.00	230,200.00	3,600.00
Facility Support Services	1,675.50	1,675.50	10,053.00	18,529.79	18,529.79	-
Hardware/Software - Employees	12,059.50	10,515.50	63,093.00	127,146.70	121,555.40	(5,591.30)
Human Resources Support	25,123.96	21,907.29	131,443.75	264,888.96	253,240.41	(11,648.55)
ISP Processing Fee	5,572.92	5,989.58	36,136.27	115,142.28	73,119.58	(42,022.70)
School Curriculum Supplies	8,902.08	7,730.42	46,382.50	93,620.46	89,251.80	(4,368.65)
Short-Term Sub Teaching Services	62,448.00	41,442.00	189,855.00	189,855.00	50,000.00	(139,855.00)
Special Populations Consultative Services	105,364.00	108,332.00	297,082.66	1,074,840.00	1,000,640.00	(74,200.00)
Student Technology Assistance- Laptops	128,177.08	137,760.42	826,562.50	1,612,300.00	1,681,750.27	69,450.27
Tangible/Intangible Instr. Materials	476,745.08	493,012.50	2,958,075.00	5,874,975.00	5,965,300.00	90,325.00
Technical Support and Repairs	53,727.88	52,708.37	316,250.25	628,756.50	629,400.00	643.50
Voice Over IP Services	-	-	-	76,288.02	72,933.24	(3,354.78)
Total Enrollment/Unit Based Fees	**1,246,368.40**	**1,243,621.58**	**7,039,444.10**	**14,404,400.63**	**14,231,931.48**	**(172,469.15)**
Revenue-Based Fees						
Marketing Services	32,350.20	31,377.61	188,265.68	382,328.57	373,613.61	(8,714.96)
School Administration	194,101.18	188,265.68	1,129,594.08	2,293,971.39	2,241,681.65	(52,289.75)
Treasury Services	48,525.29	47,066.42	282,398.52	573,492.85	560,420.41	(13,072.44)
Total Revenue Based Fees	**274,976.67**	**266,709.71**	**1,600,258.28**	**3,249,792.81**	**3,175,715.66**	**(74,077.14)**
Total Fee-Based Expenses	**1,521,345.07**	**1,510,331.29**	**8,639,702.38**	**17,654,193.44**	**17,407,647.14**	**(246,546.29)**
SCHEDULE OF COMPENSATION:						
Administrative Compensation						
Salaries	162,262.18	157,593.29	970,241.94	1,946,544.33	1,952,058.59	5,514.26
Benefits	39,754.23	38,610.36	237,709.26	476,903.34	478,254.33	1,350.99
Pension	18,785.36	20,314.97	73,967.51	172,903.42	172,987.05	83.63
Taxes	5,729.03	5,046.13	34,067.71	81,434.87	89,460.16	8,025.29
Total Administrative Compensation	**226,530.80**	**221,564.75**	**1,315,986.42**	**2,677,785.96**	**2,692,760.13**	**14,974.17**
Instructional Compensation						
Salaries	870,925.61	848,712.87	4,242,790.57	10,974,011.60	10,739,673.73	(234,337.87)
Benefits	213,376.77	207,934.65	1,039,483.67	2,688,632.86	2,631,220.05	(57,412.82)
Pension	171,905.61	184,024.33	578,139.74	1,637,954.79	1,665,835.13	27,880.34
Taxes	12,712.85	11,942.54	59,512.16	194,136.56	205,520.73	11,384.16
Total Instructional Compensation	**1,268,920.84**	**1,252,614.38**	**5,919,926.15**	**15,494,735.81**	**15,242,249.64**	**(252,486.18)**
Total Compensation	**1,495,451.64**	**1,474,179.14**	**7,235,912.57**	**18,172,521.77**	**17,935,009.77**	**(237,512.00)**

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

	November-19 Actual	December-19 Actual	YTD Actual	Annual Forecast	Revised Budget 10/22/19	Forecast vs Budget	Prior Year
SCHEDULE OF OTHER SCHOOL EXPENSES:							
Assessment							
Student Testing & Assessment Facilities & Services	(8,616.00)	-	120,935.63	206,000.00	206,000.00	-	166,581.31
Student Testing & Assessment Travel	152.98	395.40	1,459.01	179,121.00	179,121.00	-	137,262.23
Student Testing Technology	-	-	340.00	26,000.00	26,000.00	-	23,287.43
Total Assessment	**(8,463.02)**	**395.40**	**122,734.64**	**411,121.00**	**411,121.00**	**-**	**327,130.97**
Authorizer Oversight							
District Administrative Fees	100.00	100.00	600.00	1,200.00	1,200.00	-	1,200.00
District Oversight	29,768.61	30,305.92	182,061.88	363,897.39	357,382.93	(6,514.46)	341,178.92
STRS Reporting	1,641.38	1,641.38	9,848.28	19,696.57	19,696.57	-	21,642.00
Total Authorizer Oversight	**31,509.99**	**32,047.30**	**192,510.16**	**384,793.97**	**378,279.51**	**(6,514.46)**	**364,020.92**
Employee Related							
Staff Recruiting/Background Checks	228.84	1,079.38	2,674.98	15,000.00	15,000.00	-	12,219.63
Staff Training/Prof. Dvlpmt	3,223.89	26,840.58	201,603.39	312,305.00	312,305.00	-	391,576.27
Team Building	89.82	-	2,117.84	25,386.00	25,386.00	-	10,468.05
Travel and Conferences - Administration	1,256.04	1,784.76	5,457.95	55,466.00	55,466.00	-	20,969.56
Travel and Conferences - Teachers	260.47	117.92	2,169.96	89,190.00	89,190.00	-	5,825.48
Total Employee Related	**5,059.06**	**29,822.64**	**214,024.12**	**497,347.00**	**497,347.00**	**-**	**441,058.99**
Facilities							
Copiers/ Reproduction	-	1,135.40	4,031.58	18,004.97	18,004.97	-	15,168.70
Depreciation	180.68	180.68	1,084.08	2,000.00	2,000.00	-	1,806.80
Equipment/Supplies	-	-	-	66,500.00	66,500.00	-	-
Expensed Furniture and Equipment	-	-	-	31,169.71	31,169.71	-	1,646.63
Internet	28.58	-	3,067.10	27,856.45	27,856.45	-	14,467.11
Maintenance & Repairs	1,138.52	1,096.66	9,458.69	37,430.17	37,430.17	-	17,594.63
Office Postage	71.91	377.87	3,520.74	23,166.00	23,166.00	-	17,928.82
Office Rent	19,529.21	19,529.21	117,074.22	229,254.22	229,254.22	-	202,105.96
Office Supplies	2,815.45	1,362.80	13,924.58	31,242.72	31,242.72	-	25,589.22
Prop 39 Clean Energy Planning	-	73,202.30	104,741.00	104,741.00	31,538.70	(73,202.30)	-
Rent Operating Expense	1,961.81	1,961.82	11,770.90	29,832.96	29,832.96	-	25,004.31
Rent Storage Unit	-	-	2,070.53	9,000.00	9,000.00	-	6,243.60
Telephone	5,659.44	170.10	6,440.42	10,000.00	10,000.00	-	6,996.81
Utilities	1,369.81	1,080.11	8,793.02	20,000.00	20,000.00	-	18,305.79
Total Facilities	**32,755.41**	**100,096.95**	**285,976.86**	**640,198.19**	**566,995.89**	**(73,202.30)**	**352,858.38**
Governance							
Accreditation	-	-	1,070.00	1,070.00	1,070.00	-	1,060.00
Banking Fees	(2,222.98)	275.58	(665.02)	3,300.00	3,300.00	-	2,045.80
Board-Related Expenses	-	-	1,358.12	23,637.02	23,637.02	-	2,855.53
Dues - Staff	197.63	93.69	540.20	10,799.78	10,799.78	-	49,920.60
Dues - School	35,470.00	-	44,679.62	44,679.62	43,700.00	(979.62)	-
Insurance Expenses	-	-	5,456.76	5,456.76	5,456.76	-	9,182.39
Total Governance	**33,444.65**	**369.27**	**52,439.68**	**88,943.18**	**87,963.56**	**(979.62)**	**65,064.32**
Internet Service Provider							
ISP Payment Reimbursement	-	61,690.86	61,750.49	201,000.00	201,000.00	-	191,119.11
Total Internet Service Provider	**-**	**61,690.86**	**61,750.49**	**201,000.00**	**201,000.00**	**-**	**191,119.11**
Instructional							
LiveSpeech	-	-	-	-	21,000.00	21,000.00	26,880
Math Time to Talk	-	-	-	44,718.55	44,718.55	-	25,080
Other Curriculum	40.81	404.95	56,416.80	58,412.25	58,412.25	-	5,470
Summer School	-	-	77,430.50	77,430.50	77,430.50	-	60,199
Title I - SES Tutoring	-	-	-	5,000.00	5,000.00	-	-
Total Instructional	**40.81**	**404.95**	**133,847.30**	**185,561.30**	**206,561.30**	**21,000.00**	**198,730.66**
Professional Services							
Accounting Services/Audit	8,550.17	-	11,329.64	12,500.00	9,500.00	(3,000.00)	21,471.50
AERIES	-	-	-	30,300.00	30,300.00	-	12,843.60
Legal Services	258.40	4,404.90	10,528.19	46,324.47	46,324.47	-	61,978.15
Manager Services	-	-	-	10,000.00	10,000.00	-	-
Other School Contracted Services	207.29	-	427.29	41,074.36	41,074.36	-	14,072.08
Other School Expense	52.17	-	1,788.24	3,705.96	3,705.96	-	2,117.12
Total Professional Services	**9,068.03**	**4,404.90**	**24,073.36**	**143,904.78**	**140,904.78**	**(3,000.00)**	**112,482.45**
Student Related							
Graduation Expense	1,493.86	301.98	2,146.17	41,047.51	41,047.51	-	48,374.26
SPED Related Services	173,869.42	247,670.18	507,376.72	1,107,376.72	1,315,581.80	208,205.08	-
Student Activities	3,411.02	2,304.99	12,091.02	81,633.60	81,633.60	-	89,471.35
Total Student Related	**178,774.30**	**250,277.15**	**521,613.91**	**1,230,057.83**	**1,438,262.91**	**208,205.08**	**137,845.61**
Taxes							
Sales Tax And Use	21,954.90	22,715.87	136,214.01	260,546.72	266,973.82	6,427.10	-
Total Taxes	21,954.90	22,715.87	136,214.01	260,546.72	266,973.82	6,427.10	**-**
Pending Allocation							
Expenses Pending Allocation	18,702.10	(4,569.24)	43,036.85	-	-	-	-
Total Pending Allocation	**18,702.10**	**(4,569.24)**	**43,036.85**	**-**	**-**	**-**	**-**
							-
Total Other Expenses	**322,846.23**	**497,656.05**	**1,788,221.38**	**4,043,473.97**	**4,195,409.76**	**151,935.80**	**2,190,311.41**

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, December 3, 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 3:33 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 Brooke Watkins (via phone);

Board Members Absent: Adam Pulsipher, Paul Hedrick and Dave Souza;

Guests Present: Richard Savage, Executive Director; Kara Mannix, Franci Sassin, LaChelle Carter, Richie Romero, School staff; Heather Savage, Member of the Public; Anne Parmley, Melissa Brown and Eileen Sigmund, Pearson Online & Blended Learning (POBL) staff (in person at SoCAL Site); Heather Tamayo and Marcus White, School staff; Donna Kozub, Hussa Blake, and Laura Coleman, 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 November 29, 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 December 3, 2019 Board Meeting, as presented, is hereby approved.

The motion was approved unanimously.

V. Audit Committee, Committee of the Entire Board

a. Review and Acceptance of the 2018-2019 Fiscal Year Audit Report

Dr. Sassin reviewed the audit report for the fiscal year ending June 30, 2019, as included in the Board materials. She advised the Board that the report was for the California Online Public Schools that were established last school year, North Bay, Central, Ripon and Southern California. She further highlighted key aspects of the reports and reviewed the filing process. Board members expressed their satisfaction with the results. There being no additional discussion, the following motion was made and seconded as follows:

RESOLVED, that the 2018-2019 Fiscal Year Audit Reports, as presented, are hereby approved.

The motion was approved unanimously.

VI. Oral Reports

a. Executive Director's Report

i. Student Intervention Efforts Update – Tier 1 and Tier 2

Dr. Savage advised the Board of school staff members' increased awareness of critical educational components and benchmarks, as well as POBL's useful tools for tracking student progress. Dr. Savage further discussed the relation these efforts have to the school's annual success in goals completion.

b. Principal's Reports

i. Elementary School

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

ii. Middle School

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

iii. High School

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

c. CalCA Financial Report

Ms. Carter reviewed with the Board the Financial Report, as included in the Board meeting materials. There were no questions from the Board at this time.

Policy and Compliance Report

Dr. Sassin provided the Board with an update on Policy and Compliance items, as included in the Board meeting materials.

i. Special Education Service Contracts Update

Ms. Carter provided the Board with an update on the contracts for Special Education service providers, as included in the Board meeting materials.

ii. New Schools Financial Update

Dr. Sassin provided the Board with an update and expected timeline on the new school's financial setup.

iii. Consolidated Financial Report

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

iv. CalCA North Bay Financial Report

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

v. CalCA Central Financial Report

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

vi. CalCA Central Coast Financial Report

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

vii. CalCA Monterey Bay Financial Report

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

viii. CalCA Ripon Financial Report

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

ix. CalCA Southern California Financial Report

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

VII. Consent Agenda

Ms. Pavlich asked Board Members whether there were any items from the Consent Items that they wished to have moved 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 October 22, 2019 Board Meeting;
b. Approval of Staffing Report;
c. Approval of Pearson Online & Blended Learning (POBL) Invoice(s);
d. Approval of Revision(s) to the CalOPS Employee Handbook: Paid Time Off (PTO) Update;
e. Approval of the 2020-2021 Master Agreement; and
f. Approval of Draft First Interim Financial Reports; are hereby approved.

The motion passed unanimously.

VIII. Action Items

a. Approval of Board Policy: Open Meeting Policy

Dr. Sassin reviewed the proposed Board Open Meeting Policy, as included in the Board meeting materials. She reviewed recent legislation resulting in open meeting law changes, including the requirement for Board meetings to be audio recorded. Dr. Sassin further advised that the Public Comment Policy is included within the new Open Meeting Policy and Board Counsel's advice that a site in Los Angeles County is not necessary. There being no further discussion, a motion was made and seconded as follows:

RESOLVED, that the Board Policy: Open Meeting Policy, as presented, are hereby approved.

The motion passed unanimously.

b. Approval Board Policy: Conflict of Interest (COI) Code

Dr. Sassin reviewed with the Board the updated Conflict of Interest Code, as included in the Board meeting materials. She highlighted the changes as a result of the new corporation name and updated organizational structure. There being no further discussion, a motion was made and seconded as follows:

RESOLVED, that the Board Policy: Conflict of Interest (COI) Code, as presented, are hereby approved.

The motion passed unanimously.

IX. Information Items

a. Western Association of School and Colleges (WASC) Update

Mr. Romero provided the Board with an update on the recent positive Western Association of School and Colleges (WASC) visit. He further reviewed the expected timeline for accreditation for the new Central Coast and Monterey Bay schools. The Board discussed the accreditation process in detail with Mr. Romero.

b. Local Control Accountability Plans (LCAP) Progress Update

Mr. Romero reviewed with the Board Local Control Accountability Plans (LCAP) progress made to date, including the accompanying Comprehensive Support and Improvement (CSI) plan. Mr. Romero and Dr. Sassin further reviewed the submission process and expected timeline for final Board consideration.

c. Prop 39 Energy Grant Update

Dr. Sassin provided the Board with an update on Prop 39 Energy Grant project completion.

d. Special Education Local Plan Area (SELPA) Change for 2020-2021

Dr. Sassin provided the Board with an update on the Special Education Local Plan Area (SELPA) status of the schools, including the applications to move the four existing CalCA schools from the Tulare SELPA to the El Dorado SELPA. She further advised the Board of potential charter and Memorandum of Understandings (MOUs) with authorizers that may need to be revised as a result.

e. Future Facility Plans Update

Dr Savage provided the Board with an update on the upcoming lease renewal for the Ripon site. He further updated the Board on office reconfiguration plans.

f. Future Funded Enrollment Growth

Dr. Savage provided the Board with an update on the outreach recruitment target for the 2020-2021 school year. Dr. Savage reminded Board members that the target is a major driver for school budget planning, including outreach, staffing and many other initiatives. He further advised that the proposed enrollment targets will be presented for approval during the upcoming January Board meeting.

g. 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.

h. 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 Leader Review Process Reminder

Ms. Brown reviewed the annual school leader review process with the Board. She reminded Board members that the process includes feedback from the Board through a survey. Ms. Brown further reminded the Board that Dr. Savage's mid-year review will be discussed during the January meeting and the final review will take place during the Board's Annual Meeting in June. She also reiterated the importance of Board member participation in the review process.

i. Sponsoring District(s) Update

Dr. Savage provided the Board with an update on the recent Superintendent change at Middletown Unified School District and upcoming renewal with the Alpaugh Unified School District.

X. Adjournment and Confirmation of Next Meeting on Tuesday, January 28, 2020 at 3:30 p.m. PT

There being no further business to discuss, the meeting was adjourned at 4:26 pm. The next meeting is scheduled for Tuesday, January 28, 2020 at 3:30 p.m. PT.

Staffing Reports

New Hires

Name	Area	Compensation	Bonus Potential	Start Date
Beltrami, Adrienne	Teacher - Special Ed	$61,740.00	0.00	12/09/2019
Bertran, Doug	Teacher - Special Ed	$56,240.00	0.00	01/06/2020
Grimes, Rachel G.	Teacher - Elementary	$57,740.00	0.00	01/06/2020
Hinojos, Krystal	School Admin Asst I	$16.75	0.00	01/08/2020
Nazaroff, Danielle M.	Teacher - Secondary	$54,740.00	0.00	12/16/2019

Departing Employees

Name	Area	Last Day Worked	Reason
Ortiz-Atkins, Ariana A.	504 Coordinator	12/02/2019	Career Change
Tabatabai, Eric P.	Teacher - Special Ed	12/02/2019	Job Demands

Promotions/Transfers

Name	Previous Position	New Position	Compensation	Bonus	Effective Date
Araujo-Sierra, Maria I.	School Admin Asst III	SEIS Coordinator	$21.00	0.00	11/18/2019

Adrienne Beltrami

Objective

I wish to work in a positive and challenging environment, as part of a team that shares the same passion for our youth, education and for life as I do. My goal is to lead, assist and oversee any operations that are assigned to me. I am a self motivated person that desires to help motivate, train, educate and develop youth and adults. I have a heart and desire to help guide our youth to be the best students and people that they can be. I am driven to use my knowledge, experience, work ethic and integrity to do the best I can do daily to help any program go to the next level.

Education

National University
Stockton, CA
Mild/Moderate Credential

Master of Arts in Special Education
In Progress, (one more class needed for completion)

Chaminade University
Honolulu, HI
Bachelor of Arts in Communication, Emphasis in Public Relations
Graduated: 2003

Delta Junior College
Stockton, CA
Associate of Arts Graduated: 2000

Ripon High School
Ripon, CA
High School Diploma Graduated: 1998

Employment History

Aug. 2018 - Present: Special Education Teacher
Buhach Colony High School - Atwater, CA

July 2016 – Aug. 2018: Head Women's Volleyball Coach & Men's Club Supervisor
Holy Names University - Oakland, CA

Aug. 2014 – July 2016: Special Education/Resource Teacher
Ripon High School - Ripon, CA

Aug. 2013 – 2014: Special Education/Resource Teacher
Great Valley Academy Elementary School - Manteca, CA
Aug. 2012 – 2013: Behavior Support Assistant
Stanislaus County Office of Education, Special Education Ceres, CA

Aug. 2007 – 2012: Teacher Assistant/Substitute Teacher, Special Education
Sierra Vista Child and Family Services/Non-Public Schools Modesto, CA

Aug. 2006 – Aug. 2007: After School Program Coordinator, Athletic Director, Substitute Teacher, Activities Coordinator and PE teacher.
La Grange Elementary School - La Grange, CA

Aug. 2005 – Aug. 2006: Behavioral Therapist, Autism
Genesis Behavior Center - Modesto, CA

Dec. 2004 – Aug. 2005: Substitute Teacher
Ripon Unified School District - Ripon, CA

Aug. 2003 – Dec. 2004: Long Term Substitute Teacher, Severe Autism
Oak Harbor Middle School - Oak Harbor, WA

Coaching History

Aug. 2018 - Current : Girls Varsity Head Volleyball Coach
Buhach Colony High School - Atwater, CA

July 2016 – Aug. 2018: Head Women's Volleyball Coach & Men's Club Supervisor
Holy Names University - Oakland, CA

Aug. 2012 – Current: Club Owner/Director/Coach
Pulse Volleyball Club - Ripon, CA

DOUG BERTRAN

Special Education Teacher,
Online SPED Coordinator
Assessment Plans

About Doug Bertran

Doug is very familiar with the online school and classroom and most recently worked for CAVA/Insight. He has two classes to finish for a M.S. in Special Education, mild to moderate, with National University. He has a B.S. in Special Education. Doug has had a career producing science documentaries for broadcast television and is expert in media production technologies.

Doug recently worked as a secondary Special Education Teacher (5 month substitute) for Insight, an online credit recovery high school with a caseload of 25 students and their IEPs in SEIS and SIRAS. He worked on assessment plans for his caseload, originated IEPs, coordinated IEP meetings, and taught Specialized Academic Instruction classes while monitoring, tracking, and evaluating student progress. For this job he has a letter of reference from my supervisor attached.

Doug enjoys working with students with learning disabilities, language and executive functioning deficits, social skills disorders, and attentional problems. He has used classroom modifications and accommodations that are multisensory and use assistive technologies, and is adept at differentiating instruction for various students.

Doug Bertran's work as a media Producer has been nominated for three national Primetime Emmys, including Best Documentary, Best Editing, and Best Sound Design and Music. Doug has produced shows for Discovery Channel, National Geographic Channels, Animal Planet, PBS Nature, PBS NOVA, Anglia and Granada TV, TV New Zealand and others.

Education Work Experience

Secondary Education Specialist - 2018/19 school year

At CAVA/Insight, an online virtual school Doug teaches as an Education Specialist teacher. He was case manager for 27 students with IEPs on SEIS and SIRAS. He worked on Transition Goals and IEPs for his caseload. Students ranged from mild to moderate, with learning disabilities such as Autism, specific learning disabilities, and dyslexia

Secondary Resource Teacher, Special Education Coordinator - 2017/18 school year

At SAEL, Grass Valley, Ca, Doug taught as a resource teacher. He was case manager for 25 students with IEPs on SEIS. Students ranged from mild to moderate, with learning disabilities such as Autism, specific learning disabilities, and dyslexia.

Special Education Paraprofessional –2016/17 school year

At Union Hill Middle School, Grass Valley, Ca, Doug worked with special education students. Provides differentiated instruction to a wide range of students in pull in and push out classroom situations. Students ranged from mild to moderate, with physical disabilities, and with learning disabilities like dyslexia, and social skills disorders like Asperger's Syndrome.

Substitute Teacher, Special Education - 2015/16 school year
At Compass High School, San Mateo, Ca, Doug taught as a substitute teacher. Classes taught daily were Civics, Transitions, American History, World History, Biology, P.E., and Economics. Students ranged from mild to moderate, some with learning disabilities like dyslexia, and social skills disorders like Asperger's Syndrome.

Director, Teacher – June-August 2014
Video Camp was a creation of Doug Bertran's for one summer in Nevada City where he taught movie making for five, one-week classes to students ages 10 to 16. Class sizes averaged 10 kids who were taught the skills of making a short movie: pre-production, script writing, production, and editing.

Consultant, Director TV Services - Sept 1 2014 - Sept 9 2015
Producer, researcher, writer, for the California Water Resources Department. Created videos such as *Delta Flow*. See: https://www.youtube.com/watch?v=Zz9lgGdBm1o, and produced event videos like this: https://www.youtube.com/watch?v=qHshvRjBntY.

Producer/Consultant - current
Bertran Media, March 2013-December 2014, 40 hours per week
In a contract with National Geographic Cinema Ventures, Doug researched and wrote a script, budgeted, and created a production and post production schedule for "Everglades 3D". The 3D Imax show is a creative look at the fifty-year plan to restore the Everglades watershed not only for its wildlife but as a critical freshwater source for 20 million people.

Chief of Marketing
Vomodo Inc, Jan 2009-June 2013, 40 hrs per week
Doug worked as Chief of Marketing and Advertising to Vomodo, Inc. providing counsel on communication strategies, internet tools, and marketing. For Vomodo he guided a team in the development and use of materials for a web based international marketing campaign, including design of sites, written materials, and production of videos and other media. He also created a network of re-sellers nationally and internationally for Vomodo products. Doug contacted broadcasters directly for sales nationally and internationally, and represents Vomodo at exhibition and trade shows.

Media Producer
January 1995 through current - Doug Bertran Productions and Bertran Media - 40 hrs per week.
Doug produced television productions for National Geographic Television, Discovery Channel, PBS/Nova, PBS/Nature, Animal Planet, ABC, Anglia Television, TV New Zealand, the BBC, and others. Expertly skilled as a producer, writer, editor, and videographer.
Doug hired, managed, and trained production and post-production personnel including directors, camera persons, audio recordists, production assistants; editors, writers, composers, musicians, sound engineers, and foley artists.

Wrote work for hire contracts for personnel, negotiated contracts with broadcasters and international distribution companies. Maintained excellent working relationships with personnel, and with regional, national, and international production partners and broadcasters.

Multi-Media Producer
2006-2009 - Orca Films and Bertran Media, Jan 2006-December 2009, 40 hrs per week
Wildlands Inc. retained Doug to creatively direct and project manage the company's communications to agencies, the media, and clients on the conservation and financial values of their mitigation banking business. Doug mentored Wildlands staff on use of new media technology and multi-media platforms.

Doug's work also includes operational and strategic planning, administration of planning, scheduling, budgeting, and assigning and managing production teams.

Doug has an excellent skills set and knowledge of:

* highly proficient with MS Office and Project, Final Cut Pro, Adobe Premiere, Media 100, and Avid.

EDUCATION

BS Special Education, National University, 2018.
BS Marine Biology, The Evergreen State College, 1983.
BA Filmmaking, The Evergreen State College, 1985.

Media AWARDS

2010 "Orca Killing School" Golden Cine Golden Eagle Award, Finalist for Best of Fest, Blue Ocean Film Festival

2008 "Eden at the End of the World" Cine Golden Eagle Award

2002 "ABC Kane's The Living Edens, Costa Rica"
Nat'l Emmy Nominee Sound Design & Music

2000 "Grizzly River" - Finalist - Best Film, IAWF

1997 "Lords of the Everglades"
Nat'l Emmy Finalist(s) - Best Documentary and Best Editing,
Jackson Hole Film Fest, Finalist - best cinematography,
CableAce Finalist, documentary and cinematography.

1998 Alligator Swamp Finalist

Sondrial, Italy.

1993“Land of the West Wind
EKOFILM 93 - Best Cinematography

1991 "Wild Northwest”
NAEE Film Festival - Outstanding Cinematography
International Wildlife Film Festival – Cinematography

Doug’s Producer Credits

“Everglades 3D “	2013-2014	NG Cinema Ventures
“Orca School”	2009/2010	NGTV and NGTV Intl
“Eden at the End of the World”	2006/2009	Nat Geo TV & PBS
“Eclipse”	2006	Discovery HD Theater
“Island Fox”		National Geographic TV
“Satellite Sharks”		
“Bear Lady”	11-05-4/07	National Geographic TV
“Wild Delta”		
“Lions, Coyotes, & Bears”		
“White Water”	5-05-4/06	PBS/Viewfinders
E.P. “Moose Mania“	7/03-05/03	Animal Planet 2003 1x
“Killer Crocs of Costa Rica”	3/02-3/03	Discovery Channel 1x
“Costa Rica, Living Edens”	9/00-9/01	ABC /PBS
“Grizzly River”	5/97-12/99	PBS/Nature
“Alligator Swamp”	3/97-11/98	Discovery/Survival
“Lords of the Everglades”	2/97-12/97	National Geographic
“Shark Attack”	11/95-12/96	NOVA/WGBH
“Mallard”	4/94-12/95	Ca Waterfowl
“New Lords of Tikal “	2-94-11/94	Nat Geographic
“Spirit Of The Sound”	11/93- 12/94	PBS/Nature- TV NZ
“Legend of Painted Rock”	6/92-7/93	Survival Anglia
“Land Of The West Wind”	6/92-7/93	Survival Anglia
“The Owl & Timberman”	1/90-2/92	Survival Anglia,
“Escape, Orca, Salmon”	1989	Seattle Aquarium
“Wild Northwest”	1988	Orca Films
“The Harbor Seal”	1987	DBP/Discovery

Rachel Gray Grimes

OBJECTIVE
To obtain a teaching position that utilizes my knowledge, skills, experience and leadership abilities.

EDUCATION

Loyola Marymount University School of Education, Los Angeles, Ca Jun. 2009-May 2011
• M.A. in Urban Education, emphasis in Administration and Policy; GPA 4.0/4.0
• Conducted thesis research on gifted and talented student's equality of education in a charter school 2010-2011
• Multiple Subject Elementary Credential Jun. 2009- current

Pepperdine University Seaver College, Malibu, CA Aug. 2005-May 2009
• B.A. summa cum laude in Integrated Marketing and Communications; GPA 3.75/4.0
• Honors & Awards: Lambda Pi Eta Honor Society, 2008; Golden Key Honor Society, 2006-2009; Dean's List, 2005-2009; Christian Service Award, 2005-2009; University Alumni Scholarship, 2005-2009; Seaver Scholarship, 2005-2009; Kappa Kappa Gamma Alumni Scholarship, 2008; Pepperdine Faculty/Staff Scholarship, 2008, Pepperdine Greek President of the Year, 2008

WORK EXPERIENCE

Aspire Public Schools, Aspire Junior Collegiate Academy, Huntington Park, CA July 2009 - Current

Dean of Instruction July 2016-Current
• Working to successfully support all academic and operational areas of school
• Collaborating with administration and staff to enhance student, teacher and school performance
• Facilitating monthly professional learning plan meetings with faculty and staff

3rd Grade Teacher July 2009-June 2016
• Collaborated with grade level and non-grade level team members to enhance student achievement through engaging lesson plans and data-driven instruction
• Experience using and implementing multiple programs & curriculum

5th Grade Writing Coach and Co-Lead Aug 2015- Jan 2016
• Co-planned and supported 5th grade team with Lucy Calkins writing units and lessons
• Observed writing lessons and gave feedback to support 5th grade team member goals

2nd and 3rd Grade Lead Teacher July 2011-June 2016
• Co-planned and facilitated JCA professional development meetings
• Built a collaborative, well-functioning team
• Supported teammates by identifying problems as well as solutions within the teaching profession

K-5 Aspire Junior Collegiate Academy Peer Observer 2013-2014
• Observed and supported teachers using indicators on the TCRP instructional rubric
• Co-planned lessons, units, and objectives with teachers

K-5 Aspire Los Angeles Writing Team 2011-2012
• Analyzed, planned, and aided in creation of Aspire writing snapshot and rubric
• Communicated and presented writing objectives to school site

Aspire Public Schools, Aspire Teacher Residency Program, Huntington Park, CA May 2013 – June 2016

Aspire Teacher Residency Los Angeles Lead Mentor 2014-2016
• Co-planned and led monthly mentor seminars
• Supported mentor cohort through conversations and providing examples and models of effective routines and procedures

Aspire Teacher Residency Los Angeles Mentor Teacher May 2013 – June 2016
• Used reflective conversation skills to engage residents in collaborative problem solving
• Engaged in on-going formative, informal evaluations of Residents throughout the year
• Developed the ability to co-teach and learning ways to fully maximize and utilize two adults in the classroom
• Participated in a PLC with a focus in Kagan Cooperative Group Structures

Private K, 3rd, 4th, 5th, and 7th Grade Math and Language Arts Tutor, La Canada, Ca Jan 2009- Aug 2014
• Worked with 5 students separately to enhance their mathematics and language arts skills
• Collected data and created strategic assignments to improve skills in math and writing

Teach For America Summer Institute Faculty Advisor, Los Angeles, CA Summer 2012
• Supported TFA summer institute participants by conducting daily observations and giving feedback

Teach For America 2009 Corps Member, Los Angeles, CA Jun 2009 – Jun 2011
• Participated in an intensive, interactive teacher training community and reached significant gains with students
• Attended educational theory and methods courses; instructed 3rd and 4th grade summer school curriculum Summer 2009
Private 3rd Grade Math and Language Arts Tutor, Malibu, Ca Jan 2009- June 2010
• Worked with a 9 year old female to enhance her mathematics and language arts skills
• Taught 3rd grade mathematics concepts with an emphasis on multiplication and division

Krystal Hinojos

PROFESSIONAL PROFILE

I am an energetic and friendly individual with superior communication skills. I have acquired fifteen years of hospitality and nine years of team leading including customer service, and management. I have my Associates Degree in Communication Studies and I am currently working towards my bachelor's degree. I am an extremely motivated and a very dedicated individual. I excel in organization, time management, and multitasking. I am a quick learner that looks forward to new challenges.

PROFESSIONAL SKILLS

- Outstanding organizational, multitasking, and problem-solving
- Excellent communication skills
- Customer Service
- Data Entry
- Strong Attention to detail
- Knowledgeable in basic computer programs including Microsoft Word, Excel, and Outlook
- Resolving Conflicts
- Team oriented with the ability to delegate effectively.
- Customer Relationship-building

WORK EXPERIENCE

Red Lobster- Modesto Ca.

March 17th, 2004 – Present

Bartender 2010- present / Bartender Trainer 2012-Present

- Preparing alcoholic and non-alcoholic beverages for bar and patrons.
- Record guest orders
- Serve prepared meals
- Multitasking
- Trains all new hires
- Mentor and assists new bartenders
- Helping in the Selection of new hires
- Conducting inventory of all product
- Data entry
- Ordering all alcohol for restaurant
- Receiving all deliveries associated with the bar
- Assisting with scheduling staff
- Presents new beverages to all staff members
- Holds and leads staff meetings

- Ensuring that Standards and policies are followed

California Certified Service Professional 2011-Present

- Assists Manager
- Addresses, handles, and files sensitive restaurant and employee information
- Conducts Safety Meeting with staff
- Conducts Daily Restaurants Inspections
- Administrative duties- Data Entry, Filing, reports
- Ensuring customer satisfaction
- Monitoring sales goals
- Oversees restaurant employees
- Assigning job duties
- Addressing concerns with guests
- Witness meetings between employee and management
- Authorized key holder

EDUCATION

Associate Arts Degree (with Transfer) – Communications – *Modesto Junior College*

May 2019

Skills Recognition- Human Resources- *Modesto Junior College*

Expected Completion- January 2020

Achievements

Sigma Chi Eta, Alpha Kappa Chapter National Communication Association's Honor Society 2019

Danielle Nazaroff

Profile

A confident, enthusiastic, and hard working mathematics teacher who is able to teach a diverse group of students across the secondary and post-secondary age range, while encouraging them to develop their skills, knowledge and confidence in mathematics, as well as recognizing their gifts and talents. Possessing extensive knowledge, enthusiasm and charisma, as well as a genuine interest in educating others.

Education

Masters of Arts, Mathematics-Teaching July 2018
California State University, Fullerton; Fullerton, California

- GPA: 3.81
- Major Academic Course Highlights: Studies in Problem Solving, History of Mathematics, Studies in Euclidean and Non-Euclidean Geometry, Studies in Algebra, Combinatorics, Studies in Analysis

Single Subject Teaching Credential May 2014
California State University, Long Beach; Long Beach, California

- California Single Subject Teaching Credential in Mathematics
- Cleared May 2017

Bachelors of Science, Mathematics-Mathematics Education May 2013
California State University, Long Beach; Long Beach, California

- GPA: 3.75
- Graduated Cum Laude
- Major Academic Course Highlights: Multivariable Calculus, Differential Equations, History of Mathematics, Number Theory, Probability and Statistics, College Geometry, Abstract Algebra

Teaching Experience

Adjunct Professor August 2018-Present
Azusa Pacific University; Azusa, California

- Courses taught: MATH 130 Introduction to Statistics and MATH 130 [Online] Introduction to Statistics
- Conducts lectures to undergraduate students in both on campus and online setting
- For online setting, conducts lectures via Zoom
- Utilizes creative and productive learning techniques to address diverse learning styles and environmental settings (on campus/online)
- Plans and prepares lessons

Mathematics Instructor August 2015-Present
Lutheran High School of Orange County; Orange, California

- Teaches and educates students according to their academic needs, abilities and attainment potential
- Implements daily activities that engage students in course content
- Plans, prepares and delivers lessons
- Courses taught: Pre-Algebra, Algebra 1, Enriched Algebra 1, Honors Geometry, and Finite Mathematics

Algebra Course Lead August 2017-Present
Lutheran High School of Orange County; Orange, California
- Reorganized Scope and Sequence of Algebra course
- Designed curricula for course
- Led and managed other Algebra teachers
- Worked collaboratively with other teachers to develop curricula for Algebra course

Honors Geometry Course Lead August 2018-Present
Lutheran High School of Orange County; Orange, California
- Designed curricula for course with new textbook
- Reorganized Scope and Sequence of Honors Geometry Course
- Led and managed other Honors Geometry teachers
- Worked collaboratively with other teachers, both regular Geometry and Honors Geometry, to develop curricula for Honors Geometry course

Finite Mathematics Course Lead August 2016-May 2017
Lutheran High School of Orange County; Orange, California
- Designed curricula for course
- Led and managed other Finite Mathematics teachers
- Worked collaboratively with other teachers to develop curricula for Finite Mathematics course

Mathematics Instructor August 2014-May 2015
Los Altos High School; Hacienda Heights, California
- Teaching and educating students according to their academic needs, abilities and attainment potential
- Implementing daily activities that engage students in course content
- Planning, preparing and delivering lessons
- Courses taught: Honors Geometry and Honors Algebra 2

Supplemental Instructor, Differential Equations and Linear Algebra December 2012-May 2013
Cypress College; Cypress, California
- Delivered instruction for Differential Equations and Linear Algebra
- Provided group based instruction for students
- Led group discussions and utilized many strategies that promoted collaboration and learning
- Prepared and delivered lessons plans that met the needs of a diverse group of learners

Mathematics Tutor April 2010-December 2014
Tutor Zone; Whittier, California
- Provided individualized instruction to a variety of students
- Actively communicated with parents and teachers about students' performance
- Specialized in: Algebra 1, Algebra 2, Geometry, Pre-Calculus, Calculus I, Calculus II, Probability and Statistics

Mathematics SAT Course Coordinator August 2011-May 2013
Tutor Zone; Whittier, California
- Developed and created Tutor Zone's SAT Mathematics Preparation Course
- Created curricula for the course
- Implemented activities and instruction that engaged and prepared students for SAT test

Skills
- Ability to code in Latex
- Ability to code in C++ Computer Language

- Educational Technology Skills including using Desmos and Teacher Created Desmos Activities, Classkick, Blackboard Learning Management System, PowerSchool Learning Management System, Canvas Learning Management System Zoom Meetings for online instruction
- Skilled in Microsoft Word, PowerPoint, and Excel
- Skilled in Google Docs, Sheets, and Slides

Awards

- President's List, California State University, Long Beach, Spring 2013
- Golden Key Honor Society, October 2012
- Pi Lambda Theta Honor Society, March 2012
- Phi Kappa Phi Honor Society, February 2012
- President's List, California State University, Long Beach, Fall 2012
- President's List, California State University, Long Beach, Spring 2012
- Dean's List, California State University, Long Beach, Fall 2011

Professional Memberships

- American Mathematical Society, 2017-Present

Personal Interests

- Learning other computer languages, such as Swift and Python
- Volunteering at various church events

References and Teaching Portfolio Available Upon Request

Pearson

INVOICE

Customer Bill-to:

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

Attention:
Accounts Payable

Customer Ship-to:

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

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

Invoice Number	:	91000003949
Date	:	13-DEC-2019
Due Date	:	12-JAN-2020
Payment Terms	:	NET 30
Customer Account	:	3903212
Project Number	:	82037922
Currency	:	USD
Shipment Terms	:	
Purchase Order Number	:	CALCAN
Number of Pages	:	Page **1** of **4**

Total Ordered Quantity (No. Of Items)	:		46
Net Amount	:	USD	$84,301.93
Tax Total	:	USD	$1,030.83
Invoice Total	:	USD	$85,332.76
Amount Due	:	USD	$85,332.76

REMITTANCE INFORMATION

Make Checks Payable to:

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

Bank Wire to:

Bank Name	:	
Bank Address	:	
ABA ACH No	:	
ABA Wire No	:	
SWIFT Code	:	
A/C No	:	
Bank Account Name	:	

Pearson

Invoice Number: 91000003949							Page **2** of **4**
Project Number	**Project Agreement Number**	**Description**	**Quantity**	**List Price**	**Net Price**	**Tax**	**Line Total**
82037922	CALCAN	Direct Charges	1		728.75	0.00	728.75
82037922	CALCAN	Direct Charges	1		8,745.00	0.00	8,745.00
82037922	CALCAN	Direct Charges	1		414.00	0.00	414.00
82037922	CALCAN	Direct Charges	1		1,836.45	0.00	1,836.45
82037922	CALCAN	Direct Charges	1		12,522.33	0.00	12,522.33
82037922	CALCAN	Direct Charges	1		848.40	0.00	848.40
82037922	CALCAN	Direct Charges	1		72.50	0.00	72.50
82037922	CALCAN	Direct Charges	1		23.00	1.78	24.78
82037922	CALCAN	Direct Charges	1		47.92	0.00	47.92
82037922	CALCAN	Direct Charges	1		2,184.74	0.00	2,184.74
82037922	CALCAN	Direct Charges	1		15,147.40	0.00	15,147.40
82037922	CALCAN	Direct Charges	-1		419.38	0.00	-419.38
82037922	CALCAN	Direct Charges	1		297.91	0.00	297.91
82037922	CALCAN	Direct Charges	1		1,296.58	0.00	1,296.58
82037922	CALCAN	Direct Charges	1		6,148.00	0.00	6,148.00
82037922	CALCAN	Direct Charges	1		7,779.49	0.00	7,779.49
82037922	CALCAN	Direct Charges	1		19.17	1.49	20.66
82037922	CALCAN	Direct Charges	1		2,958.00	0.00	2,958.00
82037922	CALCAN	Direct Charges	1		699.93	35.42	735.35
82037922	CALCAN	Direct Charges	1		6,852.09	531.04	7,383.13
82037922	CALCAN	Direct Charges	1		763.42	59.16	822.58
82037922	CALCAN	Direct Charges	1		5,334.93	413.46	5,748.39
82037922	CALCAN	Direct Charges	-1		148.62	-11.52	-160.14
82037922	CALCAN	Direct Charges	1		2,186.25	0.00	2,186.25
82037922	CALCAN	Direct Charges	1		1,944.87	0.00	1,944.87
82037922	CALCAN	Pass Through	1		9.72	0.00	9.72

Pearson

Invoice Number: 91000003949							Page **3** of **4**
Project Number	**Project Agreement Number**	**Description**	**Quantity**	**List Price**	**Net Price**	**Tax**	**Line Total**
82037922	CALCAN	Pass Through	1		0.00	0.00	0.00
82037922	CALCAN	Pass Through	1		2,080.81	0.00	2,080.81
82037922	CALCAN	Pass Through	1		68.97	0.00	68.97
82037922	CALCAN	Pass Through	1		21.65	0.00	21.65
82037922	CALCAN	Pass Through	1		2.15	0.00	2.15
82037922	CALCAN	Pass Through	1		51.64	0.00	51.64
82037922	CALCAN	Pass Through	1		1,756.08	0.00	1,756.08
82037922	CALCAN	Pass Through	1		1,294.26	0.00	1,294.26
82037922	CALCAN	Pass Through	1		1,222.33	0.00	1,222.33
82037922	CALCAN	Pass Through	1		1.34	0.00	1.34
82037922	CALCAN	Pass Through	1		88.20	0.00	88.20
82037922	CALCAN	Pass Through	1		4.85	0.00	4.85
82037922	CALCAN	Pass Through	-1		87.53	0.00	-87.53
82037922	CALCAN	Pass Through	-1		33.48	0.00	-33.48
82037922	CALCAN	Pass Through	1		33.48	0.00	33.48
82037922	CALCAN	Pass Through	-1		564.15	0.00	-564.15
82037922	CALCAN	Pass Through	1		16.01	0.00	16.01
82037922	CALCAN	Reverse Adjust Employee BWH Credits- Child, Misc, Garn1_2	1		252.38	0.00	252.38
82037922	CALCAN	OBL Grant	-1		78.99	0.00	-78.99
82037922	CALCAN	Adjust Benefits-Instructional Nov19	-1		120.92	0.00	-120.92

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	Subtotal	**Total Tax**	**Invoice Total**
Invoice Total	USD	USD	USD
	$84,301.93	$1,030.83	$85,332.76

Pearson

Charges for the Following Period:	November 2019
Compensation Expenses	
Benefits - Administration	2,394.14
Benefits - Instructional	10,007.28
Credit for Nonbillable Earnings Paid by the School	(185.03)
Withholdings	5,011.32
	17,227.70
Enrollment/Unit Based Charges	
Accounting and Regulatory Reporting	728.75
Connexus ™ Annual License (EMS)	8,745.00
Curriculum Postage	699.93
Direct Course Instruction Support	414.00
Educational Resource Center	1,836.45
Enrollment and Records Management	848.40
Facility Support Services	72.50
Hardware/Software - Employees	23.00
Human Resources Support	47.92
Internet Subsidy Payment Processing	297.91
Monthly Fee per Student on an IEP	6,148.00
School Curriculum Supplies	19.17
Short Term Substitute Teaching Services	2,958.00
Student Technology Assistance	6,852.09
Tangible and Intangible Instructional Materials	22,862.49
Technical Support and Repairs	2,186.25
	54,739.86
Revenue Based Charges	
Marketing Services	1,296.58
School Administration	7,779.49
Treasury Services	1,944.87
	11,020.94
OBL Grant	(1,762.01)
Pass Through Expenses	
Miscellaneous	3,075.44
	3,075.44
Total Amount Due	84,301.93

Pearson

INVOICE

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

Attention:
Accounts Payable

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

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

Invoice Number	:	91000004218
Date	:	16-JAN-2020
Due Date	:	15-FEB-2020
Payment Terms	:	NET 30
Customer Account	:	3903212
Project Number	:	82037922
Currency	:	USD
Shipment Terms	:	
Purchase Order Number	:	CALCAN
Number of Pages	:	Page **1** of **2**

Total Ordered Quantity (No. Of Items)	:		3
Net Amount	:	USD	$98,260.32
Tax Total	:	USD	$1,133.39
Invoice Total	:	USD	$99,393.71
Amount Due	:	USD	$99,393.71

REMITTANCE INFORMATION

Make Checks Payable to:
Pearson Online & Blended Learning
32369 Collection Center Drive
Chicago, IL 60693-0323

Bank Wire to:

Bank Name	:	
Bank Address	:	
ABA ACH No	:	
ABA Wire No	:	
SWIFT Code	:	
A/C No	:	
Bank Account Name	:	

Pearson

Invoice Number: 91000004218							Page **2** of **2**
Project Number	**Project Agreement Number**	**Description**	**Quantity**	**List Price**	**Net Price**	**Tax**	**Line Total**
82037922	CALCAN	Direct Charges	25		84,491.88	1,133.39	85,625.27
82037922	CALCAN	Other Charges	0		4,258.99	0.00	4,101.01
82037922	CALCAN	Pass Through	16		9,944.61	0.00	9,667.43

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	Subtotal	**Total Tax**	**Invoice Total**
Invoice Total	USD	USD	USD
	$98,260.32	$1,133.39	$99,393.71

Pearson

Charges for the Following Period:	December 2019
Compensation Expenses	
Benefits - Administration	2,325.25
Benefits - Instructional	10,001.67
Credit for Nonbillable Earnings Paid by the School	(352.11)
Withholdings	5,072.87
	17,047.68
Enrollment/Unit Based Charges	
Accounting and Regulatory Reporting	832.42
Connexus ™ Annual License (EMS)	9,989.00
Curriculum Postage	781.00
Direct Course Instruction Support	448.50
Educational Resource Center	2,097.69
Enrollment and Records Management	946.67
Facility Support Services	72.50
Hardware/Software - Employees	493.00
Human Resources Support	1,027.08
Internet Subsidy Payment Processing	297.92
Monthly Fee per Student on an IEP	6,148.00
School Curriculum Supplies	362.50
Short Term Substitute Teaching Services	1,962.00
Student Technology Assistance	6,852.08
Tangible and Intangible Instructional Materials	24,804.17
Technical Support and Repairs	2,497.25
	59,611.78
Revenue Based Charges	
Marketing Services	1,476.85
School Administration	8,861.06
Treasury Services	2,215.27
	12,553.18
Special Education Additional Services	
LiveSpeech Services- Nov19	4,180.00
	4,180.00
OBL Grant	(415.61)
Pass Through Expenses	
Internet Subsidy Payment	2,316.09
Miscellaneous	2,967.20
	5,283.29
Total Amount Due	98,260.32

Pearson

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:
poblsalesops@pearson.com
Tax ID No:
68-0519943

Invoice Number	:	91000003946
Date	:	13-DEC-2019
Due Date	:	12-JAN-2020
Payment Terms	:	NET 30
Customer Account	:	3922001
Project Number	:	82037920
Currency	:	USD
Shipment Terms	:	
Purchase Order Number	:	CENCA
Number of Pages	:	Page **1** of **4**

Total Ordered Quantity (No. Of Items)	:		48
Net Amount	:	USD	$235,427.58
Tax Total	:	USD	$2,625.52
Invoice Total	:	USD	$238,053.10
Amount Due	:	USD	$238,053.10

REMITTANCE INFORMATION

Make Checks Payable to:

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

Bank Wire to:

Bank Name	:	
Bank Address	:	
ABA ACH No	:	
ABA Wire No	:	
SWIFT Code	:	
A/C No	:	
Bank Account Name	:	

Pearson

Invoice Number: 91000003946							Page **2** of **4**
Project Number	**Project Agreement Number**	**Description**	**Quantity**	**List Price**	**Net Price**	**Tax**	**Line Total**
82037920	CENCA	Direct Charges	1		2,296.54	0.00	2,296.54
82037920	CENCA	Direct Charges	1		2,083.34	0.00	2,083.34
82037920	CENCA	Direct Charges	1		27,558.50	0.00	27,558.50
82037920	CENCA	Direct Charges	1		862.50	0.00	862.50
82037920	CENCA	Direct Charges	1		5,787.29	0.00	5,787.29
82037920	CENCA	Direct Charges	1		34,022.18	0.00	34,022.18
82037920	CENCA	Direct Charges	1		2,581.06	0.00	2,581.06
82037920	CENCA	Direct Charges	1		197.50	0.00	197.50
82037920	CENCA	Direct Charges	1		1,767.00	136.94	1,903.94
82037920	CENCA	Direct Charges	1		3,681.25	0.00	3,681.25
82037920	CENCA	Direct Charges	1		9,820.80	0.00	9,820.80
82037920	CENCA	Direct Charges	1		39,432.00	0.00	39,432.00
82037920	CENCA	Direct Charges	1		432.67	0.00	432.67
82037920	CENCA	Direct Charges	1		520.83	0.00	520.83
82037920	CENCA	Direct Charges	1		4,066.73	0.00	4,066.73
82037920	CENCA	Direct Charges	1		4,876.00	0.00	4,876.00
82037920	CENCA	Direct Charges	1		24,400.39	0.00	24,400.39
82037920	CENCA	Direct Charges	1		1,302.91	100.97	1,403.88
82037920	CENCA	Direct Charges	1		8,412.00	0.00	8,412.00
82037920	CENCA	Direct Charges	1		2,129.38	105.06	2,234.44
82037920	CENCA	Direct Charges	1		11,979.17	928.39	12,907.56
82037920	CENCA	Direct Charges	1		3,431.70	265.95	3,697.65
82037920	CENCA	Direct Charges	1		13,888.00	1,076.32	14,964.32
82037920	CENCA	Direct Charges	1		153.33	11.89	165.22
82037920	CENCA	Direct Charges	1		6,889.63	0.00	6,889.63
82037920	CENCA	Direct Charges	1		6,100.10	0.00	6,100.10

Pearson

Invoice Number: 91000003946							Page **3** of **4**
Project Number	**Project Agreement Number**	**Description**	**Quantity**	**List Price**	**Net Price**	**Tax**	**Line Total**
82037920	CENCA	Pass Through	1		27.96	0.00	27.96
82037920	CENCA	Pass Through	1		0.00	0.00	0.00
82037920	CENCA	Pass Through	1		4,542.00	0.00	4,542.00
82037920	CENCA	Pass Through	1		198.22	0.00	198.22
82037920	CENCA	Pass Through	1		47.25	0.00	47.25
82037920	CENCA	Pass Through	1		6.16	0.00	6.16
82037920	CENCA	Pass Through	1		148.49	0.00	148.49
82037920	CENCA	Pass Through	1		4,803.38	0.00	4,803.38
82037920	CENCA	Pass Through	1		2,825.11	0.00	2,825.11
82037920	CENCA	Pass Through	1		4,457.11	0.00	4,457.11
82037920	CENCA	Pass Through	1		3.86	0.00	3.86
82037920	CENCA	Pass Through	1		225.40	0.00	225.40
82037920	CENCA	Pass Through	1		13.92	0.00	13.92
82037920	CENCA	Pass Through	-1		251.73	0.00	-251.73
82037920	CENCA	Pass Through	-1		73.08	0.00	-73.08
82037920	CENCA	Pass Through	-1		1,231.41	0.00	-1,231.41
82037920	CENCA	Pass Through	-1		62.48	0.00	-62.48
82037920	CENCA	Pass Through	1		73.08	0.00	73.08
82037920	CENCA	LiveSpeech Oct19	1		640.00	0.00	640.00
82037920	CENCA	Reverse Adjust Employee BWH Credits- Child, Misc, Garn1_2	1		550.89	0.00	550.89
82037920	CENCA	OBL Grant	-1		172.41	0.00	-172.41
82037920	CENCA	Adjust Benefits-Instructional Nov19	-1		16.94	0.00	-16.94

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Invoice Total	**Subtotal**	**Total Tax**	**Invoice Total**
	USD	USD	USD

	$235,427.58	$2,625.52	$238,053.10

Pearson

Charges for the Following Period:	November 2019
Compensation Expenses	
Benefits - Administration	5,225.91
Benefits - Instructional	28,779.34
Credit for Nonbillable Earnings Paid by the School	(517.38)
Withholdings	13,750.69
	47,238.56
Enrollment/Unit Based Charges	
Accounting and Regulatory Reporting	2,296.54
Community Outreach	2,083.34
Connexus ™ Annual License (EMS)	27,558.50
Curriculum Postage	2,129.38
Direct Course Instruction Support	862.50
Educational Resource Center	5,787.29
Enrollment and Records Management	2,581.06
Facility Support Services	197.50
Hardware/Software - Employees	1,767.00
Human Resources Support	3,681.25
Internet Subsidy Payment Processing	520.83
Monthly Fee per Student on an IEP	4,876.00
School Curriculum Supplies	1,302.91
Short Term Substitute Teaching Services	8,412.00
Student Technology Assistance	11,979.17
Tangible and Intangible Instructional Materials	67,158.50
Technical Support and Repairs	6,889.63
	150,083.40
Revenue Based Charges	
Marketing Services	4,066.73
School Administration	24,400.39
Treasury Services	6,100.10
	34,567.22
Special Education Additional Services	
LiveSpeech Oct19	640.00
	640.00
OBL grant	(3,846.09)
Pass Through Expenses	
Miscellaneous	6,744.49
	6,744.49
Total Amount Due	235,427.58

Pearson

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:
poblsalesops@pearson.com
Tax ID No:
68-0519943

Invoice Number	:	91000004220
Date	:	16-JAN-2020
Due Date	:	15-FEB-2020
Payment Terms	:	NET 30
Customer Account	:	3922001
Project Number	:	82037920
Currency	:	USD
Shipment Terms	:	
Purchase Order Number	:	CENCA
Number of Pages	:	Page **1** of **2**

Total Ordered Quantity (No. Of Items)	:		3
Net Amount	:	USD	$303,848.99
Tax Total	:	USD	$3,268.75
Invoice Total	:	USD	$307,117.74
Amount Due	:	USD	$307,117.74

REMITTANCE INFORMATION

Make Checks Payable to:
Pearson Online & Blended Learning
32369 Collection Center Drive
Chicago, IL 60693-0323

Bank Wire to:		
Bank Name	:	
Bank Address	:	
ABA ACH No	:	
ABA Wire No	:	
SWIFT Code	:	
A/C No	:	
Bank Account Name	:	

Pearson

Invoice Number: 91000004220							Page **2** of **2**
Project Number	**Project Agreement Number**	**Description**	**Quantity**	**List Price**	**Net Price**	**Tax**	**Line Total**
82037920	CENCA	Direct Charges	26		242,919.26	3,268.75	246,188.01
82037920	CENCA	Other Charges	1		32,992.41	0.00	32,647.59
82037920	CENCA	Pass Through	15		29,077.24	0.00	28,282.14

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	Subtotal	**Total Tax**	**Invoice Total**
Invoice Total	USD	USD	USD
	$303,848.99	$3,268.75	$307,117.74

Pearson

Charges for the Following Period:	December 2019
Compensation Expenses	
Benefits - Administration	5,075.54
Benefits - Instructional	28,654.78
Credit for Nonbillable Earnings Paid by the School	(955.10)
Withholdings	13,910.43
	46,685.65
Enrollment/Unit Based Charges	
Accounting and Regulatory Reporting	2,366.71
Community Outreach	2,083.33
Connexus ™ Annual License (EMS)	28,400.50
Curriculum Postage	2,233.00
Direct Course Instruction Support	862.50
Educational Resource Center	5,964.10
Enrollment and Records Management	2,706.67
Facility Support Services	197.50
Hardware/Software - Employees	1,419.00
Human Resources Support	2,956.25
Internet Subsidy Payment Processing	887.50
Monthly Fee per Student on an IEP	19,928.00
School Curriculum Supplies	1,042.92
Short Term Substitute Teaching Services	5,583.00
Student Technology Assistance	20,412.50
Tangible and Intangible Instructional Materials	69,150.00
Technical Support and Repairs	7,100.12
	173,293.60
Revenue Based Charges	
Marketing Services	4,222.99
School Administration	25,337.88
Treasury Services	6,334.47
	35,895.34
Special Education Additional Services	
LiveSpeech Nov19	32,820.00
	32,820.00
OBL grant	(907.18)
Pass Through Expenses	
Internet Subsidy Payment	9,333.86
Miscellaneous	6,727.72
	16,061.58
Total Amount Due	303,848.99

Pearson

Charges for the Following Period:	November 2019
Compensation Expenses	
Benefits - Administration	1,499.55
Benefits - Instructional	2,283.54
Credit for Nonbillable Earnings Paid by the School	(50.72)
Withholdings	1,523.32
	5,255.70
Enrollment/Unit Based Charges	
Accounting and Regulatory Reporting	186.67
Community Outreach	137,499.98
Connexus ™ Annual License (EMS)	2,240.00
Curriculum Postage	146.41
Direct Course Instruction Support	69.00
Educational Resource Center	470.40
Enrollment and Records Management	177.47
Facility Support Services	197.50
Hardware/Software - Employees	(969.50)
Human Resources Support	(2,019.80)
Internet Subsidy Payment Processing	33.34
Monthly Fee per Student on an IEP	795.00
School Curriculum Supplies	(712.50)
Short Term Substitute Teaching Services	615.00
Student Technology Assistance	766.66
Tangible and Intangible Instructional Materials	4,600.33
Technical Support and Repairs	560.00
	144,655.96
Revenue Based Charges	
Marketing Services	293.05
School Administration	1,758.31
Treasury Services	439.58
	2,490.94
OBL Grant	(1,103.61)
Pass Through Expenses	
Miscellaneous	1,840.72
	1,840.72

Pearson

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:
poblsalesops@pearson.com
Tax ID No:
68-0519943

Invoice Number	:	91000004217
Date	:	16-JAN-2020
Due Date	:	15-FEB-2020
Payment Terms	:	NET 30
Customer Account	:	4235156
Project Number	:	82038492
Currency	:	USD
Shipment Terms	:	
Purchase Order Number	:	CalCACC
Number of Pages	:	Page **1** of **2**

Total Ordered Quantity (No. Of Items)	:		3
Net Amount	:	USD	$-117,319.72
Tax Total	:	USD	$223.39
Invoice Total	:	USD	$-117,096.33
Amount Due	:	USD	$-117,096.33

REMITTANCE INFORMATION

Make Checks Payable to:
Pearson Online & Blended Learning
32369 Collection Center Drive
Chicago, IL 60693-0323

Bank Wire to:

Bank Name	:	
Bank Address	:	
ABA ACH No	:	
ABA Wire No	:	
SWIFT Code	:	
A/C No	:	
Bank Account Name	:	

Pearson

Invoice Number: 91000004217							Page **2** of **2**
Project Number	**Project Agreement Number**	**Description**	**Quantity**	**List Price**	**Net Price**	**Tax**	**Line Total**
82038492	CalCACC	Direct Charges	23		154,451.77	223.39	-120,324.80
82038492	CalCACC	Other Charges	-1		49.47	0.00	-49.47
82038492	CalCACC	Pass Through	15		3,333.56	0.00	3,277.94

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	Subtotal	**Total Tax**	**Invoice Total**
Invoice Total	USD	USD	USD
	$-117,319.72	$223.39	$-117,096.33

Pearson

Charges for the Following Period:	December 2019
Compensation Expenses	
Benefits - Administration	1,456.40
Benefits - Instructional	2,000.33
Credit for Nonbillable Earnings Paid by the School	(104.74)
Withholdings	1,415.71
	4,767.71
Enrollment/Unit Based Charges	
Accounting and Regulatory Reporting	173.33
Community Outreach	(137,499.98)
Connexus ™ Annual License (EMS)	2,080.00
Curriculum Postage	156.75
Direct Course Instruction Support	69.00
Educational Resource Center	436.80
Enrollment and Records Management	190.00
Facility Support Services	197.50
Hardware/Software - Employees	112.50
Human Resources Support	234.38
Internet Subsidy Payment Processing	58.33
School Curriculum Supplies	82.50
Short Term Substitute Teaching Services	408.00
Student Technology Assistance	1,341.67
Tangible and Intangible Instructional Materials	4,893.75
Technical Support and Repairs	520.00
	(126,545.47)
Revenue Based Charges	
Marketing Services	298.89
School Administration	1,793.32
Treasury Services	448.33
	2,540.54
OBL Grant	(260.31)
Pass Through Expenses	
Miscellaneous	1,682.81
	2,177.81
Total Amount Due	(117,319.72)

Pearson

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:
poblsalesops@pearson.com
Tax ID No:
68-0519943

Invoice Number	:	91000003951
Date	:	13-DEC-2019
Due Date	:	12-JAN-2020
Payment Terms	:	NET 30
Customer Account	:	3973052
Project Number	:	82038493
Currency	:	USD
Shipment Terms	:	
Purchase Order Number	:	CalCAMB
Number of Pages	:	Page **1** of **4**

Total Ordered Quantity (No. Of Items)	:		47
Net Amount	:	USD	$339,524.90
Tax Total	:	USD	$993.16
Invoice Total	:	USD	$340,518.06
Amount Due	:	USD	$340,518.06

REMITTANCE INFORMATION

Make Checks Payable to:

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

Bank Wire to:

Bank Name	:	
Bank Address	:	
ABA ACH No	:	
ABA Wire No	:	
SWIFT Code	:	
A/C No	:	
Bank Account Name	:	

Pearson

Invoice Number: 91000003951							Page **2** of **4**
Project Number	**Project Agreement Number**	**Description**	**Quantity**	**List Price**	**Net Price**	**Tax**	**Line Total**
82038493	CalCAMB	Direct Charges	1		1,089.79	0.00	1,089.79
82038493	CalCAMB	Direct Charges	1		229,166.64	0.00	229,166.64
82038493	CalCAMB	Direct Charges	1		13,077.50	0.00	13,077.50
82038493	CalCAMB	Direct Charges	1		759.00	0.00	759.00
82038493	CalCAMB	Direct Charges	1		2,746.28	0.00	2,746.28
82038493	CalCAMB	Direct Charges	1		17,240.68	0.00	17,240.68
82038493	CalCAMB	Direct Charges	1		1,259.34	0.00	1,259.34
82038493	CalCAMB	Direct Charges	1		197.50	0.00	197.50
82038493	CalCAMB	Direct Charges	1		388.50	30.11	418.61
82038493	CalCAMB	Direct Charges	1		809.38	0.00	809.38
82038493	CalCAMB	Direct Charges	1		1,900.80	0.00	1,900.80
82038493	CalCAMB	Direct Charges	1		21,936.70	0.00	21,936.70
82038493	CalCAMB	Direct Charges	1		525.70	0.00	525.70
82038493	CalCAMB	Direct Charges	1		129.16	0.00	129.16
82038493	CalCAMB	Direct Charges	1		1,773.80	0.00	1,773.80
82038493	CalCAMB	Direct Charges	1		4,876.00	0.00	4,876.00
82038493	CalCAMB	Direct Charges	1		10,642.80	0.00	10,642.80
82038493	CalCAMB	Direct Charges	1		287.50	22.28	309.78
82038493	CalCAMB	Direct Charges	1		4,158.00	0.00	4,158.00
82038493	CalCAMB	Direct Charges	1		1,038.95	45.84	1,084.79
82038493	CalCAMB	Direct Charges	1		2,970.84	230.24	3,201.08
82038493	CalCAMB	Direct Charges	1		664.20	51.47	715.67
82038493	CalCAMB	Direct Charges	1		7,726.13	598.78	8,324.91
82038493	CalCAMB	Direct Charges	1		186.30	14.44	200.74
82038493	CalCAMB	Direct Charges	1		3,269.38	0.00	3,269.38
82038493	CalCAMB	Direct Charges	1		2,660.70	0.00	2,660.70

Pearson

Invoice Number: 91000003951							Page **3** of **4**
Project Number	**Project Agreement Number**	**Description**	**Quantity**	**List Price**	**Net Price**	**Tax**	**Line Total**
82038493	CalCAMB	Pass Through	1		13.61	0.00	13.61
82038493	CalCAMB	Pass Through	1		0.00	0.00	0.00
82038493	CalCAMB	Pass Through	1		2,612.21	0.00	2,612.21
82038493	CalCAMB	Pass Through	1		96.45	0.00	96.45
82038493	CalCAMB	Pass Through	1		27.18	0.00	27.18
82038493	CalCAMB	Pass Through	1		2.96	0.00	2.96
82038493	CalCAMB	Pass Through	1		72.26	0.00	72.26
82038493	CalCAMB	Pass Through	1		2,406.07	0.00	2,406.07
82038493	CalCAMB	Pass Through	1		1,624.79	0.00	1,624.79
82038493	CalCAMB	Pass Through	1		1,906.09	0.00	1,906.09
82038493	CalCAMB	Pass Through	1		1.86	0.00	1.86
82038493	CalCAMB	Pass Through	1		117.54	0.00	117.54
82038493	CalCAMB	Pass Through	1		6.75	0.00	6.75
82038493	CalCAMB	Pass Through	-1		122.49	0.00	-122.49
82038493	CalCAMB	Pass Through	-1		42.03	0.00	-42.03
82038493	CalCAMB	Pass Through	1		42.03	0.00	42.03
82038493	CalCAMB	Pass Through	-1		708.21	0.00	-708.21
82038493	CalCAMB	Pass Through	1		0.25	0.00	0.25
82038493	CalCAMB	Reverse Adjust Employee BWH Credits- Child, Misc, Garn1_2	1		316.83	0.00	316.83
82038493	CalCAMB	OBL Grant	-1		99.16	0.00	-99.16
82038493	CalCAMB	Adjust Benefits- Instructional- Nov19	-1		231.66	0.00	-231.66

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	Subtotal	**Total Tax**	**Invoice Total**
Invoice Total	USD	USD	USD
	$339,524.90	$993.16	$340,518.06

Pearson

Charges for the Following Period:	November 2019
Compensation Expenses	
Benefits - Administration	3,005.54
Benefits - Instructional	14,003.48
Credit for Nonbillable Earnings Paid by the School	(255.86)
Withholdings	6,875.19
	23,628.35
Enrollment/Unit Based Charges	
Accounting and Regulatory Reporting	1,089.79
Community Outreach	229,166.64
Connexus ™ Annual License (EMS)	13,077.50
Curriculum Postage	1,038.95
Direct Course Instruction Support	759.00
Educational Resource Center	2,746.28
Enrollment and Records Management	1,259.34
Facility Support Services	197.50
Hardware/Software - Employees	388.50
Human Resources Support	809.38
Internet Subsidy Payment Processing	129.16
Monthly Fee per Student on an IEP	4,876.00
School Curriculum Supplies	287.50
Short Term Substitute Teaching Services	4,158.00
Student Technology Assistance	2,970.84
Tangible and Intangible Instructional Materials	32,939.83
Technical Support and Repairs	3,269.38
	299,163.59
Revenue Based Charges	
Marketing Services	1,773.80
School Administration	10,642.80
Treasury Services	2,660.70
	15,077.30
OBL Grant	(2,211.98)
Pass Through Expenses	
Miscellaneous	3,867.64
	3,867.64
Total Amount Due	339,524.90

Pearson

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:
poblsalesops@pearson.com
Tax ID No:
68-0519943

Invoice Number	:	91000004216
Date	:	16-JAN-2020
Due Date	:	15-FEB-2020
Payment Terms	:	NET 30
Customer Account	:	3973052
Project Number	:	82038493
Currency	:	USD
Shipment Terms	:	
Purchase Order Number	:	CalCAMB
Number of Pages	:	Page **1** of **2**

Total Ordered Quantity (No. Of Items)	:		3
Net Amount	:	USD	$-102,537.35
Tax Total	:	USD	$1,517.66
Invoice Total	:	USD	$-101,019.69
Amount Due	:	USD	$-101,019.69

REMITTANCE INFORMATION

Make Checks Payable to:
Pearson Online & Blended Learning
32369 Collection Center Drive
Chicago, IL 60693-0323

Bank Wire to:		
Bank Name	:	
Bank Address	:	
ABA ACH No	:	
ABA Wire No	:	
SWIFT Code	:	
A/C No	:	
Bank Account Name	:	

Pearson

Invoice Number: 91000004216							Page **2** of **2**
Project Number	**Project Agreement Number**	**Description**	**Quantity**	**List Price**	**Net Price**	**Tax**	**Line Total**
82038493	CalCAMB	Direct Charges	24		342,680.50	1,517.66	-114,135.12
82038493	CalCAMB	Other Charges	-1		99.16	0.00	-99.16
82038493	CalCAMB	Pass Through	15		13,602.09	0.00	13,214.59

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	Subtotal	**Total Tax**	**Invoice Total**
Invoice Total	USD	USD	USD
	$-102,537.35	$1,517.66	$-101,019.69

Pearson

Charges for the Following Period:	December 2019
Compensation Expenses	
Benefits - Administration	2,919.06
Benefits - Instructional	13,952.33
Credit for Nonbillable Earnings Paid by the School	(480.83)
Withholdings	6,958.75
	23,349.31
Enrollment/Unit Based Charges	
Accounting and Regulatory Reporting	1,169.96
Community Outreach	(229,166.64)
Connexus ™ Annual License (EMS)	14,039.50
Curriculum Postage	1,100.00
Direct Course Instruction Support	793.50
Educational Resource Center	2,948.29
Enrollment and Records Management	1,333.33
Facility Support Services	197.50
Hardware/Software - Employees	690.50
Human Resources Support	1,438.54
Internet Subsidy Payment Processing	379.17
Monthly Fee per Student on an IEP	5,300.00
School Curriculum Supplies	507.50
Short Term Substitute Teaching Services	2,760.00
Student Technology Assistance	8,720.83
Tangible and Intangible Instructional Materials	34,654.17
Technical Support and Repairs	3,509.87
	(149,623.98)
Revenue Based Charges	
Marketing Services	2,011.75
School Administration	12,070.45
Treasury Services	3,017.61
	17,099.81
OBL Grant	(521.74)
Pass Through Expenses	
Internet Subsidy Payment	3,390.19
Miscellaneous	3,769.06
	7,159.25
Total Amount Due	(102,537.35)

Pearson

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:
poblsalesops@pearson.com
Tax ID No:
68-0519943

Invoice Number	:	91000003948
Date	:	13-DEC-2019
Due Date	:	12-JAN-2020
Payment Terms	:	NET 30
Customer Account	:	3922560
Project Number	:	82037921
Currency	:	USD
Shipment Terms	:	
Purchase Order Number	:	CALCAR
Number of Pages	:	Page **1** of **4**

Total Ordered Quantity (No. Of Items)	:		48
Net Amount	:	USD	$589,654.30
Tax Total	:	USD	$7,410.60
Invoice Total	:	USD	$597,064.90
Amount Due	:	USD	$597,064.90

REMITTANCE INFORMATION

Make Checks Payable to:

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

Bank Wire to:

Bank Name	:	
Bank Address	:	
ABA ACH No	:	
ABA Wire No	:	
SWIFT Code	:	
A/C No	:	
Bank Account Name	:	

Pearson

Invoice Number: 91000003948							Page **2** of **4**
Project Number	**Project Agreement Number**	**Description**	**Quantity**	**List Price**	**Net Price**	**Tax**	**Line Total**
82037921	CALCAR	Direct Charges	1		5,255.42	0.00	5,255.42
82037921	CALCAR	Direct Charges	1		4,166.66	0.00	4,166.66
82037921	CALCAR	Direct Charges	1		63,065.00	0.00	63,065.00
82037921	CALCAR	Direct Charges	1		2,484.00	0.00	2,484.00
82037921	CALCAR	Direct Charges	1		13,243.65	0.00	13,243.65
82037921	CALCAR	Direct Charges	1		79,253.85	0.00	79,253.85
82037921	CALCAR	Direct Charges	1		5,389.74	0.00	5,389.74
82037921	CALCAR	Direct Charges	1		554.50	0.00	554.50
82037921	CALCAR	Direct Charges	1		3,882.00	300.85	4,182.85
82037921	CALCAR	Direct Charges	1		8,087.50	0.00	8,087.50
82037921	CALCAR	Direct Charges	1		17,341.87	0.00	17,341.87
82037921	CALCAR	Direct Charges	1		84,890.10	0.00	84,890.10
82037921	CALCAR	Direct Charges	1		2,399.95	0.00	2,399.95
82037921	CALCAR	Direct Charges	1		2,141.67	0.00	2,141.67
82037921	CALCAR	Direct Charges	1		9,215.57	0.00	9,215.57
82037921	CALCAR	Direct Charges	1		37,524.00	0.00	37,524.00
82037921	CALCAR	Direct Charges	1		55,293.38	0.00	55,293.38
82037921	CALCAR	Direct Charges	1		2,863.75	221.95	3,085.70
82037921	CALCAR	Direct Charges	1		19,506.00	0.00	19,506.00
82037921	CALCAR	Direct Charges	1		4,446.53	217.61	4,664.14
82037921	CALCAR	Direct Charges	1		49,258.33	3,817.52	53,075.85
82037921	CALCAR	Direct Charges	1		6,059.80	469.64	6,529.44
82037921	CALCAR	Direct Charges	1		29,898.40	2,317.12	32,215.52
82037921	CALCAR	Direct Charges	1		850.55	65.91	916.46
82037921	CALCAR	Direct Charges	1		15,766.25	0.00	15,766.25
82037921	CALCAR	Direct Charges	1		13,823.35	0.00	13,823.35

Pearson

Invoice Number: 91000003948							Page **3** of **4**
Project Number	**Project Agreement Number**	**Description**	**Quantity**	**List Price**	**Net Price**	**Tax**	**Line Total**
82037921	CALCAR	Pass Through	1		65.44	0.00	65.44
82037921	CALCAR	Pass Through	1		0.00	0.00	0.00
82037921	CALCAR	Pass Through	1		10,846.03	0.00	10,846.03
82037921	CALCAR	Pass Through	1		463.96	0.00	463.96
82037921	CALCAR	Pass Through	1		112.85	0.00	112.85
82037921	CALCAR	Pass Through	1		14.40	0.00	14.40
82037921	CALCAR	Pass Through	1		347.56	0.00	347.56
82037921	CALCAR	Pass Through	1		11,280.09	0.00	11,280.09
82037921	CALCAR	Pass Through	1		6,746.17	0.00	6,746.17
82037921	CALCAR	Pass Through	1		10,292.86	0.00	10,292.86
82037921	CALCAR	Pass Through	1		9.01	0.00	9.01
82037921	CALCAR	Pass Through	1		531.78	0.00	531.78
82037921	CALCAR	Pass Through	1		32.61	0.00	32.61
82037921	CALCAR	Pass Through	-1		589.26	0.00	-589.26
82037921	CALCAR	Pass Through	-1		174.51	0.00	-174.51
82037921	CALCAR	Pass Through	1		10,301.42	0.00	10,301.42
82037921	CALCAR	Pass Through	1		4.07	0.00	4.07
82037921	CALCAR	Pass Through	1		174.51	0.00	174.51
82037921	CALCAR	LiveSpeech Oct19	1		1,040.00	0.00	1,040.00
82037921	CALCAR	Reverse Adjust Employee BWH Credits- Child, Misc, Garn1_2	1		1,315.48	0.00	1,315.48
82037921	CALCAR	OBL Grant	-1		411.71	0.00	-411.71
82037921	CALCAR	Adjust Benefits Instructional- Nov19	1		589.72	0.00	589.72

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Invoice Total	**Subtotal**	**Total Tax**	**Invoice Total**
	USD	USD	USD

	$589,654.30	$7,410.60	$597,064.90

Pearson

Charges for the Following Period:	November 2019
Compensation Expenses	
Benefits - Administration	12,479.11
Benefits - Instructional	67,364.46
Credit for Nonbillable Earnings Paid by the School	(1,213.23)
Withholdings	32,284.90
	110,915.24
Enrollment/Unit Based Charges	
Accounting and Regulatory Reporting	5,255.42
Community Outreach	4,166.66
Connexus ™ Annual License (EMS)	63,065.00
Curriculum Postage	4,446.53
Direct Course Instruction Support	2,484.00
Educational Resource Center	13,243.65
Enrollment and Records Management	5,389.74
Facility Support Services	554.50
Hardware/Software - Employees	3,882.00
Human Resources Support	8,087.50
Internet Subsidy Payment Processing	2,141.67
Monthly Fee per Student on an IEP	37,524.00
School Curriculum Supplies	2,863.75
Short Term Substitute Teaching Services	19,506.00
Student Technology Assistance	49,258.33
Tangible and Intangible Instructional Materials	141,440.67
Technical Support and Repairs	15,766.25
	379,075.67
Revenue Based Charges	
Marketing Services	9,215.57
School Administration	55,293.38
Treasury Services	13,823.35
	78,332.30
Special Education Additional Services	
LiveSpeech Oct19	1,040.00
	1,040.00
OBL Grant	(9,184.21)
Pass Through Expenses	
Miscellaneous	29,475.30
	29,475.30
Total Amount Due	589,654.30

Pearson

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:
poblsalesops@pearson.com
Tax ID No:
68-0519943

Invoice Number	:	91000004219
Date	:	16-JAN-2020
Due Date	:	15-FEB-2020
Payment Terms	:	NET 30
Customer Account	:	3922560
Project Number	:	82037921
Currency	:	USD
Shipment Terms	:	
Purchase Order Number	:	CALCAR
Number of Pages	:	Page **1** of **2**

Total Ordered Quantity (No. Of Items)	:		3
Net Amount	:	USD	$665,619.79
Tax Total	:	USD	$7,572.47
Invoice Total	:	USD	$673,192.26
Amount Due	:	USD	$673,192.26

REMITTANCE INFORMATION

Make Checks Payable to:
Pearson Online & Blended Learning
32369 Collection Center Drive
Chicago, IL 60693-0323

Bank Wire to:

Bank Name	:	
Bank Address	:	
ABA ACH No	:	
ABA Wire No	:	
SWIFT Code	:	
A/C No	:	
Bank Account Name	:	

Pearson

Invoice Number: 91000004219							Page **2** of **2**
Project Number	**Project Agreement Number**	**Description**	**Quantity**	**List Price**	**Net Price**	**Tax**	**Line Total**
82037921	CALCAR	Direct Charges	26		554,865.19	7,572.47	562,437.66
82037921	CALCAR	Other Charges	1		47,471.71	0.00	46,648.29
82037921	CALCAR	Pass Through	14		66,116.37	0.00	64,106.31

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	Subtotal	**Total Tax**	**Invoice Total**
Invoice Total	USD	USD	USD
	$665,619.79	$7,572.47	$673,192.26

Pearson

Charges for the Following Period:	December 2019
Compensation Expenses	
Benefits - Administration	12,120.04
Benefits - Instructional	65,910.98
Credit for Nonbillable Earnings Paid by the School	(2,213.34)
Withholdings	32,192.41
	108,010.09
Enrollment/Unit Based Charges	
Accounting and Regulatory Reporting	5,488.08
Community Outreach	4,166.67
Connexus ™ Annual License (EMS)	65,857.00
Curriculum Postage	5,101.25
Direct Course Instruction Support	2,449.50
Educational Resource Center	13,829.97
Enrollment and Records Management	6,183.33
Facility Support Services	554.50
Hardware/Software - Employees	3,320.00
Human Resources Support	6,916.67
Internet Subsidy Payment Processing	2,050.00
Monthly Fee per Student on an IEP	39,008.00
School Curriculum Supplies	2,440.42
Short Term Substitute Teaching Services	12,945.00
Student Technology Assistance	47,150.00
Tangible and Intangible Instructional Materials	160,531.76
Technical Support and Repairs	16,464.25
	394,456.40
Revenue Based Charges	
Marketing Services	9,691.50
School Administration	58,149.02
Treasury Services	14,537.25
	82,377.77
Special Education Additional Services	
LiveSpeech Nov19	47,060.00
	47,060.00
OBL Grant	(2,166.31)
Pass Through Expenses	
Internet Subsidy Payment	20,004.90
Miscellaneous	15,876.94
	35,881.84
Total Amount Due	665,619.79

Pearson

INVOICE

Customer Bill-to:

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

Attention:
Accounts Payable

Customer Ship-to:

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

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

Invoice Number	:	91000003945
Date	:	12-DEC-2019
Due Date	:	11-JAN-2020
Payment Terms	:	NET 30
Customer Account	:	3921999
Project Number	:	82037919
Currency	:	USD
Shipment Terms	:	
Certiport Customer ID	:	90059613-214872
Purchase Order Number	:	CAPOCA
Number of Pages	:	Page **1** of **4**

Total Ordered Quantity (No. Of Items)	:		51
Net Amount	:	USD	$1,901,976.21
Tax Total	:	USD	$21,954.90
Invoice Total	:	USD	$1,923,931.11
Amount Due	:	USD	$1,923,931.11

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

Pearson

Invoice Number: 91000003945							Page **2** of **4**
Project Number	**Project Agreement Number**	**Description**	**Quantity**	**List Price**	**Net Price**	**Tax**	**Line Total**
82037919	CAPOCA	Direct Charges	1		17,909.29	0.00	17,909.29
82037919	CAPOCA	Direct Charges	1		45,833.34	0.00	45,833.34
82037919	CAPOCA	Direct Charges	1		214,911.50	0.00	214,911.50
82037919	CAPOCA	Direct Charges	1		9,384.00	0.00	9,384.00
82037919	CAPOCA	Direct Charges	1		45,131.42	0.00	45,131.42
82037919	CAPOCA	Direct Charges	1		253,525.77	0.00	253,525.77
82037919	CAPOCA	Direct Charges	1		18,302.93	0.00	18,302.93
82037919	CAPOCA	Direct Charges	1		1,675.50	0.00	1,675.50
82037919	CAPOCA	Direct Charges	1		12,059.50	934.61	12,994.11
82037919	CAPOCA	Direct Charges	1		25,123.96	0.00	25,123.96
82037919	CAPOCA	Direct Charges	1		49,411.41	0.00	49,411.41
82037919	CAPOCA	Direct Charges	1		297,306.15	0.00	297,306.15
82037919	CAPOCA	Direct Charges	1		5,943.59	0.00	5,943.59
82037919	CAPOCA	Direct Charges	1		5,572.92	0.00	5,572.92
82037919	CAPOCA	Direct Charges	1		32,350.20	0.00	32,350.20
82037919	CAPOCA	Direct Charges	1		105,364.00	0.00	105,364.00
82037919	CAPOCA	Direct Charges	1		194,101.18	0.00	194,101.18
82037919	CAPOCA	Direct Charges	1		8,902.08	689.92	9,592.00
82037919	CAPOCA	Direct Charges	1		62,448.00	0.00	62,448.00
82037919	CAPOCA	Direct Charges	1		15,099.92	780.14	15,880.06
82037919	CAPOCA	Direct Charges	1		128,177.08	9,933.72	138,110.80
82037919	CAPOCA	Direct Charges	1		17,265.92	1,338.11	18,604.03
82037919	CAPOCA	Direct Charges	1		104,711.60	8,115.16	112,826.76
82037919	CAPOCA	Direct Charges	1		2,106.41	163.24	2,269.65
82037919	CAPOCA	Direct Charges	1		53,727.88	0.00	53,727.88
82037919	CAPOCA	Direct Charges	1		48,525.29	0.00	48,525.29

Pearson

Invoice Number: 91000003945

Project Number	Project Agreement Number	Description	Quantity	List Price	Net Price	Tax	Line Total
82037919	CAPOCA	Pass Through	1		207.29	0.00	207.29
82037919	CAPOCA	Pass Through	1		2,530.27	0.00	2,530.27
82037919	CAPOCA	Pass Through	1		34,551.80	0.00	34,551.80
82037919	CAPOCA	Pass Through	1		1,469.45	0.00	1,469.45
82037919	CAPOCA	Pass Through	1		359.49	0.00	359.49
82037919	CAPOCA	Pass Through	1		45.62	0.00	45.62
82037919	CAPOCA	Pass Through	1		1,100.93	0.00	1,100.93
82037919	CAPOCA	Pass Through	1		35,763.38	0.00	35,763.38
82037919	CAPOCA	Pass Through	1		21,491.02	0.00	21,491.02
82037919	CAPOCA	Pass Through	1		32,473.84	0.00	32,473.84
82037919	CAPOCA	Pass Through	1		28.58	0.00	28.58
82037919	CAPOCA	Pass Through	1		1,688.28	0.00	1,688.28
82037919	CAPOCA	Pass Through	1		103.31	0.00	103.31
82037919	CAPOCA	Pass Through	-1		1,866.48	0.00	-1,866.48
82037919	CAPOCA	Pass Through	-1		2,530.27	0.00	-2,530.27
82037919	CAPOCA	Pass Through	-1		555.93	0.00	-555.93
82037919	CAPOCA	Pass Through	1		555.93	0.00	555.93
82037919	CAPOCA	Pass Through	-1		5,656.24	0.00	-5,656.24
82037919	CAPOCA	Pass Through	1		60.76	0.00	60.76
82037919	CAPOCA	Other Charges	1		2,800.00	0.00	2,800.00
82037919	CAPOCA	Other Charges	1		4,190.68	0.00	4,190.68
82037919	CAPOCA	Other Charges	1		2,800.00	0.00	2,800.00
82037919	CAPOCA	Other Charges	-1		2,800.00	0.00	-2,800.00
82037919	CAPOCA	Other Charges	-1		1,311.58	0.00	-1,311.58
82037919	CAPOCA	Other Charges	-1		394.76	0.00	-394.76

Invoice Total	Subtotal	Total Tax	Invoice Total

	USD	USD	USD
	$1,901,976.21	$21,954.90	$1,923,931.11

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Charges for the Following Period:	November 2019
Compensation Expenses	
Benefits - Administration	39,754.23
Benefits - Instructional	213,376.78
Credit for Nonbillable Earnings Paid by the School	(3,844.94)
Withholdings	102,352.61
	351,638.68
Enrollment/Unit Based Charges	
Accounting and Regulatory Reporting	17,909.29
Community Outreach	45,833.34
Connexus ™ Annual License (EMS)	214,911.50
Curriculum Postage	15,099.92
Direct Course Instruction Support	9,384.00
Educational Resource Center	45,131.42
Enrollment and Records Management	18,302.93
Facility Support Services	1,675.50
Hardware/Software - Employees	12,059.50
Human Resources Support	25,123.96
Internet Subsidy Payment Processing	5,572.92
Monthly Fee per Student on an IEP	105,364.00
School Curriculum Supplies	8,902.08
Short Term Substitute Teaching Services	62,448.00
Student Technology Assistance	128,177.08
Tangible and Intangible Instructional Materials	476,745.08
Technical Support and Repairs	53,727.88
	1,246,368.40
Revenue Based Charges	
Marketing Services	32,350.20
School Administration	194,101.18
Treasury Services	48,525.29
	274,976.67
Special Education Additional Services	
LiveSpeech Oct19	2,800.00
	2,800.00
OBL Grant	(29,257.83)
Pass Through Expenses	
Miscellaneous	55,450.28
	55,450.28
Total Amount Due	1,901,976.21

Pearson

INVOICE

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

Attention:
Accounts Payable

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

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

Invoice Number	:	91000004221
Date	:	16-JAN-2020
Due Date	:	15-FEB-2020
Payment Terms	:	NET 30
Customer Account	:	3921999
Project Number	:	82037919
Currency	:	USD
Shipment Terms	:	
Purchase Order Number	:	CAPOCA
Number of Pages	:	Page **1** of **2**

Total Ordered Quantity (No. Of Items)	:		3
Net Amount	:	USD	$2,090,545.86
Tax Total	:	USD	$22,715.87
Invoice Total	:	USD	$2,113,261.73
Amount Due	:	USD	$2,113,261.73

REMITTANCE INFORMATION

Make Checks Payable to:
Pearson Online & Blended Learning
32369 Collection Center Drive
Chicago, IL 60693-0323

Bank Wire to:

Bank Name	:	
Bank Address	:	
ABA ACH No	:	
ABA Wire No	:	
SWIFT Code	:	
A/C No	:	
Bank Account Name	:	

Pearson

Invoice Number: 91000004221							Page **2** of **2**
Project Number	**Project Agreement Number**	**Description**	**Quantity**	**List Price**	**Net Price**	**Tax**	**Line Total**
82037919	CAPOCA	Direct Charges	26		1,756,876.30	22,715.87	1,779,592.17
82037919	CAPOCA	Other Charges	1		133,851.58	0.00	131,228.42
82037919	CAPOCA	Pass Through	17		241,388.24	0.00	202,441.14

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Already registered? Access your online account by visiting https://ipay2.bizsys.pearson.com

	Subtotal	**Total Tax**	**Invoice Total**
Invoice Total	USD	USD	USD
	$2,090,545.86	$22,715.87	$2,113,261.73

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Charges for the Following Period:	December 2019
Compensation Expenses	
Benefits - Administration	38,610.36
Benefits - Instructional	207,934.65
Credit for Nonbillable Earnings Paid by the School	(6,994.93)
Withholdings	101,701.72
	341,251.80
Enrollment/Unit Based Charges	
Accounting and Regulatory Reporting	17,569.46
Community Outreach	45,833.34
Connexus ™ Annual License (EMS)	210,833.50
Curriculum Postage	15,680.50
Direct Course Instruction Support	9,349.50
Educational Resource Center	44,275.03
Enrollment and Records Management	19,006.67
Facility Support Services	1,675.50
Hardware/Software - Employees	10,515.50
Human Resources Support	21,907.29
Internet Subsidy Payment Processing	5,989.58
Monthly Fee per Student on an IEP	108,332.00
School Curriculum Supplies	7,730.42
Short Term Substitute Teaching Services	41,442.00
Student Technology Assistance	137,760.42
Tangible and Intangible Instructional Materials	493,012.50
Technical Support and Repairs	52,708.37
	1,243,621.58
Revenue Based Charges	
Marketing Services	31,377.61
School Administration	188,265.68
Treasury Services	47,066.42
	266,709.71
Special Education Additional Services	
LiveSpeech Nov19	132,540.00
	132,540.00
OBL Grant	(6,901.13)
Pass Through Expenses	
Internet Subsidy Payment	61,690.86
Miscellaneous	51,633.04
	113,323.90
Total Amount Due	2,090,545.86

Fiscal Year Ending June 30, 2020

☑ First Interim/October 31st - Due December 15th
☐ Second Interim/January 31st - Due March 15th

CHARTER SCHOOL INTERIM BUDGET REPORT

Charter School Name: California Connections Academy North Bay

CDS #: 17-64055-0129601
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)

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

		Projected Budget			Actual To-Date		
Description	**Object Code**	**Unrestricted**	**Restricted**	**Total**	**Unrestricted**	**Restricted**	**Total**
A. REVENUES							
1. LCFF Sources							
Charter Schools State Aid - Current Year	8011	1,178,998		1,178,998	273,001		273,001
Education Protection Account State Aid - Current year	8012	33,308		33,308	7,713		7,713
State Aid - Prior Years	8019	0		0	0		0
Transfers to charters for in Lieu of Property Taxes	8096	523,485		523,485	121,215		121,215
Other LCFF transfers	8091,8097	0		0	0		0
Total, LCFF Sources		1,735,791	0	1,735,791	401,929	0	401,929
2. Federal Revenues (see NOTE on last page)							
No Child Left Behind	8290		47,000			0	0
Special Education - Federal	8181, 8182		27,000			0	0
Child Nutrition - Federal	8220		0			0	0
Other Federal Revenues	8110, 8260-8299	300	0		0	0	0
Total, Federal Revenues		300	74,000	74,300	0	0	0
3. Other State Revenues							
Special Education - State	StateRevSE		36,200	36,200		7,008	7,008
All Other State Revenues	StateRevAO	33,426	9,774	43,200	10,050	0	10,050
Total, Other State Revenues		33,426	45,974	79,400	10,050	7,008	17,058
4. Other Local Revenues							
All Other Local Revenues	LocalRevAO	6,684	0	6,684	351	0	351
Total, Local Revenues		6,684	0	6,684	351	0	351
5. TOTAL REVENUES		1,776,201	119,974	1,896,175	412,330	7,008	419,338
B. EXPENDITURES							
1. Certificated Salaries							
Teachers' Salaries	1100	520,256	82,413	602,669	126,690	16,719	143,409
Certificated Pupil Support Salaries	1200	19,879	33,600	53,479	4,223	8,902	13,125
Certificated Supervisors' and Administrators' Salaries	1300	55,620	14,433	70,053	19,457	5,214	24,671
Other Certificated Salaries	1900	0	0	0	0	0	0
Total, Certificated Salaries		595,755	130,446	726,201	150,370	30,835	181,205
2. Non-certificated Salaries							
Instructional Aides' Salaries	2100	0	0	0	0	0	0
Non-certificated Support Salaries	2200	0	0	0	0	0	0
Non-certificated Supervisors' and Administrators' Sal.	2300	0	0	0	0	0	0
Clerical and Office Salaries	2400	0	0	0	0	0	0
Other Non-certificated Salaries	2900	47,506	0	47,506	16,187	0	16,187
Total, Non-certificated Salaries		47,506	0	47,506	16,187	0	16,187
3. Employee Benefits							
STRS	3101-3102	98,401	13,866	112,267	15,125	1,885	17,010
PERS	3201-3202	0	0	0	0	0	0
OASDI / Medicare / Alternative	3301-3302	12,273	1,891	14,164	3,419	447	3,866
Health and Welfare Benefits	3401-3402	140,716	26,711	167,427	17,843	23,751	41,594
Unemployment Insurance	3501-3502	8,684	1,761	10,445	2,249	416	2,665
Workers' Compensation Insurance	3601-3602	12,865	2,609	15,474	3,331	617	3,948
Retiree Benefits	3701-3702	0	0	0	0	0	0
PERS Reduction (for revenue limit funded schools)	3801-3802	0	0	0	0	0	0
Other Employee Benefits	3901-3902	0	0	0	0	0	0
Total, Employee Benefits		272,939	46,838	319,777	41,967	27,116	69,083
4. Books and Supplies							
Approved Textbooks and Core Curricula Materials	4100	0	9,774	9,774	0	0	0
Books and Other Reference Materials	4200	296,770	0	296,770	101,962	0	101,962
Materials and Supplies	4300	143,979	0	143,979	46,043	0	46,043
Noncapitalized Equipment	4400	88,569	0	88,569	27,408	0	27,408
Food	4700	0	0	0	0	0	0
Total, Books and Supplies		529,318	9,774	539,092	175,413	0	175,413

Fiscal Year Ending June 30, 2020

☑ First Interim/October 31st - Due December 15th

☐ Second Interim/January 31st - Due March 15th

CHARTER SCHOOL INTERIM BUDGET REPORT

Charter School Name: California Connections Academy North Bay

Description	Object Code	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
5. Services and Other Operating Expenditures							
Subagreements for Services	5100	156,116	93,695	249,811	93,470	6,283	99,753
Travel and Conferences	5200	19,876	0	19,876	592	0	592
Dues and Memberships	5300	3,251	0	3,251	481	0	481
Insurance	5400	329	0	329	329	0	329
Operations and Housekeeping Services	5500	2,255	0	2,255	435	0	435
Rentals, Leases, Repairs, and Noncap. Improvements	5600	18,145	0	18,145	5,852	0	5,852
Transfers of Direct Costs	5700-5799	0	0	0	0	0	0
Professional/Consulting Services and Operating Expend.	5800	83,745	0	83,745	31,246	0	31,246
Communications	5900	28,822	0	28,822	3,910	0	3,910
Total, Services and Other Operating Expenditures		312,539	93,695	406,234	136,315	6,283	142,598
6. Capital Outlay (Objects 6100-6170, 6200-6500 for modified accrual basis only)							
Land and Land Improvements	6100-6170	0	0	0	0	0	0
Buildings and Improvements of Buildings	6200	0	0	0	0	0	0
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0	0	0	0	0	0
Equipment	6400	0	0	0	0	0	0
Equipment Replacement	6500	0	0	0	0	0	0
Depreciation Expense (for accrual basis only)	*6900*	0	0	0	0	0	0
Total, Capital Outlay		0	0	0	0	0	0
7. Other Outgo							
Tuition to Other Schools	7110-7143	0	0	0	0	0	0
Transfers of Pass-Through Revenues to Other LEAs	7211-7213	0	0	0	0	0	0
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0	0	0	0	0	0
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0	0	0	0	0	0
All Other Transfers	7281-7299	0	0	0	0	0	0
Debt Service:							
Interest	7438	0	0	0	0	0	0
Principal (for modified accrual basis only)	7439	0	0	0	0	0	0
Total, Other Outgo		0	0	0	0	0	0
8. TOTAL EXPENDITURES		1,758,057	280,753	2,038,810	520,252	64,234	584,486
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		18,144	(160,779)	(142,635)	(107,922)	(57,226)	(165,148)
D. OTHER FINANCING SOURCES / USES							
1. Other Sources	8930-8979			0			0
2. Less: Other Uses	7630-7699			0			0
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	(160,779)	160,779	0	(57,226)	57,226	0
4. TOTAL OTHER FINANCING SOURCES / USES		(160,779)	160,779	0	(57,226)	57,226	0
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		(142,635)	0	(142,635)	(165,148)	0	(165,148)
F. FUND BALANCE, RESERVES							
1. Beginning Fund Balance							
a. As of July 1	9791	154,218	0	154,218	154,218	0	154,218
b. Adjustments/Restatements to Beginning Balance	9793, 9795	45	0	45	45	0	45
c. Adjusted Beginning Balance		154,263	0	154,263	154,263	0	154,263
2. Ending Fund Balance, June 30 (E + F1c)		11,628	0	11,628	(10,885)	0	(10,885)
Components of Ending Fund Balance (Optional):							
Reserve for Revolving Cash (equals object 9130)	9711			0		0	0
Reserve for Stores (equals object 9320)	9712			0	0	0	0
Reserve for Prepaid Expenditures (equals object 9330)	9713			0	1,501	0	1,501
Reserve for All Others	9719			0			0
General Reserve	9730			0			0
Legally Restricted Balance	9740			0			0
Designated for Economic Uncertainties	9770 *			0			0
Other Designations	9775, 9780			0			0
Undesignated / Unappropriated Amount	9790 *	11,628	0	11,628	(12,386)	0	(12,386)
* Percent of Total Expenditures and Other Uses		0.57%	0.00%	0.57%	-2.12%	0.00%	-2.12%

Fiscal Year Ending June 30, 2020

☑ First Interim/October 31st - Due December 15th
☐ Second Interim/January 31st - Due March 15th

CHARTER SCHOOL INTERIM BUDGET REPORT

Charter School Name: California Connections Academy North Bay

Description	Object Code	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
G. ASSETS							
1. Cash							
In County Treasury	9110				0	0	0
Fair Value Adjustment to Cash in County Treasury	9111				0	0	0
In Banks	9120				432,281	0	432,281
In Revolving Fund	9130				0	0	0
With Fiscal Agent	9135				0	0	0
Collections Awaiting Deposit	9140				0	0	0
2. Investments	9150				0	0	0
3. Accounts Receivable	9200				69,314	0	69,314
4. Due from Grantor Government	9290				0	0	0
5. Stores	9320				0	0	0
6. Prepaid Expenditures (Expenses)	9330				1,501	0	1,501
7. Other Current Assets	9340				0	0	0
8. *Capital Assets (for accrual basis only)*	*9400-9499*				0	0	0
9. TOTAL ASSETS					503,096	0	503,096
H. LIABILITIES							
1. Accounts Payable	9500				503,453	0	503,453
2. Due to Grantor Government	9590				0	0	0
3. Current Loans	9640				0	0	0
4. Deferred Revenue	9650				10,528	0	10,528
5. *Long-Term Liabilities (for accrual basis only)*	*9660-9669*				0	0	0
6. TOTAL LIABILITIES					513,981	0	513,981
I. FUND BALANCE							
Ending Fund Balance, June 30 (G9-H6)							
(must agree with Line F2)					(10,885)	0	(10,885)

ADA ESTIMATES:

Estimated P2 ADA for Revised Budget	181
Estimated P2 ADA as of October 31	176

CHARTER SCHOOL 2019/2020 First Interim Report
FINANCIAL REPORT -- ALTERNATIVE FORM
Actuals through October 31, 2019

CHARTER SCHOOL CERTIFICATION

Charter School Name: California Connections Academy North Bay
CDS #: 17-64055-0129601
Charter Approving Entity: Middletown Unified School District
County: Lake
Charter #: 1663

To the entity that approved the charter school:

(x) 2019/20 CHARTER SCHOOL FIRST INTERIM FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been approved, and is hereby filed by the charter school pursuant to *Education Code* Section 47604.33(a)(3).

Signed: Frances Sassin — Date: 13-Dec-19
Charter School Official

Printed Name: Frances Sassin — Title: Director of Business Services

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To the County Superintendent of Schools:

(___) 2019/20 CHARTER SCHOOL FIRST INTERIM FINANCIAL REPORT -- ALTERNATIVE FORM: This report is hereby filed with the County Superintendent pursuant to *Education Code* Section 47604.33(a)(3).

Signed: _____ — Date: _____
Authorized Representative of Charter Approving Entity

Printed Name: _____ — Title: _____

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For additional information on the First Interim Report, please contact:

For Approving Entity:	For Charter School:
Heather Rantala	Frances Sassin
Name	Name
Director of Business Services	Director of Business Services
Title	Title
707-987-4100	949-306-8498
Telephone	Telephone
heather.rantala@middletownusd.org	fsassin@calca.connectionsacademy.org
E-mail address	E-mail address

Fiscal Year Ending June 30, 2020

☑ First Interim/October 31st - Due December 15th

☐ Second Interim/January 31st - Due March 15th

CHARTER SCHOOL INTERIM BUDGET REPORT

Charter School Name: California Connections Academy @ Central

CDS #: 54-71803-0112458

☐ **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)

Accrual Basis (Applicable Capital Assets/Interest on Long-Term Debt/Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)

Modified Accrual Basis (Applicable Capital Outlay/Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

		Projected Budget			Actual To-Date		
Description	**Object Code**	**Unrestricted**	**Restricted**	**Total**	**Unrestricted**	**Restricted**	**Total**
A. REVENUES							
1. LCFF Sources							
Charter Schools State Aid - Current Year	8011	3,995,701		3,995,701	945,214		945,214
Education Protection Account State Aid - Current year	8012	633,172		633,172	149,782		149,782
State Aid - Prior Years	8019	0		0	0		0
Transfers to charters for in Lieu of Property Taxes	8096	243,674		243,674	57,643		57,643
Other LCFF transfers	80,918,097	0		0	0		0
Total, LCFF Sources		4,872,547	0	4,872,547	1,152,639	0	1,152,639
2. Federal Revenues (see NOTE on last page)							
No Child Left Behind	8290		123,000			0	0
Special Education - Federal	8181, 8182		71,000			0	0
Child Nutrition - Federal	8220		0			0	0
Other Federal Revenues	8110, 8260-8299	900	0		0	0	0
Total, Federal Revenues		900	194,000	194,900	0	0	0
3. Other State Revenues							
Special Education - State	StateRevSE		115,640	115,640		16,237	16,237
All Other State Revenues	StateRevAO	90,897	27,108	118,005	28,123	0	28,123
Total, Other State Revenues		90,897	142,748	233,645	28,123	16,237	44,360
4. Other Local Revenues							
All Other Local Revenues	LocalRevAO	14,678	0	14,678	1,204	0	1,204
Total, Local Revenues		14,678	0	14,678	1,204	0	1,204
5. TOTAL REVENUES		4,979,022	336,748	5,315,770	1,181,966	16,237	1,198,203
B. EXPENDITURES							
1. Certificated Salaries							
Teachers' Salaries	1100	1,120,998	181,970	1,302,968	271,268	35,661	306,929
Certificated Pupil Support Salaries	1200	28,225	87,200	115,425	8,448	19,432	27,880
Certificated Supervisors' and Administrators' Salaries	1300	121,407	31,505	152,912	41,140	11,162	52,302
Other Certificated Salaries	1900	0	0	0	0	0	0
Total, Certificated Salaries		1,270,630	300,675	1,571,305	320,856	66,255	387,111
2. Non-certificated Salaries							
Instructional Aides' Salaries	2100	0	0	0	0	0	0
Non-certificated Support Salaries	2200	0	0	0	0	0	0
Non-certificated Supervisors' and Administrators' Sal.	2300	0	0	0	0	0	0
Clerical and Office Salaries	2400	0	0	0	0	0	0
Other Non-certificated Salaries	2900	103,697	0	103,697	34,772	0	34,772
Total, Non-certificated Salaries		103,697	0	103,697	34,772	0	34,772
3. Employee Benefits							
STRS	3101-3102	210,520	32,282	242,802	9,787	25,100	34,887
PERS	3201-3202	0	0	0	0	0	0
OASDI / Medicare / Alternative	3301-3302	26,357	4,360	30,717	7,312	961	8,273
Health and Welfare Benefits	3401-3402	293,555	68,900	362,455	23,593	65,167	88,760
Unemployment Insurance	3501-3502	18,553	4,059	22,612	4,801	894	5,695
Workers' Compensation Insurance	3601-3602	27,487	6,014	33,501	7,113	1,325	8,438
Retiree Benefits	3701-3702	0	0	0	0	0	0
PERS Reduction (for revenue limit funded schools)	3801-3802	0	0	0	0	0	0
Other Employee Benefits	3901-3902	0	0	0	0	0	0
Total, Employee Benefits		576,472	115,615	692,087	52,606	93,447	146,053
4. Books and Supplies							
Approved Textbooks and Core Curricula Materials	4100	0	27,108	27,108	0	0	0
Books and Other Reference Materials	4200	816,098	0	816,098	280,346	0	280,346
Materials and Supplies	4300	383,875	0	383,875	125,011	0	125,011
Noncapitalized Equipment	4400	276,226	0	276,226	90,263	0	90,263
Food	4700	0	0	0	0	0	0
Total, Books and Supplies		1,476,199	27,108	1,503,307	495,620	0	495,620

Fiscal Year Ending June 30, 2020

☑ First Interim/October 31st - Due December 15th

☐ Second Interim/January 31st - Due March 15th

CHARTER SCHOOL INTERIM BUDGET REPORT

Charter School Name: California Connections Academy @ Central

Description	Object Code	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
5. Services and Other Operating Expenditures							
Subagreements for Services	5100	785,174	328,960	1,114,134	266,999	38,330	305,329
Travel and Conferences	5200	101,731	0	101,731	3,531	0	3,531
Dues and Memberships	5300	7,120	0	7,120	2,265	0	2,265
Insurance	5400	717	0	717	717	0	717
Operations and Housekeeping Services	5500	3,663	0	3,663	950	0	950
Rentals, Leases, Repairs, and Noncap. Improvements	5600	40,438	0	40,438	12,774	0	12,774
Transfers of Direct Costs	5700-5799	0	0	0	0	0	0
Professional/Consulting Services and Operating Expend.	5800	215,839	0	215,839	70,245	0	70,245
Communications	5900	76,205	0	76,205	9,919	0	9,919
Total, Services and Other Operating Expenditures		1,230,887	328,960	1,559,847	367,400	38,330	405,730
6. Capital Outlay (Objects 6100-6170, 6200-6500 for modified accrual basis only)							
Land and Land Improvements	6100-6170	0	0	0	0	0	0
Buildings and Improvements of Buildings	6200	0	0	0	0	0	0
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0	0	0	0	0	0
☐ Equipment	6400	0	0	0	0	0	0
Equipment Replacement	6500	0	0	0	0	0	0
Depreciation Expense (for accrual basis only)	*6900*	0	0	0	0	0	0
Total, Capital Outlay		0	0	0	0	0	0
7. Other Outgo							
Tuition to Other Schools	7110-7143	0	0	0	0	0	0
Transfers of Pass-Through Revenues to Other LEAs	7211-7213	0	0	0	0	0	0
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0	0	0	0	0	0
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0	0	0	0	0	0
All Other Transfers	7281-7299	0	0	0	0	0	0
Debt Service:							
Interest	7438	0	0	0	0	0	0
Principal (for modified accrual basis only)	7439	0	0	0	0	0	0
Total, Other Outgo		0	0	0	0	0	0
8. TOTAL EXPENDITURES		4,657,885	772,358	5,430,243	1,271,254	198,032	1,469,286
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		321,137	(435,610)	(114,473)	(89,288)	(181,795)	(271,083)
D. OTHER FINANCING SOURCES / USES							
1. Other Sources	8930-8979	0	0	0	0	0	0
2. Less: Other Uses	7630-7699	0	0	0	0	0	0
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	(435,610)	435,610	0	(181,795)	181,795	0
4. TOTAL OTHER FINANCING SOURCES / USES		(435,610)	435,610	0	(181,795)	181,795	0
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		(114,473)	0	(114,473)	(271,083)	0	(271,083)
F. FUND BALANCE, RESERVES							
1. Beginning Fund Balance							
a. As of July 1	9791	147,908	0	147,908	147,908	0	147,908
b. Adjustments/Restatements to Beginning Balance	9793, 9795	274	0	274	274	0	274
c. Adjusted Beginning Balance		148,182	0	148,182	148,182	0	148,182
2. Ending Fund Balance, June 30 (E + F1c)		33,709	0	33,709	(122,901)	0	(122,901)
Components of Ending Fund Balance (Optional):							
Reserve for Revolving Cash (equals object 9130)	9711			0		0	0
Reserve for Stores (equals object 9320)	9712			0	0	0	0
Reserve for Prepaid Expenditures (equals object 9330)	9713			0	8,190	0	8,190
Reserve for All Others	9719			0			0
General Reserve	9730			0			0
Legally Restricted Balance	9740			0			0
Designated for Economic Uncertainties	9770 *			0			0
Other Designations	9775, 9780			0			0
Undesignated / Unappropriated Amount	9790 *	33,709	0	33,709	(131,091)	0	(131,091)
* Percent of Total Expenditures and Other Uses		0.62%	0.00%	0.62%	-8.92%	0.00%	-8.92%

Fiscal Year Ending June 30, 2020

☑ First Interim/October 31st - Due December 15th

☐ Second Interim/January 31st - Due March 15th

CHARTER SCHOOL INTERIM BUDGET REPORT

Charter School Name: California Connections Academy @ Central

Description	Object Code	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
G. ASSETS							
1. Cash							
In County Treasury	9110				0	0	0
Fair Value Adjustment to Cash in County Treasury	9111				0	0	0
In Banks	9120				610,890	0	610,890
In Revolving Fund	9130				0	0	0
With Fiscal Agent	9135				0	0	0
Collections Awaiting Deposit	9140				0	0	0
2. Investments	9150				0	0	0
3. Accounts Receivable	9200				696,919	0	696,919
4. Due from Grantor Government	9290				0	0	0
5. Stores	9320				0	0	0
6. Prepaid Expenditures (Expenses)	9330				8,190	0	8,190
7. Other Current Assets	9340				100	0	100
8. *Capital Assets (for accrual basis only)*	*9400-9499*				0	0	0
9. TOTAL ASSETS					1,316,099	0	1,316,099
H. LIABILITIES							
1. Accounts Payable	9500				1,368,817	0	1,368,817
2. Due to Grantor Government	9590				0	0	0
3. Current Loans	9640				0	0	0
4. Deferred Revenue	9650				70,183	0	70,183
5. *Long-Term Liabilities (for accrual basis only)*	*9660-9669*				0	0	0
6. TOTAL LIABILITIES					1,439,000	0	1,439,000
I. FUND BALANCE							
Ending Fund Balance, June 30 (G9-H6) (must agree with Line F2)					(122,901)	0	(122,901)

ADA ESTIMATES:

Estimated P2 ADA for Budget	502
Estimated P2 ADA as of October 31	499

CHARTER SCHOOL 2019/20 First Interim Report
FINANCIAL REPORT -- ALTERNATIVE FORM
Actuals through October 31, 2019

CHARTER SCHOOL CERTIFICATION

Charter School Name: California Connections Academy @ Central
CDS #: 54-71803-0112458
Charter Approving Entity: Alpaugh Unified School District
County: Tulare
Charter #: 804

To the entity that approved the charter school:

(x) 2019/20 CHARTER SCHOOL FIRST INTERIM FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been approved, and is hereby filed by the charter school pursuant to *Education Code* Section 47604.33(a)(3).

Signed: Frances Sassin — Date: 14-Dec-19
Charter School Official

Printed Name: Frances Sassin — Title: Director of Business Services

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To the County Superintendent of Schools:

( ) 2019/20 CHARTER SCHOOL FIRST INTERIM FINANCIAL REPORT -- ALTERNATIVE FORM: This report is hereby filed with the County Superintendent pursuant to *Education Code* Section 47604.33(a)(3).

Signed: _____ — Date: _____
Authorized Representative of Charter Approving Entity

Printed Name: Gary Mekeel — Title: Superintendent

For additional information on the First Interim Report, please contact:

For Approving Entity:	For Charter School:
Gary Mekeel	Frances Sassin
Name	Name
Interim Superintendent	Director of Business Services
Title	Title
559-949-8413	949-306-8498
Telephone	Telephone
GaryMekeel@alpaugh.k12.ca.us	fsassin@calca.connectionsacademy.org
E-mail address	E-mail address

Fiscal Year Ending June 30, 2020

☑ First Interim/October 31st - Due December 15th
☐ Second Interim/January 31st - Due March 15th

CHARTER SCHOOL INTERIM BUDGET REPORT

Charter School Name: California Connections Academy Central Coast

CDS #: 42-75010-0138891
Charter Approving Entity: Cuyama Joint Unified School District
County: Santa Barbara
Charter #: 2031

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

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

		Projected Budget			Actual To-Date		
Description	**Object Code**	**Unrestricted**	**Restricted**	**Total**	**Unrestricted**	**Restricted**	**Total**
A. REVENUES							
1. LCFF Sources							
Charter Schools State Aid - Current Year	8011	238,725		238,725	56,700		56,700
Education Protection Account State Aid - Current year	8012	8,430		8,430	2,002		2,002
State Aid - Prior Years	8019	0		0	0		0
Transfers to charters for in Lieu of Property Taxes	8096	99,463		99,463	23,623		23,623
Other LCFF transfers	8091,8097	0		0	0		0
Total, LCFF Sources		346,618	0	346,618	82,325	0	82,325
2. Federal Revenues (see NOTE on last page)							
No Child Left Behind	8290		0			0	0
Special Education - Federal	8181, 8182		0			0	0
Child Nutrition - Federal	8220		0			0	0
Other Federal Revenues	8110, 8260-8299	200	0		0	0	0
Total, Federal Revenues		200	0	200	0	0	0
3. Other State Revenues							
Special Education - State	StateRevSE		18,351	18,351		4,448	4,448
All Other State Revenues	StateRevAO	7,690	1,944	9,634	2,361	0	2,361
Total, Other State Revenues		7,690	20,295	27,985	2,361	4,448	6,809
4. Other Local Revenues							
All Other Local Revenues	LocalRevAO	623,464	0	623,464	181	0	181
Total, Local Revenues		623,464	0	623,464	181	0	181
5. TOTAL REVENUES		977,972	20,295	998,267	84,867	4,448	89,315
B. EXPENDITURES							
1. Certificated Salaries							
Teachers' Salaries	1100	357,618	49,651	407,269	93,206	11,045	104,251
Certificated Pupil Support Salaries	1200	36,606	0	36,606	10,036	0	10,036
Certificated Supervisors' and Administrators' Salaries	1300	34,837	9,040	43,877	11,618	3,161	14,779
Other Certificated Salaries	1900	0	0	0	0	0	0
Total, Certificated Salaries		429,061	58,691	487,752	114,860	14,206	129,066
2. Non-certificated Salaries							
Instructional Aides' Salaries	2100	0	0	0	0	0	0
Non-certificated Support Salaries	2200	0	0	0	0	0	0
Non-certificated Supervisors' and Administrators' Sal.	2300	0	0	0	0	0	0
Clerical and Office Salaries	2400	0	0	0	0	0	0
Other Non-certificated Salaries	2900	29,755	0	29,755	9,761	0	9,761
Total, Non-certificated Salaries		29,755	0	29,755	9,761	0	9,761
3. Employee Benefits							
STRS	3101-3102	66,456	9,222	75,678	4,071	11,179	15,250
PERS	3201-3202	0	0	0	0	0	0
OASDI / Medicare / Alternative	3301-3302	8,498	851	9,349	2,412	206	2,618
Health and Welfare Benefits	3401-3402	82,323	14,405	96,728	17,722	11,811	29,533
Unemployment Insurance	3501-3502	6,194	792	6,986	1,682	192	1,874
Workers' Compensation Insurance	3601-3602	9,176	1,174	10,350	2,492	284	2,776
Retiree Benefits	3701-3702	0	0	0	0	0	0
PERS Reduction (for revenue limit funded schools)	3801-3802	0	0	0	0	0	0
Other Employee Benefits	3901-3902	0	0	0	0	0	0
Total, Employee Benefits		172,647	26,444	199,091	28,379	23,672	52,051
4. Books and Supplies							
Approved Textbooks and Core Curricula Materials	4100	0	1,944	1,944	0	0	0
Books and Other Reference Materials	4200	60,764	0	60,764	20,372	0	20,372
Materials and Supplies	4300	38,928	0	38,928	11,198	0	11,198
Noncapitalized Equipment	4400	19,290	0	19,290	5,942	0	5,942
Food	4700	0	0	0	0	0	0
Total, Books and Supplies		118,982	1,944	120,926	37,512	0	37,512

Fiscal Year Ending June 30, 2020

☑ First Interim/October 31st - Due December 15th
☐ Second Interim/January 31st - Due March 15th

CHARTER SCHOOL INTERIM BUDGET REPORT

Charter School Name: California Connections Academy Central Coast

Description	Object Code	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
5. Services and Other Operating Expenditures							
Subagreements for Services	5100	68,126	0	68,126	21,373	0	21,373
Travel and Conferences	5200	11,362	0	11,362	401	0	401
Dues and Memberships	5300	2,058	0	2,058	59	0	59
Insurance	5400	206	0	206	206	0	206
Operations and Housekeeping Services	5500	1,415	0	1,415	273	0	273
Rentals, Leases, Repairs, and Noncap. Improvements	5600	11,979	0	11,979	3,666	0	3,666
Transfers of Direct Costs	5700-5799	0	0	0	0	0	0
Professional/Consulting Services and Operating Expend.	5800	42,211	0	42,211	12,098	0	12,098
Communications	5900	13,353	0	13,353	891	0	891
Total, Services and Other Operating Expenditures		150,710	0	150,710	38,967	0	38,967
6. Capital Outlay (Objects 6100-6170, 6200-6500 for modified accrual basis only)							
Land and Land Improvements	6100-6170	0	0	0	0	0	0
Buildings and Improvements of Buildings	6200	0	0	0	0	0	0
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0	0	0	0	0	0
Equipment	6400	0	0	0	0	0	0
Equipment Replacement	6500	0	0	0	0	0	0
Depreciation Expense (for accrual basis only)	*6900*	0	0	0	0	0	0
Total, Capital Outlay		0	0	0	0	0	0
7. Other Outgo							
Tuition to Other Schools	7110-7143	0	0	0	0	0	0
Transfers of Pass-Through Revenues to Other LEAs	7211-7213	0	0	0	0	0	0
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0	0	0	0	0	0
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0	0	0	0	0	0
All Other Transfers	7281-7299	0	0	0	0	0	0
Debt Service:							
Interest	7438	0	0	0	0	0	0
Principal (for modified accrual basis only)	7439	0	0	0	0	0	0
Total, Other Outgo		0	0	0	0	0	0
8. TOTAL EXPENDITURES		901,155	87,079	988,234	229,479	37,878	267,357
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		76,817	(66,784)	10,033	(144,612)	(33,430)	(178,042)
D. OTHER FINANCING SOURCES / USES							
1. Other Sources	8930-8979	0	0	0	0	0	0
2. Less: Other Uses	7630-7699	0	0	0	0	0	0
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	(66,784)	66,784	0	(33,430)	33,430	0
4. TOTAL OTHER FINANCING SOURCES / USES		(66,784)	66,784	0	(33,430)	33,430	0
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		10,033	0	10,033	(178,042)	0	(178,042)
F. FUND BALANCE, RESERVES							
1. Beginning Fund Balance							
a. As of July 1	9791	0	0	0	0	0	0
b. Adjustments/Restatements to Beginning Balance	9793, 9795	0	0	0	0	0	0
c. Adjusted Beginning Balance		0	0	0	0	0	0
2. Ending Fund Balance, June 30 (E + F1c)		10,033	0	10,033	(178,042)	0	(178,042)
Components of Ending Fund Balance (Optional):							
Reserve for Revolving Cash (equals object 9130)	9711			0		0	0
Reserve for Stores (equals object 9320)	9712			0	0	0	0
Reserve for Prepaid Expenditures (equals object 9330)	9713			0	0	0	0
Reserve for All Others	9719			0			0
General Reserve	9730			0			0
Legally Restricted Balance	9740			0			0
Designated for Economic Uncertainties	9770 *			0			0
Other Designations	9775, 9780			0			0
Undesignated / Unappropriated Amount	9790 *	10,033	0	10,033	(178,042)	0	(178,042)
* Percent of Total Expenditures and Other Uses		1.02%	0.00%	1.02%	-66.59%	0.00%	-66.59%

Fiscal Year Ending June 30, 2020

☑ First Interim/October 31st - Due December 15th
☐ Second Interim/January 31st - Due March 15th

CHARTER SCHOOL INTERIM BUDGET REPORT

Charter School Name: California Connections Academy Central Coast

Description	Object Code	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
G. ASSETS							
1. Cash							
In County Treasury	9110				0	0	0
Fair Value Adjustment to Cash in County Treasury	9111				0	0	0
In Banks	9120				0	0	0
In Revolving Fund	9130				0	0	0
With Fiscal Agent	9135				0	0	0
Collections Awaiting Deposit	9140				0	0	0
2. Investments	9150				0	0	0
3. Accounts Receivable	9200				87,785	0	87,785
4. Due from Grantor Government	9290				0	0	0
5. Stores	9320				0	0	0
6. Prepaid Expenditures (Expenses)	9330				0	0	0
7. Other Current Assets	9340				0	0	0
8. *Capital Assets (for accrual basis only)*	*9400-9499*				0	0	0
9. TOTAL ASSETS					87,785	0	87,785
H. LIABILITIES							
1. Accounts Payable	9500				265,827	0	265,827
2. Due to Grantor Government	9590				0	0	0
3. Current Loans	9640				0	0	0
4. Deferred Revenue	9650				0	0	0
5. *Long-Term Liabilities (for accrual basis only)*	*9660-9669*				0		0
6. TOTAL LIABILITIES					265,827	0	265,827
I. FUND BALANCE							
Ending Fund Balance, June 30 (G9-H6)							
(must agree with Line F2)					(178,042)	0	(178,042)

ADA ESTIMATES:

Estimated P2 ADA for Budget	37
Estimated P2 ADA as of October 31	36

CHARTER SCHOOL 2019/20 First Interim Report
FINANCIAL REPORT -- ALTERNATIVE FORM
Actuals through October 31, 2019

CHARTER SCHOOL CERTIFICATION

Charter School Name: California Connections Academy Central Coast
CDS #: 42-75010-0138891
Charter Approving Entity: Cuyama Joint Unified School Dist
County: Santa Barbara
Charter #: 2031

To the entity that approved the charter school:

(x) 2019/20 CHARTER SCHOOL FIRST INTERIM FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been approved, and is hereby filed by the charter school pursuant to *Education Code* Section 47604.33(a)(3).

Signed: Frances Sassin — Date: 13-Dec-19
Charter School Official

Printed Name: Frances Sassin — Title: Director of Business Services

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To the County Superintendent of Schools:

(___) 2019/20 CHARTER SCHOOL FIRST INTERIM FINANCIAL REPORT -- ALTERNATIVE FORM: This report is hereby filed with the County Superintendent pursuant to *Education Code* Section 47604.33(a)(3).

Signed: _____ — Date: _____
Authorized Representative of Charter Approving Entity

Printed Name: _____ — Title: _____

For additional information on the First Interim Report, please contact:

For Approving Entity:	For Charter School:
Stephen Bluestein	Frances Sassin
Name	Name
Superintendent	Director of Business Services
Title	Title
661-766-2293	949-306-8498
Telephone	Telephone
sbluestein@cuyamaunified.org	fsassin@calca.connectionsacademy.org
E-mail address	E-mail address

Fiscal Year Ending June 30, 2020

☑ First Interim/October 31st - Due December 15th
☐ Second Interim/January 31st - Due March 15th

CHARTER SCHOOL INTERIM BUDGET REPORT

Charter School Name: California Connections Academy Monterey Bay

CDS #: 44-75432-0139410
Charter Approving Entity: Scotts Valley Unified School District
County: Santa Cruz
Charter #: 2056

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

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

		Projected Budget			Actual To-Date		
Description	**Object Code**	**Unrestricted**	**Restricted**	**Total**	**Unrestricted**	**Restricted**	**Total**
A. REVENUES							
1. LCFF Sources							
Charter Schools State Aid - Current Year	8011	1,694,657		1,694,657	392,964		392,964
Education Protection Account State Aid - Current year	8012	29,401		29,401	6,818		6,818
State Aid - Prior Years	8019	0		0	0		0
Transfers to charters for in Lieu of Property Taxes	8096	693,816		693,816	160,885		160,885
Other LCFF transfers	8091,8097	0		0	0		0
Total, LCFF Sources		2,417,874	0	2,417,874	560,667	0	560,667
2. Federal Revenues (see NOTE on last page)							
No Child Left Behind	8290		0			0	0
Special Education - Federal	8181, 8182		0			0	0
Child Nutrition - Federal	8220		0			0	0
Other Federal Revenues	8110, 8260-8299	400	0		0	0	0
Total, Federal Revenues		400	0	400	0	0	0
3. Other State Revenues							
Special Education - State	StateRevSE		128,011	128,011		30,023	30,023
All Other State Revenues	StateRevAO	53,646	13,554	67,200	15,938	0	15,938
Total, Other State Revenues		53,646	141,565	195,211	15,938	30,023	45,961
4. Other Local Revenues							
All Other Local Revenues	LocalRevAO	8,428	0	8,428	363	0	363
Total, Local Revenues		8,428	0	8,428	363	0	363
5. TOTAL REVENUES		2,480,348	141,565	2,621,913	576,968	30,023	606,991
B. EXPENDITURES							
1. Certificated Salaries							
Teachers' Salaries	1100	715,725	99,352	815,077	186,812	22,137	208,949
Certificated Pupil Support Salaries	1200	73,256	0	73,256	20,116	0	20,116
Certificated Supervisors' and Administrators' Salaries	1300	69,824	18,119	87,943	23,285	6,336	29,621
Other Certificated Salaries	1900	0	0	0	0	0	0
Total, Certificated Salaries		858,805	117,471	976,276	230,213	28,473	258,686
2. Non-certificated Salaries							
Instructional Aides' Salaries	2100	0	0	0	0	0	0
Non-certificated Support Salaries	2200	0	0	0	0	0	0
Non-certificated Supervisors' and Administrators' Sal.	2300	0	0	0	0	0	0
Clerical and Office Salaries	2400	0	0	0	0	0	0
Other Non-certificated Salaries	2900	59,639	0	59,639	19,565	0	19,565
Total, Non-certificated Salaries		59,639	0	59,639	19,565	0	19,565
3. Employee Benefits							
STRS	3101-3102	133,000	18,455	151,455	8,159	22,407	30,566
PERS	3201-3202	0	0	0	0	0	0
OASDI / Medicare / Alternative	3301-3302	17,015	1,703	18,718	4,835	413	5,248
Health and Welfare Benefits	3401-3402	195,374	28,834	224,208	28,423	30,768	59,191
Unemployment Insurance	3501-3502	12,399	1,586	13,985	3,372	384	3,756
Workers' Compensation Insurance	3601-3602	18,369	2,349	20,718	4,996	569	5,565
Retiree Benefits	3701-3702	0	0	0	0	0	0
PERS Reduction (for revenue limit funded schools)	3801-3802	0	0	0	0	0	0
Other Employee Benefits	3901-3902	0	0	0	0	0	0
Total, Employee Benefits		376,157	52,927	429,084	49,785	54,541	104,326
4. Books and Supplies							
Approved Textbooks and Core Curricula Materials	4100	0	13,554	13,554	0	0	0
Books and Other Reference Materials	4200	412,287	0	412,287	141,340	0	141,340
Materials and Supplies	4300	200,966	0	200,966	63,197	0	63,197
Noncapitalized Equipment	4400	133,248	0	133,248	40,633	0	40,633
Food	4700	0	0	0	0	0	0
Total, Books and Supplies		746,501	13,554	760,055	245,170	0	245,170

Fiscal Year Ending June 30, 2020

☑ First Interim/October 31st - Due December 15th

☐ Second Interim/January 31st - Due March 15th

CHARTER SCHOOL INTERIM BUDGET REPORT

Charter School Name: California Connections Academy Monterey Bay

Description	Object Code	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
5. Services and Other Operating Expenditures							
Subagreements for Services	5100	93,094	100,090	193,184	128,852	4,063	132,915
Travel and Conferences	5200	19,723	0	19,723	804	0	804
Dues and Memberships	5300	4,166	0	4,166	119	0	119
Insurance	5400	413	0	413	413	0	413
Operations and Housekeeping Services	5500	2,830	0	2,830	546	0	546
Rentals, Leases, Repairs, and Noncap. Improvements	5600	23,967	0	23,967	7,347	0	7,347
Transfers of Direct Costs	5700-5799	0	0	0	0	0	0
Professional/Consulting Services and Operating Expend.	5800	105,985	0	105,985	28,857		28,857
Communications	5900	36,385	0	36,385	4,969	0	4,969
Total, Services and Other Operating Expenditures		286,563	100,090	386,653	171,907	4,063	175,970
6. Capital Outlay (Objects 6100-6170, 6200-6500 for modified accrual basis only)							
Land and Land Improvements	6100-6170	0	0	0	0	0	0
Buildings and Improvements of Buildings	6200	0	0	0	0	0	0
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0	0	0	0	0	0
Equipment	6400	0	0	0	0	0	0
Equipment Replacement	6500	0	0	0	0	0	0
Depreciation Expense (for accrual basis only)	*6900*	0	0	0	0	0	0
Total, Capital Outlay		0	0	0	0	0	0
7. Other Outgo							
Tuition to Other Schools	7110-7143	0	0	0	0	0	0
Transfers of Pass-Through Revenues to Other LEAs	7211-7213	0	0	0	0	0	0
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0	0	0	0	0	0
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0	0	0	0	0	0
All Other Transfers	7281-7299	0	0	0	0	0	0
Debt Service:							
Interest	7438	0	0	0	0	0	0
Principal (for modified accrual basis only)	7439	0	0	0	0	0	0
Total, Other Outgo		0	0	0	0	0	0
8. TOTAL EXPENDITURES		2,327,665	284,042	2,611,707	716,640	87,077	803,717
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		152,683	(142,477)	10,206	(139,672)	(57,054)	(196,726)
D. OTHER FINANCING SOURCES / USES							
1. Other Sources	8930-8979	0	0	0	0	0	0
2. Less: Other Uses	7630-7699	0	0	0	0	0	0
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	(142,477)	142,477	0	(57,054)	57,054	0
4. TOTAL OTHER FINANCING SOURCES / USES		(142,477)	142,477	0	(57,054)	57,054	0
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		10,206	0	10,206	(196,726)	0	(196,726)
F. FUND BALANCE, RESERVES							
1. Beginning Fund Balance							
a. As of July 1	9791	0	0	0	0	0	0
b. Adjustments/Restatements to Beginning Balance	9793, 9795	0	0	0	0	0	0
c. Adjusted Beginning Balance		0	0	0	0	0	0
2. Ending Fund Balance, June 30 (E + F1c)		10,206	0	10,206	(196,726)	0	(196,726)
Components of Ending Fund Balance (Optional):							
Reserve for Revolving Cash (equals object 9130)	9711			0		0	0
Reserve for Stores (equals object 9320)	9712			0	0	0	0
Reserve for Prepaid Expenditures (equals object 9330)	9713			0	0	0	0
Reserve for All Others	9719			0			0
General Reserve	9730			0			0
Legally Restricted Balance	9740			0			0
Designated for Economic Uncertainties	9770 *			0			0
Other Designations	9775, 9780			0			0
Undesignated / Unappropriated Amount	9790 *	10,206	0	10,206	(196,726)	0	(196,726)
* Percent of Total Expenditures and Other Uses		0.39%	0.00%	0.39%	-24.48%	0.00%	-24.48%

Fiscal Year Ending June 30, 2020

☑ First Interim/October 31st - Due December 15th
☐ Second Interim/January 31st - Due March 15th

CHARTER SCHOOL INTERIM BUDGET REPORT

Charter School Name: California Connections Academy Monterey Bay

Description	Object Code	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
G. ASSETS							
1. Cash							
In County Treasury	9110				0	0	0
Fair Value Adjustment to Cash in County Treasury	9111				0	0	0
In Banks	9120				0	0	0
In Revolving Fund	9130				0	0	0
With Fiscal Agent	9135				0	0	0
Collections Awaiting Deposit	9140				0	0	0
2. Investments	9150				0	0	0
3. Accounts Receivable	9200				602,858	0	602,858
4. Due from Grantor Government	9290				0	0	0
5. Stores	9320				0	0	0
6. Prepaid Expenditures (Expenses)	9330				0	0	0
7. Other Current Assets	9340				0	0	0
8. *Capital Assets (for accrual basis only)*	*9400-9499*				0	0	0
9. TOTAL ASSETS					602,858	0	602,858
H. LIABILITIES							
1. Accounts Payable	9500				799,584	0	799,584
2. Due to Grantor Government	9590				0	0	0
3. Current Loans	9640				0	0	0
4. Deferred Revenue	9650				0	0	0
5. *Long-Term Liabilities (for accrual basis only)*	*9660-9669*				0		0
6. TOTAL LIABILITIES					799,584	0	799,584
I. FUND BALANCE							
Ending Fund Balance, June 30 (G9-H6)							
(must agree with Line F2)					(196,726)	0	(196,726)

ADA ESTIMATES:

Estimated P2 ADA for Budget	251
Estimated P2 ADA as of October 31	246

CHARTER SCHOOL 2019/20 First Interim Report
FINANCIAL REPORT -- ALTERNATIVE FORM
Actuals through October 31, 2019

CHARTER SCHOOL CERTIFICATION

Charter School Name: California Connections Academy Monterey Bay
CDS #: 44-75432-0139410
Charter Approving Entity: Scotts Valley Unified School Distri
County: Santa Cruz
Charter #: 2056

To the entity that approved the charter school:

(x) 2019/20 CHARTER SCHOOL FIRST INTERIM FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been approved, and is hereby filed by the charter school pursuant to *Education Code* Section 47604.33(a)(3).

Signed: _____ Date: 12-Dec-19
Charter School Official

Printed Name: Frances Sassin Title: Director of Business Services

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To the County Superintendent of Schools:

(___) 2019/20 CHARTER SCHOOL FIRST INTERIM FINANCIAL REPORT -- ALTERNATIVE FORM: This report is hereby filed with the County Superintendent pursuant to *Education Code* Section 47604.33(a)(3).

Signed: _____ Date: _____
Authorized Representative of
Charter Approving Entity

Printed Name: _____ Title: _____

For additional information on the First Interim Report, please contact:

For Approving Entity:	For Charter School:
Mary Navas	Frances Sassin
Name	Name
Chief Business Official	Director of Business Services
Title	Title
831-438-1820	949-306-8498
Telephone	Telephone
mnavas@scottsvalleyusd.org	fsassin@calca.connectionsacademy.org
E-mail address	E-mail address

Fiscal Year Ending June 30, 2020

☑ First Interim/October 31st - Due December 15th
☐ Second Interim/January 31st - Due March 15th

CHARTER SCHOOL INTERIM BUDGET REPORT

Charter School Name: California Connections Academy @Ripon

CDS #: 39-68650-0125849
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)

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

		Projected Budget			Actual To-Date		
Description	**Object Code**	**Unrestricted**	**Restricted**	**Total**	**Unrestricted**	**Restricted**	**Total**
A. REVENUES							
1. LCFF Sources							
Charter Schools State Aid - Current Year	8011	8,210,383		8,210,383	1,936,379		1,936,379
Education Protection Account State Aid - Current year	8012	1,430,636		1,430,636	337,409		337,409
State Aid - Prior Years	8019	0		0	0		0
Transfers to charters for in Lieu of Property Taxes	8096	1,611,394		1,611,394	380,039		380,039
Other LCFF transfers	8091,8097	0		0	0		0
Total, LCFF Sources		11,252,413	0	11,252,413	2,653,827	0	2,653,827
2. Federal Revenues (see NOTE on last page)							
No Child Left Behind	8290		198,000			0	0
Special Education - Federal	8181, 8182		148,000			0	0
Child Nutrition - Federal	8220		0			0	0
Other Federal Revenues	8110, 8260-8299	2,100	0		0	0	0
Total, Federal Revenues		2,100	346,000	348,100	0	0	0
3. Other State Revenues							
Special Education - State	StateRevSE		268,640	268,640		57,162	57,162
All Other State Revenues	StateRevAO	257,001	63,072	320,073	108,970	0	108,970
Total, Other State Revenues		257,001	331,712	588,713	108,970	57,162	166,132
4. Other Local Revenues							
All Other Local Revenues	LocalRevAO	38,162	0	38,162	5,418	0	5,418
Total, Local Revenues		38,162	0	38,162	5,418	0	5,418
5. TOTAL REVENUES		11,549,676	677,712	12,227,388	2,768,215	57,162	2,825,377
B. EXPENDITURES							
1. Certificated Salaries							
Teachers' Salaries	1100	2,657,256	412,004	3,069,260	630,353	82,408	712,761
Certificated Pupil Support Salaries	1200	134,435	136,800	271,235	17,635	46403	64,038
Certificated Supervisors' and Administrators' Salaries	1300	289,911	75,231	365,142	97,517	26,547	124,064
Other Certificated Salaries	1900	0	0	0	0	0	0
Total, Certificated Salaries		3,081,602	624,035	3,705,637	745,505	155,358	900,863
2. Non-certificated Salaries							
Instructional Aides' Salaries	2100	0	0	0	0	0	0
Non-certificated Support Salaries	2200	0	0	0	0	0	0
Non-certificated Supervisors' and Administrators' Sal.	2300	0	0	0	0	0	0
Clerical and Office Salaries	2400	0	0	0	0	0	0
Other Non-certificated Salaries	2900	247,621	0	247,621	82,865	0	82,865
Total, Non-certificated Salaries		247,621	0	247,621	82,865	0	82,865
3. Employee Benefits							
STRS	3101-3102	512,228	59,980	572,208	21,617	54,980	76,597
PERS	3201-3202	0	0	0	0	0	0
OASDI / Medicare / Alternative	3301-3302	63,626	9,049	72,675	17,149	2,253	19,402
Health and Welfare Benefits	3401-3402	762,642	92,778	855,420	52,763	153,783	206,546
Unemployment Insurance	3501-3502	44,945	8,424	53,369	11,183	2,097	13,280
Workers' Compensation Insurance	3601-3602	66,584	12,481	79,065	16,567	3,107	19,674
Retiree Benefits	3701-3702	0	0	0	0	0	0
PERS Reduction (for revenue limit funded schools)	3801-3802	0	0	0	0	0	0
Other Employee Benefits	3901-3902	0	0	0	0	0	0
Total, Employee Benefits		1,450,025	182,712	1,632,737	119,279	216,220	335,499
4. Books and Supplies							
Approved Textbooks and Core Curricula Materials	4100	0	63,072	63,072	0	0	0
Books and Other Reference Materials	4200	1,939,387	0	1,939,387	665,407	0	665,407
Materials and Supplies	4300	893,096	0	893,096	291,446	0	291,446
Noncapitalized Equipment	4400	564,265	0	564,265	186,642	0	186,642
Food	4700	0	0	0	0	0	0
Total, Books and Supplies		3,396,748	63,072	3,459,820	1,143,495	0	1,143,495

Fiscal Year Ending June 30, 2020

☑ First Interim/October 31st - Due December 15th

☐ Second Interim/January 31st - Due March 15th

CHARTER SCHOOL INTERIM BUDGET REPORT

Charter School Name: California Connections Academy @Ripon

Description	Object Code	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
5. Services and Other Operating Expenditures							
Subagreements for Services	5100	1,368,914	864,001	2,232,915	613,958	50,963	664,921
Travel and Conferences	5200	77,399	0	77,399	2,942	0	2,942
Dues and Memberships	5300	17,090	0	17,090	4,287	0	4,287
Insurance	5400	1,713	0	1,713	1,713	0	1,713
Operations and Housekeeping Services	5500	11,748	0	11,748	6,080	0	6,080
Rentals, Leases, Repairs, and Noncap. Improvements	5600	118,219	0	118,219	30,511	0	30,511
Transfers of Direct Costs	5700-5799	0	0	0	0	0	0
Professional/Consulting Services and Operating Expend.	5800	549,415	0	549,415	234,238	0	234,238
Communications	5900	172,949	0	172,949	23,169	0	23,169
Total, Services and Other Operating Expenditures		2,317,447	864,001	3,181,448	916,898	50,963	967,861
6. Capital Outlay (Objects 6100-6170, 6200-6500 for modified accrual basis only)							
Land and Land Improvements	6100-6170	0	0	0	0	0	0
Buildings and Improvements of Buildings	6200	0	0	0	0	0	0
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0	0	0	0	0	0
Equipment	6400	0	0	0	0	0	0
Equipment Replacement	6500	0	0	0	0	0	0
Depreciation Expense (for accrual basis only)	*6900*	0	0	0	0	0	0
Total, Capital Outlay		0	0	0	0	0	0
7. Other Outgo							
Tuition to Other Schools	7110-7143	0	0	0	0	0	0
Transfers of Pass-Through Revenues to Other LEAs	7211-7213	0	0	0	0	0	0
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0	0	0	0	0	0
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0	0	0	0	0	0
All Other Transfers	7281-7299	0	0	0	0	0	0
Debt Service:							
Interest	7438	0	0	0	0	0	0
Principal (for modified accrual basis only)	7439	0	0	0	0	0	0
Total, Other Outgo		0	0	0	0	0	0
8. TOTAL EXPENDITURES		10,493,443	1,733,820	12,227,263	3,008,042	422,541	3,430,583
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		1,056,233	(1,056,108)	125	(239,827)	(365,379)	(605,206)
D. OTHER FINANCING SOURCES / USES							
1. Other Sources	8930-8979	0	0	0	0	0	0
2. Less: Other Uses	7630-7699	0	0	0	0	0	0
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	(1,056,108)	1,056,108	0	(365,379)	365,379	0
4. TOTAL OTHER FINANCING SOURCES / USES		(1,056,108)	1,056,108	0	(365,379)	365,379	0
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		125	0	125	(605,206)	0	(605,206)
F. FUND BALANCE, RESERVES							
1. Beginning Fund Balance							
a. As of July 1	9791	10,688	0	10,688	10,688	0	10,688
b. Adjustments/Restatements to Beginning Balance	9793, 9795	0	0	0	0	0	0
c. Adjusted Beginning Balance		10,688	0	10,688	10,688	0	10,688
2. Ending Fund Balance, June 30 (E + F1c)		10,813	0	10,813	(594,518)	0	(594,518)
Components of Ending Fund Balance (Optional):							
Reserve for Revolving Cash (equals object 9130)	9711			0		0	0
Reserve for Stores (equals object 9320)	9712			0	0	0	0
Reserve for Prepaid Expenditures (equals object 9330)	9713			0	6,476	0	6,476
Reserve for All Others	9719			0			0
General Reserve	9730			0			0
Legally Restricted Balance	9740			0			0
Designated for Economic Uncertainties	9770 *			0			0
Other Designations	9775, 9780			0			0
Undesignated / Unappropriated Amount	9790 *	10,813	0	10,813	(600,994)	0	(600,994)
* Percent of Total Expenditures and Other Uses		0.09%	0.00%	0.09%	-17.52%	0.00%	-17.52%

Fiscal Year Ending June 30, 2020

☑ First Interim/October 31st - Due December 15th
☐ Second Interim/January 31st - Due March 15th

CHARTER SCHOOL INTERIM BUDGET REPORT

Charter School Name: California Connections Academy @Ripon

Description	Object Code	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
G. ASSETS							
1. Cash							
In County Treasury	9110				0	0	0
Fair Value Adjustment to Cash in County Treasury	9111				0	0	0
In Banks	9120				1,946,615	0	1,946,615
In Revolving Fund	9130				0	0	0
With Fiscal Agent	9135				0	0	0
Collections Awaiting Deposit	9140				0	0	0
2. Investments	9150				0	0	0
3. Accounts Receivable	9200				814,273	0	814,273
4. Due from Grantor Government	9290				0	0	0
5. Stores	9320				0	0	0
6. Prepaid Expenditures (Expenses)	9330				6,476	0	6,476
7. Other Current Assets	9340				300	0	300
8. *Capital Assets (for accrual basis only)*	*9400-9499*				0	0	0
9. TOTAL ASSETS					2,767,664	0	2,767,664
H. LIABILITIES							
1. Accounts Payable	9500				3,167,604	0	3,167,604
2. Due to Grantor Government	9590				0	0	0
3. Current Loans	9640				0	0	0
4. Deferred Revenue	9650				194,578	0	194,578
5. *Long-Term Liabilities (for accrual basis only)*	*9660-9669*				0	0	0
6. TOTAL LIABILITIES					3,362,182	0	3,362,182
I. FUND BALANCE							
Ending Fund Balance, June 30 (G9-H6)							
(must agree with Line F2)					(594,518)	0	(594,518)

ADA ESTIMATES:

Estimated P2 ADA for Revised Budget	1168
Estimated P2 ADA as of October 31	1156

CHARTER SCHOOL 2019/2020 First Interim Report
FINANCIAL REPORT -- ALTERNATIVE FORM
Actuals through October 31, 2019

CHARTER SCHOOL CERTIFICATION

Charter School Name: California Connections Academy @Ripon
CDS #: 39-68650-0125849
Charter Approving Entity: Ripon Unified School District
County: San Joaquin
Charter #: 1398

To the entity that approved the charter school:

(x) 2019/20 CHARTER SCHOOL FIRST INTERIM FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been approved, and is hereby filed by the charter school pursuant to *Education Code* Section 47604.33(a)(3).

Signed: _____ Date: 13-Dec-19
Charter School Official

Printed Name: Frances Sassin Title: Director of Business Services

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To the County Superintendent of Schools:

(___) 2019/20 CHARTER SCHOOL FIRST INTERIM FINANCIAL REPORT -- ALTERNATIVE FORM: This report is hereby filed with the County Superintendent pursuant to *Education Code* Section 47604.33(a)(3).

Signed: _____ Date: _____
Authorized Representative of
Charter Approving Entity

Printed Name: _____ Title: _____

For additional information on the First Interim Report, please contact:

For Approving Entity:	For Charter School:
Frank Jerome	Frances Sassin
Name	Name
Chief Business Official	Director of Business Services
Title	Title
209-293-1985	949-306-8498
Telephone	Telephone
fjerome@sjcoe.net	fsassin@calca.connectionsacademy.org
E-mail address	E-mail address

Fiscal Year Ending June 30, 2020

☑ First Interim/October 31st - Due December 15th

☐ Second Interim/January 31st - Due March 15th

CHARTER SCHOOL INTERIM BUDGET REPORT

Charter School Name: California Connections Academy Southern California

CDS #: 30-66464-0106765

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)

☐ **Accrual Basis** (Applicable Capital Assets/Interest on Long-Term Debt/Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)

☑ **Modified Accrual Basis** (Applicable Capital Outlay/Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

		Projected Budget			Actual To-Date		
Description	Object Code	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
A. REVENUES							
1. LCFF Sources							
Charter Schools State Aid - Current Year	8011	8,878,298		8,878,298	2,137,315		2,137,315
Education Protection Account State Aid - Current year	8012	726,648		726,648	174,929		174,929
State Aid - Prior Years	8019	0		0	0		0
Transfers to charters for in Lieu of Property Taxes	8096	26,133,347		26,133,347	6,291,203		6,291,203
Other LCFF transfers	8091,8097	0		0	0		0
Total, LCFF Sources		35,738,293	0	35,738,293	8,603,447	0	8,603,447
2. Federal Revenues (see NOTE on last page)							
No Child Left Behind	8290		730,000			178,201	178,201
Special Education - Federal	8181, 8182		519,000			0	0
Child Nutrition - Federal	8220		0			0	0
Other Federal Revenues	8110, 8260-8299	6,800	0		0	0	0
Total, Federal Revenues		6,800	1,249,000	1,255,800	0	178,201	178,201
3. Other State Revenues							
Special Education - State	StateRevSE		860,000	860,000		145,668	145,668
All Other State Revenues	StateRevAO	684,307	201,960	886,267	213,795	0	213,795
Total, Other State Revenues		684,307	1,061,960	1,746,267	213,795	145,668	359,463
4. Other Local Revenues							
All Other Local Revenues	LocalRevAO	154,414	0	154,414	56,125	0	56,125
Total, Local Revenues		154,414	0	154,414	56,125	0	56,125
5. TOTAL REVENUES		36,583,814	2,310,960	38,894,774	8,873,367	323,869	9,197,236
B. EXPENDITURES							
1. Certificated Salaries							
Teachers' Salaries	1100	8,527,190	1,339,158	9,866,348	2,045,321	268,401	2,313,722
Certificated Pupil Support Salaries	1200	370,126	503,200	873,326	61,607	147,823	209,430
Certificated Supervisors' and Administrators' Salaries	1300	923,559	239,662	1,163,221	305,461	83,671	389,132
Other Certificated Salaries	1900	0	0	0	0	0	0
Total, Certificated Salaries		9,820,875	2,082,020	11,902,895	2,412,389	499,895	2,912,284
2. Non-certificated Salaries							
Instructional Aides' Salaries	2100	0	0	0	0	0	0
Non-certificated Support Salaries	2200	0	0	0	0	0	0
Non-certificated Supervisors' and Administrators' Sal.	2300	0	0	0	0	0	0
Clerical and Office Salaries	2400	0	0	0	0	0	0
Other Non-certificated Salaries	2900	788,838	0	788,838	261,254	0	261,254
Total, Non-certificated Salaries		788,838	0	788,838	261,254	0	261,254
3. Employee Benefits							
STRS	3101-3102	1,611,121	227,701	1,838,822	71,334	185,743	257,077
PERS	3201-3202	0	0	0	0	0	0
OASDI / Medicare / Alternative	3301-3302	202,749	30,189	232,938	54,966	7,248	62,214
Health and Welfare Benefits	3401-3402	2,288,663	457,682	2,746,345	177,972	489,167	667,139
Unemployment Insurance	3501-3502	143,231	28,107	171,338	36,094	6,749	42,843
Workers' Compensation Insurance	3601-3602	212,194	41,640	253,834	53,473	9,998	63,471
Retiree Benefits	3701-3702	0	0	0	0	0	0
PERS Reduction (for revenue limit funded schools)	3801-3802	0	0	0	0	0	0
Other Employee Benefits	3901-3902	0	0	0	0	0	0
Total, Employee Benefits		4,457,958	785,319	5,243,277	393,839	698,905	1,092,744
4. Books and Supplies							
Approved Textbooks and Core Curricula Materials	4100	0	201,960	201,960	0	0	0
Books and Other Reference Materials	4200	5,821,752	0	5,821,752	2,044,288	0	2,044,288
Materials and Supplies	4300	2,831,867	0	2,831,867	919,621	0	919,621
Noncapitalized Equipment	4400	1,707,750	0	1,707,750	560,965	0	560,965
Food	4700	0	0	0	0	0	0
Total, Books and Supplies		10,361,369	201,960	10,563,329	3,524,874	0	3,524,874

Fiscal Year Ending June 30, 2020

☑ First Interim/October 31st - Due December 15th

☐ Second Interim/January 31st - Due March 15th

CHARTER SCHOOL INTERIM BUDGET REPORT

Charter School Name: California Connections Academy Southern California

Description	Object Code	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
5. Services and Other Operating Expenditures							
Subagreements for Services	5100	5,967,554	2,316,223	8,283,777	2,069,840	165,138	2,234,978
Travel and Conferences	5200	249,927	0	249,927	11,942	0	11,942
Dues and Memberships	5300	54,500	0	54,500	9,459	0	9,459
Insurance	5400	5,457	0	5,457	5,457	0	5,457
Operations and Housekeeping Services	5500	37,430	0	37,430	7,224	0	7,224
Rentals, Leases, Repairs, and Noncap. Improvements	5600	372,592	0	372,592	97,173	0	97,173
Transfers of Direct Costs	5700-5799	0	0	0	0	0	0
Professional/Consulting Services and Operating Expend.	5800	1,509,174	0	1,509,174	613,552		613,552
Communications	5900	524,871	0	524,871	70,083	0	70,083
Total, Services and Other Operating Expenditures		8,721,505	2,316,223	11,037,728	2,884,730	165,138	3,049,868
6. Capital Outlay (Objects 6100-6170, 6200-6500 for modified accrual basis only)							
Land and Land Improvements	6100-6170	0	0	0	0	0	0
Buildings and Improvements of Buildings	6200	0	0	0	0	0	0
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0	0	0	0	0	0
Equipment	6400	0	0	0	0	0	0
Equipment Replacement	6500	0	0	0	0	0	0
Depreciation Expense (for accrual basis only)	*6900*	2,000	0	2,000	723	0	723
Total, Capital Outlay		2,000	0	2,000	723	0	723
7. Other Outgo							
Tuition to Other Schools	7110-7143	0	0	0	0	0	0
Transfers of Pass-Through Revenues to Other LEAs	7211-7213	0	0	0	0	0	0
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0	0	0	0	0	0
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0	0	0	0	0	0
All Other Transfers	7281-7299	0	0	0	0	0	0
Debt Service:							
Interest	7438	0	0	0	0	0	0
Principal (for modified accrual basis only)	7439	0	0	0	0	0	0
Total, Other Outgo		0	0	0	0	0	0
8. TOTAL EXPENDITURES		34,152,545	5,385,522	39,538,067	9,477,809	1,363,938	10,841,747
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		2,431,269	(3,074,562)	(643,293)	(604,442)	(1,040,069)	(1,644,511)
D. OTHER FINANCING SOURCES / USES							
1. Other Sources	8930-8979	0	0	0	0	0	0
2. Less: Other Uses	7630-7699	0	0	0	0	0	0
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	(3,074,562)	3,074,562	0	(1,040,069)	1,040,069	0
4. TOTAL OTHER FINANCING SOURCES / USES		(3,074,562)	3,074,562	0	(1,040,069)	1,040,069	0
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		(643,293)	0	(643,293)	(1,644,511)	0	(1,644,511)
F. FUND BALANCE, RESERVES							
1. Beginning Fund Balance							
a. As of July 1	9791	949,936	0	949,936	949,936	0	949,936
b. Adjustments/Restatements to Beginning Balance	9793, 9795	(2,286)	0	(2,286)	(2,286)	0	(2,286)
c. Adjusted Beginning Balance		947,650	0	947,650	947,650	0	947,650
2. Ending Fund Balance, June 30 (E + F1c)		304,357	0	304,357	(696,861)	0	(696,861)
Components of Ending Fund Balance (Optional):							
Reserve for Revolving Cash (equals object 9130)	9711			0		0	0
Reserve for Stores (equals object 9320)	9712			0	0	0	0
Reserve for Prepaid Expenditures (equals object 9330)	9713			0	68,990	0	68,990
Reserve for All Others	9719			0			0
General Reserve	9730			0			0
Legally Restricted Balance	9740			0			0
Designated for Economic Uncertainties	9770 *			0			0
Other Designations	9775, 9780			0			0
Undesignated / Unappropriated Amount	9790 *	304,357	0	304,357	(765,851)	0	(765,851)
* Percent of Total Expenditures and Other Uses		0.77%	0.00%	0.77%	-7.06%	0.00%	-7.06%

Fiscal Year Ending June 30, 2020

☑ First Interim/October 31st - Due December 15th

☐ Second Interim/January 31st - Due March 15th

CHARTER SCHOOL INTERIM BUDGET REPORT

Charter School Name: California Connections Academy Southern California

Description	Object Code	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
G. ASSETS							
1. Cash							
In County Treasury	9110				4,437,067	0	4,437,067
Fair Value Adjustment to Cash in County Treasury	9111				0	0	0
In Banks	9120				2,817,880	0	2,817,880
In Revolving Fund	9130				130	0	130
With Fiscal Agent	9135				0	0	0
Collections Awaiting Deposit	9140				0	0	0
2. Investments	9150				0	0	0
3. Accounts Receivable	9200				(501,288)	0	(501,288)
4. Due from Grantor Government	9290				0	0	0
5. Stores	9320				0	0	0
6. Prepaid Expenditures (Expenses)	9330				68,990	0	68,990
7. Other Current Assets	9340				20,287	0	20,287
8. *Capital Assets (for accrual basis only)*	*9400-9499*				29,992	0	29,992
9. TOTAL ASSETS					6,873,058	0	6,873,058
H. LIABILITIES							
1. Accounts Payable	9500				6,881,675	0	6,881,675
2. Due to Grantor Government	9590				0	0	0
3. Current Loans	9640				0	0	0
4. Deferred Revenue	9650				688,244	0	688,244
5. *Long-Term Liabilities (for accrual basis only)*	*9660-9669*				0		0
6. TOTAL LIABILITIES					7,569,919	0	7,569,919
I. FUND BALANCE							
Ending Fund Balance, June 30 (G9-H6) (must agree with Line F2)					(696,861)	0	(696,861)

ADA ESTIMATES:

Estimated P2 ADA for Budget	3740
Estimated P2 ADA as of October 31	3759

CHARTER SCHOOL 2019/20 First Interim Report
FINANCIAL REPORT -- ALTERNATIVE FORM
Actuals through October 31, 2019

CHARTER SCHOOL CERTIFICATION

Charter School Name: California Connections Academy Southern California
CDS #: 30-66464-0106765
Charter Approving Entity: Capistrano Unified School District
County: Orange
Charter #: 664

To the entity that approved the charter school:

(x) 2019/20 CHARTER SCHOOL FIRST INTERIM FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been approved, and is hereby filed by the charter school pursuant to *Education Code* Section 47604.33(a)(3).

Signed: _____ Date: 12-Dec-19
Charter School Official

Printed Name: Frances Sassin Title: Director of Business Services

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To the County Superintendent of Schools:

(___) 2019/20 CHARTER SCHOOL FIRST INTERIM FINANCIAL REPORT -- ALTERNATIVE FORM: This report is hereby filed with the County Superintendent pursuant to *Education Code* Section 47604.33(a)(3).

Signed: _____ Date: _____
Authorized Representative of Charter Approving Entity

Printed Name: _____ Title: _____

For additional information on the First Interim Report, please contact:

For Approving Entity:	For Charter School:
Kathleen Lange	Frances Sassin
Name	Name
Manager, Fiscal Services	Director of Business Services
Title	Title
949-234-9328	949-306-8498
Telephone	Telephone
klange@capousd.org	fsassin@calca.connectionsacademy.org
E-mail address	E-mail address

California Connections Academy North Bay
School Accountability Report Card
Reported Using Data from the 2018-19 School Year
Published During 2019-20

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	California Connections Academy North Bay
Street	20932 Big Canyon Rd.
City, State, Zip	Middletown, CA 95461-7721
Phone Number	707-232-5470
Principal	Dr. Richard Savage, Executive Director
Email Address	rsavage@calca.connectionsacademy.org
Website	https://www.connectionsacademy.com/california-online-school/about
County-District-School (CDS) Code	17640550129601

Entity	Contact Information
District Name	Middletown Unified School District
Phone Number	(707) 987-4100
Superintendent	David Miller (Interim)
Email Address	dave.miller@middletownusd.org
Website	www.middletownusd.org

School Description and Mission Statement (School Year 2019-20)

California Connections Academy North Bay (CalCA North Bay) was authorized on January 15, 2014 by Middletown Unified School District (MUSD) and began serving students in grades K-12 on September 2, 2014. CalCA North Bay serves students in Lake, Napa, Sonoma, Mendocino, Glenn, Colusa, and Yolo counties.

The mission of CalCA Bay Area will be to educate and empower compassionate global citizens by leveraging 21st century education resources on behalf of students who need a more personalized approach to learning to maximize these students' potential and meet the highest performance standards. This mission will be 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 will have a Personalized Learning Plan and an entire team of experts committed to the student's successful fulfillment of that plan. CalCA Bay Area will be a high-quality, high-tech, high-interaction virtual "school without walls" that brings out the best in every student through Personalized Performance Learning.

CalCA North Bay is tailor-made for a diverse array of students who would benefit from a quality alternative to the traditional brick-and-mortar classroom. These include students whose families seek direct involvement in their education; students who are homebound due to illness or disability; exceptional students who are far ahead of or far behind their peers in school; young people pursuing artistic or athletic careers that require a flexible school schedule; students in group homes or institutions; and students at risk of academic failure who may particularly benefit from intensive, personalized instruction.

CalCA North Bay represents an outstanding educational choice for families in Lake County and contiguous counties. Students will benefit from instruction that is individualized, personalized, and flexible. The ultimate focus of this "high-tech, high-interaction" instructional model is student achievement. The CalCA North Bay Board contracts with Connections Education, DBA Pearson Online and Blended Learning, to provide the online school platform, the curriculum and other services. Parents pay no tuition for their students to attend California Connections Academy North Bay. Students are considered to be enrolled in a full time public school. CalCA North Bay provides textbooks and other instructional materials and equipment. Non-consumable materials and all equipment must be returned if the student is no longer enrolled. Students are expected to take all state- mandated standardized tests in person at proctored locations designated by the school.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	7
Grade 1	6
Grade 2	7
Grade 3	5
Grade 4	4
Grade 5	5
Grade 6	9
Grade 7	12
Grade 8	25
Grade 9	26
Grade 10	28
Grade 11	28
Grade 12	31
Total Enrollment	193

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1
American Indian or Alaska Native	1.6
Asian	1.6
Filipino	0.5
Hispanic or Latino	28.5
White	54.4
Two or More Races	12.4
Socioeconomically Disadvantaged	46.6
English Learners	2.1
Students with Disabilities	13
Foster Youth	0.5
Homeless	2.6

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	6	6	9	N/A
Without Full Credential	0	0	0	N/A
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	N/A

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: 01/2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum, textbook and instructional material selections annually. The Connections Academy branded curriculum, including assessments, is aligned to the California Common Core State Standards, California Content Standards and Next Generation Science Standards, as adopted by the State Board of Education for English-Language Arts, Mathematics, Health Education, History-Social Science, Physical Education, Science, Visual and Performing Arts, and World Languages. Additional alignments are conducted for “a” to “g” guidelines. The curriculum is updated regularly based on a rigorous analysis of student performance on state standards as measured by state testing results and internal assessments. The high quality proprietary curriculum integrates textbooks, lesson plans, and other content from a variety of leading publishers including Pearson, McGraw-Hill, and Zaner-Bloser, many of which are already on the state’s approved list. In addition to high-quality virtual and print textbook resources, the curriculum features technology-based content from providers such as Grolier Online, BrainPOP, Houghton Mifflin Harcourt, and Discovery Education. Connections Education’s proprietary and highly effective online animated Teachlets® tutorials, which introduce challenging topics and provide interactive practice, are also included. LiveLesson® sessions, which provide for real-time web conferencing with individual and small groups of students using voice over IP, chat, electronic whiteboard, and shared web surfing, allowteachers and students to interact with one another in real time in a ‘virtual classroom.’ For the most recent complete curriculum Program Guide, please visit the following URL : http://bluetoad.com/publication/?m=1702&l=1	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Mathematics	Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum, textbook and instructional material selections annually. The Connections Academy branded curriculum, including assessments, is aligned to the California Common Core State Standards, California Content Standards and Next Generation Science Standards, as adopted by the State Board of Education for English-Language Arts, Mathematics, Health Education, History-Social Science, Physical Education, Science, Visual and Performing Arts, and World Languages. Additional alignments are conducted for “a” to “g” guidelines. The curriculum is updated regularly based on a rigorous analysis of student performance on state standards as measured by state testing results and internal assessments. The high quality proprietary curriculum integrates textbooks, lesson plans, and other content from a variety of leading publishers including Pearson, McGraw-Hill, and Zaner-Bloser, many of which are already on the state’s approved list. In addition to high-quality virtual and print textbook resources, the curriculum features technology-based content from providers such as Grolier Online, BrainPOP, Houghton Mifflin Harcourt, and Discovery Education. Connections Education’s proprietary and highly effective online animated Teachlets® tutorials, which introduce challenging topics and provide interactive practice, are also included. LiveLesson® sessions, which provide for real-time web conferencing with individual and small groups of students using voice over IP, chat, electronic whiteboard, and shared web surfing, allowteachers and students to interact with one another in real time in a ‘virtual classroom.’ For the most recent complete curriculum Program Guide, please visit the following URL : http://bluetoad.com/publication/?m=1702&l=1	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Science	Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum, textbook and instructional material selections annually. The Connections Academy branded curriculum, including assessments, is aligned to the California Common Core State Standards, California Content Standards and Next Generation Science Standards, as adopted by the State Board of Education for English-Language Arts, Mathematics, Health Education, History-Social Science, Physical Education, Science, Visual and Performing Arts, and World Languages. Additional alignments are conducted for “a” to “g” guidelines. The curriculum is updated regularly based on a rigorous analysis of student performance on state standards as measured by state testing results and internal assessments. The high quality proprietary curriculum integrates textbooks, lesson plans, and other content from a variety of leading publishers including Pearson, McGraw-Hill, and Zaner-Bloser, many of which are already on the state’s approved list. In addition to high-quality virtual and print textbook resources, the curriculum features technology-based content from providers such as Grolier Online, BrainPOP, Houghton Mifflin Harcourt, and Discovery Education. Connections Education’s proprietary and highly effective online animated Teachlets® tutorials, which introduce challenging topics and provide interactive practice, are also included. LiveLesson® sessions, which provide for real-time web conferencing with individual and small groups of students using voice over IP, chat, electronic whiteboard, and shared web surfing, allowteachers and students to interact with one another in real time in a ‘virtual classroom.’ Lab equipment: Charters are not mandated to use state adopted curriculum. All students receive online and offline materials needed to complete their course of study. Students in science courses are able to use items		

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	already in their home to complete science labs. In addition, there are curriculum supplements that include AP Physics Lab Kits, Lab Investigators for: Chemical Reactions, Rocks and Minerals and Virtual Dissection. Virtual labs are utilized for Physical Science, Chemistry and Earth Science. At the High School level and for students that wish to take a UC “a” through “g” approved lab science, our students complete 18 hours of in person wet lab hours per semester in accordance with the standards taught within the curriculum. These labs are conducted at pre-determined facilities approximately once a month and all lab equipment is supplied by the school. For the most recent complete curriculum Program Guide, please visit the following URL : http://bluetoad.com/publication/?m=1702&l=1		

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
History-Social Science	Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum, textbook and instructional material selections annually. The Connections Academy branded curriculum, including assessments, is aligned to the California Common Core State Standards, California Content Standards and Next Generation Science Standards, as adopted by the State Board of Education for English-Language Arts, Mathematics, Health Education, History-Social Science, Physical Education, Science, Visual and Performing Arts, and World Languages. Additional alignments are conducted for “a” to “g” guidelines. The curriculum is updated regularly based on a rigorous analysis of student performance on state standards as measured by state testing results and internal assessments. The high quality proprietary curriculum integrates textbooks, lesson plans, and other content from a variety of leading publishers including Pearson, McGraw-Hill, and Zaner-Bloser, many of which are already on the state’s approved list. In addition to high-quality virtual and print textbook resources, the curriculum features technology-based content from providers such as Grolier Online, BrainPOP, Houghton Mifflin Harcourt, and Discovery Education. Connections Education’s proprietary and highly effective online animated Teachlets® tutorials, which introduce challenging topics and provide interactive practice, are also included. LiveLesson® sessions, which provide for real-time web conferencing with individual and small groups of students using voice over IP, chat, electronic whiteboard, and shared web surfing, allowteachers and students to interact with one another in real time in a ‘virtual classroom.’ For the most recent complete curriculum Program Guide, please visit the following URL : http://bluetoad.com/publication/?m=1702&l=1		

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Foreign Language	Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum, textbook and instructional material selections annually. The Connections Academy branded curriculum, including assessments, is aligned to the California Common Core State Standards, California Content Standards and Next Generation Science Standards, as adopted by the State Board of Education for English-Language Arts, Mathematics, Health Education, History-Social Science, Physical Education, Science, Visual and Performing Arts, and World Languages. Additional alignments are conducted for “a” to “g” guidelines. The curriculum is updated regularly based on a rigorous analysis of student performance on state standards as measured by state testing results and internal assessments. The high quality proprietary curriculum integrates textbooks, lesson plans, and other content from a variety of leading publishers including Pearson, McGraw-Hill, and Zaner-Bloser, many of which are already on the state’s approved list. In addition to high-quality virtual and print textbook resources, the curriculum features technology-based content from providers such as Grolier Online, BrainPOP, Houghton Mifflin Harcourt, and Discovery Education. Connections Education’s proprietary and highly effective online animated Teachlets® tutorials, which introduce challenging topics and provide interactive practice, are also included. LiveLesson® sessions, which provide for real-time web conferencing with individual and small groups of students using voice over IP, chat, electronic whiteboard, and shared web surfing, allowteachers and students to interact with one another in real time in a ‘virtual classroom.’ For the most recent complete curriculum Program Guide, please visit the following URL : http://bluetoad.com/publication/?m=1702&l=1		

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Health	Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum, textbook and instructional material selections annually. The Connections Academy branded curriculum, including assessments, is aligned to the California Common Core State Standards, California Content Standards and Next Generation Science Standards, as adopted by the State Board of Education for English-Language Arts, Mathematics, Health Education, History-Social Science, Physical Education, Science, Visual and Performing Arts, and World Languages. Additional alignments are conducted for “a” to “g” guidelines. The curriculum is updated regularly based on a rigorous analysis of student performance on state standards as measured by state testing results and internal assessments. The high quality proprietary curriculum integrates textbooks, lesson plans, and other content from a variety of leading publishers including Pearson, McGraw-Hill, and Zaner-Bloser, many of which are already on the state’s approved list. In addition to high-quality virtual and print textbook resources, the curriculum features technology-based content from providers such as Grolier Online, BrainPOP, Houghton Mifflin Harcourt, and Discovery Education. Connections Education’s proprietary and highly effective online animated Teachlets® tutorials, which introduce challenging topics and provide interactive practice, are also included. LiveLesson® sessions, which provide for real-time web conferencing with individual and small groups of students using voice over IP, chat, electronic whiteboard, and shared web surfing, allowteachers and students to interact with one another in real time in a ‘virtual classroom.’ For the most recent complete curriculum Program Guide, please visit the following URL : http://bluetoad.com/publication/?m=1702&l=1		

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy

School Facility Conditions and Planned Improvements (Most Recent Year)

California Connections Academy North Bay is a virtual school site and so does not have a physical facility, but it does share office space (e.g. for housing school records) with other California Connections Academy schools. These shared administrative offices are located in office space within relatively new commercial business parks in Ripon and San Juan Capistrano, CA. California Connections Academy North Bay also utilizes a PO box as its permanent mailing address.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report:

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer		
Interior: Interior Surfaces		
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		
Electrical: Electrical		
Restrooms/Fountains: Restrooms, Sinks/ Fountains		
Safety: Fire Safety, Hazardous Materials		
Structural: Structural Damage, Roofs		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		
Overall Rating		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	47	55	48	51	50	50
Mathematics (grades 3-8 and 11)	16	20	31	33	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	104	89	85.58	14.42	55.06
Male	51	43	84.31	15.69	48.84
Female	53	46	86.79	13.21	60.87
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	26	24	92.31	7.69	54.17
Native Hawaiian or Pacific Islander					
White	57	46	80.70	19.30	54.35

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	18	17	94.44	5.56	64.71
Socioeconomically Disadvantaged	57	47	82.46	17.54	51.06
English Learners	--	--	--	--	--
Students with Disabilities	20	17	85.00	15.00	11.76
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	104	89	85.58	14.42	20.22
Male	51	43	84.31	15.69	25.58
Female	53	46	86.79	13.21	15.22
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	26	24	92.31	7.69	16.67
Native Hawaiian or Pacific Islander					
White	57	46	80.70	19.30	13.04
Two or More Races	18	17	94.44	5.56	47.06
Socioeconomically Disadvantaged	57	47	82.46	17.54	14.89
English Learners	--	--	--	--	--
Students with Disabilities	20	17	85.00	15.00	11.76
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth					
Homeless	--	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

Career Technical Education Programs (School Year 2018-19)

California Connections Academy offers several CTE courses. Currently there are 5 students enrolled in these courses. These courses are all taught within our school by our own teachers. The courses are designed to be high interest and also focused on career preparation. All students are eligible to take these courses and our counseling staff works diligently to match the courses to student interests when including them in a schedule. The current CTE courses offered at California Connections Academy are the following:

Accounting I
Accounting II
Administrative Duties and Office Management
Anatomy and Physiology
Business Communication
Business Information Systems
Business Law
Business Math
College Prep with ACT
College Prep with SAT
Criminal Investigation
Developmental Writing
Human Resource Management
Internship & Work Study A
Internship & Work Study B
Introduction to Business
Introduction to Communication
Introduction to Criminal Justice

Introduction to Early Childhood Education
Introduction to Finance
Introduction to Homeland Security
Introduction to Law
Introduction to Medical Assisting
Introduction to Psychology
Introduction to Sociology
Introduction to the Paralegal Profession
Introductory Astronomy
Java Programming I
Java Programming II
Leadership and Supervision in Business
Medical Law and Ethics
Medical Terminology
MS Career Exploration
Principles of Management
Principles of Marketing
Public Speaking
Research Methods

Career Technical Education Participation (School Year 2018-19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	62.5
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	29.17

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade *Level*	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5			

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The 2018-19 PFT data has not been published by CDE. The SARCs are being board approved and posted without the data to meet the 2/1/20 publishing deadline. Updated SARCs will be posted as soon as the data is published.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

Formal parent/teacher communication is required a minimum of once every two weeks for students in grades K-6 and monthly for students in grades 7-12. Parents proactively identify and work with teachers to address student challenges. Feedback from parents regarding the school is gathered annually using a parent survey conducted by an independent third party firm. Parents also participate through regular opportunities to plan and attend field trips and other school events throughout the year. There is a parent group similar to a PTA called “Club Orange” that all parents are welcome to participate in free of charge. There is a parent representative position available to the Board of Directors, the governing body for the charter school. There are also parent representatives on the School Advisory Committee, which advises the board and administration on topics such as Title programs and the LCAP. All parents and Learning Coaches are provided access, via Connexus®, the Educational Management System, to an online orientation and are encouraged to complete it prior to enrollment. The school has several Family Relationship Specialists who proactively reach out to support newparents, and also respond to assist parents who are having difficulties of any kind in fulfilling their crucial role in their student's education. Parents and Learning Coaches are encouraged and reminded that Technical Support can be contacted by phone or via a link in Connexus for assistance with technical issues, complaints and concerns. Monitored Message Boards provide opportunities for parents to communicate about a variety of topics with each other, with teachers, and with other stakeholders. A link on the parents’ homepage in Connexus called "Feedback" enables parents to immediately and easily submit comments, complaints, questions, and concerns, and the "rate your school" link allows parents to rate their overall experience at the school on a daily basis. These communications are tracked daily. Parents may also rate each lesson their student is assigned using the StarTrack system. Both the "rate your school" and the StarTrack systems use a rating scale of 1-5 (1 being poor, 5 being excellent) and also allowusers to submit written comments. Students and their families are offered the opportunity to participate in a variety of school-sponsored activities, including official field trips, schoolwide social events, a private Facebook page for communication and planning, numerous clubs, and an online yearbook, and an extensive monthly school newsletter.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2015-16	School 2016-17	School 2017-18	District 2015-16	District 2016-17	District 2017-18	State 2015-16	State 2016-17	State 2017-18
Dropout Rate	--	21.7	20.7	2.6	5.3	5.8	9.7	9.1	9.6
Graduation Rate	--	60.9	69	96.6	85.3	92	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.0	0.0	0.0	2.8	1.4	1.6	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.1	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Because our charter school is a virtual school, school safety issues differ from a traditional school. Students do not work from a school site but some teachers and administrators, as well as most all of the support staff, do work from an office location. For students, school safety issues typically include, but are not limited to, Internet safety as well as policies on bullying and harassment. Connexus, the school's Education Management System, provides a closed communication system, which helps ensure online safety for students. For staff members, common school safety issues addressed with training include Internet safety, students in distress, student, parent or staff bullying and harassment, and other topics. Emergency plans and work place safety policies are also provided for school staff members who work in a school office. We do host in person events including field trips, festivals, state testing and graduation ceremonies. We do have a comprehensive safety plan that was board approved on February 26, 2019. The plan includes all elements required by Ed Code, including but not limited to: child abuse reporting, disaster and criminal incident procedures, and, discipline and due process for students. The school also has a safety committee which meets at regular intervals. We also offer staff CPR training and active shooter training. Additional information about school safety is available upon request.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	21.5				24.6				22.2			
1	21.5				24.6				22.2			
2	21.5				24.6				22.2			
3	21.5				24.6				22.2			
4	21.5				24.6				22.2			
5	21.5				24.6				22.2			
6	21.5				24.6				22.2			
Other**												

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	21.5				24.6				22.2			
Mathematics	21.5				24.6				22.2			
Science	21.5				24.6				22.2			
Social Science	21.5				24.6				22.2			

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	442

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.36
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.30
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	0.20
Resource Specialist (non-teaching)	1.17
Other	0.25

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$9,504.13	$8,335.02	$1,169.11	$50,500.00
District	N/A	N/A	$11,239.00	$58,876.00
Percent Difference - School Site and District	N/A	N/A	-162.3	-15.3
State	N/A	N/A	$7,506.64	$80,680.00
Percent Difference - School Site and State	N/A	N/A	-146.1	-46.0

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

Programs provided by the school, in addition to the regular virtual program, include but are not limited to: Gifted/Talented, Special Education, ELL support, academic remediation and intervention programs (for Math at all grade levels and Math and ELA for elementary grade levels 3-5), Career/Technical Education courses, and Specialty Academies for students with talent and interest in athletics, the arts or science/technology.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$41,224	$43,574
Mid-Range Teacher Salary	$58,528	$63,243
Highest Teacher Salary	$68,739	$86,896
Average Principal Salary (Elementary)	$76,688	$103,506
Average Principal Salary (Middle)	$80,656	$108,961
Average Principal Salary (High)	$100,261	$108,954
Superintendent Salary	$152,694	$136,125
Percent of Budget for Teacher Salaries	32%	30%
Percent of Budget for Administrative Salaries	7%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.

Advanced Placement (AP) Courses (School Year 2018-19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	1	N/A
English	2	N/A
Fine and Performing Arts	1	N/A
Foreign Language	1	N/A
Mathematics	1	N/A
Science		N/A
Social Science	2	N/A
All courses	8	3.7

Note: Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			

All teachers have approximately 20 days each school year for professional development and training. In addition, Professional Learning Communities actively meet throughout the school year during time set aside for this important professional development activity which supports student learning through data analysis and professional collaboration.

Training/Professional Learning Elements - The following training and professional learning programs are provided to Connections Academy teachers:

1. Teacher Orientation Courses

Teacher Orientation Course: Foundations of Instruction - All new teachers complete a self-guided, Connections Education-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 multitiered 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 Teacher 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 Teacher Orientation 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.

2. Connections Academy Professional Learning Series

Research on effective professional development tells us that professional development should be intensive, ongoing, and connected to practice. We are not effective when we provide stand-alone professional development workshops. 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. Connections Academy provides teachers with ongoing

professional development activities throughout the year. Presenters with various backgrounds and areas of content expertise conduct live tutorial sessions on a rotating basis throughout the school year.

Connections Academy provides a systematic approach to professional learning for all teachers. Topics for professional learning sessions support our core standards for facilitating student learning, align to the school year cycle, and are driven by our belief that all students can and must learn. Each series is: Intensive – Participants will identify the purpose of educational practices, examine how they can be implemented in the virtual or blended environment, and collaboratively discuss strategies that can be implemented with students.

Ongoing – New instructional strategies and the latest learning research will be connected to topics presented and discussed in prior sessions to demonstrate how specific educational practices form the "big picture" of effect.

Connected to practice – Following each session, participants will apply what they've learned to their professional practice. They will integrate precise, targeted strategies into their planning and instruction, and reflect on the outcomes through the Teacher ePortfolio Data View.

3. University Online Instruction Courses

Connections Education has established relationships with faculty members at American Public University to provide teachers with courses specifically designed to focus on online instructional practices. Connections Education offers up to $5,250 per year per teacher per teacher in tuition reimbursement to support continuing education. Some restrictions apply including enrollment in an accredited program or degree path as well as successful completion of the course(s).

4. Connections Academy Leadership Academy

Connections Academy cultivates internal leadership candidates through a series of meetings that focus on administrative, policy, and operational issues. Candidates who have an interest in future leadership opportunities are selected through an application process. This forum promotes critical thinking in the areas of educational research, administrative practice, and supervisory proficiency as they relate to virtual school leadership. Participants will also be expected to complete a year-long action research project at their school and report on the results at the final meeting of the Leadership Academy.

5. Teacher Central

Teacher Central is a website that is easy to navigate and serves as a one-stop shop for teachers and staff to find guidance on instructional practices, professional learning, and training resources. Each section contains links to resources to support teacher effectiveness, best practices, and tools designed to personalize the learning experience for students. The Teacher Central website supports school-based staff with a variety of recorded tutorials, presentations, guides, and links to resources in 10 key categories:

- Connexus Tools
- Curriculum and Course Support
- Data & Reports
- Enrollment, Placement, and Withdrawal
- Family Engagement
- Multitiered Instructional Support
- Professional Learning and Collaboration
- School Year Cycle
- Teacher Protocols, Policies, and Best Practice
- Live Lesson Sessions

Training and Professional Learning Delivery Models

Connections Academy uses several modes to deliver training and professional learning:

In-Person Training: Recognizing the tenets of effective professional development established by the National Staff Development Council (NSDC), interpersonal connections increase the impact of training for adult learners. Connections Academy's Academic Training and Support Services team facilitates face-to-face training by school request. This can help establish rapport and promote collegial learning communities that are continued throughout the year via remote interactions. "Train-the-Trainer": Each school selects at least one teacher to serve as a Training Representative to work with members of the Academic Training and Support Services team throughout the year. Training Representatives stay current on and 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 trainings, one-page guides, and activities to reinforce learning.

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. Real-time trainings and professional learning sessions conducted virtually, along with recorded

trainings are offered throughout the year on a variety of school-specific and system-wide initiatives. Schools can request additional, school-specific sessions at any time.

Connections uses Adobe Connect (LiveLesson sessions) to hold online 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.

Teacher Support During Implementation

Connections Academy teachers are all assigned supervisors. The supervisors are tasked with monitoring and supporting the teachers during their implementation of the professional development activities. They will meet as often as twice a month to ensure implementation is on track.

California Connections Academy@ Central
School Accountability Report Card
Reported Using Data from the 2018-19 School Year
Published During 2019-20

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	California Connections Academy@ Central
Street	5313 Road 39
City, State, Zip	Alpaugh, Ca, 93201-0009
Phone Number	559-713-1324
Principal	Dr. Richard Savage, Executive Director
Email Address	rsavage@calca.connectionsacademy.org
Website	https://www.connectionsacademy.com/california-online-school/about
County-District-School (CDS) Code	54 718030112458

Entity	Contact Information
District Name	California Connections Academy @ Central
Phone Number	(559) 949-8413
Superintendent	Gary Mekeel
Email Address	gmekeel@alpaugh.k12.ca.us
Website	www.alpaughusd.com

School Description and Mission Statement (School Year 2019-20)

California Connections Academy @ Central (CalCA @ Central) was first authorized in May of 2006 and was granted a second renewal charter in February of 2016 by Alpaugh Unified School District (AUSD). CalCA @ Central began serving students on September 5, 2006. CalCA @ Central serves students in Tulare, Kings, Kern, Inyo, and Fresno counties.

The mission of CalCA @ Central is to 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 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 CalCA @ Central student has a Personalized Learning Plan and an entire team of experts committed to the student's successful fulfillment of that plan. CalCA @ Central is a high-quality, high-tech, high-interaction virtual "school without walls" that brings out the best in every student through Personalized Performance Learning.

CalCA @ Central is tailor-made for a diverse array of students who would benefit from a quality alternative to the traditional brick-and-mortar classroom. These include students whose families seek direct involvement in their education; students who are homebound due to illness or disability; exceptional students who are far ahead of or far behind their peers in school; young people pursuing artistic or athletic careers that require a flexible school schedule; students in group homes or institutions; and students at risk of academic failure who may particularly benefit from intensive, personalized instruction.

CalCA @ Central represents an outstanding educational choice for families in Tulare County and contiguous counties. Students will benefit from instruction that is individualized, personalized, and flexible. The ultimate focus of this "high-tech, high-interaction" instructional model is student achievement. The CalCA @ Central Board contracts with Connections Education, DBA Pearson Online and Blended Learning, to provide the online school platform, the curriculum and other services. Parents pay no tuition for their students to attend California Connections Academy @ Central. Students are considered to be enrolled in a full time public school. CalCA @ Central provides textbooks and other instructional materials and equipment. Non-consumable materials and all equipment must be returned if the student is no longer enrolled. Students are expected to take all state- mandated standardized tests in person at proctored locations designated by the school.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	34
Grade 1	21
Grade 2	24
Grade 3	24
Grade 4	15
Grade 5	20
Grade 6	40
Grade 7	38
Grade 8	39
Grade 9	52
Grade 10	69
Grade 11	62
Grade 12	56
Total Enrollment	494

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	3
American Indian or Alaska Native	0.2
Filipino	0.6
Hispanic or Latino	43.9
Native Hawaiian or Pacific Islander	0.2
White	41.1
Two or More Races	10.9
Socioeconomically Disadvantaged	59.1
English Learners	3
Students with Disabilities	11.1
Homeless	0.2

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	15	16	25	N/A
Without Full Credential	0	0	0	N/A
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	N/A

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: 01/2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum, textbook and instructional material selections annually. The Connections Academy branded curriculum, including assessments, is aligned to the California Common Core State Standards, California Content Standards and Next Generation Science Standards, as adopted by the State Board of Education for English-Language Arts, Mathematics, Health Education, History-Social Science, Physical Education, Science, Visual and Performing Arts, and World Languages. Additional alignments are conducted for “a” to “g” guidelines. The curriculum is updated regularly based on a rigorous analysis of student performance on state standards as measured by state testing results and internal assessments. The high quality proprietary curriculum integrates textbooks, lesson plans, and other content from a variety of leading publishers including Pearson, McGraw -Hill, and Zaner-Bloser, many of which are already on the state’s approved list. In addition to high-quality virtual and print textbook resources, the curriculum features technology-based content from providers such as Grolier Online, BrainPOP, Houghton Mifflin Harcourt, and Discovery Education. Connections Education’s proprietary and highly effective online animated Teachlets® tutorials, which introduce challenging topics and provide interactive practice, are also included. LiveLesson® sessions, which provide for real-time web conferencing with individual and small groups of students using voice over IP, chat, electronic whiteboard, and shared web surfing, allow teachers and students to interact with one another in real time in a ‘virtual classroom.’ For the most recent complete curriculum Program Guide, please visit the following URL :	Yes	0.0 %

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	http://bluetoad.com/publication/?m=1702&l=1		

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Mathematics	Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum, textbook and instructional material selections annually. The Connections Academy branded curriculum, including assessments, is aligned to the California Common Core State Standards, California Content Standards and Next Generation Science Standards, as adopted by the State Board of Education for English-Language Arts, Mathematics, Health Education, History-Social Science, Physical Education, Science, Visual and Performing Arts, and World Languages. Additional alignments are conducted for “a” to “g” guidelines. T he curriculum is updated regularly based on a rigorous analysis of student performance on state standards as measured by state testing results and internal assessments. The high quality proprietary curriculum integrates textbooks, lesson plans, and other content from a variety of leading publishers including Pearson, McGraw -Hill, and Zaner-Bloser, many of which are already on the state’s approved list. In addition to high-quality virtual and print textbook resources, the curriculum features technology-based content from providers such as Grolier Online, BrainPOP, Houghton Mifflin Harcourt, and Discovery Education. Connections Education’s proprietary and highly effective online animated T eachlets® tutorials, which introduce challenging topics and provide interactive practice, are also included. LiveLesson® sessions, which provide for real-time web conferencing with individual and small groups of students using voice over IP, chat, electronic w hiteboard, and shared web surfing, allow teachers and students to interact with one another in real time in a ‘virtual classroom.’ For the most recent complete curriculum Program Guide, please visit the following URL :	Yes	0.0 %

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	http://bluetoad.com/publication/?m=1702&l=1		

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Science	Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum, textbook and instructional material selections annually. The Connections Academy branded curriculum, including assessments, is aligned to the California Common Core State Standards, California Content Standards and Next Generation Science Standards, as adopted by the State Board of Education for English-Language Arts, Mathematics, Health Education, History-Social Science, Physical Education, Science, Visual and Performing Arts, and W orld Languages. Additional alignments are conducted for “a” to “g” guidelines. The curriculum is updated regularly based on a rigorous analysis of student performance on state standards as measured by state testing results and internal assessments. The high quality proprietary curriculum integrates textbooks, lesson plans, and other content from a variety of leading publishers including Pearson, McGraw -Hill, and Zaner-Bloser, many of which are already on the state’s approved list. In addition to high-quality virtual and print textbook resources, the curriculum features technology-based content from providers such as Grolier Online, BrainPOP, Houghton Mifflin Harcourt, and Discovery Education. Connections Education’s proprietary and highly effective online animated Teachlets® tutorials, which introduce challenging topics and provide interactive practice, are also included. LiveLesson® sessions, which provide for real-time web conferencing with individual and small groups of students using voice over IP, chat, electronic whiteboard, and shared web surfing, allow teachers and students to interact with one another in real time in a ‘virtual classroom.’ Lab equipment: Charters are not mandated to use state adopted curriculum. All students receive online and offline materials needed to complete their course of study. Students in science courses are able to use items	Yes	0.0 %

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	already in their home to complete science labs. In addition, there are curriculum supplements that include AP Physics Lab Kits, Lab Investigators for: Chemical Reactions, Rocks and Minerals and Virtual Dissection. Virtual labs are utilized for Physical Science, Chemistry and Earth Science. At the High School level and for students that wish to take a UC “a” through “g” approved lab science, our students complete 18 hours of in person wet lab hours per semester in accordance with the standards taught within the curriculum. These labs are conducted at pre-determined facilities approximately once a month and all lab equipment is supplied by the school. For the most recent complete curriculum Program Guide, please visit the following URL : http://bluetoad.com/publication/?m=1702&l=1		

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
History-Social Science	Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum, textbook and instructional material selections annually. The Connections Academy branded curriculum, including assessments, is aligned to the California Common Core State Standards, California Content Standards and Next Generation Science Standards, as adopted by the State Board of Education for English-Language Arts, Mathematics, Health Education, History-Social Science, Physical Education, Science, Visual and Performing Arts, and W orld Languages. Additional alignments are conducted for “a” to “g” guidelines. The curriculum is updated regularly based on a rigorous analysis of student performance on state standards as measured by state testing results and internal assessments. The high quality proprietary curriculum integrates textbooks, lesson plans, and other content from a variety of leading publishers including Pearson, McGraw -Hill, and Zaner-Bloser, many of which are already on the state’s approved list. In addition to high-quality virtual and print textbook resources, the curriculum features technology-based content from providers such as Grolier Online, BrainPOP, Houghton Mifflin Harcourt, and Discovery Education. Connections Education’s proprietary and highly effective online animated Teachlets® tutorials, which introduce challenging topics and provide interactive practice, are also included. LiveLesson® sessions, which provide for real-time web conferencing with individual and small groups of students using voice over IP, chat, electronic whiteboard, and shared web surfing, allow teachers and students to interact with one another in real time in a ‘virtual classroom.’ For the most recent complete curriculum Program Guide, please visit the following URL :	Yes	0.0 %

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	http://bluetoad.com/publication/?m=1702&l=1		

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Foreign Language	Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum, textbook and instructional material selections annually. The Connections Academy branded curriculum, including assessments, is aligned to the California Common Core State Standards, California Content Standards and Next Generation Science Standards, as adopted by the State Board of Education for English-Language Arts, Mathematics, Health Education, History-Social Science, Physical Education, Science, Visual and Performing Arts, and W orld Languages. Additional alignments are conducted for “a” to “g” guidelines. The curriculum is updated regularly based on a rigorous analysis of student performance on state standards as measured by state testing results and internal assessments. The high quality proprietary curriculum integrates textbooks, lesson plans, and other content from a variety of leading publishers including Pearson, McGraw -Hill, and Zaner-Bloser, many of which are already on the state’s approved list. In addition to high-quality virtual and print textbook resources, the curriculum features technology-based content from providers such as Grolier Online, BrainPOP, Houghton Mifflin Harcourt, and Discovery Education. Connections Education’s proprietary and highly effective online animated Teachlets® tutorials, which introduce challenging topics and provide interactive practice, are also included. LiveLesson® sessions, which provide for real-time web conferencing with individual and small groups of students using voice over IP, chat, electronic whiteboard, and shared web surfing, allow teachers and students to interact with one another in real time in a ‘virtual classroom.’ For the most recent complete curriculum Program Guide, please visit the following URL :	Yes	0.0 %

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	http://bluetoad.com/publication/?m=1702&l=1		

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Health	Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum, textbook and instructional material selections annually. The Connections Academy branded curriculum, including assessments, is aligned to the California Common Core State Standards, California Content Standards and Next Generation Science Standards, as adopted by the State Board of Education for English-Language Arts, Mathematics, Health Education, History-Social Science, Physical Education, Science, Visual and Performing Arts, and W orld Languages. Additional alignments are conducted for “a” to “g” guidelines. The curriculum is updated regularly based on a rigorous analysis of student performance on state standards as measured by state testing results and internal assessments. The high quality proprietary curriculum integrates textbooks, lesson plans, and other content from a variety of leading publishers including Pearson, McGraw -Hill, and Zaner-Bloser, many of which are already on the state’s approved list. In addition to high-quality virtual and print textbook resources, the curriculum features technology-based content from providers such as Grolier Online, BrainPOP, Houghton Mifflin Harcourt, and Discovery Education. Connections Education’s proprietary and highly effective online animated Teachlets® tutorials, which introduce challenging topics and provide interactive practice, are also included. LiveLesson® sessions, which provide for real-time web conferencing with individual and small groups of students using voice over IP, chat, electronic whiteboard, and shared web surfing, allow teachers and students to interact with one another in real time in a ‘virtual classroom.’ For the most recent complete curriculum Program Guide, please visit the following URL :	Yes	0.0 %

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	http://bluetoad.com/publication/?m=1702&l=1		

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Visual and Performing Arts	Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum, textbook and instructional material selections annually. The Connections Academy branded curriculum, including assessments, is aligned to the California Common Core State Standards, California Content Standards and Next Generation Science Standards, as adopted by the State Board of Education for English-Language Arts, Mathematics, Health Education, History-Social Science, Physical Education, Science, Visual and Performing Arts, and W orld Languages. Additional alignments are conducted for “a” to “g” guidelines. The curriculum is updated regularly based on a rigorous analysis of student performance on state standards as measured by state testing results and internal assessments. The high quality proprietary curriculum integrates textbooks, lesson plans, and other content from a variety of leading publishers including Pearson, McGraw -Hill, and Zaner-Bloser, many of which are already on the state’s approved list. In addition to high-quality virtual and print textbook resources, the curriculum features technology-based content from providers such as Grolier Online, BrainPOP, Houghton Mifflin Harcourt, and Discovery Education. Connections Education’s proprietary and highly effective online animated Teachlets® tutorials, which introduce challenging topics and provide interactive practice, are also included. LiveLesson® sessions, which provide for real-time web conferencing with individual and small groups of students using voice over IP, chat, electronic whiteboard, and shared web surfing, allow teachers and students to interact with one another in real time in a ‘virtual classroom.’ For the most recent complete curriculum Program Guide, please visit the following URL :	Yes	0.0 %

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	http://bluetoad.com/publication/?m=1702&l=1		
Science Laboratory Equipment (grades 9-12)	N/A		0.0 %

School Facility Conditions and Planned Improvements (Most Recent Year)

California Connections Academy @ Central is a virtual school site and so does not have a physical facility, but it does share office space (e.g. for housing school records) with other California Connections Academy schools. These shared administrative offices are located in office space within relatively new commercial business parks in Ripon and San Juan Capistrano, CA. California Connections Academy @ Central also utilizes a PO box as its permanent mailing address.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report:

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer		
Interior: Interior Surfaces		
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		
Electrical: Electrical		
Restrooms/Fountains: Restrooms, Sinks/ Fountains		
Safety: Fire Safety, Hazardous Materials		
Structural: Structural Damage, Roofs		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		
Overall Rating		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	57	49	41	39	50	50
Mathematics (grades 3-8 and 11)	20	19	15	15	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	270	201	74.44	25.56	49.25
Male	128	92	71.88	28.12	54.35
Female	142	109	76.76	23.24	44.95
Black or African American	13	11	84.62	15.38	27.27
American Indian or Alaska Native	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	102	78	76.47	23.53	55.13
Native Hawaiian or Pacific Islander					
White	115	81	70.43	29.57	44.44
Two or More Races	38	29	76.32	23.68	55.17

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Socioeconomically Disadvantaged	158	113	71.52	28.48	36.28
English Learners	--	--	--	--	--
Students with Disabilities	35	22	62.86	37.14	22.73
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless					

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	270	199	73.70	26.30	18.59
Male	128	91	71.09	28.91	21.98
Female	142	108	76.06	23.94	15.74
Black or African American	13	11	84.62	15.38	9.09
American Indian or Alaska Native	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	102	75	73.53	26.47	17.33
Native Hawaiian or Pacific Islander					
White	115	82	71.30	28.70	15.85
Two or More Races	38	29	76.32	23.68	31.03
Socioeconomically Disadvantaged	158	111	70.25	29.75	11.71
English Learners	--	--	--	--	--
Students with Disabilities	35	22	62.86	37.14	13.64
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless					

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

Career Technical Education Programs (School Year 2018-19)

California Connections Academy offers several CTE courses. Currently there are 31 students enrolled in these courses. These courses are all taught within our school by our own teachers. The courses are designed to be high interest and also focused on career preparation. All students are eligible to take these courses and our counseling staff works diligently to match the courses to student interests when including them in a schedule. The current CTE courses offered at California Connections Academy are the following:

Accounting I
Accounting II
Administrative Duties and Office Management
Anatomy and Physiology
Business Communication
Business Information Systems
Business Law
Business Math
College Prep with ACT
College Prep with SAT
Criminal Investigation
Developmental Writing
Human Resource Management
Internship & Work Study A
Internship & Work Study B
Introduction to Business
Introduction to Communication
Introduction to Criminal Justice
Introduction to Early Childhood Education
Introduction to Finance
Introduction to Homeland Security
Introduction to Law
Introduction to Medical Assisting
Introduction to Psychology
Introduction to Sociology

Introduction to the Paralegal Profession
Introductory Astronomy
Java Programming I
Java Programming II
Leadership and Supervision in Business
Medical Law and Ethics
Medical Terminology
MS Career Exploration
Principles of Management
Principles of Marketing
Public Speaking
Research Methods

Career Technical Education Participation (School Year 2018-19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	52.02
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	15.15

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade *Level*	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5			

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The 2018-19 PFT data has not been published by CDE. The SARCs are being board approved and posted without the data to meet the 2/1/20 publishing deadline. Updated SARCs will be posted as soon as the data is published.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

Formal parent/teacher communication is required a minimum of once every two weeks for students in grades K-6 and monthly for students in grades 7-12. Parents proactively identify and work with teachers to address student challenges. Feedback from parents regarding the school is gathered annually using a parent survey conducted by an independent third party firm. Parents also participate through regular opportunities to plan and attend field trips and other school events throughout the year. There is a parent group similar to a PTA called “Club Orange” that all parents are welcome to participate in free of charge. There is a parent representative position available to the Board of Directors, the governing body for the charter school. There are also parent representatives on the School Advisory Committee, which advises the board and administration on topics such as Title programs and the LCAP. All parents and Learning Coaches are provided access, via Connexus®, the Educational Management System, to an online orientation and are encouraged to complete it prior to enrollment. The school has several Family Relationship Specialists who proactively reach out to support new parents, and also respond to assist parents who are having difficulties of any kind in fulfilling their crucial role in their student's education. Parents and Learning Coaches are encouraged and reminded that Technical Support can be contacted by phone or via a link in Connexus for assistance with technical issues, complaints and concerns. Monitored Message Boards provide opportunities for parents to communicate about a variety of topics with each other, with teachers, and with other stakeholders. A link on the parents’ homepage in Connexus called "Feedback" enables parents to immediately and easily submit comments, complaints, questions, and concerns, and the "rate your school" link allows parents to rate their overall experience at the school on a daily basis. These communications are tracked daily. Parents may also rate each lesson their student is assigned using the StarTrack system. Both the "rate your school" and the StarTrack systems use a rating scale of 1-5 (1 being poor, 5 being excellent) and also allow users to submit written comments. Students and their families are offered the opportunity to participate in a variety of school-sponsored activities, including official field trips, schoolwide social events, a private Facebook page for communication and planning, numerous clubs, and an online yearbook, and an extensive monthly school newsletter.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2015-16	School 2016-17	School 2017-18	District 2015-16	District 2016-17	District 2017-18	State 2015-16	State 2016-17	State 2017-18
Dropout Rate	34.8	25	42.1	23.5	25.3	34.1	9.7	9.1	9.6
Graduation Rate	50	51.8	47.4	64.7	58.2	56.1	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.2	0.0	0.0	5.6	2.7	1.6	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.1	0.0	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Because our charter school is a virtual school, school safety issues differ from a traditional school. Students do not work from a school site but some teachers and administrators, as well as most all of the support staff, do work from an office location. For students, school safety issues typically include, but are not limited to, Internet safety as well as policies on bullying and harassment. Connexus, the school's Education Management System, provides a closed communication system, which helps ensure online safety for students. For staff members, common school safety issues addressed with training include Internet safety, students in distress, student, parent or staff bullying and harassment, and other topics. Emergency plans and work place safety policies are also provided for school staff members who work in a school office. We do host in person events including field trips, festivals, state testing and graduation ceremonies. We do have a comprehensive safety plan that was board approved on February 26, 2019. The plan includes all elements required by Ed Code, including but not limited to: child abuse reporting, disaster and criminal incident procedures, and, discipline and due process for students. The school also has a safety committee which meets at regular intervals. We also offer staff CPR training and active shooter training. Additional information about school safety is available upon request.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	21.5				24.6				22.2			
1	21.5				24.6				22.2			
2	21.5				24.6				22.2			
3	21.5				24.6				22.2			
4	21.5				24.6				22.2			
5	21.5				24.6				22.2			
6	21.5				24.6				22.2			
Other**												

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	21.5				24.6				22.2			
Mathematics	21.5				24.6				22.2			
Science	21.5				24.6				22.2			
Social Science	21.5				24.6				22.2			

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	371

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.96
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.60
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	0.53
Resource Specialist (non-teaching)	2.54
Other	0.75

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$961.35	$1,371.67	$8,589.68	$50,500.00
District	N/A	N/A	$14,118	$60,491.00
Percent Difference - School Site and District	N/A	N/A	-48.7	-18.0
State	N/A	N/A	$7,506.64	$80,680.00
Percent Difference - School Site and State	N/A	N/A	13.5	-46.0

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

Programs provided by the school, in addition to the regular virtual program, include but are not limited to: Gifted/Talented, Special Education, ELL support, academic remediation and intervention programs (for Math at all grade levels and Math and ELA for elementary grade levels 3-5), Career/Technical Education courses, and Specialty Academies for students with talent and interest in athletics, the arts or science/technology.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$47,988	$43,574
Mid-Range Teacher Salary	$63,368	$63,243
Highest Teacher Salary	$83,254	$86,896
Average Principal Salary (Elementary)	$0	$103,506
Average Principal Salary (Middle)	$0	$108,961
Average Principal Salary (High)	$110,000	$108,954
Superintendent Salary	$43,000	$136,125
Percent of Budget for Teacher Salaries	32%	30%
Percent of Budget for Administrative Salaries	4%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.

Advanced Placement (AP) Courses (School Year 2018-19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	2	N/A
Fine and Performing Arts	1	N/A
Foreign Language		N/A
Mathematics		N/A
Science	1	N/A
Social Science	1	N/A
All courses	5	1.4

Note: Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			

All teachers have approximately 20 days each school year for professional development and training. In addition, Professional Learning Communities actively meet throughout the school year during time set aside for this important professional development activity which supports student learning through data analysis and professional collaboration.

Training/Professional Learning Elements - The following training and professional learning programs are provided to Connections Academy teachers:

1. Teacher Orientation Courses

Teacher Orientation Course: Foundations of Instruction - All new teachers complete a self-guided, Connections Education-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 multitiered 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 Teacher 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 Teacher Orientation 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.

2. Connections Academy Professional Learning Series

Research on effective professional development tells us that professional development should be intensive, ongoing, and connected to practice. We are not effective when we provide stand-alone professional development workshops. 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. Connections Academy provides teachers with ongoing

professional development activities throughout the year. Presenters with various backgrounds and areas of content expertise conduct live tutorial sessions on a rotating basis throughout the school year.

Connections Academy provides a systematic approach to professional learning for all teachers. Topics for professional learning sessions support our core standards for facilitating student learning, align to the school year cycle, and are driven by our belief that all students can and must learn. Each series is: Intensive – Participants will identify the purpose of educational practices, examine how they can be implemented in the virtual or blended environment, and collaboratively discuss strategies that can be implemented with students.

Ongoing – New instructional strategies and the latest learning research will be connected to topics presented and discussed in prior sessions to demonstrate how specific educational practices form the “big picture” of effect.

Connected to practice – Following each session, participants will apply what they've learned to their professional practice. They will integrate precise, targeted strategies into their planning and instruction, and reflect on the outcomes through the Teacher ePortfolio Data View.

3. University Online Instruction Courses

Connections Education has established relationships with faculty members at American Public University to provide teachers with courses specifically designed to focus on online instructional practices. Connections Education offers up to $5,250 per year per teacher per teacher in tuition reimbursement to support continuing education. Some restrictions apply including enrollment in an accredited program or degree path as well as successful completion of the course(s).

4. Connections Academy Leadership Academy

Connections Academy cultivates internal leadership candidates through a series of meetings that focus on administrative, policy, and operational issues. Candidates who have an interest in future leadership opportunities are selected through an application process. This forum promotes critical thinking in the areas of educational research, administrative practice, and supervisory proficiency as they relate to virtual school leadership. Participants will also be expected to complete a year-long action research project at their school and report on the results at the final meeting of the Leadership Academy.

5. Teacher Central

Teacher Central is a website that is easy to navigate and serves as a one-stop shop for teachers and staff to find guidance on instructional practices, professional learning, and training resources. Each section contains links to resources to support teacher effectiveness, best practices, and tools designed to personalize the learning experience for students. The Teacher Central website supports school-based staff with a variety of recorded tutorials, presentations, guides, and links to resources in 10 key categories:

- Connexus Tools
- Curriculum and Course Support
- Data & Reports
- Enrollment, Placement, and Withdrawal
- Family Engagement
- Multitiered Instructional Support
- Professional Learning and Collaboration
- School Year Cycle
- Teacher Protocols, Policies, and Best Practice
- Live Lesson Sessions

Training and Professional Learning Delivery Models

Connections Academy uses several modes to deliver training and professional learning:

In-Person Training: Recognizing the tenets of effective professional development established by the National Staff Development Council (NSDC), interpersonal connections increase the impact of training for adult learners. Connections Academy's Academic Training and Support Services team facilitates face-to-face training by school request. This can help establish rapport and promote collegial learning communities that are continued throughout the year via remote interactions. "Train-the-Trainer": Each school selects at least one teacher to serve as a Training Representative to work with members of the Academic Training and Support Services team throughout the year. Training Representatives stay current on and 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 trainings, one-page guides, and activities to reinforce learning.

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. Real-time trainings and professional learning sessions conducted virtually, along with recorded

trainings are offered throughout the year on a variety of school-specific and system-wide initiatives. Schools can request additional, school-specific sessions at any time.

Connections uses Adobe Connect (LiveLesson sessions) to hold online 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.

Teacher Support During Implementation

Connections Academy teachers are all assigned supervisors. The supervisors are tasked with monitoring and supporting the teachers during their implementation of the professional development activities. They will meet as often as twice a month to ensure implementation is on track.

California Connections Academy Central Coast
School Accountability Report Card
Reported Using Data from the 2018-19 School Year
Published During 2019-20

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	California Connections Academy Central Coast
Street	2300 Highway 166
City, State, Zip	New Cuyama, CA 93254
Phone Number	949-461-1667
Principal	Dr. Richard Savage, Executive Director
Email Address	rsavage@calca.connectionsacademy.org
Website	https://www.connectionsacademy.com/california-online-school/about
County-District-School (CDS) Code	42-75010-0138891

Entity	Contact Information
District Name	Cuyama Joint Unified School District
Phone Number	Dr. Stephen B. Bluestein
Superintendent	(661) 766-2293
Email Address	sbluestein@cuyamaunified.org
Website	https://cuyamaunified.org/

School Description and Mission Statement (School Year 2019-20)

California Connections Academy Central Coast (CalCA Central Coast) was authorized on September 13, 2018 by the Cuyama Joint Unified School District (CJUSD) and began serving students in grades K-12 on September 3, 2019. CalCA Central Coast serves students in Ventura, Santa Barbara, and San Luis Obispo counties.

The mission of CalCA Central Coast is to 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 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 CalCA Central Coast student has a Personalized Learning Plan and an entire team of experts committed to the student's successful fulfillment of that plan. CalCA Central Coast is a high-quality, high-tech, high-interaction virtual "school without walls" that brings out the best in every student through Personalized Performance Learning.

CalCA Central Coast is tailor-made for a diverse array of students who would benefit from a quality alternative to the traditional brick-and-mortar classroom. These include students whose families seek direct involvement in their education; students who are homebound due to illness or disability; exceptional students who are far ahead of or far behind their peers in school; young people pursuing artistic or athletic careers that require a flexible school schedule; students in group homes or institutions; and students at risk of academic failure who may particularly benefit from intensive, personalized instruction.

CalCA Central Coast represents an outstanding educational choice for families in San Joaquin County and contiguous counties. Students will benefit from instruction that is individualized, personalized, and flexible. The ultimate focus of this "high-tech, high-interaction" instructional model is student achievement. The CalCA Central Coast Board contracts with Connections Education, DBA Pearson Online and Blended Learning, to provide the online school platform, the curriculum and other services. Parents pay no tuition for their students to attend California Connections Academy Central Coast. Students are considered to be enrolled in a full time public school. CalCA Central Coast provides textbooks and other instructional materials and equipment. Non-consumable materials and all equipment must be returned if the student is no longer enrolled. Students are expected to take all state- mandated standardized tests in person at proctored locations designated by the school.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Homeless	

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	N/A	N/A	2	N/A
Without Full Credential	N/A	N/A	0	N/A
Teaching Outside Subject Area of Competence (with full credential)	N/A	N/A	0	N/A

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners			0
Total Teacher Misassignments*			0
Vacant Teacher Positions			0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: 01/2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum, textbook and instructional material selections annually. The Connections Academy branded curriculum, including assessments, is aligned to the California Common Core State Standards, California Content Standards and Next Generation Science Standards, as adopted by the State Board of Education for English-Language Arts, Mathematics, Health Education, History-Social Science, Physical Education, Science, Visual and Performing Arts, and World Languages. Additional alignments are conducted for “a” to “g” guidelines. The curriculum is updated regularly based on a rigorous analysis of student performance on state standards as measured by state testing results and internal assessments. The high quality proprietary curriculum integrates textbooks, lesson plans, and other content from a variety of leading publishers including Pearson, McGraw-Hill, and Zaner-Bloser, many of which are already on the state’s approved list. In addition to high-quality virtual and print textbook resources, the curriculum features technology-based content from providers such as Grolier Online, BrainPOP, Houghton Mifflin Harcourt, and Discovery Education. Connections Education’s proprietary and highly effective online animated Teachlets® tutorials, which introduce challenging topics and provide interactive practice, are also included. LiveLesson® sessions, which provide for real-time web conferencing with individual and small groups of students using voice over IP, chat, electronic whiteboard, and shared web surfing, allow teachers and students to interact with one another in real time in a ‘virtual classroom.’ For the most recent complete curriculum Program Guide, please visit the following URL :	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	http://bluetoad.com/publication/?m=1702&l=1		

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Mathematics	Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum, textbook and instructional material selections annually. The Connections Academy branded curriculum, including assessments, is aligned to the California Common Core State Standards, California Content Standards and Next Generation Science Standards, as adopted by the State Board of Education for English-Language Arts, Mathematics, Health Education, History-Social Science, Physical Education, Science, Visual and Performing Arts, and World Languages. Additional alignments are conducted for “a” to “g” guidelines. The curriculum is updated regularly based on a rigorous analysis of student performance on state standards as measured by state testing results and internal assessments. The high quality proprietary curriculum integrates textbooks, lesson plans, and other content from a variety of leading publishers including Pearson, McGraw-Hill, and Zaner-Bloser, many of which are already on the state’s approved list. In addition to high-quality virtual and print textbook resources, the curriculum features technology-based content from providers such as Grolier Online, BrainPOP, Houghton Mifflin Harcourt, and Discovery Education. Connections Education’s proprietary and highly effective online animated Teachlets® tutorials, which introduce challenging topics and provide interactive practice, are also included. LiveLesson® sessions, which provide for real-time web conferencing with individual and small groups of students using voice over IP, chat, electronic whiteboard, and shared web surfing, allow teachers and students to interact with one another in real time in a ‘virtual classroom.’ For the most recent complete curriculum Program Guide, please visit the following URL :	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	http://bluetoad.com/publication/?m=1702&l=1		

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Science	Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum, textbook and instructional material selections annually. The Connections Academy branded curriculum, including assessments, is aligned to the California Common Core State Standards, California Content Standards and Next Generation Science Standards, as adopted by the State Board of Education for English-Language Arts, Mathematics, Health Education, History-Social Science, Physical Education, Science, Visual and Performing Arts, and World Languages. Additional alignments are conducted for “a” to “g” guidelines. The curriculum is updated regularly based on a rigorous analysis of student performance on state standards as measured by state testing results and internal assessments. The high quality proprietary curriculum integrates textbooks, lesson plans, and other content from a variety of leading publishers including Pearson, McGraw-Hill, and Zaner-Bloser, many of which are already on the state’s approved list. In addition to high-quality virtual and print textbook resources, the curriculum features technology-based content from providers such as Grolier Online, BrainPOP, Houghton Mifflin Harcourt, and Discovery Education. Connections Education’s proprietary and highly effective online animated Teachlets® tutorials, which introduce challenging topics and provide interactive practice, are also included. LiveLesson® sessions, which provide for real-time web conferencing with individual and small groups of students using voice over IP, chat, electronic whiteboard, and shared web surfing, allow teachers and students to interact with one another in real time in a ‘virtual classroom.’ For the most recent complete curriculum Program Guide, please visit the following URL :	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	http://bluetoad.com/publication/?m=1702&l=1		

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
History-Social Science	Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum, textbook and instructional material selections annually. The Connections Academy branded curriculum, including assessments, is aligned to the California Common Core State Standards, California Content Standards and Next Generation Science Standards, as adopted by the State Board of Education for English-Language Arts, Mathematics, Health Education, History-Social Science, Physical Education, Science, Visual and Performing Arts, and World Languages. Additional alignments are conducted for “a” to “g” guidelines. The curriculum is updated regularly based on a rigorous analysis of student performance on state standards as measured by state testing results and internal assessments. The high quality proprietary curriculum integrates textbooks, lesson plans, and other content from a variety of leading publishers including Pearson, McGraw-Hill, and Zaner-Bloser, many of which are already on the state’s approved list. In addition to high-quality virtual and print textbook resources, the curriculum features technology-based content from providers such as Grolier Online, BrainPOP, Houghton Mifflin Harcourt, and Discovery Education. Connections Education’s proprietary and highly effective online animated Teachlets® tutorials, which introduce challenging topics and provide interactive practice, are also included. LiveLesson® sessions, which provide for real-time web conferencing with individual and small groups of students using voice over IP, chat, electronic whiteboard, and shared web surfing, allow teachers and students to interact with one another in real time in a ‘virtual classroom.’ For the most recent complete curriculum Program Guide, please visit the following URL :	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	http://bluetoad.com/publication/?m=1702&l=1		

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Foreign Language	Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum, textbook and instructional material selections annually. The Connections Academy branded curriculum, including assessments, is aligned to the California Common Core State Standards, California Content Standards and Next Generation Science Standards, as adopted by the State Board of Education for English-Language Arts, Mathematics, Health Education, History-Social Science, Physical Education, Science, Visual and Performing Arts, and World Languages. Additional alignments are conducted for “a” to “g” guidelines. The curriculum is updated regularly based on a rigorous analysis of student performance on state standards as measured by state testing results and internal assessments. The high quality proprietary curriculum integrates textbooks, lesson plans, and other content from a variety of leading publishers including Pearson, McGraw-Hill, and Zaner-Bloser, many of which are already on the state’s approved list. In addition to high-quality virtual and print textbook resources, the curriculum features technology-based content from providers such as Grolier Online, BrainPOP, Houghton Mifflin Harcourt, and Discovery Education. Connections Education’s proprietary and highly effective online animated Teachlets® tutorials, which introduce challenging topics and provide interactive practice, are also included. LiveLesson® sessions, which provide for real-time web conferencing with individual and small groups of students using voice over IP, chat, electronic whiteboard, and shared web surfing, allow teachers and students to interact with one another in real time in a ‘virtual classroom.’ For the most recent complete curriculum Program Guide, please visit the following URL :	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	http://bluetoad.com/publication/?m=1702&l=1		

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Health	Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum, textbook and instructional material selections annually. The Connections Academy branded curriculum, including assessments, is aligned to the California Common Core State Standards, California Content Standards and Next Generation Science Standards, as adopted by the State Board of Education for English-Language Arts, Mathematics, Health Education, History-Social Science, Physical Education, Science, Visual and Performing Arts, and World Languages. Additional alignments are conducted for “a” to “g” guidelines. The curriculum is updated regularly based on a rigorous analysis of student performance on state standards as measured by state testing results and internal assessments. The high quality proprietary curriculum integrates textbooks, lesson plans, and other content from a variety of leading publishers including Pearson, McGraw-Hill, and Zaner-Bloser, many of which are already on the state’s approved list. In addition to high-quality virtual and print textbook resources, the curriculum features technology-based content from providers such as Grolier Online, BrainPOP, Houghton Mifflin Harcourt, and Discovery Education. Connections Education’s proprietary and highly effective online animated Teachlets® tutorials, which introduce challenging topics and provide interactive practice, are also included. LiveLesson® sessions, which provide for real-time web conferencing with individual and small groups of students using voice over IP, chat, electronic whiteboard, and shared web surfing, allow teachers and students to interact with one another in real time in a ‘virtual classroom.’ For the most recent complete curriculum Program Guide, please visit the following URL :	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	http://bluetoad.com/publication/?m=1702&l=1		

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Visual and Performing Arts	Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum, textbook and instructional material selections annually. The Connections Academy branded curriculum, including assessments, is aligned to the California Common Core State Standards, California Content Standards and Next Generation Science Standards, as adopted by the State Board of Education for English-Language Arts, Mathematics, Health Education, History-Social Science, Physical Education, Science, Visual and Performing Arts, and World Languages. Additional alignments are conducted for “a” to “g” guidelines. The curriculum is updated regularly based on a rigorous analysis of student performance on state standards as measured by state testing results and internal assessments. The high quality proprietary curriculum integrates textbooks, lesson plans, and other content from a variety of leading publishers including Pearson, McGraw-Hill, and Zaner-Bloser, many of which are already on the state’s approved list. In addition to high-quality virtual and print textbook resources, the curriculum features technology-based content from providers such as Grolier Online, BrainPOP, Houghton Mifflin Harcourt, and Discovery Education. Connections Education’s proprietary and highly effective online animated Teachlets® tutorials, which introduce challenging topics and provide interactive practice, are also included. LiveLesson® sessions, which provide for real-time web conferencing with individual and small groups of students using voice over IP, chat, electronic whiteboard, and shared web surfing, allow teachers and students to interact with one another in real time in a ‘virtual classroom.’ For the most recent complete curriculum Program Guide, please visit the following URL :	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	http://bluetoad.com/publication/?m=1702&l=1		

School Facility Conditions and Planned Improvements (Most Recent Year)

California Connections Academy Central Coast is a virtual school site and so does not have a physical facility, but it does share office space (e.g. for housing school records) with other California Connections Academy schools. These shared administrative offices are located in office space within relatively new commercial business parks in Ripon and San Juan Capistrano, CA.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report:

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer		
Interior: Interior Surfaces		
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		
Electrical: Electrical		
Restrooms/Fountains: Restrooms, Sinks/ Fountains		
Safety: Fire Safety, Hazardous Materials		
Structural: Structural Damage, Roofs		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		
Overall Rating		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)						
Mathematics (grades 3-8 and 11)						

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students					
Black or African American					
American Indian or Alaska Native					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
Socioeconomically Disadvantaged					
English Learners					
Students with Disabilities					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students					
Black or African American					
American Indian or Alaska Native					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
Socioeconomically Disadvantaged					
English Learners					
Students with Disabilities					
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

Career Technical Education Programs (School Year 2018-19)

N/A

Career Technical Education Participation (School Year 2018-19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade *Level*	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5			

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The 2018-19 PFT data has not been published by CDE. The SARCs are being board approved and posted without the data to meet the 2/1/20 publishing deadline. Updated SARCs will be posted as soon as the data is published.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

Formal parent/teacher communication is required a minimum of once every two weeks for students in grades K-6 and monthly for students in grades 7-12. Parents proactively identify and work with teachers to address student challenges. Feedback from parents regarding the school is gathered annually using a parent survey conducted by an independent third party firm. Parents also participate through regular opportunities to plan and attend field trips and other school events throughout the year. There is a parent group similar to a PTA called “Club Orange” that all parents are welcome to participate in free of charge. There is a parent representative position available to the Board of Directors, the governing body for the charter school. There are also parent representatives on the School Advisory Committee, which advises the board and administration on topics such as Title programs and the LCAP. All parents and Learning Coaches are provided access, via Connexus®, the Educational Management System, to an online orientation and are encouraged to complete it prior to enrollment. The school has several Family Relationship Specialists who proactively reach out to support new parents, and also respond to assist parents who are having difficulties of any kind in fulfilling their crucial role in their student's education. Parents and Learning Coaches are encouraged and reminded that Technical Support can be contacted by phone or via a link in Connexus for assistance with technical issues, complaints and concerns. Monitored Message Boards provide opportunities for parents to communicate about a variety of topics with each other, with teachers, and with other stakeholders. A link on the parents’ homepage in Connexus called "Feedback" enables parents to immediately and easily submit comments, complaints, questions, and concerns, and the "rate your school" link allows parents to rate their overall experience at the school on a daily basis. These communications are tracked daily. Parents may also rate each lesson their student is assigned using the StarTrack system. Both the "rate your school" and the StarTrack systems use a rating scale of 1-5 (1 being poor, 5 being excellent) and also allow users to submit written comments. Students and their families are offered the opportunity to participate in a variety of school-sponsored activities, including official field trips, schoolwide social events, a private Facebook page for communication and planning, numerous clubs, and an online yearbook, and an extensive monthly school newsletter.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2015-16	School 2016-17	School 2017-18	District 2015-16	District 2016-17	District 2017-18	State 2015-16	State 2016-17	State 2017-18
Dropout Rate									
Graduation Rate									

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions				5.8	0.3	5.2	3.6	3.5	3.5
Expulsions				0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Because our charter school is a virtual school, school safety issues differ from a traditional school. Students do not work from a school site but some teachers and administrators, as well as most all of the support staff, do work from an office location. For students, school safety issues typically include, but are not limited to, Internet safety as well as policies on bullying and harassment. Connexus, the school's Education Management System, provides a closed communication system, which helps ensure online safety for students. For staff members, common school safety issues addressed with training include Internet safety, students in distress, student, parent or staff bullying and harassment, and other topics. Emergency plans and work place safety policies are also provided for school staff members who work in a school office. We do host in person events including field trips, festivals, state testing and graduation ceremonies. We do have a comprehensive safety plan that was board approved on February 26, 2019. The plan includes all elements required by Ed Code, including but not limited to: child abuse reporting, disaster and criminal incident procedures, and, discipline and due process for students. The school also has a safety committee which meets at regular intervals. We also offer staff CPR training and active shooter training. Additional information about school safety is available upon request.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
Other**												

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
Mathematics												
Social Science												

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	N/A	N/A	N/A	N/A
District	N/A	N/A	$15,485.00	N/A
Percent Difference - School Site and District	N/A	N/A		
State	N/A	N/A	$7,506.64	$80,680.00
Percent Difference - School Site and State	N/A	N/A		

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

N/A

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$	$43,574
Mid-Range Teacher Salary	$	$63,243
Highest Teacher Salary	$	$86,896

Category	District Amount	State Average For Districts In Same Category
Average Principal Salary (Elementary)	$	$103,506
Average Principal Salary (Middle)	$	$108,961
Average Principal Salary (High)	$	$108,954
Superintendent Salary	$	$136,125
Percent of Budget for Teacher Salaries	33%	30%
Percent of Budget for Administrative Salaries	2%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.

Advanced Placement (AP) Courses (School Year 2018-19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses		

Note: Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			

All teachers have approximately 20 days each school year for professional development and training. In addition, Professional Learning Communities actively meet throughout the school year during time set aside for this important professional development activity which supports student learning through data analysis and professional collaboration.

Training/Professional Learning Elements - The following training and professional learning programs are provided to Connections Academy teachers:

1. Teacher Orientation Courses

Teacher Orientation Course: Foundations of Instruction - All new teachers complete a self-guided, Connections Education-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 multitiered 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 Teacher 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 Teacher Orientation 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.

2. Connections Academy Professional Learning Series

Research on effective professional development tells us that professional development should be intensive, ongoing, and connected to practice. We are not effective when we provide stand-alone professional development workshops. 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. Connections Academy provides teachers with ongoing

professional development activities throughout the year. Presenters with various backgrounds and areas of content expertise conduct live tutorial sessions on a rotating basis throughout the school year.

Connections Academy provides a systematic approach to professional learning for all teachers. Topics for professional learning sessions support our core standards for facilitating student learning, align to the school year cycle, and are driven by our belief that all students can and must learn. Each series is: Intensive – Participants will identify the purpose of educational practices, examine how they can be implemented in the virtual or blended environment, and collaboratively discuss strategies that can be implemented with students.

Ongoing – New instructional strategies and the latest learning research will be connected to topics presented and discussed in prior sessions to demonstrate how specific educational practices form the “big picture” of effect.

Connected to practice – Following each session, participants will apply what they’ve learned to their professional practice. They will integrate precise, targeted strategies into their planning and instruction, and reflect on the outcomes through the Teacher ePortfolio Data View.

3. University Online Instruction Courses

Connections Education has established relationships with faculty members at American Public University to provide teachers with courses specifically designed to focus on online instructional practices. Connections Education offers up to $5,250 per year per teacher per teacher in tuition reimbursement to support continuing education. Some restrictions apply including enrollment in an accredited program or degree path as well as successful completion of the course(s).

4. Connections Academy Leadership Academy

Connections Academy cultivates internal leadership candidates through a series of meetings that focus on administrative, policy, and operational issues. Candidates who have an interest in future leadership opportunities are selected through an application process. This forum promotes critical thinking in the areas of educational research, administrative practice, and supervisory proficiency as they relate to virtual school leadership. Participants will also be expected to complete a year-long action research project at their school and report on the results at the final meeting of the Leadership Academy.

5. Teacher Central

Teacher Central is a website that is easy to navigate and serves as a one-stop shop for teachers and staff to find guidance on instructional practices, professional learning, and training resources. Each section contains links to resources to support teacher effectiveness, best practices, and tools designed to personalize the learning experience for students. The Teacher Central website supports school-based staff with a variety of recorded tutorials, presentations, guides, and links to resources in 10 key categories:

- Connexus Tools
- Curriculum and Course Support
- Data & Reports
- Enrollment, Placement, and Withdrawal
- Family Engagement
- Multitiered Instructional Support
- Professional Learning and Collaboration
- School Year Cycle
- Teacher Protocols, Policies, and Best Practice
- Live Lesson Sessions

Training and Professional Learning Delivery Models

Connections Academy uses several modes to deliver training and professional learning:

In-Person Training: Recognizing the tenets of effective professional development established by the National Staff Development Council (NSDC), interpersonal connections increase the impact of training for adult learners. Connections Academy's Academic Training and Support Services team facilitates face-to-face training by school request. This can help establish rapport and promote collegial learning communities that are continued throughout the year via remote interactions. "Train-the-Trainer": Each school selects at least one teacher to serve as a Training Representative to work with members of the Academic Training and Support Services team throughout the year. Training Representatives stay current on and 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 trainings, one-page guides, and activities to reinforce learning.

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. Real-time trainings and professional learning sessions conducted virtually, along with recorded

trainings are offered throughout the year on a variety of school-specific and system-wide initiatives. Schools can request additional, school-specific sessions at any time.

Connections uses Adobe Connect (LiveLesson sessions) to hold online 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.

Teacher Support During Implementation

Connections Academy teachers are all assigned supervisors. The supervisors are tasked with monitoring and supporting the teachers during their implementation of the professional development activities. They will meet as often as twice a month to ensure implementation is on track.

California Connections Academy Monterey Bay
School Accountability Report Card
Reported Using Data from the 2018-19 School Year
Published During 2019-20

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	California Connections Academy Monterey Bay
Street	580 N. Wilma, Suite G
City, State, Zip	Ripon, CA 95366
Phone Number	209-253-1208
Principal	Dr. Richard Savage, Executive Director
Email Address	rsavage@calca.connectionsacademy.org
Website	https://www.connectionsacademy.com/california-online-school/about
County-District-School (CDS) Code	44-75432-0139410

Entity	Contact Information
District Name	Scotts Valley Unified School District
Phone Number	(831) 438-1820
Superintendent	Tanya Krause
Email Address	tkrause@scottsvalleyusd.org
Website	https://www.scottsvalleyusd.org/

School Description and Mission Statement (School Year 2019-20)

California Connections Academy Monterey Bay (CalCA Monterey Bay) was authorized on February 26, 2019 by the Scotts Valley Unified School District (SVUSD) and began serving students in grades K-12 on September 3, 2019. CalCA Monterey Bay serves students in Monterey, San Benito, San Mateo, Santa Clara, and Santa Cruz counties.

The mission of CalCA Monterey Bay is to 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 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 CalCA Monterey Bay student has a Personalized Learning Plan and an entire team of experts committed to the student's successful fulfillment of that plan. CalCA Monterey Bay is a high-quality, high-tech, high-interaction virtual "school without walls" that brings out the best in every student through Personalized Performance Learning.

CalCA Monterey Bay is tailor-made for a diverse array of students who would benefit from a quality alternative to the traditional brick-and-mortar classroom. These include students whose families seek direct involvement in their education; students who are homebound due to illness or disability; exceptional students who are far ahead of or far behind their peers in school; young people pursuing artistic or athletic careers that require a flexible school schedule; students in group homes or institutions; and students at risk of academic failure who may particularly benefit from intensive, personalized instruction.

CalCA Monterey Bay represents an outstanding educational choice for families in San Joaquin County and contiguous counties. Students will benefit from instruction that is individualized, personalized, and flexible. The ultimate focus of this "high-tech, high-interaction" instructional model is student achievement. The CalCA Monterey Bay Board contracts with Connections Education, DBA Pearson Online and Blended Learning, to provide the online school platform, the curriculum and other services. Parents pay no tuition for their students to attend California Connections Academy Monterey Bay. Students are considered to be enrolled in a full time public school. CalCA Monterey Bay provides textbooks and other instructional materials and equipment. Non-consumable materials and all equipment must be returned if the student is no longer enrolled. Students are expected to take all state- mandated standardized tests in person at proctored locations designated by the school.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Homeless	

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	N/A	N/A	12	N/A
Without Full Credential	N/A	N/A	0	N/A
Teaching Outside Subject Area of Competence (with full credential)	N/A	N/A	0	N/A

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	N/A	N/A	0
Total Teacher Misassignments*	N/A	N/A	0
Vacant Teacher Positions	N/A	N/A	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: 01/2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum, textbook and instructional material selections annually. The Connections Academy branded curriculum, including assessments, is aligned to the California Common Core State Standards, California Content Standards and Next Generation Science Standards, as adopted by the State Board of Education for English-Language Arts, Mathematics, Health Education, History-Social Science, Physical Education, Science, Visual and Performing Arts, and World Languages. Additional alignments are conducted for “a” to “g” guidelines. The curriculum is updated regularly based on a rigorous analysis of student performance on state standards as measured by state testing results and internal assessments. The high quality proprietary curriculum integrates textbooks, lesson plans, and other content from a variety of leading publishers including Pearson, McGraw-Hill, and Zaner-Bloser, many of which are already on the state’s approved list. In addition to high-quality virtual and print textbook resources, the curriculum features technology-based content from providers such as Grolier Online, BrainPOP, Houghton Mifflin Harcourt, and Discovery Education. Connections Education’s proprietary and highly effective online animated Teachlets® tutorials, which introduce challenging topics and provide interactive practice, are also included. LiveLesson® sessions, which provide for real-time web conferencing with individual and small groups of students using voice over IP, chat, electronic whiteboard, and shared web surfing, allow teachers and students to interact with one another in real time in a ‘virtual classroom.’ For the most recent complete curriculum Program Guide, please visit the following URL :	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	http://bluetoad.com/publication/?m=1702&l=1		

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Mathematics	Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum, textbook and instructional material selections annually. The Connections Academy branded curriculum, including assessments, is aligned to the California Common Core State Standards, California Content Standards and Next Generation Science Standards, as adopted by the State Board of Education for English-Language Arts, Mathematics, Health Education, History-Social Science, Physical Education, Science, Visual and Performing Arts, and World Languages. Additional alignments are conducted for “a” to “g” guidelines. The curriculum is updated regularly based on a rigorous analysis of student performance on state standards as measured by state testing results and internal assessments. The high quality proprietary curriculum integrates textbooks, lesson plans, and other content from a variety of leading publishers including Pearson, McGraw-Hill, and Zaner-Bloser, many of which are already on the state’s approved list. In addition to high-quality virtual and print textbook resources, the curriculum features technology-based content from providers such as Grolier Online, BrainPOP, Houghton Mifflin Harcourt, and Discovery Education. Connections Education’s proprietary and highly effective online animated Teachlets® tutorials, which introduce challenging topics and provide interactive practice, are also included. LiveLesson® sessions, which provide for real-time web conferencing with individual and small groups of students using voice over IP, chat, electronic whiteboard, and shared web surfing, allow teachers and students to interact with one another in real time in a ‘virtual classroom.’ For the most recent complete curriculum Program Guide, please visit the following URL :	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	http://bluetoad.com/publication/?m=1702&l=1		

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Science	Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum, textbook and instructional material selections annually. The Connections Academy branded curriculum, including assessments, is aligned to the California Common Core State Standards, California Content Standards and Next Generation Science Standards, as adopted by the State Board of Education for English-Language Arts, Mathematics, Health Education, History-Social Science, Physical Education, Science, Visual and Performing Arts, and World Languages. Additional alignments are conducted for “a” to “g” guidelines. The curriculum is updated regularly based on a rigorous analysis of student performance on state standards as measured by state testing results and internal assessments. The high quality proprietary curriculum integrates textbooks, lesson plans, and other content from a variety of leading publishers including Pearson, McGraw-Hill, and Zaner-Bloser, many of which are already on the state’s approved list. In addition to high-quality virtual and print textbook resources, the curriculum features technology-based content from providers such as Grolier Online, BrainPOP, Houghton Mifflin Harcourt, and Discovery Education. Connections Education’s proprietary and highly effective online animated Teachlets® tutorials, which introduce challenging topics and provide interactive practice, are also included. LiveLesson® sessions, which provide for real-time web conferencing with individual and small groups of students using voice over IP, chat, electronic whiteboard, and shared web surfing, allow teachers and students to interact with one another in real time in a ‘virtual classroom.’ For the most recent complete curriculum Program Guide, please visit the following URL :	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	http://bluetoad.com/publication/?m=1702&l=1		

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
History-Social Science	Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum, textbook and instructional material selections annually. The Connections Academy branded curriculum, including assessments, is aligned to the California Common Core State Standards, California Content Standards and Next Generation Science Standards, as adopted by the State Board of Education for English-Language Arts, Mathematics, Health Education, History-Social Science, Physical Education, Science, Visual and Performing Arts, and World Languages. Additional alignments are conducted for “a” to “g” guidelines. The curriculum is updated regularly based on a rigorous analysis of student performance on state standards as measured by state testing results and internal assessments. The high quality proprietary curriculum integrates textbooks, lesson plans, and other content from a variety of leading publishers including Pearson, McGraw-Hill, and Zaner-Bloser, many of which are already on the state’s approved list. In addition to high-quality virtual and print textbook resources, the curriculum features technology-based content from providers such as Grolier Online, BrainPOP, Houghton Mifflin Harcourt, and Discovery Education. Connections Education’s proprietary and highly effective online animated Teachlets® tutorials, which introduce challenging topics and provide interactive practice, are also included. LiveLesson® sessions, which provide for real-time web conferencing with individual and small groups of students using voice over IP, chat, electronic whiteboard, and shared web surfing, allow teachers and students to interact with one another in real time in a ‘virtual classroom.’ For the most recent complete curriculum Program Guide, please visit the following URL :	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	http://bluetoad.com/publication/?m=1702&l=1		

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Foreign Language	Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum, textbook and instructional material selections annually. The Connections Academy branded curriculum, including assessments, is aligned to the California Common Core State Standards, California Content Standards and Next Generation Science Standards, as adopted by the State Board of Education for English-Language Arts, Mathematics, Health Education, History-Social Science, Physical Education, Science, Visual and Performing Arts, and World Languages. Additional alignments are conducted for “a” to “g” guidelines. The curriculum is updated regularly based on a rigorous analysis of student performance on state standards as measured by state testing results and internal assessments. The high quality proprietary curriculum integrates textbooks, lesson plans, and other content from a variety of leading publishers including Pearson, McGraw-Hill, and Zaner-Bloser, many of which are already on the state’s approved list. In addition to high-quality virtual and print textbook resources, the curriculum features technology-based content from providers such as Grolier Online, BrainPOP, Houghton Mifflin Harcourt, and Discovery Education. Connections Education’s proprietary and highly effective online animated Teachlets® tutorials, which introduce challenging topics and provide interactive practice, are also included. LiveLesson® sessions, which provide for real-time web conferencing with individual and small groups of students using voice over IP, chat, electronic whiteboard, and shared web surfing, allow teachers and students to interact with one another in real time in a ‘virtual classroom.’ For the most recent complete curriculum Program Guide, please visit the following URL :	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	http://bluetoad.com/publication/?m=1702&l=1		

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Health	Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum, textbook and instructional material selections annually. The Connections Academy branded curriculum, including assessments, is aligned to the California Common Core State Standards, California Content Standards and Next Generation Science Standards, as adopted by the State Board of Education for English-Language Arts, Mathematics, Health Education, History-Social Science, Physical Education, Science, Visual and Performing Arts, and World Languages. Additional alignments are conducted for “a” to “g” guidelines. The curriculum is updated regularly based on a rigorous analysis of student performance on state standards as measured by state testing results and internal assessments. The high quality proprietary curriculum integrates textbooks, lesson plans, and other content from a variety of leading publishers including Pearson, McGraw-Hill, and Zaner-Bloser, many of which are already on the state’s approved list. In addition to high-quality virtual and print textbook resources, the curriculum features technology-based content from providers such as Grolier Online, BrainPOP, Houghton Mifflin Harcourt, and Discovery Education. Connections Education’s proprietary and highly effective online animated Teachlets® tutorials, which introduce challenging topics and provide interactive practice, are also included. LiveLesson® sessions, which provide for real-time web conferencing with individual and small groups of students using voice over IP, chat, electronic whiteboard, and shared web surfing, allow teachers and students to interact with one another in real time in a ‘virtual classroom.’ For the most recent complete curriculum Program Guide, please visit the following URL :	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	http://bluetoad.com/publication/?m=1702&l=1		

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Visual and Performing Arts	Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum, textbook and instructional material selections annually. The Connections Academy branded curriculum, including assessments, is aligned to the California Common Core State Standards, California Content Standards and Next Generation Science Standards, as adopted by the State Board of Education for English-Language Arts, Mathematics, Health Education, History-Social Science, Physical Education, Science, Visual and Performing Arts, and World Languages. Additional alignments are conducted for “a” to “g” guidelines. The curriculum is updated regularly based on a rigorous analysis of student performance on state standards as measured by state testing results and internal assessments. The high quality proprietary curriculum integrates textbooks, lesson plans, and other content from a variety of leading publishers including Pearson, McGraw-Hill, and Zaner-Bloser, many of which are already on the state’s approved list. In addition to high-quality virtual and print textbook resources, the curriculum features technology-based content from providers such as Grolier Online, BrainPOP, Houghton Mifflin Harcourt, and Discovery Education. Connections Education’s proprietary and highly effective online animated Teachlets® tutorials, which introduce challenging topics and provide interactive practice, are also included. LiveLesson® sessions, which provide for real-time web conferencing with individual and small groups of students using voice over IP, chat, electronic whiteboard, and shared web surfing, allow teachers and students to interact with one another in real time in a ‘virtual classroom.’ For the most recent complete curriculum Program Guide, please visit the following URL :	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	http://bluetoad.com/publication/?m=1702&l=1		

School Facility Conditions and Planned Improvements (Most Recent Year)

California Connections Academy Monterey Bay is a virtual school site and so does not have a physical facility, but it does share office space (e.g. for housing school records) with other California Connections Academy schools. These shared administrative offices are located in office space within relatively new commercial business parks in Ripon and San Juan Capistrano, CA.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report:

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer		
Interior: Interior Surfaces		
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		
Electrical: Electrical		
Restrooms/Fountains: Restrooms, Sinks/ Fountains		
Safety: Fire Safety, Hazardous Materials		
Structural: Structural Damage, Roofs		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		
Overall Rating		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)						
Mathematics (grades 3-8 and 11)						

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students					
Black or African American					
American Indian or Alaska Native					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
Socioeconomically Disadvantaged					
English Learners					
Students with Disabilities					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students					
Black or African American					
American Indian or Alaska Native					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
Socioeconomically Disadvantaged					
English Learners					
Students with Disabilities					
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

Career Technical Education Programs (School Year 2018-19)

N/A

Career Technical Education Participation (School Year 2018-19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade *Level*	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5			

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The 2018-19 PFT data has not been published by CDE. The SARCs are being board approved and posted without the data to meet the 2/1/20 publishing deadline. Updated SARCs will be posted as soon as the data is published.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

Formal parent/teacher communication is required a minimum of once every two weeks for students in grades K-6 and monthly for students in grades 7-12. Parents proactively identify and work with teachers to address student challenges. Feedback from parents regarding the school is gathered annually using a parent survey conducted by an independent third party firm. Parents also participate through regular opportunities to plan and attend field trips and other school events throughout the year. There is a parent group similar to a PTA called “Club Orange” that all parents are welcome to participate in free of charge. There is a parent representative position available to the Board of Directors, the governing body for the charter school. There are also parent representatives on the School Advisory Committee, which advises the board and administration on topics such as Title programs and the LCAP. All parents and Learning Coaches are provided access, via Connexus®, the Educational Management System, to an online orientation and are encouraged to complete it prior to enrollment. The school has several Family Relationship Specialists who proactively reach out to support new parents, and also respond to assist parents who are having difficulties of any kind in fulfilling their crucial role in their student's education. Parents and Learning Coaches are encouraged and reminded that Technical Support can be contacted by phone or via a link in Connexus for assistance with technical issues, complaints and concerns. Monitored Message Boards provide opportunities for parents to communicate about a variety of topics with each other, with teachers, and with other stakeholders. A link on the parents’ homepage in Connexus called "Feedback" enables parents to immediately and easily submit comments, complaints, questions, and concerns, and the "rate your school" link allows parents to rate their overall experience at the school on a daily basis. These communications are tracked daily. Parents may also rate each lesson their student is assigned using the StarTrack system. Both the "rate your school" and the StarTrack systems use a rating scale of 1-5 (1 being poor, 5 being excellent) and also allow users to submit written comments. Students and their families are offered the opportunity to participate in a variety of school-sponsored activities, including official field trips, schoolwide social events, a private Facebook page for communication and planning, numerous clubs, and an online yearbook, and an extensive monthly school newsletter.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2015-16	School 2016-17	School 2017-18	District 2015-16	District 2016-17	District 2017-18	State 2015-16	State 2016-17	State 2017-18
Dropout Rate									
Graduation Rate									

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions				2.3	1.9	2.7	3.6	3.5	3.5
Expulsions				0.0	0.1	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Because our charter school is a virtual school, school safety issues differ from a traditional school. Students do not work from a school site but some teachers and administrators, as well as most all of the support staff, do work from an office location. For students, school safety issues typically include, but are not limited to, Internet safety as well as policies on bullying and harassment. Connexus, the school's Education Management System, provides a closed communication system, which helps ensure online safety for students. For staff members, common school safety issues addressed with training include Internet safety, students in distress, student, parent or staff bullying and harassment, and other topics. Emergency plans and work place safety policies are also provided for school staff members who work in a school office. We do host in person events including field trips, festivals, state testing and graduation ceremonies. We do have a comprehensive safety plan that was board approved on February 26, 2019. The plan includes all elements required by Ed Code, including but not limited to: child abuse reporting, disaster and criminal incident procedures, and, discipline and due process for students. The school also has a safety committee which meets at regular intervals. We also offer staff CPR training and active shooter training. Additional information about school safety is available upon request.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
Other**												

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
Mathematics												
Social Science												

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	N/A	N/A	N/A	N/A
District	N/A	N/A	$10,548.00	$63,898.00
Percent Difference - School Site and District	N/A	N/A		
State	N/A	N/A	$7,506.64	$80,680.00
Percent Difference - School Site and State	N/A	N/A		

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

N/A

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$40,768	$46,208
Mid-Range Teacher Salary	$60,263	$72,218
Highest Teacher Salary	$79,230	$92,742

Category	District Amount	State Average For Districts In Same Category
Average Principal Salary (Elementary)	$98,733	$134,864
Average Principal Salary (Middle)	$114,241	$118,220
Average Principal Salary (High)	$103,534	$127,356
Superintendent Salary	$190,000	$186,823
Percent of Budget for Teacher Salaries	31%	33%
Percent of Budget for Administrative Salaries	6%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.

Advanced Placement (AP) Courses (School Year 2018-19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses		

Note: Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			

All teachers have approximately 20 days each school year for professional development and training. In addition, Professional Learning Communities actively meet throughout the school year during time set aside for this important professional development activity which supports student learning through data analysis and professional collaboration.

Training/Professional Learning Elements - The following training and professional learning programs are provided to Connections Academy teachers:

1. Teacher Orientation Courses

Teacher Orientation Course: Foundations of Instruction - All new teachers complete a self-guided, Connections Education-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 multitiered 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 Teacher 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 Teacher Orientation 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.

2. Connections Academy Professional Learning Series

Research on effective professional development tells us that professional development should be intensive, ongoing, and connected to practice. We are not effective when we provide stand-alone professional development workshops. 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. Connections Academy provides teachers with ongoing

professional development activities throughout the year. Presenters with various backgrounds and areas of content expertise conduct live tutorial sessions on a rotating basis throughout the school year.

Connections Academy provides a systematic approach to professional learning for all teachers. Topics for professional learning sessions support our core standards for facilitating student learning, align to the school year cycle, and are driven by our belief that all students can and must learn. Each series is: Intensive – Participants will identify the purpose of educational practices, examine how they can be implemented in the virtual or blended environment, and collaboratively discuss strategies that can be implemented with students.

Ongoing – New instructional strategies and the latest learning research will be connected to topics presented and discussed in prior sessions to demonstrate how specific educational practices form the “big picture” of effect.

Connected to practice – Following each session, participants will apply what they’ve learned to their professional practice. They will integrate precise, targeted strategies into their planning and instruction, and reflect on the outcomes through the Teacher ePortfolio Data View.

3. University Online Instruction Courses

Connections Education has established relationships with faculty members at American Public University to provide teachers with courses specifically designed to focus on online instructional practices. Connections Education offers up to $5,250 per year per teacher per teacher in tuition reimbursement to support continuing education. Some restrictions apply including enrollment in an accredited program or degree path as well as successful completion of the course(s).

4. Connections Academy Leadership Academy

Connections Academy cultivates internal leadership candidates through a series of meetings that focus on administrative, policy, and operational issues. Candidates who have an interest in future leadership opportunities are selected through an application process. This forum promotes critical thinking in the areas of educational research, administrative practice, and supervisory proficiency as they relate to virtual school leadership. Participants will also be expected to complete a year-long action research project at their school and report on the results at the final meeting of the Leadership Academy.

5. Teacher Central

Teacher Central is a website that is easy to navigate and serves as a one-stop shop for teachers and staff to find guidance on instructional practices, professional learning, and training resources. Each section contains links to resources to support teacher effectiveness, best practices, and tools designed to personalize the learning experience for students. The Teacher Central website supports school-based staff with a variety of recorded tutorials, presentations, guides, and links to resources in 10 key categories:

- Connexus Tools
- Curriculum and Course Support
- Data & Reports
- Enrollment, Placement, and Withdrawal
- Family Engagement
- Multitiered Instructional Support
- Professional Learning and Collaboration
- School Year Cycle
- Teacher Protocols, Policies, and Best Practice
- Live Lesson Sessions

Training and Professional Learning Delivery Models

Connections Academy uses several modes to deliver training and professional learning:

In-Person Training: Recognizing the tenets of effective professional development established by the National Staff Development Council (NSDC), interpersonal connections increase the impact of training for adult learners. Connections Academy's Academic Training and Support Services team facilitates face-to-face training by school request. This can help establish rapport and promote collegial learning communities that are continued throughout the year via remote interactions. "Train-the-Trainer": Each school selects at least one teacher to serve as a Training Representative to work with members of the Academic Training and Support Services team throughout the year. Training Representatives stay current on and 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 trainings, one-page guides, and activities to reinforce learning.

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. Real-time trainings and professional learning sessions conducted virtually, along with recorded

trainings are offered throughout the year on a variety of school-specific and system-wide initiatives. Schools can request additional, school-specific sessions at any time.

Connections uses Adobe Connect (LiveLesson sessions) to hold online 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.

Teacher Support During Implementation

Connections Academy teachers are all assigned supervisors. The supervisors are tasked with monitoring and supporting the teachers during their implementation of the professional development activities. They will meet as often as twice a month to ensure implementation is on track.

California Connections Academy @ Ripon
School Accountability Report Card
Reported Using Data from the 2018-19 School Year
Published During 2019-20

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	California Connections Academy @ Ripon
Street	580 North Wilma Ave., Ste. G
City, State, Zip	Ripon, CA 95366-9514
Phone Number	209-253-1208
Principal	Dr. Richard Savage, Executive Director
Email Address	rsavage@calca.connectionsacademy.org
Website	https://www.connectionsacademy.com/california-online-school/about
County-District-School (CDS) Code	39 686500125849

Entity	Contact Information
District Name	Ripon Unified School District
Phone Number	(209) 599-2131
Superintendent	Ziggy Robeson
Email Address	zrobeson@sjcoe.net
Website	www.riponusd.net

School Description and Mission Statement (School Year 2019-20)

California Connections Academy @ Ripon (CalCA @ Ripon) was authorized on January 17, 2012 by the Ripon Unified School District (RUSD) and began serving students in grades K-12 on August 27, 2012. CalCA @ Ripon serves students in Alameda, Amador, Calaveras, Contra Costa, Sacramento, San Joaquin, Santa Clara, and Stanislaus counties.

The mission of CalCA @ Ripon is to 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 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 CalCA@ Ripon student has a Personalized Learning Plan and an entire team of experts committed to the student's successful fulfillment of that plan. CalCA @ Ripon is a high-quality, high-tech, high-interaction virtual "school without walls" that brings out the best in every student through Personalized Performance Learning.

CalCA @ Ripon is tailor-made for a diverse array of students who would benefit from a quality alternative to the traditional brick-and-mortar classroom. These include students whose families seek direct involvement in their education; students who are homebound due to illness or disability; exceptional students who are far ahead of or far behind their peers in school; young people pursuing artistic or athletic careers that require a flexible school schedule; students in group homes or institutions; and students at risk of academic failure who may particularly benefit from intensive, personalized instruction.

CalCA @ Ripon represents an outstanding educational choice for families in San Joaquin County and contiguous counties. Students will benefit from instruction that is individualized, personalized, and flexible. The ultimate focus of this "high-tech, high-interaction" instructional model is student achievement. The CalCA @ Ripon Board contracts with Connections Education, DBA Pearson Online and Blended Learning, to provide the online school platform, the curriculum and other services. Parents pay no tuition for their students to attend California Connections Academy @ Ripon. Students are considered to be enrolled in a full time public school. CalCA @ Ripon provides textbooks and other instructional materials and equipment. Non-consumable materials and all equipment must be returned if the student is no longer enrolled. Students are expected to take all state- mandated standardized tests in person at proctored locations designated by the school.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	55
Grade 1	48
Grade 2	49
Grade 3	38
Grade 4	73
Grade 5	71
Grade 6	83
Grade 7	115
Grade 8	123
Grade 9	127
Grade 10	189
Grade 11	183
Grade 12	206
Total Enrollment	1,360

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	6.5
American Indian or Alaska Native	0.2
Asian	4.1
Filipino	1.1
Hispanic or Latino	31.1
Native Hawaiian or Pacific Islander	0.4
White	34.5
Two or More Races	22.1
Socioeconomically Disadvantaged	47.1
English Learners	5.1
Students with Disabilities	12
Homeless	1.8

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	44	44	57	N/A
Without Full Credential	0	0	0	N/A
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	N/A

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: 01/2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum, textbook and instructional material selections annually. The Connections Academy branded curriculum, including assessments, is aligned to the California Common Core State Standards, California Content Standards and Next Generation Science Standards, as adopted by the State Board of Education for English-Language Arts, Mathematics, Health Education, History-Social Science, Physical Education, Science, Visual and Performing Arts, and World Languages. Additional alignments are conducted for “a” to “g” guidelines. The curriculum is updated regularly based on a rigorous analysis of student performance on state standards as measured by state testing results and internal assessments. The high quality proprietary curriculum integrates textbooks, lesson plans, and other content from a variety of leading publishers including Pearson, McGraw-Hill, and Zaner-Bloser, many of which are already on the state’s approved list. In addition to high-quality virtual and print textbook resources, the curriculum features technology-based content from providers such as Grolier Online, BrainPOP, Houghton Mifflin Harcourt, and Discovery Education. Connections Education’s proprietary and highly effective online animated Teachlets® tutorials, which introduce challenging topics and provide interactive practice, are also included. LiveLesson® sessions, which provide for real-time web conferencing with individual and small groups of students using voice over IP, chat, electronic whiteboard, and shared web surfing, allowteachers and students to interact with one another in real time in a ‘virtual classroom.’ For the most recent complete curriculum Program Guide, please visit the following URL : http://bluetoad.com/publication/?m=1702&l=1	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Mathematics	Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum, textbook and instructional material selections annually. The Connections Academy branded curriculum, including assessments, is aligned to the California Common Core State Standards, California Content Standards and Next Generation Science Standards, as adopted by the State Board of Education for English-Language Arts, Mathematics, Health Education, History-Social Science, Physical Education, Science, Visual and Performing Arts, and World Languages. Additional alignments are conducted for “a” to “g” guidelines. The curriculum is updated regularly based on a rigorous analysis of student performance on state standards as measured by state testing results and internal assessments. The high quality proprietary curriculum integrates textbooks, lesson plans, and other content from a variety of leading publishers including Pearson, McGraw-Hill, and Zaner-Bloser, many of which are already on the state’s approved list. In addition to high-quality virtual and print textbook resources, the curriculum features technology-based content from providers such as Grolier Online, BrainPOP, Houghton Mifflin Harcourt, and Discovery Education. Connections Education’s proprietary and highly effective online animated Teachlets® tutorials, which introduce challenging topics and provide interactive practice, are also included. LiveLesson® sessions, which provide for real-time web conferencing with individual and small groups of students using voice over IP, chat, electronic whiteboard, and shared web surfing, allowteachers and students to interact with one another in real time in a ‘virtual classroom.’ For the most recent complete curriculum Program Guide, please visit the following URL : http://bluetoad.com/publication/?m=1702&l=1	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Science	Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum, textbook and instructional material selections annually. The Connections Academy branded curriculum, including assessments, is aligned to the California Common Core State Standards, California Content Standards and Next Generation Science Standards, as adopted by the State Board of Education for English-Language Arts, Mathematics, Health Education, History-Social Science, Physical Education, Science, Visual and Performing Arts, and World Languages. Additional alignments are conducted for “a” to “g” guidelines. The curriculum is updated regularly based on a rigorous analysis of student performance on state standards as measured by state testing results and internal assessments. The high quality proprietary curriculum integrates textbooks, lesson plans, and other content from a variety of leading publishers including Pearson, McGraw-Hill, and Zaner-Bloser, many of which are already on the state’s approved list. In addition to high-quality virtual and print textbook resources, the curriculum features technology-based content from providers such as Grolier Online, BrainPOP, Houghton Mifflin Harcourt, and Discovery Education. Connections Education’s proprietary and highly effective online animated Teachlets® tutorials, which introduce challenging topics and provide interactive practice, are also included. LiveLesson® sessions, which provide for real-time web conferencing with individual and small groups of students using voice over IP, chat, electronic whiteboard, and shared web surfing, allowteachers and students to interact with one another in real time in a ‘virtual classroom.’ For the most recent complete curriculum Program Guide, please visit the following URL : http://bluetoad.com/publication/?m=1702&l=1	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
History-Social Science	Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum, textbook and instructional material selections annually. The Connections Academy branded curriculum, including assessments, is aligned to the California Common Core State Standards, California Content Standards and Next Generation Science Standards, as adopted by the State Board of Education for English-Language Arts, Mathematics, Health Education, History-Social Science, Physical Education, Science, Visual and Performing Arts, and World Languages. Additional alignments are conducted for “a” to “g” guidelines. The curriculum is updated regularly based on a rigorous analysis of student performance on state standards as measured by state testing results and internal assessments. The high quality proprietary curriculum integrates textbooks, lesson plans, and other content from a variety of leading publishers including Pearson, McGraw-Hill, and Zaner-Bloser, many of which are already on the state’s approved list. In addition to high-quality virtual and print textbook resources, the curriculum features technology-based content from providers such as Grolier Online, BrainPOP, Houghton Mifflin Harcourt, and Discovery Education. Connections Education’s proprietary and highly effective online animated Teachlets® tutorials, which introduce challenging topics and provide interactive practice, are also included. LiveLesson® sessions, which provide for real-time web conferencing with individual and small groups of students using voice over IP, chat, electronic whiteboard, and shared web surfing, allowteachers and students to interact with one another in real time in a ‘virtual classroom.’ For the most recent complete curriculum Program Guide, please visit the following URL : http://bluetoad.com/publication/?m=1702&l=1	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Foreign Language	Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum, textbook and instructional material selections annually. The Connections Academy branded curriculum, including assessments, is aligned to the California Common Core State Standards, California Content Standards and Next Generation Science Standards, as adopted by the State Board of Education for English-Language Arts, Mathematics, Health Education, History-Social Science, Physical Education, Science, Visual and Performing Arts, and World Languages. Additional alignments are conducted for “a” to “g” guidelines. The curriculum is updated regularly based on a rigorous analysis of student performance on state standards as measured by state testing results and internal assessments. The high quality proprietary curriculum integrates textbooks, lesson plans, and other content from a variety of leading publishers including Pearson, McGraw-Hill, and Zaner-Bloser, many of which are already on the state’s approved list. In addition to high-quality virtual and print textbook resources, the curriculum features technology-based content from providers such as Grolier Online, BrainPOP, Houghton Mifflin Harcourt, and Discovery Education. Connections Education’s proprietary and highly effective online animated Teachlets® tutorials, which introduce challenging topics and provide interactive practice, are also included. LiveLesson® sessions, which provide for real-time web conferencing with individual and small groups of students using voice over IP, chat, electronic whiteboard, and shared web surfing, allowteachers and students to interact with one another in real time in a ‘virtual classroom.’ For the most recent complete curriculum Program Guide, please visit the following URL : http://bluetoad.com/publication/?m=1702&l=1	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Health	Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum, textbook and instructional material selections annually. The Connections Academy branded curriculum, including assessments, is aligned to the California Common Core State Standards, California Content Standards and Next Generation Science Standards, as adopted by the State Board of Education for English-Language Arts, Mathematics, Health Education, History-Social Science, Physical Education, Science, Visual and Performing Arts, and World Languages. Additional alignments are conducted for “a” to “g” guidelines. The curriculum is updated regularly based on a rigorous analysis of student performance on state standards as measured by state testing results and internal assessments. The high quality proprietary curriculum integrates textbooks, lesson plans, and other content from a variety of leading publishers including Pearson, McGraw-Hill, and Zaner-Bloser, many of which are already on the state’s approved list. In addition to high-quality virtual and print textbook resources, the curriculum features technology-based content from providers such as Grolier Online, BrainPOP, Houghton Mifflin Harcourt, and Discovery Education. Connections Education’s proprietary and highly effective online animated Teachlets® tutorials, which introduce challenging topics and provide interactive practice, are also included. LiveLesson® sessions, which provide for real-time web conferencing with individual and small groups of students using voice over IP, chat, electronic whiteboard, and shared web surfing, allowteachers and students to interact with one another in real time in a ‘virtual classroom.’ For the most recent complete curriculum Program Guide, please visit the following URL : http://bluetoad.com/publication/?m=1702&l=1	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Visual and Performing Arts		Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

The school facility is located in a commercial business park in Ripon, CA. The building is relatively new, and the school office space was built out and fully equipped during the summer of 2012. An additional bathroom was added in 2014. While many teachers work from home, many new teachers as well as administrators and mostall support staff work in the office. Students and families occasionally come to the school facility to meet with teachers, attend school events or participate in testing. It is expected that the office facility will meet the school's needs for at least several years. There are no planned improvements or repairs needed at this time.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: 01/2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	HVAC upgrade to increase energy efficiency.
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	Updated to LED lighting.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	54	59	60	64	50	50
Mathematics (grades 3-8 and 11)	26	27	45	45	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	721	575	79.75	20.25	58.61
Male	333	262	78.68	21.32	52.67
Female	388	313	80.67	19.33	63.58
Black or African American	46	34	73.91	26.09	41.18
American Indian or Alaska Native	--	--	--	--	--
Asian	35	30	85.71	14.29	83.33
Filipino	--	--	--	--	--
Hispanic or Latino	211	173	81.99	18.01	47.98
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	250	198	79.20	20.80	60.61

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	165	130	78.79	21.21	67.69
Socioeconomically Disadvantaged	334	250	74.85	25.15	46.80
English Learners	54	50	92.59	7.41	30.00
Students with Disabilities	102	79	77.45	22.55	31.65
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	11	6	54.55	45.45	16.67

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	721	571	79.20	20.80	27.15
Male	333	259	77.78	22.22	27.41
Female	388	312	80.41	19.59	26.92
Black or African American	46	35	76.09	23.91	11.43
American Indian or Alaska Native	--	--	--	--	--
Asian	35	30	85.71	14.29	70.00
Filipino	--	--	--	--	--
Hispanic or Latino	211	171	81.04	18.96	11.70
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	250	198	79.20	20.80	25.76
Two or More Races	165	127	76.97	23.03	41.73
Socioeconomically Disadvantaged	334	246	73.65	26.35	15.85
English Learners	54	50	92.59	7.41	16.00
Students with Disabilities	102	77	75.49	24.51	15.58
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth					
Homeless	11	6	54.55	45.45	0.00

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

Career Technical Education Programs (School Year 2018-19)

California Connections Academy offers several CTE courses. Currently there are 116 students enrolled in these courses. These courses are all taught within our school by our own teachers. The courses are designed to be high interest and also focused on career preparation. All students are eligible to take these courses and our counseling staff works diligently to match the courses to student interests when including them in a schedule. The current CTE courses offered at California Connections Academy are the following:

Accounting I
Accounting II
Administrative Duties and Office Management
Anatomy and Physiology
Business Communication
Business Information Systems
Business Law
Business Math
College Prep with ACT
College Prep with SAT
Criminal Investigation
Developmental Writing
Human Resource Management
Internship & Work Study A
Internship & Work Study B
Introduction to Business
Introduction to Communication
Introduction to Criminal Justice

Introduction to Early Childhood Education
Introduction to Finance
Introduction to Homeland Security
Introduction to Law
Introduction to Medical Assisting
Introduction to Psychology
Introduction to Sociology
Introduction to the Paralegal Profession
Introductory Astronomy
Java Programming I
Java Programming II
Leadership and Supervision in Business
Medical Law and Ethics
Medical Terminology
MS Career Exploration
Principles of Management
Principles of Marketing
Public Speaking
Research Methods

Career Technical Education Participation (School Year 2018-19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	55.49
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	22.02

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade *Level*	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5			

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The 2018-19 PFT data has not been published by CDE. The SARCs are being board approved and posted without the data to meet the 2/1/20 publishing deadline. Updated SARCs will be posted as soon as the data is published.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

Formal parent/teacher communication is required a minimum of once every two weeks for students in grades K-6 and monthly for students in grades 7-12. Parents proactively identify and work with teachers to address student challenges. Feedback from parents regarding the school is gathered annually using a parent survey conducted by an independent third party firm. Parents also participate through regular opportunities to plan and attend field trips and other school events throughout the year. There is a parent group similar to a PTA called “Club Orange” that all parents are welcome to participate in free of charge. There is a parent representative position available to the Board of Directors, the governing body for the charter school. There are also parent representatives on the School Advisory Committee, which advises the board and administration on topics such as Title programs and the LCAP. All parents and Learning Coaches are provided access, via Connexus®, the Educational Management System, to an online orientation and are encouraged to complete it prior to enrollment. The school has several Family Relationship Specialists who proactively reach out to support newparents, and also respond to assist parents who are having difficulties of any kind in fulfilling their crucial role in their student's education. Parents and Learning Coaches are encouraged and reminded that Technical Support can be contacted by phone or via a link in Connexus for assistance with technical issues, complaints and concerns. Monitored Message Boards provide opportunities for parents to communicate about a variety of topics with each other, with teachers, and with other stakeholders. A link on the parents’ homepage in Connexus called "Feedback" enables parents to immediately and easily submit comments, complaints, questions, and concerns, and the "rate your school" link allows parents to rate their overall experience at the school on a daily basis. These communications are tracked daily. Parents may also rate each lesson their student is assigned using the StarTrack system. Both the "rate your school" and the StarTrack systems use a rating scale of 1-5 (1 being poor, 5 being excellent) and also allowusers to submit written comments. Students and their families are offered the opportunity to participate in a variety of school-sponsored activities, including official field trips, schoolwide social events, a private Facebook page for communication and planning, numerous clubs, and an online yearbook, and an extensive monthly school newsletter.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2015-16	School 2016-17	School 2017-18	District 2015-16	District 2016-17	District 2017-18	State 2015-16	State 2016-17	State 2017-18
Dropout Rate	31.3	26.8	32.1	1.4	11.7	16.2	9.7	9.1	9.6
Graduation Rate	48.1	48.8	49.7	98.2	77.4	75.4	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.0	0.0	0.0	4.2	3.7	2.6	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.1	0.1	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Because our charter school is a virtual school, school safety issues differ from a traditional school. Students do not work from a school site but some teachers and administrators, as well as most all of the support staff, do work from an office location. For students, school safety issues typically include, but are not limited to, Internet safety as well as policies on bullying and harassment. Connexus, the school's Education Management System, provides a closed communication system, which helps ensure online safety for students. For staff members, common school safety issues addressed with training include Internet safety, students in distress, student, parent or staff bullying and harassment, and other topics. Emergency plans and work place safety policies are also provided for school staff members who work in a school office. We do host in person events including field trips, festivals, state testing and graduation ceremonies. We do have a comprehensive safety plan that was board approved on February 26, 2019. The plan includes all elements required by Ed Code, including but not limited to: child abuse reporting, disaster and criminal incident procedures, and, discipline and due process for students. The school also has a safety committee which meets at regular intervals. We also offer staff CPR training and active shooter training. Additional information about school safety is available upon request.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	21.5				24.6				22.2			
1	21.5				24.6				22.2			
2	21.5				24.6				22.2			
3	21.5				24.6				22.2			
4	21.5				24.6				22.2			
5	21.5				24.6				22.2			
6	21.5				24.6				22.2			
Other**												

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	21.5				24.6				22.2			
Mathematics	21.5				24.6				22.2			
Science	21.5				24.6				22.2			
Social Science	21.5				24.6				22.2			

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	372

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.76
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	1.70
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	1.49
Resource Specialist (non-teaching)	7.22
Other	2.00

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$9,961.35	$1,1371.67	$8,589.68	$50,500.00
District	N/A	N/A	$9,288.00	$69,803.00
Percent Difference - School Site and District	N/A	N/A	-7.8	-32.1
State	N/A	N/A	$7,506.64	$80,680.00
Percent Difference - School Site and State	N/A	N/A	13.5	-46.0

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

Programs provided by the school, in addition to the regular virtual program, include but are not limited to: Gifted/Talented, Special Education, ELL support, academic remediation and intervention programs (for Math at all grade levels and Math and ELA for elementary grade levels 3-5), Career/Technical Education courses, and Specialty Academies for students with talent and interest in athletics, the arts or science/technology.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$46,330	$46,208
Mid-Range Teacher Salary	$66,933	$72,218
Highest Teacher Salary	$90,337	$92,742
Average Principal Salary (Elementary)	$114,171	$134,864
Average Principal Salary (Middle)	$0	$118,220
Average Principal Salary (High)	$124,218	$127,356
Superintendent Salary	$170,645	$186,823
Percent of Budget for Teacher Salaries	38%	33%
Percent of Budget for Administrative Salaries	6%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.

Advanced Placement (AP) Courses (School Year 2018-19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	1	N/A
English	2	N/A
Fine and Performing Arts	1	N/A
Foreign Language	1	N/A
Mathematics	3	N/A
Science	2	N/A
Social Science	3	N/A
All courses	13	3.2

Note: Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			

All teachers have approximately 20 days each school year for professional development and training. In addition, Professional Learning Communities actively meet throughout the school year during time set aside for this important professional development activity which supports student learning through data analysis and professional collaboration.

Training/Professional Learning Elements - The following training and professional learning programs are provided to Connections Academy teachers:

1. Teacher Orientation Courses

Teacher Orientation Course: Foundations of Instruction - All new teachers complete a self-guided, Connections Education-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 multitiered 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 Teacher 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 Teacher Orientation 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.

2. Connections Academy Professional Learning Series

Research on effective professional development tells us that professional development should be intensive, ongoing, and connected to practice. We are not effective when we provide stand-alone professional development workshops. 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. Connections Academy provides teachers with ongoing

professional development activities throughout the year. Presenters with various backgrounds and areas of content expertise conduct live tutorial sessions on a rotating basis throughout the school year.

Connections Academy provides a systematic approach to professional learning for all teachers. Topics for professional learning sessions support our core standards for facilitating student learning, align to the school year cycle, and are driven by our belief that all students can and must learn. Each series is: Intensive – Participants will identify the purpose of educational practices, examine how they can be implemented in the virtual or blended environment, and collaboratively discuss strategies that can be implemented with students.

Ongoing – New instructional strategies and the latest learning research will be connected to topics presented and discussed in prior sessions to demonstrate how specific educational practices form the "big picture" of effect.

Connected to practice – Following each session, participants will apply what they've learned to their professional practice. They will integrate precise, targeted strategies into their planning and instruction, and reflect on the outcomes through the Teacher ePortfolio Data View.

3. University Online Instruction Courses

Connections Education has established relationships with faculty members at American Public University to provide teachers with courses specifically designed to focus on online instructional practices. Connections Education offers up to $5,250 per year per teacher per teacher in tuition reimbursement to support continuing education. Some restrictions apply including enrollment in an accredited program or degree path as well as successful completion of the course(s).

4. Connections Academy Leadership Academy

Connections Academy cultivates internal leadership candidates through a series of meetings that focus on administrative, policy, and operational issues. Candidates who have an interest in future leadership opportunities are selected through an application process. This forum promotes critical thinking in the areas of educational research, administrative practice, and supervisory proficiency as they relate to virtual school leadership. Participants will also be expected to complete a year-long action research project at their school and report on the results at the final meeting of the Leadership Academy.

5. Teacher Central

Teacher Central is a website that is easy to navigate and serves as a one-stop shop for teachers and staff to find guidance on instructional practices, professional learning, and training resources. Each section contains links to resources to support teacher effectiveness, best practices, and tools designed to personalize the learning experience for students. The Teacher Central website supports school-based staff with a variety of recorded tutorials, presentations, guides, and links to resources in 10 key categories:

- Connexus Tools
- Curriculum and Course Support
- Data & Reports
- Enrollment, Placement, and Withdrawal
- Family Engagement
- Multitiered Instructional Support
- Professional Learning and Collaboration
- School Year Cycle
- Teacher Protocols, Policies, and Best Practice
- Live Lesson Sessions

Training and Professional Learning Delivery Models

Connections Academy uses several modes to deliver training and professional learning:

In-Person Training: Recognizing the tenets of effective professional development established by the National Staff Development Council (NSDC), interpersonal connections increase the impact of training for adult learners. Connections Academy's Academic Training and Support Services team facilitates face-to-face training by school request. This can help establish rapport and promote collegial learning communities that are continued throughout the year via remote interactions. "Train-the-Trainer": Each school selects at least one teacher to serve as a Training Representative to work with members of the Academic Training and Support Services team throughout the year. Training Representatives stay current on and 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 trainings, one-page guides, and activities to reinforce learning.

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. Real-time trainings and professional learning sessions conducted virtually, along with recorded

trainings are offered throughout the year on a variety of school-specific and system-wide initiatives. Schools can request additional, school-specific sessions at any time.

Connections uses Adobe Connect (LiveLesson sessions) to hold online 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.

Teacher Support During Implementation

Connections Academy teachers are all assigned supervisors. The supervisors are tasked with monitoring and supporting the teachers during their implementation of the professional development activities. They will meet as often as twice a month to ensure implementation is on track.

California Connections Academy Southern California
School Accountability Report Card
Reported Using Data from the 2018-19 School Year
Published During 2019-20

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	California Connections Academy Southern California
Street	33272 Valle Rd.
City, State, Zip	San Juan Capistrano, CA 92675-4842
Phone Number	(949) 461-1667
Principal	Dr. Richard Savage, Executive Director
Email Address	rsavage@calca.connectionsacademy.org
Website	https://www.connectionsacademy.com/california-online-school/about
County-District-School (CDS) Code	30 66464 0106765

Entity	Contact Information
District Name	Capistrano Unified School District
Phone Number	949.234.9200
Superintendent	Kirsten Vital
Email Address	kmvital@capousd.org
Website	www.capousd.org

School Description and Mission Statement (School Year 2019-20)

Capistrano Connections Academy (also known as California Connections Academy Southern California or CalCA Southern California) was authorized on June 4, 2004 and received its current 5-year charter renewal in December of 2018 by Capistrano Unified School District (CUSD). CalCA Southern California began serving students on September 7, 2004. CalCA Southern California serves students in Los Angeles, Orange, Riverside, San Bernardino, and San Diego Counties counties.

The mission of CalCA Southern California will be to educate and empower compassionate global citizens by leveraging 21st century education resources on behalf of students who need a more personalized approach to learning to maximize these students' potential and meet the highest performance standards. This mission will be 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 will have a Personalized Learning Plan and an entire team of experts committed to the student's successful fulfillment of that plan. CalCA Southern California will be a high-quality, high-tech, high-interaction virtual "school without walls" that brings out the best in every student through Personalized Performance Learning.

CalCA Southern California is tailor-made for a diverse array of students who would benefit from a quality alternative to the traditional brick-and-mortar classroom. These include students whose families seek direct involvement in their education; students who are homebound due to illness or disability; exceptional students who are far ahead of or far behind their peers in school; young people pursuing artistic or athletic careers that require a flexible school schedule; students in group homes or institutions; and students at risk of academic failure who may particularly benefit from intensive, personalized instruction.

CalCA Southern California represents an outstanding educational choice for families in Orange County and contiguous counties. Students will benefit from instruction that is individualized, personalized, and flexible. The ultimate focus of this "high-tech, high-interaction" instructional model is student achievement. The CalCA Southern California Board contracts with Connections Education, DBA Pearson Online and Blended Learning, to provide the online school platform, the curriculum and other services. Parents pay no tuition for their students to attend California Connections Academy Southern California. Students are considered to be enrolled in a full time public school. CalCA Southern California provides textbooks and other instructional materials and equipment. Non-consumable materials and all equipment must be returned if the student is no longer enrolled. Students are expected to take all state- mandated standardized tests in person at proctored locations designated by the school.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	136
Grade 1	150
Grade 2	145
Grade 3	132
Grade 4	169
Grade 5	168
Grade 6	261
Grade 7	328
Grade 8	402
Grade 9	351
Grade 10	500
Grade 11	581
Grade 12	618
Total Enrollment	3,941

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	7.1
American Indian or Alaska Native	0.1
Asian	2.7
Filipino	1.4
Hispanic or Latino	36.7
Native Hawaiian or Pacific Islander	0.1
White	33.5
Two or More Races	18.4
Socioeconomically Disadvantaged	47.9
English Learners	3.3
Students with Disabilities	10.9
Foster Youth	0.2
Homeless	1

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	125	135	181	N/A
Without Full Credential	0	0	0	N/A
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	N/A

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: 01/2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum, textbook and instructional material selections annually. The Connections Academy branded curriculum, including assessments, is aligned to the California Common Core State Standards, California Content Standards and Next Generation Science Standards, as adopted by the State Board of Education for English-Language Arts, Mathematics, Health Education, History-Social Science, Physical Education, Science, Visual and Performing Arts, and World Languages. Additional alignments are conducted for “a” to “g” guidelines. The curriculum is updated regularly based on a rigorous analysis of student performance on state standards as measured by state testing results and internal assessments. The high quality proprietary curriculum integrates textbooks, lesson plans, and other content from a variety of leading publishers including Pearson, McGraw-Hill, and Zaner-Bloser, many of which are already on the state’s approved list. In addition to high-quality virtual and print textbook resources, the curriculum features technology-based content from providers such as Grolier Online, BrainPOP, Houghton Mifflin Harcourt, and Discovery Education. Connections Education’s proprietary and highly effective online animated Teachlets® tutorials, which introduce challenging topics and provide interactive practice, are also included. LiveLesson® sessions, which provide for real-time web conferencing with individual and small groups of students using voice over IP, chat, electronic whiteboard, and shared web surfing, allow teachers and students to interact with one another in real time in a ‘virtual classroom.’ For the most recent complete curriculum Program Guide, please visit the following URL :	Yes	0.0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	http://bluetoad.com/publication/?m=1702&l=1		

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Mathematics	Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum, textbook and instructional material selections annually. The Connections Academy branded curriculum, including assessments, is aligned to the California Common Core State Standards, California Content Standards and Next Generation Science Standards, as adopted by the State Board of Education for English-Language Arts, Mathematics, Health Education, History-Social Science, Physical Education, Science, Visual and Performing Arts, and World Languages. Additional alignments are conducted for “a” to “g” guidelines. The curriculum is updated regularly based on a rigorous analysis of student performance on state standards as measured by state testing results and internal assessments. The high quality proprietary curriculum integrates textbooks, lesson plans, and other content from a variety of leading publishers including Pearson, McGraw-Hill, and Zaner-Bloser, many of which are already on the state’s approved list. In addition to high-quality virtual and print textbook resources, the curriculum features technology-based content from providers such as Grolier Online, BrainPOP, Houghton Mifflin Harcourt, and Discovery Education. Connections Education’s proprietary and highly effective online animated Teachlets® tutorials, which introduce challenging topics and provide interactive practice, are also included. LiveLesson® sessions, which provide for real-time web conferencing with individual and small groups of students using voice over IP, chat, electronic whiteboard, and shared web surfing, allow teachers and students to interact with one another in real time in a ‘virtual classroom.’ For the most recent complete curriculum Program Guide, please visit the following URL :	Yes	0.0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	http://bluetoad.com/publication/?m=1702&l=1		

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Science	Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum, textbook and instructional material selections annually. The Connections Academy branded curriculum, including assessments, is aligned to the California Common Core State Standards, California Content Standards and Next Generation Science Standards, as adopted by the State Board of Education for English-Language Arts, Mathematics, Health Education, History-Social Science, Physical Education, Science, Visual and Performing Arts, and World Languages. Additional alignments are conducted for “a” to “g” guidelines. The curriculum is updated regularly based on a rigorous analysis of student performance on state standards as measured by state testing results and internal assessments. The high quality proprietary curriculum integrates textbooks, lesson plans, and other content from a variety of leading publishers including Pearson, McGraw-Hill, and Zaner-Bloser, many of which are already on the state’s approved list. In addition to high-quality virtual and print textbook resources, the curriculum features technology-based content from providers such as Grolier Online, BrainPOP, Houghton Mifflin Harcourt, and Discovery Education. Connections Education’s proprietary and highly effective online animated Teachlets® tutorials, which introduce challenging topics and provide interactive practice, are also included. LiveLesson® sessions, which provide for real-time web conferencing with individual and small groups of students using voice over IP, chat, electronic whiteboard, and shared web surfing, allow teachers and students to interact with one another in real time in a ‘virtual classroom.’ For the most recent complete curriculum Program Guide, please visit the following URL :	Yes	0.0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	http://bluetoad.com/publication/?m=1702&l=1		

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
History-Social Science	Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum, textbook and instructional material selections annually. The Connections Academy branded curriculum, including assessments, is aligned to the California Common Core State Standards, California Content Standards and Next Generation Science Standards, as adopted by the State Board of Education for English-Language Arts, Mathematics, Health Education, History-Social Science, Physical Education, Science, Visual and Performing Arts, and World Languages. Additional alignments are conducted for “a” to “g” guidelines. The curriculum is updated regularly based on a rigorous analysis of student performance on state standards as measured by state testing results and internal assessments. The high quality proprietary curriculum integrates textbooks, lesson plans, and other content from a variety of leading publishers including Pearson, McGraw-Hill, and Zaner-Bloser, many of which are already on the state’s approved list. In addition to high-quality virtual and print textbook resources, the curriculum features technology-based content from providers such as Grolier Online, BrainPOP, Houghton Mifflin Harcourt, and Discovery Education. Connections Education’s proprietary and highly effective online animated Teachlets® tutorials, which introduce challenging topics and provide interactive practice, are also included. LiveLesson® sessions, which provide for real-time web conferencing with individual and small groups of students using voice over IP, chat, electronic whiteboard, and shared web surfing, allow teachers and students to interact with one another in real time in a ‘virtual classroom.’ For the most recent complete curriculum Program Guide, please visit the following URL :	Yes	0.0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	http://bluetoad.com/publication/?m=1702&l=1		

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Foreign Language	Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum, textbook and instructional material selections annually. The Connections Academy branded curriculum, including assessments, is aligned to the California Common Core State Standards, California Content Standards and Next Generation Science Standards, as adopted by the State Board of Education for English-Language Arts, Mathematics, Health Education, History-Social Science, Physical Education, Science, Visual and Performing Arts, and World Languages. Additional alignments are conducted for “a” to “g” guidelines. The curriculum is updated regularly based on a rigorous analysis of student performance on state standards as measured by state testing results and internal assessments. The high quality proprietary curriculum integrates textbooks, lesson plans, and other content from a variety of leading publishers including Pearson, McGraw-Hill, and Zaner-Bloser, many of which are already on the state’s approved list. In addition to high-quality virtual and print textbook resources, the curriculum features technology-based content from providers such as Grolier Online, BrainPOP, Houghton Mifflin Harcourt, and Discovery Education. Connections Education’s proprietary and highly effective online animated Teachlets® tutorials, which introduce challenging topics and provide interactive practice, are also included. LiveLesson® sessions, which provide for real-time web conferencing with individual and small groups of students using voice over IP, chat, electronic whiteboard, and shared web surfing, allow teachers and students to interact with one another in real time in a ‘virtual classroom.’ For the most recent complete curriculum Program Guide, please visit the following URL :	Yes	0.0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	http://bluetoad.com/publication/?m=1702&l=1		

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Health	Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum, textbook and instructional material selections annually. The Connections Academy branded curriculum, including assessments, is aligned to the California Common Core State Standards, California Content Standards and Next Generation Science Standards, as adopted by the State Board of Education for English-Language Arts, Mathematics, Health Education, History-Social Science, Physical Education, Science, Visual and Performing Arts, and World Languages. Additional alignments are conducted for “a” to “g” guidelines. The curriculum is updated regularly based on a rigorous analysis of student performance on state standards as measured by state testing results and internal assessments. The high quality proprietary curriculum integrates textbooks, lesson plans, and other content from a variety of leading publishers including Pearson, McGraw-Hill, and Zaner-Bloser, many of which are already on the state’s approved list. In addition to high-quality virtual and print textbook resources, the curriculum features technology-based content from providers such as Grolier Online, BrainPOP, Houghton Mifflin Harcourt, and Discovery Education. Connections Education’s proprietary and highly effective online animated Teachlets® tutorials, which introduce challenging topics and provide interactive practice, are also included. LiveLesson® sessions, which provide for real-time web conferencing with individual and small groups of students using voice over IP, chat, electronic whiteboard, and shared web surfing, allow teachers and students to interact with one another in real time in a ‘virtual classroom.’ For the most recent complete curriculum Program Guide, please visit the following URL :	Yes	0.0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	http://bluetoad.com/publication/?m=1702&l=1		

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Visual and Performing Arts	Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum, textbook and instructional material selections annually. The Connections Academy branded curriculum, including assessments, is aligned to the California Common Core State Standards, California Content Standards and Next Generation Science Standards, as adopted by the State Board of Education for English-Language Arts, Mathematics, Health Education, History-Social Science, Physical Education, Science, Visual and Performing Arts, and World Languages. Additional alignments are conducted for “a” to “g” guidelines. The curriculum is updated regularly based on a rigorous analysis of student performance on state standards as measured by state testing results and internal assessments. The high quality proprietary curriculum integrates textbooks, lesson plans, and other content from a variety of leading publishers including Pearson, McGraw-Hill, and Zaner-Bloser, many of which are already on the state’s approved list. In addition to high-quality virtual and print textbook resources, the curriculum features technology-based content from providers such as Grolier Online, BrainPOP, Houghton Mifflin Harcourt, and Discovery Education. Connections Education’s proprietary and highly effective online animated Teachlets® tutorials, which introduce challenging topics and provide interactive practice, are also included. LiveLesson® sessions, which provide for real-time web conferencing with individual and small groups of students using voice over IP, chat, electronic whiteboard, and shared web surfing, allow teachers and students to interact with one another in real time in a ‘virtual classroom.’ For the most recent complete curriculum Program Guide, please visit the following URL :	Yes	0.0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	http://bluetoad.com/publication/?m=1702&l=1		
Science Laboratory Equipment (grades 9-12)			0.0%

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: 01/2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	HVAC upgrade to improve energy efficiency.
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	Updated to LED lighting
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	57	60	69	70	50	50
Mathematics (grades 3-8 and 11)	26	26	58	59	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	2202	1723	78.25	21.75	59.78
Male	1015	780	76.85	23.15	53.46
Female	1187	943	79.44	20.56	65.01
Black or African American	160	117	73.13	26.87	36.75
American Indian or Alaska Native	--	--	--	--	--
Asian	74	67	90.54	9.46	83.58
Filipino	21	18	85.71	14.29	77.78
Hispanic or Latino	767	625	81.49	18.51	55.68
Native Hawaiian or Pacific Islander					
White	757	583	77.01	22.99	63.64

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	422	312	73.93	26.07	63.14
Socioeconomically Disadvantaged	1080	806	74.63	25.37	50.62
English Learners	117	101	86.32	13.68	49.50
Students with Disabilities	262	183	69.85	30.15	34.43
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	24	10	41.67	58.33	50.00

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	2202	1711	77.70	22.30	25.85
Male	1015	780	76.85	23.15	26.92
Female	1187	931	78.43	21.57	24.95
Black or African American	160	115	71.88	28.12	13.04
American Indian or Alaska Native	--	--	--	--	--
Asian	74	68	91.89	8.11	60.29
Filipino	21	18	85.71	14.29	38.89
Hispanic or Latino	767	620	80.83	19.17	20.00
Native Hawaiian or Pacific Islander					
White	757	584	77.15	22.85	27.27
Two or More Races	422	305	72.27	27.73	31.48
Socioeconomically Disadvantaged	1080	799	73.98	26.02	16.17
English Learners	117	100	85.47	14.53	19.00
Students with Disabilities	262	182	69.47	30.53	10.44
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	24	10	41.67	58.33	11.11

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

Career Technical Education Programs (School Year 2018-19)

California Connections Academy offers several CTE courses. Currently there are 227 students enrolled in these courses. These courses are all taught within our school by our own teachers. The courses are designed to be high interest and also focused on career preparation. All students are eligible to take these courses and our counseling staff works diligently to match the courses to student interests when including them in a schedule. The current CTE courses offered at California Connections Academy are the following:

Accounting I
Accounting II
Administrative Duties and Office Management
Anatomy and Physiology
Business Communication
Business Information Systems
Business Law
Business Math
College Prep with ACT
College Prep with SAT
Criminal Investigation
Developmental Writing
Human Resource Management
Internship & Work Study A
Internship & Work Study B
Introduction to Business
Introduction to Communication
Introduction to Criminal Justice

Introduction to Early Childhood Education
Introduction to Finance
Introduction to Homeland Security
Introduction to Law
Introduction to Medical Assisting
Introduction to Psychology
Introduction to Sociology
Introduction to the Paralegal Profession
Introductory Astronomy
Java Programming I
Java Programming II
Leadership and Supervision in Business
Medical Law and Ethics
Medical Terminology
MS Career Exploration
Principles of Management
Principles of Marketing
Public Speaking
Research Methods

Career Technical Education Participation (School Year 2018-19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	57.18
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	30.34

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade *Level*	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5			

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The 2018-19 PFT data has not been published by CDE. The SARCs are being board approved and posted without the data to meet the 2/1/20 publishing deadline. Updated SARCs will be posted as soon as the data is published.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

Formal parent/teacher communication is required a minimum of once every two weeks for students in grades K-6 and monthly for students in grades 7-12. Parents proactively identify and work with teachers to address student challenges. Feedback from parents regarding the school is gathered annually using a parent survey conducted by an independent third party firm. Parents also participate through regular opportunities to plan and attend field trips and other school events throughout the year. There is a parent group similar to a PTA called “Club Orange” that all parents are welcome to participate in free of charge. There is a parent representative position available to the Board of Directors, the governing body for the charter school. There are also parent representatives on the School Advisory Committee, which advises the board and administration on topics such as Title programs and the LCAP. All parents and Learning Coaches are provided access, via Connexus®, the Educational Management System, to an online orientation and are encouraged to complete it prior to enrollment. The school has several Family Relationship Specialists who proactively reach out to support new parents, and also respond to assist parents who are having difficulties of any kind in fulfilling their crucial role in their student's education. Parents and Learning Coaches are encouraged and reminded that Technical Support can be contacted by phone or via a link in Connexus for assistance with technical issues, complaints and concerns. Monitored Message Boards provide opportunities for parents to communicate about a variety of topics with each other, with teachers, and with other stakeholders. A link on the parents’ homepage in Connexus called "Feedback" enables parents to immediately and easily submit comments, complaints, questions, and concerns, and the "rate your school" link allows parents to rate their overall experience at the school on a daily basis. These communications are tracked daily. Parents may also rate each lesson their student is assigned using the StarTrack system. Both the "rate your school" and the StarTrack systems use a rating scale of 1-5 (1 being poor, 5 being excellent) and also allow users to submit written comments. Students and their families are offered the opportunity to participate in a variety of school-sponsored activities, including official field trips, schoolwide social events, a private Facebook page for communication and planning, numerous clubs, and an online yearbook, and an extensive monthly school newsletter.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2015-16	School 2016-17	School 2017-18	District 2015-16	District 2016-17	District 2017-18	State 2015-16	State 2016-17	State 2017-18
Dropout Rate	25.4	21.5	25.2	1.4	3.9	4.7	9.7	9.1	9.6
Graduation Rate	61.8	64.9	57.2	97.2	91.6	90.5	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.0	0.0	0.0	2.5	2.3	2.1	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Because our charter school is a virtual school, school safety issues differ from a traditional school. Students do not work from a school site but some teachers and administrators, as well as most all of the support staff, do work from an office location. For students, school safety issues typically include, but are not limited to, Internet safety as well as policies on bullying and harassment. Connexus, the school's Education Management System, provides a closed communication system, which helps ensure online safety for students. For staff members, common school safety issues addressed with training include Internet safety, students in distress, student, parent or staff bullying and harassment, and other topics. Emergency plans and work place safety policies are also provided for school staff members who work in a school office. We do host in person events including field trips, festivals, state testing and graduation ceremonies. We do have a comprehensive safety plan that was board approved on February 26, 2019. The plan includes all elements required by Ed Code, including but not limited to: child abuse reporting, disaster and criminal incident procedures, and, discipline and due process for students. The school also has a safety committee which meets at regular intervals. We also offer staff CPR training and active shooter training. Additional information about school safety is available upon request.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	21.5				24.6				22.2			
1	21.5				24.6				22.2			
2	21.5				24.6				22.2			
3	21.5				24.6				22.2			
4	21.5				24.6				22.2			
5	21.5				24.6				22.2			
6	21.5				24.6				22.2			
Other**												

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	21.5				24.6				22.2			
Mathematics	21.5				24.6				22.2			
Science	21.5				24.6				22.2			
Social Science	21.5				24.6				22.2			

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	384

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	7.92
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	4.40
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	3.70
Resource Specialist (non-teaching)	18.07
Other	6.00

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$9,504.13	$8,335.02	$1,169.11	$50,500.00
District	N/A	N/A	$10,287.00	$89,014.00
Percent Difference - School Site and District	N/A	N/A	-159.2	-55.2
State	N/A	N/A	$7,506.64	$82,403.00
Percent Difference - School Site and State	N/A	N/A	-146.1	-48.0

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

Programs provided by the school, in addition to the regular virtual program, include but are not limited to: Gifted/Talented, Special Education, ELL support, academic remediation and intervention programs (for Math at all grade levels and Math and ELA for elementary grade levels 3-5), Career/Technical Education courses, and Specialty Academies for students with talent and interest in athletics, the arts or science/technology.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$52,915	$48,612
Mid-Range Teacher Salary	$79,510	$74,676
Highest Teacher Salary	$105,993	$99,791
Average Principal Salary (Elementary)	$138,793	$125,830
Average Principal Salary (Middle)	$141,825	$131,167
Average Principal Salary (High)	$161,376	$144,822
Superintendent Salary	$326,466	$275,796
Percent of Budget for Teacher Salaries	38%	34%
Percent of Budget for Administrative Salaries	5%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.

Advanced Placement (AP) Courses (School Year 2018-19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	1	N/A
English	3	N/A
Fine and Performing Arts	1	N/A
Foreign Language	1	N/A
Mathematics	3	N/A
Science	2	N/A
Social Science	3	N/A
All courses	14	4.8

Note: Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			

All teachers have approximately 20 days each school year for professional development and training. In addition, Professional Learning Communities actively meet throughout the school year during time set aside for this important professional development activity which supports student learning through data analysis and professional collaboration.

Training/Professional Learning Elements - The following training and professional learning programs are provided to Connections Academy teachers:

1. Teacher Orientation Courses

Teacher Orientation Course: Foundations of Instruction - All new teachers complete a self-guided, Connections Education-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 multitiered 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 Teacher 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 Teacher Orientation 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.

2. Connections Academy Professional Learning Series

Research on effective professional development tells us that professional development should be intensive, ongoing, and connected to practice. We are not effective when we provide stand-alone professional development workshops. 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. Connections Academy provides teachers with ongoing

professional development activities throughout the year. Presenters with various backgrounds and areas of content expertise conduct live tutorial sessions on a rotating basis throughout the school year.

Connections Academy provides a systematic approach to professional learning for all teachers. Topics for professional learning sessions support our core standards for facilitating student learning, align to the school year cycle, and are driven by our belief that all students can and must learn. Each series is: Intensive – Participants will identify the purpose of educational practices, examine how they can be implemented in the virtual or blended environment, and collaboratively discuss strategies that can be implemented with students.

Ongoing – New instructional strategies and the latest learning research will be connected to topics presented and discussed in prior sessions to demonstrate how specific educational practices form the "big picture" of effect.

Connected to practice – Following each session, participants will apply what they've learned to their professional practice. They will integrate precise, targeted strategies into their planning and instruction, and reflect on the outcomes through the Teacher ePortfolio Data View.

3. University Online Instruction Courses

Connections Education has established relationships with faculty members at American Public University to provide teachers with courses specifically designed to focus on online instructional practices. Connections Education offers up to $5,250 per year per teacher per teacher in tuition reimbursement to support continuing education. Some restrictions apply including enrollment in an accredited program or degree path as well as successful completion of the course(s).

4. Connections Academy Leadership Academy

Connections Academy cultivates internal leadership candidates through a series of meetings that focus on administrative, policy, and operational issues. Candidates who have an interest in future leadership opportunities are selected through an application process. This forum promotes critical thinking in the areas of educational research, administrative practice, and supervisory proficiency as they relate to virtual school leadership. Participants will also be expected to complete a year-long action research project at their school and report on the results at the final meeting of the Leadership Academy.

5. Teacher Central

Teacher Central is a website that is easy to navigate and serves as a one-stop shop for teachers and staff to find guidance on instructional practices, professional learning, and training resources. Each section contains links to resources to support teacher effectiveness, best practices, and tools designed to personalize the learning experience for students. The Teacher Central website supports school-based staff with a variety of recorded tutorials, presentations, guides, and links to resources in 10 key categories:

- Connexus Tools
- Curriculum and Course Support
- Data & Reports
- Enrollment, Placement, and Withdrawal
- Family Engagement
- Multitiered Instructional Support
- Professional Learning and Collaboration
- School Year Cycle
- Teacher Protocols, Policies, and Best Practice
- Live Lesson Sessions

Training and Professional Learning Delivery Models

Connections Academy uses several modes to deliver training and professional learning:

In-Person Training: Recognizing the tenets of effective professional development established by the National Staff Development Council (NSDC), interpersonal connections increase the impact of training for adult learners. Connections Academy's Academic Training and Support Services team facilitates face-to-face training by school request. This can help establish rapport and promote collegial learning communities that are continued throughout the year via remote interactions. "Train-the-Trainer": Each school selects at least one teacher to serve as a Training Representative to work with members of the Academic Training and Support Services team throughout the year. Training Representatives stay current on and 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 trainings, one-page guides, and activities to reinforce learning.

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. Real-time trainings and professional learning sessions conducted virtually, along with recorded

trainings are offered throughout the year on a variety of school-specific and system-wide initiatives. Schools can request additional, school-specific sessions at any time.

Connections uses Adobe Connect (LiveLesson sessions) to hold online 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.

Teacher Support During Implementation

Connections Academy teachers are all assigned supervisors. The supervisors are tasked with monitoring and supporting the teachers during their implementation of the professional development activities. They will meet as often as twice a month to ensure implementation is on track.

LCAP FEDERAL ADDENDUM

Title I Part A Parent Engagement Section
for
California Connections Academy Schools

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

NOTE: The section below is the final response to the Parent and Family Engagement Prompts. Due to the character limits of the online template, the entire section was not submitted at one, but rather, the sections highlighted in red were submitted as supplemental responses. While the export from the online system only shows the supplemental responses, the sections copied below include the full response from each school.

CALCA RESPONSE:

The school's schoolwide plan (LCAP/LEA Plan) and the Parent and Family Engagement Policy and School-Parent Compact are updated annually based on feedback from parents, and many other stakeholders. The parent and family engagement policy and school-parent compact are sent via "must read webmail" to all families at the beginning of the school year. The policy and compact can also be found in the school's Handbook available 24/7 via the EMS. At least one meeting of a Planning Committee (scheduled as part of the School Advisory Committee calendar) occurs annually, to which all parents are invited to participate. Outreach to specific parent groups, such as parents of English Language Learners, migratory families, parents of students with disabilities, etc. takes place to encourage participation. The school creates an FAQ document from the parent meeting(s) addressing all questions and input from parents, which is then distributed back out to all parents. The school conducts, via a third-party, annual surveys each year that allows parents, students and staff to provide input on the school's program, policies, and procedures. The parent survey has specific questions directed to parents of children with disabilities. Parent input is examined and considered from these surveys. In order to align the parent input received via these various channels with the LCAP stakeholder engagement process, all inputs are provided to school leadership who then updates the LCAP accordingly. The LCAP section on stakeholder engagement integrates the parent input and reports on its impact on the LCAP. The LCAP is submitted to the Board of Directors for final approval. Parents are also represented on the Board of Directors.

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During the school year, teachers and parents communicate regularly via email, telephone and web conference. Teachers are required to formally conference with parents regularly.

- For students who are struggling, school staff meet weekly to develop an intervention plan that directly involves the student's parent/family.
- Parents see, in real time, an indicator of whether his/her student is on track and making adequate progress. If a student gets off track, teachers contact parents promptly, and parents may then be involved in developing a formal plan to get the student engaged and making progress.
- Parents have multiple opportunities to shape the overall school experience. They can volunteer to assist with student activities (such as educational field trips, social events, or community service events), act as a resource and support for other parents, serve on the school's Board of Directors and/or School Advisory Committee, as well as participate in Title 1 planning meetings. Some of these opportunities also provide a chance to coordinate and integrate with other community resources. For example, field trip and community service events in the various communities allow parents and students to engage with their local communities in coordination with the school.
- Since the school does not have a physical site, parent "resources centers" are provided online instead. The school has a "Learning Coach Central" online location where may resources are housed. Free materials provided include online training, a handbook, and regular school newsletters. School message boards also provide resources and support. In addition, support from several different types of staff members who can directly provide required assistance is available.
- Ongoing training and support helps parents carry out their important role. Specific training and support efforts include on-site and in-print Parent/Caretaker Orientation. The school has staff who are specifically dedicated to provide one on one support as well as tailored training materials and FAQs for parents. These dedicated staff work with other school staff to implement and coordinate parent programs. Training and support to parents includes ensuring families understand challenging state academic standards, state and local academic assessments, and how to monitor a child's progress and work with teachers and with the student to improve achievement.
- Connexus (the school's EMS) also provides a multitude of resources including Message Boards, a Learning Coach Central website, check lists of daily tasks to complete; a virtual library with various support materials, etc.

The school provides ongoing professional development for both parents and staff (including teachers, specialized instructional support personnel, principals and other school leaders) to improve instruction and drive toward proficiency on state academic standards. Training includes various sessions focused on communicating and working effectively with parents/families, understanding the value and utility of contributions of parents, and how to reach out to, communicate with, and work with parents as equal partners, and build ties between parents and the school.

During the school year, teachers and parents communicate regularly and parents have multiple opportunities to shape the overall school experience. In addition to the opportunities listed above, parents can also choose to join the Connections Academy Families Association, a national group of parents similar to a PTA.

The school conducts an annual evaluation of the content and effectiveness of the parental involvement policy. The evaluation includes identifying barriers to greater participation by parents, with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, are

migrant families, or are of any racial or ethnic minority background. Evaluation methods include:

- Hold at least one annual meeting
- Administer an annual parent satisfaction survey
- Solicit feedback through multiple avenues, including a “feedback” link, in person appointments, telephone, and webmail

The school makes effective use of all available technologies (WebMail, web conferencing, message boards, and telephone, online newsletters, etc.) to distribute information to parents. In addition, parents set up regular conferences to discuss their child’s performance. Certain critical communications may also be provided in print format – for example, the parent training modules are available in print. The school handbook details all policies and procedures. Presentations for the annual parent meeting and the School Advisory Committee meeting are designed to be readily understandable to a parent or general member of the community, and questions and comments are encouraged. Content provided for these meetings is also translated into Spanish. The school will also, upon request or identification of need, translate materials, provide materials in a different format that is accessible to disabled parents, and/or conduct one on one or face to face meetings with a parent/family. This is beyond the trainings and orientations already available both online and, upon request, in print. The virtual nature of the schools allow for easier communication with migrant families who may change physical locations throughout the school year.

Because the school operates a schoolwide Title I program, the parent and stakeholder engagement process is geared toward improvement of student achievement for all students. Parent and stakeholder events and meetings held throughout the school year include discussions of schoolwide goals and strategies and progress toward goals - both related to ESEA and to LCAP.

LCAP Federal Addendum System

California Connections Academy North Bay (17640550129601)

Submission Dashboard

Status: **Approved**

All your sections have been approved by CDE reviewers! You are now finished with this submission system.

LEA Contact Name: **Franci Sassin**

LEA Contact Email: **fsassin@calca.connectionsacademy.org**

LEA Contact Phone: **949-461-1667**

Edit LEA Contact

Instructions, Strategy, and Alignment

Status: **Approved**

This section's responses have been approved by CDE. Select the "View Instructions, Strategy, and Alignment Section" button below to review (and print) your responses.

View Instructions, Strategy, and Alignment Section

Title I, Part A

Status: **Approved**

This section's responses have been approved by CDE. Select the "View Title I, Part A Section" button below to review (and print) your responses.

View Title I, Part A Section

Title I, Part A, Educator Equity

Status: **Approved**

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View Title I, Part A, Educator Equity Section

Title II, Part A

Status: **Approved**

This section's responses have been approved by CDE. Select the "View Title II, Part A Section" button below to review (and print) your responses.

View Title II, Part A Section

Title IV, Part A

Status: **Approved**

This section's responses have been approved by CDE. Select the "View Title IV, Part A Section" button below to review (and print) your responses.

View Title IV, Part A Section

Questions: Local Agency Systems Support Office | LCAPAddendum@cde.ca.gov | 916-323-5233

LCAP Federal Addendum System

Instructions, Strategy, and Alignment

Instructions

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

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

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

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

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

The LEA must address the Strategy and Alignment prompts provided below. Please describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

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

Response from California Connections Academy North Bay:

Federal funds are used to supplement and enhance local priorities based on comprehensive needs assessment conducted throughout the school year. Student performance data, informal feedback from staff/parents/students, and formal survey feedback from staff/parents/students is compiled, reviewed, and discussed throughout the year at PLC meetings, SST meetings, data meetings, faculty meetings, leadership retreats, School Advisory Committee meetings, and the annual Title I parent meeting, etc. Data reviewed

includes participation, attendance, course/lesson completion, course passing rates, graduation rates, formative assessment results, state assessment results, etc. and is broken down by subgroup (e.g., ethnicity, economic status, EL, homeless, special education, cohort status, etc.). Data is reviewed to determine the school's strengths and greatest areas of need which feed the LCAP and Federal funding strategies. Evidence-Based Research: Hamilton, Lara, Halverson, Richard, Jackson, Sharnell, Mandinach, Ellen, Supovitz, Jonathan, Wayman, Jeffrey, Pickens, Cassandra, Martin, Emily Sama, and Steele, Jennifer. (2009) Using Student Achievement Data to Support Instructional Decision Making. Institute of Education Sciences National Center for Education Evaluation and Regional Assistance. http://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/dddm_pg_092909.pdf

For 2018-2019: Greatest Needs:

1. Improvement in Math – the school will use federal funds to support salaries and benefits for Response to Intervention (RtI) teachers and Intervention specialists who will provide additional assistance and supplemental interventions to students who have been identified as at risk of not succeeding in math based on student data. Interventions and assistance may include additional contacts/communication, additional one-on-one or small group lessons, enrollment in Supplemental Intervention Support Programs (SISPs), etc. Evidence-Based Research: DIFFERENTIATION: Pashler, Harold, McDaniel, Mark, Rohrer, Doug, and Bjork, Robert. Learning Styles: Concepts and Evidence. Psychological Science in the Public Interest. Vol. 9, Num. 3, December 2008. https://www.psychologicalscience.org/journals/pspi/pspi_9_3.pdf INCREASED COMMUNICATION: Lemov, Doug. Teach Like a Champion 2.0. Jossey-Bass, 2 edition, 2014. RTI: Main components of Response to Intervention are high-quality instruction, frequent assessment, and data-based decision making. Well implemented RtI programs can foster positive academic and behavioral outcomes for all students. Brown-Chidsey, Rachel and Steege, Mark. "Response to Intervention, Second Edition: Principals and Strategies for Effective Practice." Guilford Press, June 15, 2011.
2. Graduation on Cohort AND overall Student Engagement and Retention – the school will use federal funds to support salaries and benefits for counselors who work with students who are at risk of being truant and aim to keep them on track, identify needs for intervention and other remediation, etc. Staff focus on student support services, truancy, family engagement, attendance, and dropout prevention. Counselors work with students and families to perform transcript analysis, determine needs, identify college and career goals, and set students on the path to meet those goals by identifying areas of need, developing differentiated plans/lessons for success, determining appropriate interventions, and monitoring student progress in coordination with teaching staff. Evidence-Based Research: DROPOUT PREVENTION Burzichelli, Claudia, Mackey, Phillip, Bausmith, Jennifer. (February 2011). Dropout prevention programs in nine Mid-Atlantic Region school districts: additions to a dropout prevention database. Institute of Education Sciences National Center for Education Evaluation and Regional Assistance. https://ies.ed.gov/ncee/edlabs/regions/midatlantic/pdf/REL_2011103.pdf
3. Student Engagement and Retention for ELLs – the school will use federal funding to support salaries and benefits for ELL teachers who will provide assistance and intervention to students who are identified and placed in the EL program.
4. Professional development and tuition assistance will be focused on the areas of greatest need and to increase the number of fully qualified teachers. Evidence-Based Research: 5 Characteristics of high quality professional development. Dr. Jana Hunzicker, Assistant Professor, Department of Teacher Education, Bradley University, June 2010. http://files.eric.ed.gov/fulltext/ED510366.pdf

APPROVED BY CDE

Alignment

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

Response from California Connections Academy North Bay:

Coordination of activities is handled by school leadership. Federal funds are used to meet the same schoolwide goals that are identified in the LCAP and for which state and local funds are also used. Federal funds supplement state funds and school leadership monitors to be sure that federal funds are used to provide additional support for programs, services and activities funded through state LCFF and other state or local funding sources. The LCAP identifies activities where federal funds are used.

APPROVED BY CDE

Instructions, Strategy, and Alignment Contact

Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and approval of this section via email.

Contact Name

Franci Sassin

Contact Phone
and Optional Extension

949-461-1667

Optional Extension

Contact Email

fsassin@calca.connectionsacademy.org

LCAP Federal Addendum System

Title I, Part A

Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP

For the majority of LEAs, the ESSA provisions identified on this page do not align with state priorities. **Each provision identified on this page must be addressed**, unless the provision is not applicable to the LEA. If the provision is not applicable to the LEA, respond with "N/A".

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To address these provisions, provide a narrative addressing each provision in the appropriate field below:

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)
Describe how the LEA will carry out its responsibility under Section 1111(d).

Response from California Connections Academy North Bay:

N/A

APPROVED BY CDE

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

Response from California Connections Academy North Bay:

NOTE: Due to character limits, only the sections from above that were modified are copied here. See reponse above for more details:
1. The school's schoolwide plan (LCAP/LEA Plan) and the Parent and Family Engagement Policy and School-Parent Compact are updated annually based on feedback from parents, and many other stakeholders. The parent and family engagement policy and school-parent compact are sent via "must read webmail" to all families at the beginning of the school year. The policy and compact can also be found in the school's Handbook available 24/7 via the EMS. At least one meeting of a Planning Committee (scheduled as part of the School Advisory Committee calendar) occurs annually, to which all parents are invited to

participate. Outreach to specific parent groups, such as parents of English Language Learners, migratory families, parents of students with disabilities, etc. takes place to encourage participation. The school creates an FAQ document from the parent meeting(s) addressing all questions and input from parents, which is then distributed back out to all parents. The school conducts, via a third-party, annual surveys each year that allows parents, students and staff to provide input on the school's program, policies, and procedures. The parent survey has specific questions directed to parents of children with disabilities. Parent input is examined and considered from these surveys. In order to align the parent input received via these various channels with the LCAP stakeholder engagement process, all inputs are provided to school leadership who then updates the LCAP accordingly. The LCAP section on stakeholder engagement integrates the parent input and reports on its impact on the LCAP. The LCAP is submitted to the Board of Directors for final approval. Parents are also represented on the Board of Directors.

2. Parents have multiple opportunities to shape the overall school experience. They can volunteer to assist with student activities (such as educational field trips, social events, or community service events), act as a resource and support for other parents, serve on the school's Board of Directors and/or School Advisory Committee, as well as participate in Title 1 planning meetings. Some of these opportunities also provide a chance to coordinate and integrate with other community resources. For example, field trip and community service events in the various communities allow parents and students to engage with their local communities in coordination with the school.

3. Since the school does not have a physical site, parent "resources centers" are provided online instead. The school has a "Learning Coach Central" online location where may resources are housed. Free materials provided include online training, a handbook, and regular school newsletters. School message boards also provide resources and support. In addition, support from several different types of staff members who can directly provide required assistance is available.

4. Ongoing training and support helps parents carry out their important role. Specific training and support efforts include on-site and in-print Parent/Caretaker Orientation. The school has staff who are specifically dedicated to provide one on one support as well as tailored training materials and FAQs for parents. These dedicated staff work with other school staff to implement and coordinate parent programs. Training and support to parents includes ensuring families understand challenging state academic standards, state and local academic assessments, and how to monitor a child's progress and work with teachers and with the student to improve achievement.

5. The school provides ongoing professional development for both parents and staff (including teachers, specialized instructional support personnel, principals and other school leaders) to improve instruction and drive toward proficiency on state academic standards. Training includes various sessions focused on communicating and working effectively with parents/families, understanding the value and utility of contributions of parents, and how to reach out to, communicate with, and work with parents as equal partners, and build ties between parents and the school.

6. The school conducts an annual evaluation of the content and effectiveness of the parental involvement policy. The evaluation includes identifying barriers to greater participation by parents, with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, are migrant families, or are of any racial or ethnic minority background.

7. The virtual nature of the schools allow for easier communication with migrant families who may change physical locations throughout the school year.

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

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)
Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Response from California Connections Academy North Bay:

TAS is N/A because school is operating a Schoolwide Program
Neglected or delinquent: N/A
Note that the school operates a schoolwide program and does not serve any neglected or delinquent institutions.
Schoolwide Program Description:
The school utilizes a Response-to-Instruction (RtI) model that identifies students who are not progressing in classes for additional interventions. RtI is a shared responsibility involving school leadership, teaching staff, support staff, RtI/interventionist teachers, Caretakers/Learning Coaches/Parents, and students. Inclusion of the student's family/guardians in this process is crucial.
The first stage of intervention is provided by the classroom teacher. If this level of intervention is insufficient to make progress, the student is referred to the student study team (SST) for additional determination of need and intervention. Students are then assigned to an intervention teacher who will provide additional interventions and monitor progress.
Tier I:
The core curriculum is the Pearson Online and Blended Learning research-based core reading and math curriculum aligned to state standards. In addition to core coursework, core curriculum includes teacher use of differentiated instructional strategies and resources that meet the needs of all students throughout the school year. All students have access to the core curriculum, work through their lessons, engage with interactive content such as Teachlet® tutorials, videos, virtual labs, and manipulatives, and demonstrate their understanding through multiple types of assessments. All of these instructional resources are part of the first level of a multi-tiered approach to support.
Teachers regularly use a variety of instructional resources and strategies to enhance and extend learning through differentiated and personalized instruction for students who have distinct learning needs or who temporarily need extra support to master a particular skill or concept. A variety of instructional tools allows teachers to fill in skill gaps and expand learning while providing additional evaluative data on student achievement. Examples of differentiated instruction that can be used to support student learning as part of Tier I instruction include enrollment of the student in Supplemental Instructional Support Programs (SISPs), additional one-on-one or group LiveLessons; using interactive whiteboards or webcams to model hands-on activities; etc.
Tier II:
When students do not make progress despite differentiated instruction within core curriculum in the first tier of instructional supports, teachers can consider Tier II support.
Tier II generally beings after a general education teacher has tried a variety of instructional supports and differentiation strategies over a four to six-week time frame without growth. Tier II instructional support can use many of the same strategies and/or research-based programs used for differentiation as part of Tier I, however, it is the increase in the frequency and intensity of their use that defines it as Tier II. Intervention should be systematic and targeted to the greatest area of student learning needs. Frequent and formal progress monitoring is documented in the student's Log. Third-party SISPs provide strategic intervention

and progress monitoring that help ensure that students are receiving instruction that meets their individual needs. Tier II instructional support is typically provided 2-3 times per week for 20-30 minutes per session.
Tier III:
Tier III includes the most intensive and frequent level of instructional support and is the next step in the RtI process. Tier III interventions are facilitated and monitored by general education teachers who increase the occurrence of synchronous direct instruction through the extensive use of LiveLesson sessions, blended face-to-face instruction, or other instructional strategies and research-based programs that are explicit, systematic, and targeted to specific student learning needs.
Students enrolled in Tier III level intervention receive 20-30 minutes of direct instruction 4-5 days a week to focus more intensively on skill deficits and areas of concern. Through Tier III interventions, students may be assigned a personalized course of study that allows for increased learning time in their areas of academic need. Time spent on electives and other supplemental courses is often minimized to focus on basic skills. Non-essential units may be skipped by the teacher to allow increased focus on the content area in need.
In addition to an increased focus on core curricular content, Tier III teachers may incorporate additional resources to assess and monitor student performance and address students' instructional needs. .
Every 6-8 weeks, student progress is discussed by the content-area teachers and the SST in order to ensure the student is receiving the appropriate level of instructional support and to consider alternate options if they are not.

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Address the ESSA provision:

SWP: Describe SWP here, if SWP does not exist type "N/A"

TAS: Describe TAS program here, if TAS program does not exist type "N/A"

Neglected or delinquent: Describe the educational services for neglected or delinquent children, if a Title I, Part A neglected or delinquent reservation does not exist type "N/A"

Save All and Continue

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

Response from California Connections Academy North Bay:

N/A

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Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)
Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

Response from California Connections Academy North Bay:

Note that the school does NOT receive McKinney-Vento funding. Services to homeless students are provided through Title I funds and through state funding sources.
Comparable Services
The school must, at all times, provide services to each homeless student that are comparable to services offered to other students in the school. Such services must include any program for which the student is eligible, e.g., special education, gifted and talented programs, limited English proficiency, summer school, and vocational education.

Immediate Enrollment
Enrolling students experiencing homelessness in school immediately is a legal requirement. The school must enroll the student experiencing homelessness, even if the student is unable to produce the records normally required for enrollment. The school will contact the school last attended to obtain relevant records. Records also can be accepted directly from the family or student if available and used until records can be obtained from the previous school. If immunizations or medical/immunization records are needed, the Homeless Liaison (Liaison) or the School Enrollment Specialist can assist in obtaining the immunization or records.

Clothing/Personal Hygiene
If a student is lacking or is unable to pay for shoes or clothing for physical education (as applicable), sports, weather appropriate clothing, personal garments or personal hygiene items, notify the Liaison to assist with obtaining such items for the student.

School Supplies and Fees
Students experiencing homelessness are to have meaningful opportunities to succeed and participate fully in school activities and all educational programs and services. Therefore, they are not to be excluded from clubs or activities or elective classes due to an inability to pay. In addition, students experiencing homelessness should be provided with the necessary school supplies to actively participate in their classes.

Free School Meals/Food
As a virtual school, the school does not provide meals to students since students do not attend in person classroom based instruction. The Liaison should assist the family/student to find resources that are available to assist students/families with food through other community resources.

Health Care
Students experiencing homelessness often do not receive medical attention on a regular basis, lack of health care coverage, and/or the documentation to receive Medicaid. Liaisons should assist students/families with obtaining documentation and completing the application necessary for Medicaid or other health care coverage. In addition, resources may be available to cover the necessary expenses for medical, dental, immunizations, eye, and hearing needs while waiting for coverage and/or the Liaison and/or Administrator can work with the family/student to suggest appropriate services through local Health Departments.

Mental Health
When mental health issues arise due to homelessness and impede a student's learning and ability to function appropriately, the Liaison should assist the student in accessing mental health services. Notices are also sent to all families regarding available mental health resources.

Academic Needs
Students experiencing homelessness often fall behind due to a lack of adequate time, place/space for completing homework assignments. Therefore, every effort should be made to assist the student with credit recovery, tutoring, and homework assistance. In addition, evaluations for educational programs should be expedited to provide the student experiencing homelessness with the necessary services to be academically successful.

Transportation
Under the McKinney-Vento Act, students experiencing homelessness are entitled to receive the services that are available to all students, including transportation. It is the Liaison's responsibility to ensure that parents and/or guardians are aware of these rights.

Since the school is a virtual school, transportation to attend school is not applicable. However, the school will help facilitate transportation for homeless students as need arises and on a case-by case basis if barriers or circumstances exist that would otherwise impair the student's successful participation in academically required or other meaningful opportunities. The only required school events that may require students to report somewhere other than their current residence would be state or school-mandated testing, which students take at proctored locations; and required in-person contract services listed in a student's IEP, such as speech therapy or occupational therapy.

Community Resources
Whether the student/family is new to the area or a life-long resident, they may not be aware of all the available community resources. The Liaison provides the family/student with assistance in locating community resources. A listing of local resources is also available to families through the message boards and is updated regularly by school staff.

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Student Transitions

ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)
Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.
Response from California Connections Academy North Bay:

N/A

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

A. through coordination with institutions of higher education, employers, and other local partners; and

B. through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

Response from California Connections Academy North Bay:

In grades 4 and 5, students are introduced to a gradually increasing amount of the structure they will find in middle school. The middle school program is also designed to gradually allow students to take on increasing responsibility for their learning and academic organization as they progress through to 8th grade. Then, when students transition from grade 8 to grade 9, the middle school team provides advisory teacher/coaches who work individually with students to prepare them for success in high school. This includes assisting with 9th grade course placement, as well as sessions that help students understand the changes they will see in high school. Freshman are given a “Freshman Success” course to help them further as they start 9th grade. Once students are in high school, the school puts a laser focus on the most effective personal pathway for each high school student to excel on their End-of-Course Assessments, participate in college entrance exams, fulfill all graduation requirements, and prepare for postsecondary success. Teachers and counselors work individually with students and in teams to facilitate effective planning for college and/or career. Students have a four year plan developed in partnership with their counselor. Necessary accommodations will be in place for End of Course Assessments and college/career-ready testing, along with appropriate modifications to high school curriculum, but the overall message to students will be that of equally high expectations for all. Staff also sponsor both in person as well as virtual college visits, and the counseling team conducts web conferences and training sessions to promote and support the school’s postsecondary educational goals, including exposure to and counseling about various careers and vocational opportunities. Every high school student has a PLP which also identifies their college and career goals, and the counselors assist students to stay on track with those goals as they move through high school.

Students who are identified as credit deficient may be eligible for a special program designed to help them make up credits. Many students enter the school during high school and are already credit deficient or off their grade cohort, so this program helps to get many students back on track to graduation. The school offers a wide array of career-technical education courses, some of which include technical certifications, and is also in the process of creating a CTE pathway option for students. The school offers a wide array of Advanced Placement courses and also supports students in accessing Community College “dual enrollment” opportunities either through online instruction or at their local Community College.

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Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)
Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

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

Response from California Connections Academy North Bay:

N/A

Title I, Part A Contact

Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and approval of this section via email.

Contact Name

Franci Sassin

Contact Phone
and Optional Extension

949-461-1667

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fsassin@calca.connectionsacademy.org

LCAP Federal Addendum System

Title I, Part A, Educator Equity

Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP

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Educator Equity

ESSA SECTION 1112(b)(2)
Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

Response from California Connections Academy North Bay:

Not applicable. LEA is a charter school.

APPROVED BY CDE

Title I, Part A, Educator Equity Contact

Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and approval of this section via email.

Contact Name

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Questions: Local Agency Systems Support Office | LCAPAddendum@cde.ca.gov | 916-323-5233

LCAP Federal Addendum System

Title II, Part A

Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP

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Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)
Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

Response from California Connections Academy North Bay:

The school is a Professional Learning Community (PLC) organized into grade level or academic subject/content PLCs. These PLCS include general education and special education teachers, school counselors and intervention specialists who address academic success for each student in every content area. The school's Director of Student Achievement and the School Leadership Team oversee the work of the PLCs. Data is used to identify specific student needs; those needs are discussed and action plans initiated. Interventions are assigned and monitored through Response to Intervention (RtI), Student Success Plans (SSP) and Personalized Learning Plans (PLP), which are revisited and refined throughout the year.

The school partners all teachers with a master or mentor teacher to not only establish a constant dialogue, but they also meet every two weeks to review student data and progress in achieving individual and school goal(s).

Teachers and other school staff at the school are provided ongoing support and follow a comprehensive multi-year professional development plan. Professional development activities and courses are developed

and continue to be enhanced each year based on the International Association for K-12 Online Learning (iNACOL) National Standards for Quality Online Teaching. Other research which is part of the process for developing professional development is the Measures of Effective Teaching (MET) project. Staff are provided professional growth opportunities designed to increase student achievement, personalize learning for students preparing for college and careers, and increase teaching effectiveness. Current trends in online learning as well as the Core Standards for Facilitating Student Learning are also components of each professional development session. These professional development sessions and courses focus on the Core Standards for Facilitating Student Learning: Provide High-Quality Instruction Resulting in Student Learning and Monitor Student Performance and Provide Timely Feedback and Intervention.

Prior to the first day of school, all teachers attend an in person training for two days to set expectations, begin the PLC work for the year, and review school goals for the year. Certain professional development courses are required within the first 30 days of the school year for new and returning teachers and provide working knowledge of courses teachers are assigned to teach and the various supports available as they develop and refine skills as successful online teachers. Focus is on providing high quality instruction resulting in student learning and monitoring student performance and providing timely feedback and intervention. Additional required sessions are provided throughout the year, typically monthly. Sessions are recorded and available 24/7 to teachers. Teachers are also provided the opportunity to obtain continuing education credits through relevant conferences and outside training sessions. Teachers also have access to a tuition reimbursement program whereby they can access approved college courses and get reimbursed for the cost. This is also how many teachers new to the profession are able to complete college induction programs.

Internal professional development participation is documented through the Teacher ePortfolio. Following each session, teachers provide the following items in the ePortfolio as a record of participation: (1) data of attendance of session; (2) how the session was completed (i.e., attended live or watched recording); (3) documentation of post-session task completion and a brief explanation of the post-session task document, what the teacher implemented or planned based on the session, and how the session has impacted instructional practices; (4) time spent preparing, participating, and completing follow-up tasks. The ePortfolio also gives teachers the opportunity to provide feedback on the PD session.

The school offers three levels of a Professional Learning Series: PL 100, 200 and 300. New teachers take the PL 100 series, then progress through the PL 200 and 300 series each year. The PL 300 series offers the opportunity to meet in content-area and grade band groups to discuss strategies for supporting the whole child and has combination of required and optional sessions for participants, allowing flexibility for more experienced teachers. At the start of the school year, school leaders complete a Professional Development Plan which documents which staff are required to attend each PL series session and any of the optional sessions selected by the staff, including the optional PL sessions or outside Professional Development conference or trainings. School Leadership uses feedback and evaluation from prior PD sessions, employee survey results, and student performance data evaluation to determine professional development needs.. Throughout the year, as additional needs are identified, the PD Plan is updated.

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Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)
Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

Response from California Connections Academy North Bay:

Note that the school is considered a ‘single building’ school district. The school prioritizes funding based on the greatest needs as determined through comprehensive needs assessment and data reviewed and analyzed throughout the year and teacher feedback. Funds for comprehensive support and improvement are received directly by each school and the plan for spending the funds and implementing improvement strategies is included in the school’s LCAP.

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Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)
Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

Response from California Connections Academy North Bay:

Following each professional development session, all school-based staff complete a Professional Development Evaluation. The results of the evaluation are reviewed, compiled, and discussed during planning meetings. Additionally, the survey allows for open-ended responses used to plan future topics, address small group needs, and provide additional resources, as requested. Survey results are also compiled and shared with the school leadership team in order to ensure that individual teachers' needs are being addressed and continued communication about the session topics takes place in all professional learning communities. The school Leadership Team regularly discusses ways to improve the professional development program to provide the most effective support for teachers as well as to achieve the school’s goals of increased academic achievement and improved graduation rate.

The evaluation of professional development also occurs via the annual Employee Satisfaction survey and periodic “pulse” surveys. The annual Parent Satisfaction Survey also provides information about the effectiveness of teacher preparation, level of contact, etc. and informs the types of professional development training that is offered.

The following describes the data sources and tools which are utilized on an ongoing basis to assess teacher need based on student performance and student need which drives the planning and implementation of professional development:
? Formal Teacher Surveys: Conducted in October and in March. Teachers are asked to rank specific areas in which they need additional support and development.
? Informal Teacher Feedback: Teachers collaborate weekly in grade level PLC groups and document successes/challenges and needs within a formal “Issue Aware Ticket” which is tracked by members of school level administration and training coordinators. All teachers have regular conferences with their managers at which their needs, challenges, and support systems are discussed. This information is aggregated and impacts further development activities. The professional development courses also provide opportunities for teachers to give direct feedback on content and effectiveness.

? Formal Parental and Student Feedback: A formal parent survey and student survey are conducted annually and ask parents and students to share information directly related to their experience to online learning, instructional methods and contact, and resources. The results of this survey are used to formally assess progress towards school goals and identify areas that families may need more support from their teachers.
? Ongoing/Informal Parental and Student Feedback: Parents (and students) have the ability to provide specific, course level feedback at any time through Connexus. This data is quantified, shared, and used to guide the planning of professional development.
? Student Performance: Students in grades 1-9 complete formative assessments three times per year. This data, as well as aggregate patterns of student performance, are accessible at all times to all teachers. Decisions regarding professional development needs are based in part on these results, as well as student grades and other observational data.
? Special Populations: The school evaluates the level of assimilation and the performance of ELL, Gifted, SPED, and 504 students including grades, attendance, participation (lesson completion rates) and other at-risk criteria so the school can ensure that students receive additional monitoring. These data also help the school identify areas in which they are struggling, and in which teachers need additional support.

To determine if Title IIA funded activities are effective in addressing identified needs, school leadership collects and reviews the above mentioned relevant data to review and utilize when making decisions in regards to teacher effectiveness, placement and future professional development needs.

APPROVED BY CDE

Title II, Part A Contact

Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and approval of this section via email.

Contact Name

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LCAP Federal Addendum System

Title IV, Part A

Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP

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To address these provisions, provide a narrative addressing each provision in the appropriate field below:

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)
Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

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

Response from California Connections Academy North Bay:

California Connections Academy North Bay is a WASC accredited virtual public charter school serving grades K-12. Our stakeholders, including the leadership team, teachers, Special Education staff, counselors, EL staff, the authorizer, students and parents, are actively involved in both the LCAP process

and discussions on the use of federal funds. The school's schoolwide plan (LCAP/LEA Plan) is evaluated and updated annually based on feedback from these stakeholders and based on comprehensive needs assessment using multiple types of data (including state-mandated assessments, LCAP metrics, internal benchmark assessments, survey results, student achievement , climate and engagement data, etc.). Direct and immediate feedback comes from at least one meeting of a Planning Committee (scheduled as part of the School Advisory Committee calendar) held annually, to which all parents are invited to participate.Outreach to specific parent groups, such as parents of English Language Learners, migratory families, parents of students with disabilities, etc. takes place to encourage participation. The school creates an FAQ document from the parent meeting(s) addressing all questions and input from parents, which is then distributed back out to all parents. In addition, a third-party annual survey allows parents, students and staff to provide input on the school's program, policies, and procedures. Feedback is also gathered throughout the year at formal or informal meetings discussing needs, goals, progress, etc. As part of the LCAP stakeholder engagement process, all inputs are provided to school leadership who then updates the LCAP accordingly. The LCAP section on stakeholder engagement integrates the parent input and reports on its impact on the LCAP. The LCAP annual cycle provides a needs assessment using multiple data sources, as described above. The LCAP is submitted to the Board of Directors for final approval. Parents are also represented on the Board of Directors. The school also holds an annual parent meeting to which all parents are invited and at which the needs assessment and the use of federal funds are discussed.

The final budget for the 1920 school year's Title IVA funds has not yet been finalized. The school may transfer funds to Title I as it did in the 1819 school year. The school does plan to use Title IV funds to support implementation of the School Safety Plan. This includes safety training for staff and implementation of the Safety Plan, which may include purchase of materials. The school has identified a growing need to provide educationally related mental health services, such as counseling, to all students, including students with disabilities. These initiatives support the Title IV goal for support for safe and healthy students. In addition, the school plans to improve the school's CTE Program and implement a CTE Pathways program to support College and Career Readiness and improve graduation rate. The CTE Pathways are being developed in coordination with several community colleges who offer online programs. These initiatives support the Title IV goal for support of a well-rounded education. To meet the LCAP goals, the school has launched several initiatives to support better assessment and data analysis, and these initiatives may be funded with Title IV funds in support of the Title IV goal of effective use of technology. Should the school receive more than $30,000, the school will ensure that at least 20% of funds will be used for each of these categories as required, and in addition, ensure some funds are used to support the effective use of technology in schools (in coordination with the initiatives mentioned).

As a schoolwide program, the school will use funds (either transferred to Title I or under the original Title IVA) for the objective of improving student achievement of all students and making progress toward LCAP schoolwide goals. These goals include improving academic achievement and improving graduation rate. The school evaluates the effectiveness of implemented programs via formal needs assessment and via PLC meetings, faculty meetings, parent meetings, etc. held throughout the year to discuss progress toward the LCAP schoolwide goals and objectives. Adjustments to any implemented programs/initiatives/strategies are made throughout the year based on these meetings and identified needs and these changes are described in the LCAP annual update when reporting on progress towards the goals, stakeholder input, the needs assessment, etc.

APPROVED BY CDE

Title IV, Part A Contact

Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and approval of this section via email.

Contact Name

Franci Sassin

Contact Phone
and Optional Extension

949-461-1667

Optional Extension

Contact Email

fsassin@calca.connectionsacademy.org

Questions: Local Agency Systems Support Office | LCAPAddendum@cde.ca.gov | 916-323-5233

LCAP Federal Addendum System

California Connections Academy@Central (54718030112458)

Submission Dashboard

Status: **Approved**

All your sections have been approved by CDE reviewers! You are now finished with this submission system.

LEA Contact Name: **Franci Sassin**

LEA Contact Email: **fsassin@calca.connectionsacademy.org**

LEA Contact Phone: **949-461-1667**

Edit LEA Contact

Instructions, Strategy, and Alignment

Status: **Approved**

This section's responses have been approved by CDE. Select the "View Instructions, Strategy, and Alignment Section" button below to review (and print) your responses.

View Instructions, Strategy, and Alignment Section

Title I, Part A

Status: **Approved**

This section's responses have been approved by CDE. Select the "View Title I, Part A Section" button below to review (and print) your responses.

View Title I, Part A Section

Title I, Part A, Educator Equity

Status: **Approved**

This section's responses have been approved by CDE. Select the "View Title I, Part A, Educator Equity Section" button below to review (and print) your responses.

View Title I, Part A, Educator Equity Section

Title II, Part A

Status: **Approved**

This section's responses have been approved by CDE. Select the "View Title II, Part A Section" button below to review (and print) your responses.

View Title II, Part A Section

Title IV, Part A

Status: **Approved**

This section's responses have been approved by CDE. Select the "View Title IV, Part A Section" button below to review (and print) your responses.

View Title IV, Part A Section

Questions: Local Agency Systems Support Office | LCAPAddendum@cde.ca.gov | 916-323-5233

LCAP Federal Addendum System

Instructions, Strategy, and Alignment

Instructions

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

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

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

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

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

The LEA must address the Strategy and Alignment prompts provided below. Please describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

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

Response from California Connections Academy@Central:

Federal funds are used to supplement and enhance local priorities based on comprehensive needs assessment conducted throughout the school year. Student performance data, informal feedback from staff/parents/students, and formal survey feedback from staff/parents/students is compiled, reviewed, and discussed throughout the year at PLC meetings, SST meetings, data meetings, faculty meetings, leadership retreats, School Advisory Committee meetings, and the annual Title I parent meeting, etc. Data reviewed

includes participation, attendance, course/lesson completion, course passing rates, graduation rates, formative assessment results, state assessment results, etc. and is broken down by subgroup (e.g., ethnicity, economic status, EL, homeless, special education, cohort status, etc.). Data is reviewed to determine the school's strengths and greatest areas of need which feed the LCAP and Federal funding strategies. Evidence-Based Research: Hamilton, Lara, Halverson, Richard, Jackson, Sharnell, Mandinach, Ellen, Supovitz, Jonathan, Wayman, Jeffrey, Pickens, Cassandra, Martin, Emily Sama, and Steele, Jennifer. (2009) Using Student Achievement Data to Support Instructional Decision Making. Institute of Education Sciences National Center for Education Evaluation and Regional Assistance. http://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/dddm_pg_092909.pdf

For 2018-2019: Greatest Needs:

1. Improvement in Math – the school will use federal funds to support salaries and benefits for Response to Intervention (RtI) teachers and Intervention specialists who will provide additional assistance and supplemental interventions to students who have been identified as at risk of not succeeding in math based on student data. Interventions and assistance may include additional contacts/communication, additional one-on-one or small group lessons, enrollment in Supplemental Intervention Support Programs (SISPs), etc. Evidence-Based Research: DIFFERENTIATION: Pashler, Harold, McDaniel, Mark, Rohrer, Doug, and Bjork, Robert. Learning Styles: Concepts and Evidence. Psychological Science in the Public Interest. Vol. 9, Num. 3, December 2008. https://www.psychologicalscience.org/journals/pspi/pspi_9_3.pdf INCREASED COMMUNICATION: Lemov, Doug. Teach Like a Champion 2.0. Jossey-Bass, 2 edition, 2014. RTI: Main components of Response to Intervention are high-quality instruction, frequent assessment, and data-based decision making. Well implemented RtI programs can foster positive academic and behavioral outcomes for all students. Brown-Chidsey, Rachel and Steege, Mark. "Response to Intervention, Second Edition: Principals and Strategies for Effective Practice." Guilford Press, June 15, 2011.
2. Graduation on Cohort AND overall Student Engagement and Retention – the school will use federal funds to support salaries and benefits for counselors who work with students who are at risk of being truant and aim to keep them on track, identify needs for intervention and other remediation, etc. Staff focus on student support services, truancy, family engagement, attendance, and dropout prevention. Counselors work with students and families to perform transcript analysis, determine needs, identify college and career goals, and set students on the path to meet those goals by identifying areas of need, developing differentiated plans/lessons for success, determining appropriate interventions, and monitoring student progress in coordination with teaching staff. Evidence-Based Research: DROPOUT PREVENTION Burzichelli, Claudia, Mackey, Phillip, Bausmith, Jennifer. (February 2011). Dropout prevention programs in nine Mid-Atlantic Region school districts: additions to a dropout prevention database. Institute of Education Sciences National Center for Education Evaluation and Regional Assistance. https://ies.ed.gov/ncee/edlabs/regions/midatlantic/pdf/REL_2011103.pdf
3. Student Engagement and Retention for ELLs – the school will use federal funding to support salaries and benefits for ELL teachers who will provide assistance and intervention to students who are identified and placed in the EL program.
4. Professional development and tuition assistance will be focused on the areas of greatest need and to increase the number of fully qualified teachers. Evidence-Based Research: 5 Characteristics of high quality professional development. Dr. Jana Hunzicker, Assistant Professor, Department of Teacher Education, Bradley University, June 2010. http://files.eric.ed.gov/fulltext/ED510366.pdf

APPROVED BY CDE

Alignment

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

Response from California Connections Academy@Central:

Coordination of activities is handled by school leadership. Federal funds are used to meet the same schoolwide goals that are identified in the LCAP and for which state and local funds are also used. Federal funds supplement state funds and school leadership monitors to be sure that federal funds are used to provide additional support for programs, services and activities funded through state LCFF and other state or local funding sources. The LCAP identifies activities where federal funds are used.

APPROVED BY CDE

Instructions, Strategy, and Alignment Contact

Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and approval of this section via email.

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LCAP Federal Addendum System

Title I, Part A

Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP

For the majority of LEAs, the ESSA provisions identified on this page do not align with state priorities. **Each provision identified on this page must be addressed**, unless the provision is not applicable to the LEA. If the provision is not applicable to the LEA, respond with "N/A".

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

To address these provisions, provide a narrative addressing each provision in the appropriate field below:

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)
Describe how the LEA will carry out its responsibility under Section 1111(d).

Response from California Connections Academy@Central:

The plan for Comprehensive Support and Improvement, including the different criteria under ESSA Section 1111(d), is included in the LCAP. Development of the plan for Comprehensive Support and Improvement was done using stakeholder input from a wide variety of stakeholders, including parents, as described in the LCAP.

APPROVED BY CDE

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

Response from California Connections Academy@Central:

NOTE: Due to character limits, only the sections from above that were modified are copied here. See reponse above for more details:
1. The school's schoolwide plan (LCAP/LEA Plan) and the Parent and Family Engagement Policy and School-Parent Compact are updated annually based on feedback from parents, and many other stakeholders. The parent and family engagement policy and school-parent compact are sent via "must read

webmail" to all families at the beginning of the school year. The policy and compact can also be found in the school's Handbook available 24/7 via the EMS. At least one meeting of a Planning Committee (scheduled as part of the School Advisory Committee calendar) occurs annually, to which all parents are invited to participate. Outreach to specific parent groups, such as parents of English Language Learners, migratory families, parents of students with disabilities, etc. takes place to encourage participation. The school creates an FAQ document from the parent meeting(s) addressing all questions and input from parents, which is then distributed back out to all parents. The school conducts, via a third-party, annual surveys each year that allows parents, students and staff to provide input on the school's program, policies, and procedures. The parent survey has specific questions directed to parents of children with disabilities. Parent input is examined and considered from these surveys. In order to align the parent input received via these various channels with the LCAP stakeholder engagement process, all inputs are provided to school leadership who then updates the LCAP accordingly. The LCAP section on stakeholder engagement integrates the parent input and reports on its impact on the LCAP. The LCAP is submitted to the Board of Directors for final approval. Parents are also represented on the Board of Directors.

2. Parents have multiple opportunities to shape the overall school experience. They can volunteer to assist with student activities (such as educational field trips, social events, or community service events), act as a resource and support for other parents, serve on the school's Board of Directors and/or School Advisory Committee, as well as participate in Title 1 planning meetings. Some of these opportunities also provide a chance to coordinate and integrate with other community resources. For example, field trip and community service events in the various communities allow parents and students to engage with their local communities in coordination with the school.

3. Since the school does not have a physical site, parent "resources centers" are provided online instead. The school has a "Learning Coach Central" online location where may resources are housed. Free materials provided include online training, a handbook, and regular school newsletters. School message boards also provide resources and support. In addition, support from several different types of staff members who can directly provide required assistance is available.

4. Ongoing training and support helps parents carry out their important role. Specific training and support efforts include on-site and in-print Parent/Caretaker Orientation. The school has staff who are specifically dedicated to provide one on one support as well as tailored training materials and FAQs for parents. These dedicated staff work with other school staff to implement and coordinate parent programs. Training and support to parents includes ensuring families understand challenging state academic standards, state and local academic assessments, and how to monitor a child's progress and work with teachers and with the student to improve achievement.

5. The school provides ongoing professional development for both parents and staff (including teachers, specialized instructional support personnel, principals and other school leaders) to improve instruction and drive toward proficiency on state academic standards. Training includes various sessions focused on communicating and working effectively with parents/families, understanding the value and utility of contributions of parents, and how to reach out to, communicate with, and work with parents as equal partners, and build ties between parents and the school.

6. The school conducts an annual evaluation of the content and effectiveness of the parental involvement policy. The evaluation includes identifying barriers to greater participation by parents, with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, are migrant families, or are of any racial or ethnic minority background.

7. The virtual nature of the schools allow for easier communication with migrant families who may change physical locations throughout the school year.

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

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)
Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Response from California Connections Academy@Central:

TAS is N/A because school is operating a Schoolwide Program
Neglected or delinquent: N/A
Note that the school operates a schoolwide program and does not serve any neglected or delinquent institutions.
Schoolwide Program Description:
The school utilizes a Response-to-Instruction (RtI) model that identifies students who are not progressing in classes for additional interventions. RtI is a shared responsibility involving school leadership, teaching staff, support staff, RtI/interventionist teachers, Caretakers/Learning Coaches/Parents, and students. Inclusion of the student's family/guardians in this process is crucial.
The first stage of intervention is provided by the classroom teacher. If this level of intervention is insufficient to make progress, the student is referred to the student study team (SST) for additional determination of need and intervention. Students are then assigned to an intervention teacher who will provide additional interventions and monitor progress.

Tier I:
The core curriculum is the Pearson Online and Blended Learning research-based core reading and math curriculum aligned to state standards. In addition to core coursework, core curriculum includes teacher use of differentiated instructional strategies and resources that meet the needs of all students throughout the school year. All students have access to the core curriculum, work through their lessons, engage with interactive content such as Teachlet® tutorials, videos, virtual labs, and manipulatives, and demonstrate their understanding through multiple types of assessments. All of these instructional resources are part of the first level of a multi-tiered approach to support.

Teachers regularly use a variety of instructional resources and strategies to enhance and extend learning through differentiated and personalized instruction for students who have distinct learning needs or who temporarily need extra support to master a particular skill or concept. A variety of instructional tools allows teachers to fill in skill gaps and expand learning while providing additional evaluative data on student achievement. Examples of differentiated instruction that can be used to support student learning as part of Tier I instruction include enrollment of the student in Supplemental Instructional Support Programs (SISPs), additional one-on-one or group LiveLessons; using interactive whiteboards or webcams to model hands-on activities; etc.
Tier II:
When students do not make progress despite differentiated instruction within core curriculum in the first tier of instructional supports, teachers can consider Tier II support.
Tier II generally beings after a general education teacher has tried a variety of instructional supports and differentiation strategies over a four to six-week time frame without growth. Tier II instructional support can use many of the same strategies and/or research-based programs used for differentiation as part of Tier I, however, it is the increase in the frequency and intensity of their use that defines it as Tier II. Intervention

should be systematic and targeted to the greatest area of student learning needs. Frequent and formal progress monitoring is documented in the student's Log. Third-party SISPs provide strategic intervention and progress monitoring that help ensure that students are receiving instruction that meets their individual needs.
Tier II instructional support is typically provided 2-3 times per week for 20-30 minutes per session.
Tier III:
Tier III includes the most intensive and frequent level of instructional support and is the next step in the RtI process. Tier III interventions are facilitated and monitored by general education teachers who increase the occurrence of synchronous direct instruction through the extensive use of LiveLesson sessions, blended face-to-face instruction, or other instructional strategies and research-based programs that are explicit, systematic, and targeted to specific student learning needs.
Students enrolled in Tier III level intervention receive 20-30 minutes of direct instruction 4-5 days a week to focus more intensively on skill deficits and areas of concern. Through Tier III interventions, students may be assigned a personalized course of study that allows for increased learning time in their areas of academic need. Time spent on electives and other supplemental courses is often minimized to focus on basic skills. Non-essential units may be skipped by the teacher to allow increased focus on the content area in need.
In addition to an increased focus on core curricular content, Tier III teachers may incorporate additional resources to assess and monitor student performance and address students' instructional needs. Every 6-8 weeks, student progress is discussed by the content-area teachers and the SST in order to ensure the student is receiving the appropriate level of instructional support and to consider alternate options if they are not.

APPROVED BY CDE

Address the ESSA provision:

SWP: Describe SWP here, if SWP does not exist type "N/A"

TAS: Describe TAS program here, if TAS program does not exist type "N/A"

Neglected or delinquent: Describe the educational services for neglected or delinquent children, if a Title I, Part A neglected or delinquent reservation does not exist type "N/A"

Save All and Continue

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

Response from California Connections Academy@Central:

N/A

APPROVED BY CDE

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)
Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

Response from California Connections Academy@Central:

Note that the school does NOT receive McKinney-Vento funding. Services to homeless students are provided through Title I funds and through state funding sources.
Comparable Services
The school must, at all times, provide services to each homeless student that are comparable to services offered to other students in the school. Such services must include any program for which the student is eligible, e.g., special education, gifted and talented programs, limited English proficiency, summer school, and vocational education.

Immediate Enrollment
Enrolling students experiencing homelessness in school immediately is a legal requirement. The school must enroll the student experiencing homelessness, even if the student is unable to produce the records normally required for enrollment. The school will contact the school last attended to obtain relevant records. Records also can be accepted directly from the family or student if available and used until records can be obtained from the previous school. If immunizations or medical/immunization records are needed, the Homeless Liaison (Liaison) or the School Enrollment Specialist can assist in obtaining the immunization or records.

Clothing/Personal Hygiene
If a student is lacking or is unable to pay for shoes or clothing for physical education (as applicable), sports, weather appropriate clothing, personal garments or personal hygiene items, notify the Liaison to assist with obtaining such items for the student.

School Supplies and Fees
Students experiencing homelessness are to have meaningful opportunities to succeed and participate fully in school activities and all educational programs and services. Therefore, they are not to be excluded from clubs or activities or elective classes due to an inability to pay. In addition, students experiencing homelessness should be provided with the necessary school supplies to actively participate in their classes.

Free School Meals/Food
As a virtual school, the school does not provide meals to students since students do not attend in person classroom based instruction. The Liaison should assist the family/student to find resources that are available to assist students/families with food through other community resources.

Health Care
Students experiencing homelessness often do not receive medical attention on a regular basis, lack of health care coverage, and/or the documentation to receive Medicaid. Liaisons should assist students/families with obtaining documentation and completing the application necessary for Medicaid or other health care coverage. In addition, resources may be available to cover the necessary expenses for medical, dental, immunizations, eye, and hearing needs while waiting for coverage and/or the Liaison and/or

Administrator can work with the family/student to suggest appropriate services through local Health Departments.

Mental Health
When mental health issues arise due to homelessness and impede a student's learning and ability to function appropriately, the Liaison should assist the student in accessing mental health services. Notices are also sent to all families regarding available mental health resources.

Academic Needs
Students experiencing homelessness often fall behind due to a lack of adequate time, place/space for completing homework assignments. Therefore, every effort should be made to assist the student with credit recovery, tutoring, and homework assistance. In addition, evaluations for educational programs should be expedited to provide the student experiencing homelessness with the necessary services to be academically successful.

Transportation
Under the McKinney-Vento Act, students experiencing homelessness are entitled to receive the services that are available to all students, including transportation. It is the Liaison's responsibility to ensure that parents and/or guardians are aware of these rights.

Since the school is a virtual school, transportation to attend school is not applicable. However, the school will help facilitate transportation for homeless students as need arises and on a case-by case basis if barriers or circumstances exist that would otherwise impair the student's successful participation in academically required or other meaningful opportunities. The only required school events that may require students to report somewhere other than their current residence would be state or school-mandated testing, which students take at proctored locations; and required in-person contract services listed in a student's IEP, such as speech therapy or occupational therapy.

Community Resources
Whether the student/family is new to the area or a life-long resident, they may not be aware of all the available community resources. The Liaison provides the family/student with assistance in locating community resources. A listing of local resources is also available to families through the message boards and is updated regularly by school staff.

APPROVED BY CDE

Student Transitions

ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)
Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.
Response from California Connections Academy@Central:

N/A

APPROVED BY CDE

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

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

Response from California Connections Academy@Central:

In grades 4 and 5, students are introduced to a gradually increasing amount of the structure they will find in middle school. The middle school program is also designed to gradually allow students to take on increasing responsibility for their learning and academic organization as they progress through to 8th grade. Then, when students transition from grade 8 to grade 9, the middle school team provides advisory teacher/coaches who work individually with students to prepare them for success in high school. This includes assisting with 9th grade course placement, as well as sessions that help students understand the changes they will see in high school. Freshman are given a “Freshman Success” course to help them further as they start 9th grade. Once students are in high school, the school puts a laser focus on the most effective personal pathway for each high school student to excel on their End-of-Course Assessments, participate in college entrance exams, fulfill all graduation requirements, and prepare for postsecondary success. Teachers and counselors work individually with students and in teams to facilitate effective planning for college and/or career. Students have a four year plan developed in partnership with their counselor. Necessary accommodations will be in place for End of Course Assessments and college/career-ready testing, along with appropriate modifications to high school curriculum, but the overall message to students will be that of equally high expectations for all. Staff also sponsor both in person as well as virtual college visits, and the counseling team conducts web conferences and training sessions to promote and support the school’s postsecondary educational goals, including exposure to and counseling about various careers and vocational opportunities. Every high school student has a PLP which also identifies their college and career goals, and the counselors assist students to stay on track with those goals as they move through high school.

Students who are identified as credit deficient may be eligible for a special program designed to help them make up credits. Many students enter the school during high school and are already credit deficient or off their grade cohort, so this program helps to get many students back on track to graduation. The school offers a wide array of career-technical education courses, some of which include technical certifications, and is also in the process of creating a CTE pathway option for students. The school offers a wide array of Advanced Placement courses and also supports students in accessing Community College “dual enrollment” opportunities either through online instruction or at their local Community College.

APPROVED BY CDE

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)
Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

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

Response from California Connections Academy@Central:

N/A

APPROVED BY CDE

Title I, Part A Contact

Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and approval of this section via email.

Contact Name

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LCAP Federal Addendum System

Title I, Part A, Educator Equity

Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP

For the majority of LEAs, the ESSA provisions identified on this page do not align with state priorities. **Each provision identified on this page must be addressed**, unless the provision is not applicable to the LEA. If the provision is not applicable to the LEA, respond with "N/A".

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

To address these provisions, provide a narrative addressing each provision in the appropriate field below:

Educator Equity

ESSA SECTION 1112(b)(2)
Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

Response from California Connections Academy@Central:

Not applicable. LEA is a charter school.

APPROVED BY CDE

Title I, Part A, Educator Equity Contact

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Optional Extension

Contact Email

fsassin@calca.connectionsacademy.org

Questions: Local Agency Systems Support Office | LCAPAddendum@cde.ca.gov | 916-323-5233

LCAP Federal Addendum System

Title II, Part A

Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP

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To address these provisions, provide a narrative addressing each provision in the appropriate field below:

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)
Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

Response from California Connections Academy@Central:

The school is a Professional Learning Community (PLC) organized into grade level or academic subject/content PLCs. These PLCS include general education and special education teachers, school counselors and intervention specialists who address academic success for each student in every content area. The school's Director of Student Achievement and the School Leadership Team oversee the work of the PLCs. Data is used to identify specific student needs; those needs are discussed and action plans initiated. Interventions are assigned and monitored through Response to Intervention (RtI), Student Success Plans (SSP) and Personalized Learning Plans (PLP), which are revisited and refined throughout the year.

The school partners all teachers with a master or mentor teacher to not only establish a constant dialogue, but they also meet every two weeks to review student data and progress in achieving individual and school goal(s).

Teachers and other school staff at the school are provided ongoing support and follow a comprehensive multi-year professional development plan. Professional development activities and courses are developed

and continue to be enhanced each year based on the International Association for K-12 Online Learning (iNACOL) National Standards for Quality Online Teaching. Other research which is part of the process for developing professional development is the Measures of Effective Teaching (MET) project. Staff are provided professional growth opportunities designed to increase student achievement, personalize learning for students preparing for college and careers, and increase teaching effectiveness. Current trends in online learning as well as the Core Standards for Facilitating Student Learning are also components of each professional development session. These professional development sessions and courses focus on the Core Standards for Facilitating Student Learning: Provide High-Quality Instruction Resulting in Student Learning and Monitor Student Performance and Provide Timely Feedback and Intervention.

Prior to the first day of school, all teachers attend an in person training for two days to set expectations, begin the PLC work for the year, and review school goals for the year. Certain professional development courses are required within the first 30 days of the school year for new and returning teachers and provide working knowledge of courses teachers are assigned to teach and the various supports available as they develop and refine skills as successful online teachers. Focus is on providing high quality instruction resulting in student learning and monitoring student performance and providing timely feedback and intervention. Additional required sessions are provided throughout the year, typically monthly. Sessions are recorded and available 24/7 to teachers. Teachers are also provided the opportunity to obtain continuing education credits through relevant conferences and outside training sessions. Teachers also have access to a tuition reimbursement program whereby they can access approved college courses and get reimbursed for the cost. This is also how many teachers new to the profession are able to complete college induction programs.

Internal professional development participation is documented through the Teacher ePortfolio. Following each session, teachers provide the following items in the ePortfolio as a record of participation: (1) data of attendance of session; (2) how the session was completed (i.e., attended live or watched recording); (3) documentation of post-session task completion and a brief explanation of the post-session task document, what the teacher implemented or planned based on the session, and how the session has impacted instructional practices; (4) time spent preparing, participating, and completing follow-up tasks. The ePortfolio also gives teachers the opportunity to provide feedback on the PD session.

The school offers three levels of a Professional Learning Series: PL 100, 200 and 300. New teachers take the PL 100 series, then progress through the PL 200 and 300 series each year. The PL 300 series offers the opportunity to meet in content-area and grade band groups to discuss strategies for supporting the whole child and has combination of required and optional sessions for participants, allowing flexibility for more experienced teachers. At the start of the school year, school leaders complete a Professional Development Plan which documents which staff are required to attend each PL series session and any of the optional sessions selected by the staff, including the optional PL sessions or outside Professional Development conference or trainings. School Leadership uses feedback and evaluation from prior PD sessions, employee survey results, and student performance data evaluation to determine professional development needs.. Throughout the year, as additional needs are identified, the PD Plan is updated.

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Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)
Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

Response from California Connections Academy@Central:

Note that the school is considered a 'single building' school district. The school prioritizes funding based on the greatest needs as determined through comprehensive needs assessment and data reviewed and analyzed throughout the year and teacher feedback. Funds for comprehensive support and improvement are received directly by each school and the plan for spending the funds and implementing improvement strategies is included in the school's LCAP.

APPROVED BY CDE

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)
Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

Response from California Connections Academy@Central:

Following each professional development session, all school-based staff complete a Professional Development Evaluation. The results of the evaluation are reviewed, compiled, and discussed during planning meetings. Additionally, the survey allows for open-ended responses used to plan future topics, address small group needs, and provide additional resources, as requested. Survey results are also compiled and shared with the school leadership team in order to ensure that individual teachers' needs are being addressed and continued communication about the session topics takes place in all professional learning communities. The school Leadership Team regularly discusses ways to improve the professional development program to provide the most effective support for teachers as well as to achieve the school's goals of increased academic achievement and improved graduation rate.

The evaluation of professional development also occurs via the annual Employee Satisfaction survey and periodic "pulse" surveys. The annual Parent Satisfaction Survey also provides information about the effectiveness of teacher preparation, level of contact, etc. and informs the types of professional development training that is offered.

The following describes the data sources and tools which are utilized on an ongoing basis to assess teacher need based on student performance and student need which drives the planning and implementation of professional development:
? Formal Teacher Surveys: Conducted in October and in March. Teachers are asked to rank specific areas in which they need additional support and development.
? Informal Teacher Feedback: Teachers collaborate weekly in grade level PLC groups and document successes/challenges and needs within a formal "Issue Aware Ticket" which is tracked by members of school level administration and training coordinators. All teachers have regular conferences with their managers at which their needs, challenges, and support systems are discussed. This information is aggregated and impacts further development activities. The professional development courses also provide opportunities for teachers to give direct feedback on content and effectiveness.

? Formal Parental and Student Feedback: A formal parent survey and student survey are conducted annually and ask parents and students to share information directly related to their experience to online learning, instructional methods and contact, and resources. The results of this survey are used to formally assess progress towards school goals and identify areas that families may need more support from their teachers.
? Ongoing/Informal Parental and Student Feedback: Parents (and students) have the ability to provide specific, course level feedback at any time through Connexus. This data is quantified, shared, and used to guide the planning of professional development.
? Student Performance: Students in grades 1-9 complete formative assessments three times per year. This data, as well as aggregate patterns of student performance, are accessible at all times to all teachers. Decisions regarding professional development needs are based in part on these results, as well as student grades and other observational data.
? Special Populations: The school evaluates the level of assimilation and the performance of ELL, Gifted, SPED, and 504 students including grades, attendance, participation (lesson completion rates) and other at-risk criteria so the school can ensure that students receive additional monitoring. These data also help the school identify areas in which they are struggling, and in which teachers need additional support.

To determine if Title IIA funded activities are effective in addressing identified needs, school leadership collects and reviews the above mentioned relevant data to review and utilize when making decisions in regards to teacher effectiveness, placement and future professional development needs.

APPROVED BY CDE

Title II, Part A Contact

Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and approval of this section via email.

Contact Name

Franci Sassin

Contact Phone
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LCAP Federal Addendum System

Title IV, Part A

Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP

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Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)
Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

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

Response from California Connections Academy@Central:

California Connections Academy @ Central is a WASC accredited virtual public charter school serving grades K-12. Our stakeholders, including the leadership team, teachers, Special Education staff, counselors, EL staff, the authorizer, students and parents, are actively involved in both the LCAP process

and discussions on the use of federal funds. The school's schoolwide plan (LCAP/LEA Plan) is evaluated and updated annually based on feedback from these stakeholders and based on comprehensive needs assessment using multiple types of data (including state-mandated assessments, LCAP metrics, internal benchmark assessments, survey results, student achievement , climate and engagement data, etc.). Direct and immediate feedback comes from at least one meeting of a Planning Committee (scheduled as part of the School Advisory Committee calendar) held annually, to which all parents are invited to participate.Outreach to specific parent groups, such as parents of English Language Learners, migratory families, parents of students with disabilities, etc. takes place to encourage participation. The school creates an FAQ document from the parent meeting(s) addressing all questions and input from parents, which is then distributed back out to all parents. In addition, a third-party annual survey allows parents, students and staff to provide input on the school's program, policies, and procedures. Feedback is also gathered throughout the year at formal or informal meetings discussing needs, goals, progress, etc. As part of the LCAP stakeholder engagement process, all inputs are provided to school leadership who then updates the LCAP accordingly. The LCAP section on stakeholder engagement integrates the parent input and reports on its impact on the LCAP. The LCAP annual cycle provides a needs assessment using multiple data sources, as described above. The LCAP is submitted to the Board of Directors for final approval. Parents are also represented on the Board of Directors. The school also holds an annual parent meeting to which all parents are invited and at which the needs assessment and the use of federal funds are discussed.

The final budget for the 1920 school year's Title IVA funds has not yet been finalized. The school may transfer funds to Title I as it did in the 1819 school year. The school does plan to use Title IV funds to support implementation of the School Safety Plan. This includes safety training for staff and implementation of the Safety Plan, which may include purchase of materials. The school has identified a growing need to provide educationally related mental health services, such as counseling, to all students, including students with disabilities. These initiatives support the Title IV goal for support for safe and healthy students. In addition, the school plans to improve the school's CTE Program and implement a CTE Pathways program to support College and Career Readiness and improve graduation rate. The CTE Pathways are being developed in coordination with several community colleges who offer online programs. These initiatives support the Title IV goal for support of a well-rounded education. To meet the LCAP goals, the school has launched several initiatives to support better assessment and data analysis, and these initiatives may be funded with Title IV funds in support of the Title IV goal of effective use of technology. Should the school receive more than $30,000, the school will ensure that at least 20% of funds will be used for each of these categories as required, and in addition, ensure some funds are used to support the effective use of technology in schools (in coordination with the initiatives mentioned).

As a schoolwide program, the school will use funds (either transferred to Title I or under the original Title IVA) for the objective of improving student achievement of all students and making progress toward LCAP schoolwide goals. These goals include improving academic achievement and improving graduation rate. The school evaluates the effectiveness of implemented programs via formal needs assessment and via PLC meetings, faculty meetings, parent meetings, etc. held throughout the year to discuss progress toward the LCAP schoolwide goals and objectives. Adjustments to any implemented programs/initiatives/strategies are made throughout the year based on these meetings and identified needs and these changes are described in the LCAP annual update when reporting on progress towards the goals, stakeholder input, the needs assessment, etc.

APPROVED BY CDE

Title IV, Part A Contact

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Contact Name

Franci Sassin

Contact Phone
and Optional Extension

949-461-1667

Optional Extension

Contact Email

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Questions: Local Agency Systems Support Office | LCAPAddendum@cde.ca.gov | 916-323-5233

LCAP Federal Addendum System

California Connections Academy @ Ripon (39686500125849)

Submission Dashboard

Status: **Approved**

All your sections have been approved by CDE reviewers! You are now finished with this submission system.

LEA Contact Name: **Franci Sassin**

LEA Contact Email: **fsassin@calca.connectionsacademy.org**

LEA Contact Phone: **949-461-1667**

Edit LEA Contact

Instructions, Strategy, and Alignment

Status: **Approved**

This section's responses have been approved by CDE. Select the "View Instructions, Strategy, and Alignment Section" button below to review (and print) your responses.

View Instructions, Strategy, and Alignment Section

Title I, Part A

Status: **Approved**

This section's responses have been approved by CDE. Select the "View Title I, Part A Section" button below to review (and print) your responses.

View Title I, Part A Section

Title I, Part A, Educator Equity

Status: **Approved**

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View Title I, Part A, Educator Equity Section

Title II, Part A

Status: **Approved**

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View Title II, Part A Section

Title IV, Part A

Status: **Approved**

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View Title IV, Part A Section

Questions: Local Agency Systems Support Office | LCAPAddendum@cde.ca.gov | 916-323-5233

LCAP Federal Addendum System

Instructions, Strategy, and Alignment

Instructions

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

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

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

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

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

The LEA must address the Strategy and Alignment prompts provided below. Please describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

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

Response from California Connections Academy @ Ripon:

Federal funds are used to supplement and enhance local priorities based on comprehensive needs assessment conducted throughout the school year. Student performance data, informal feedback from staff/parents/students, and formal survey feedback from staff/parents/students is compiled, reviewed, and discussed throughout the year at PLC meetings, SST meetings, data meetings, faculty meetings, leadership retreats, School Advisory Committee meetings, and the annual Title I parent meeting, etc. Data reviewed

includes participation, attendance, course/lesson completion, course passing rates, graduation rates, formative assessment results, state assessment results, etc. and is broken down by subgroup (e.g., ethnicity, economic status, EL, homeless, special education, cohort status, etc.). Data is reviewed to determine the school's strengths and greatest areas of need which feed the LCAP and Federal funding strategies. Evidence-Based Research: Hamilton, Lara, Halverson, Richard, Jackson, Sharnell, Mandinach, Ellen, Supovitz, Jonathan, Wayman, Jeffrey, Pickens, Cassandra, Martin, Emily Sama, and Steele, Jennifer. (2009) Using Student Achievement Data to Support Instructional Decision Making. Institute of Education Sciences National Center for Education Evaluation and Regional Assistance. http://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/dddm_pg_092909.pdf

For 2018-2019: Greatest Needs:

1. Improvement in Math – the school will use federal funds to support salaries and benefits for Response to Intervention (RtI) teachers and Intervention specialists who will provide additional assistance and supplemental interventions to students who have been identified as at risk of not succeeding in math based on student data. Interventions and assistance may include additional contacts/communication, additional one-on-one or small group lessons, enrollment in Supplemental Intervention Support Programs (SISPs), etc. Evidence-Based Research: DIFFERENTIATION: Pashler, Harold, McDaniel, Mark, Rohrer, Doug, and Bjork, Robert. Learning Styles: Concepts and Evidence. Psychological Science in the Public Interest. Vol. 9, Num. 3, December 2008. https://www.psychologicalscience.org/journals/pspi/pspi_9_3.pdf INCREASED COMMUNICATION: Lemov, Doug. Teach Like a Champion 2.0. Jossey-Bass, 2 edition, 2014. RTI: Main components of Response to Intervention are high-quality instruction, frequent assessment, and data-based decision making. Well implemented RtI programs can foster positive academic and behavioral outcomes for all students. Brown-Chidsey, Rachel and Steege, Mark. "Response to Intervention, Second Edition: Principals and Strategies for Effective Practice." Guilford Press, June 15, 2011.
2. Graduation on Cohort AND overall Student Engagement and Retention – the school will use federal funds to support salaries and benefits for counselors who work with students who are at risk of being truant and aim to keep them on track, identify needs for intervention and other remediation, etc. Staff focus on student support services, truancy, family engagement, attendance, and dropout prevention. Counselors work with students and families to perform transcript analysis, determine needs, identify college and career goals, and set students on the path to meet those goals by identifying areas of need, developing differentiated plans/lessons for success, determining appropriate interventions, and monitoring student progress in coordination with teaching staff. Evidence-Based Research: DROPOUT PREVENTION Burzichelli, Claudia, Mackey, Phillip, Bausmith, Jennifer. (February 2011). Dropout prevention programs in nine Mid-Atlantic Region school districts: additions to a dropout prevention database. Institute of Education Sciences National Center for Education Evaluation and Regional Assistance. https://ies.ed.gov/ncee/edlabs/regions/midatlantic/pdf/REL_2011103.pdf
3. Student Engagement and Retention for ELLs – the school will use federal funding to support salaries and benefits for ELL teachers who will provide assistance and intervention to students who are identified and placed in the EL program.
4. Professional development and tuition assistance will be focused on the areas of greatest need and to increase the number of fully qualified teachers. Evidence-Based Research: 5 Characteristics of high quality professional development. Dr. Jana Hunzicker, Assistant Professor, Department of Teacher Education, Bradley University, June 2010. http://files.eric.ed.gov/fulltext/ED510366.pdf

APPROVED BY CDE

Alignment

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

Response from California Connections Academy @ Ripon:

Coordination of activities is handled by school leadership. Federal funds are used to meet the same schoolwide goals that are identified in the LCAP and for which state and local funds are also used. Federal funds supplement state funds and school leadership monitors to be sure that federal funds are used to provide additional support for programs, services and activities funded through state LCFF and other state or local funding sources. The LCAP identifies activities where federal funds are used.

APPROVED BY CDE

Instructions, Strategy, and Alignment Contact

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LCAP Federal Addendum System

Title I, Part A

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To address these provisions, provide a narrative addressing each provision in the appropriate field below:

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)
Describe how the LEA will carry out its responsibility under Section 1111(d).

Response from California Connections Academy @ Ripon:

The plan for Comprehensive Support and Improvement, including the different criteria under ESSA Section 1111(d), is included in the LCAP. Development of the plan for Comprehensive Support and Improvement was done using stakeholder input from a wide variety of stakeholders, including parents, as described in the LCAP.

APPROVED BY CDE

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

Response from California Connections Academy @ Ripon:

NOTE: Due to character limits, only the sections from above that were modified are copied here. See reponse above for more details:
1. The school's schoolwide plan (LCAP/LEA Plan) and the Parent and Family Engagement Policy and School-Parent Compact are updated annually based on feedback from parents, and many other stakeholders. The parent and family engagement policy and school-parent compact are sent via "must read

webmail" to all families at the beginning of the school year. The policy and compact can also be found in the school's Handbook available 24/7 via the EMS. At least one meeting of a Planning Committee (scheduled as part of the School Advisory Committee calendar) occurs annually, to which all parents are invited to participate. Outreach to specific parent groups, such as parents of English Language Learners, migratory families, parents of students with disabilities, etc. takes place to encourage participation. The school creates an FAQ document from the parent meeting(s) addressing all questions and input from parents, which is then distributed back out to all parents. The school conducts, via a third-party, annual surveys each year that allows parents, students and staff to provide input on the school's program, policies, and procedures. The parent survey has specific questions directed to parents of children with disabilities. Parent input is examined and considered from these surveys. In order to align the parent input received via these various channels with the LCAP stakeholder engagement process, all inputs are provided to school leadership who then updates the LCAP accordingly. The LCAP section on stakeholder engagement integrates the parent input and reports on its impact on the LCAP. The LCAP is submitted to the Board of Directors for final approval. Parents are also represented on the Board of Directors.

2. Parents have multiple opportunities to shape the overall school experience. They can volunteer to assist with student activities (such as educational field trips, social events, or community service events), act as a resource and support for other parents, serve on the school's Board of Directors and/or School Advisory Committee, as well as participate in Title 1 planning meetings. Some of these opportunities also provide a chance to coordinate and integrate with other community resources. For example, field trip and community service events in the various communities allow parents and students to engage with their local communities in coordination with the school.

3. Since the school does not have a physical site, parent "resources centers" are provided online instead. The school has a "Learning Coach Central" online location where may resources are housed. Free materials provided include online training, a handbook, and regular school newsletters. School message boards also provide resources and support. In addition, support from several different types of staff members who can directly provide required assistance is available.

4. Ongoing training and support helps parents carry out their important role. Specific training and support efforts include on-site and in-print Parent/Caretaker Orientation. The school has staff who are specifically dedicated to provide one on one support as well as tailored training materials and FAQs for parents. These dedicated staff work with other school staff to implement and coordinate parent programs. Training and support to parents includes ensuring families understand challenging state academic standards, state and local academic assessments, and how to monitor a child's progress and work with teachers and with the student to improve achievement.

5. The school provides ongoing professional development for both parents and staff (including teachers, specialized instructional support personnel, principals and other school leaders) to improve instruction and drive toward proficiency on state academic standards. Training includes various sessions focused on communicating and working effectively with parents/families, understanding the value and utility of contributions of parents, and how to reach out to, communicate with, and work with parents as equal partners, and build ties between parents and the school.

6. The school conducts an annual evaluation of the content and effectiveness of the parental involvement policy. The evaluation includes identifying barriers to greater participation by parents, with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, are migrant families, or are of any racial or ethnic minority background.

7. The virtual nature of the schools allow for easier communication with migrant families who may change physical locations throughout the school year.

APPROVED BY CDE

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

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)
Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Response from California Connections Academy @ Ripon:

TAS is N/A because school is operating a Schoolwide Program
Neglected or delinquent: N/A
Note that the school operates a schoolwide program and does not serve any neglected or delinquent institutions.
Schoolwide Program Description:
The school utilizes a Response-to-Instruction (RtI) model that identifies students who are not progressing in classes for additional interventions. RtI is a shared responsibility involving school leadership, teaching staff, support staff, RtI/interventionist teachers, Caretakers/Learning Coaches/Parents, and students. Inclusion of the student's family/guardians in this process is crucial.
The first stage of intervention is provided by the classroom teacher. If this level of intervention is insufficient to make progress, the student is referred to the student study team (SST) for additional determination of need and intervention. Students are then assigned to an intervention teacher who will provide additional interventions and monitor progress.
Tier I:
The core curriculum is the Pearson Online and Blended Learning research-based core reading and math curriculum aligned to state standards. In addition to core coursework, core curriculum includes teacher use of differentiated instructional strategies and resources that meet the needs of all students throughout the school year. All students have access to the core curriculum, work through their lessons, engage with interactive content such as Teachlet® tutorials, videos, virtual labs, and manipulatives, and demonstrate their understanding through multiple types of assessments. All of these instructional resources are part of the first level of a multi-tiered approach to support.

Teachers regularly use a variety of instructional resources and strategies to enhance and extend learning through differentiated and personalized instruction for students who have distinct learning needs or who temporarily need extra support to master a particular skill or concept. A variety of instructional tools allows teachers to fill in skill gaps and expand learning while providing additional evaluative data on student achievement. Examples of differentiated instruction that can be used to support student learning as part of Tier I instruction include enrollment of the student in Supplemental Instructional Support Programs (SISPs), additional one-on-one or group LiveLessons; using interactive whiteboards or webcams to model hands-on activities; etc.
Tier II:
When students do not make progress despite differentiated instruction within core curriculum in the first tier of instructional supports, teachers can consider Tier II support.
Tier II generally beings after a general education teacher has tried a variety of instructional supports and differentiation strategies over a four to six-week time frame without growth. Tier II instructional support can use many of the same strategies and/or research-based programs used for differentiation as part of Tier I, however, it is the increase in the frequency and intensity of their use that defines it as Tier II. Intervention should be systematic and targeted to the greatest area of student learning needs. Frequent and formal

progress monitoring is documented in the student's Log. Third-party SISPs provide strategic intervention and progress monitoring that help ensure that students are receiving instruction that meets their individual needs. Tier II instructional support is typically provided 2-3 times per week for 20-30 minutes per session.
Tier III:
Tier III includes the most intensive and frequent level of instructional support and is the next step in the RtI process. Tier III interventions are facilitated and monitored by general education teachers who increase the occurrence of synchronous direct instruction through the extensive use of LiveLesson sessions, blended face-to-face instruction, or other instructional strategies and research-based programs that are explicit, systematic, and targeted to specific student learning needs.
Students enrolled in Tier III level intervention receive 20-30 minutes of direct instruction 4-5 days a week to focus more intensively on skill deficits and areas of concern. Through Tier III interventions, students may be assigned a personalized course of study that allows for increased learning time in their areas of academic need. Time spent on electives and other supplemental courses is often minimized to focus on basic skills. Non-essential units may be skipped by the teacher to allow increased focus on the content area in need. In addition to an increased focus on core curricular content, Tier III teachers may incorporate additional resources to assess and monitor student performance and address students' instructional needs. .

Every 6-8 weeks, student progress is discussed by the content-area teachers and the SST in order to ensure the student is receiving the appropriate level of instructional support and to consider alternate optionsif they are not.

APPROVED BY CDE

Address the ESSA provision:

SWP: Describe SWP here, if SWP does not exist type "N/A"

TAS: Describe TAS program here, if TAS program does not exist type "N/A"

Neglected or delinquent: Describe the educational services for neglected or delinquent children, if a Title I, Part A neglected or delinquent reservation does not exist type "N/A"

Save All and Continue

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

Response from California Connections Academy @ Ripon:

N/A

APPROVED BY CDE

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)
Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

Response from California Connections Academy @ Ripon:

Note that the school does NOT receive McKinney-Vento funding. Services to homeless students are provided through Title I funds and through state funding sources.

Comparable Services
The school must, at all times, provide services to each homeless student that are comparable to services offered to other students in the school. Such services must include any program for which the student is eligible, e.g., special education, gifted and talented programs, limited English proficiency, summer school, and vocational education.

Immediate Enrollment
Enrolling students experiencing homelessness in school immediately is a legal requirement. The school must enroll the student experiencing homelessness, even if the student is unable to produce the records normally required for enrollment. The school will contact the school last attended to obtain relevant records. Records also can be accepted directly from the family or student if available and used until records can be obtained from the previous school. If immunizations or medical/immunization records are needed, the Homeless Liaison (Liaison) or the School Enrollment Specialist can assist in obtaining the immunization or records.

Clothing/Personal Hygiene
If a student is lacking or is unable to pay for shoes or clothing for physical education (as applicable), sports, weather appropriate clothing, personal garments or personal hygiene items, notify the Liaison to assist with obtaining such items for the student.

School Supplies and Fees
Students experiencing homelessness are to have meaningful opportunities to succeed and participate fully in school activities and all educational programs and services. Therefore, they are not to be excluded from clubs or activities or elective classes due to an inability to pay. In addition, students experiencing homelessness should be provided with the necessary school supplies to actively participate in their classes.

Free School Meals/Food
As a virtual school, the school does not provide meals to students since students do not attend in person classroom based instruction. The Liaison should assist the family/student to find resources that are available to assist students/families with food through other community resources.

Health Care
Students experiencing homelessness often do not receive medical attention on a regular basis, lack of health care coverage, and/or the documentation to receive Medicaid. Liaisons should assist students/families with obtaining documentation and completing the application necessary for Medicaid or other health care coverage. In addition, resources may be available to cover the necessary expenses for medical, dental, immunizations, eye, and hearing needs while waiting for coverage and/or the Liaison and/or Administrator can work with the family/student to suggest appropriate services through local Health

Departments.

Mental Health
When mental health issues arise due to homelessness and impede a student's learning and ability to function appropriately, the Liaison should assist the student in accessing mental health services. Notices are also sent to all families regarding available mental health resources.

Academic Needs
Students experiencing homelessness often fall behind due to a lack of adequate time, place/space for completing homework assignments. Therefore, every effort should be made to assist the student with credit recovery, tutoring, and homework assistance. In addition, evaluations for educational programs should be expedited to provide the student experiencing homelessness with the necessary services to be academically successful.

Transportation
Under the McKinney-Vento Act, students experiencing homelessness are entitled to receive the services that are available to all students, including transportation. It is the Liaison's responsibility to ensure that parents and/or guardians are aware of these rights.

Since the school is a virtual school, transportation to attend school is not applicable. However, the school will help facilitate transportation for homeless students as need arises and on a case-by case basis if barriers or circumstances exist that would otherwise impair the student's successful participation in academically required or other meaningful opportunities. The only required school events that may require students to report somewhere other than their current residence would be state or school-mandated testing, which students take at proctored locations; and required in-person contract services listed in a student's IEP, such as speech therapy or occupational therapy.

Community Resources
Whether the student/family is new to the area or a life-long resident, they may not be aware of all the available community resources. The Liaison provides the family/student with assistance in locating community resources. A listing of local resources is also available to families through the message boards and is updated regularly by school staff.

APPROVED BY CDE

Student Transitions

ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)
Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.
Response from California Connections Academy @ Ripon:

N/A

APPROVED BY CDE

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

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

Response from California Connections Academy @ Ripon:

In grades 4 and 5, students are introduced to a gradually increasing amount of the structure they will find in middle school. The middle school program is also designed to gradually allow students to take on increasing responsibility for their learning and academic organization as they progress through to 8th grade. Then, when students transition from grade 8 to grade 9, the middle school team provides advisory teacher/coaches who work individually with students to prepare them for success in high school. This includes assisting with 9th grade course placement, as well as sessions that help students understand the changes they will see in high school. Freshman are given a “Freshman Success” course to help them further as they start 9th grade. Once students are in high school, the school puts a laser focus on the most effective personal pathway for each high school student to excel on their End-of-Course Assessments, participate in college entrance exams, fulfill all graduation requirements, and prepare for postsecondary success. Teachers and counselors work individually with students and in teams to facilitate effective planning for college and/or career. Students have a four year plan developed in partnership with their counselor. Necessary accommodations will be in place for End of Course Assessments and college/career-ready testing, along with appropriate modifications to high school curriculum, but the overall message to students will be that of equally high expectations for all. Staff also sponsor both in person as well as virtual college visits, and the counseling team conducts web conferences and training sessions to promote and support the school’s postsecondary educational goals, including exposure to and counseling about various careers and vocational opportunities. Every high school student has a PLP which also identifies their college and career goals, and the counselors assist students to stay on track with those goals as they move through high school.

Students who are identified as credit deficient may be eligible for a special program designed to help them make up credits. Many students enter the school during high school and are already credit deficient or off their grade cohort, so this program helps to get many students back on track to graduation. The school offers a wide array of career-technical education courses, some of which include technical certifications, and is also in the process of creating a CTE pathway option for students. The school offers a wide array of Advanced Placement courses and also supports students in accessing Community College “dual enrollment” opportunities either through online instruction or at their local Community College.

APPROVED BY CDE

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)
Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

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

Response from California Connections Academy @ Ripon:

N/A

APPROVED BY CDE

Title I, Part A Contact

Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and approval of this section via email.

Contact Name

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Questions: Local Agency Systems Support Office | LCAPAddendum@cde.ca.gov | 916-323-5233

LCAP Federal Addendum System

Title I, Part A, Educator Equity

Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP

For the majority of LEAs, the ESSA provisions identified on this page do not align with state priorities. **Each provision identified on this page must be addressed**, unless the provision is not applicable to the LEA. If the provision is not applicable to the LEA, respond with "N/A".

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To address these provisions, provide a narrative addressing each provision in the appropriate field below:

Educator Equity

ESSA SECTION 1112(b)(2)
Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

Response from California Connections Academy @ Ripon:

Not applicable. LEA is a charter school.

APPROVED BY CDE

Title I, Part A, Educator Equity Contact

Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and approval of this section via email.

Contact Name

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LCAP Federal Addendum System

Title II, Part A

Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP

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To address these provisions, provide a narrative addressing each provision in the appropriate field below:

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)
Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

Response from California Connections Academy @ Ripon:

The school is a Professional Learning Community (PLC) organized into grade level or academic subject/content PLCs. These PLCS include general education and special education teachers, school counselors and intervention specialists who address academic success for each student in every content area. The school's Director of Student Achievement and the School Leadership Team oversee the work of the PLCs. Data is used to identify specific student needs; those needs are discussed and action plans initiated. Interventions are assigned and monitored through Response to Intervention (RtI), Student Success Plans (SSP) and Personalized Learning Plans (PLP), which are revisited and refined throughout the year.

The school partners all teachers with a master or mentor teacher to not only establish a constant dialogue, but they also meet every two weeks to review student data and progress in achieving individual and school goal(s).

Teachers and other school staff at the school are provided ongoing support and follow a comprehensive multi-year professional development plan. Professional development activities and courses are developed

and continue to be enhanced each year based on the International Association for K-12 Online Learning (iNACOL) National Standards for Quality Online Teaching. Other research which is part of the process for developing professional development is the Measures of Effective Teaching (MET) project. Staff are provided professional growth opportunities designed to increase student achievement, personalize learning for students preparing for college and careers, and increase teaching effectiveness. Current trends in online learning as well as the Core Standards for Facilitating Student Learning are also components of each professional development session. These professional development sessions and courses focus on the Core Standards for Facilitating Student Learning: Provide High-Quality Instruction Resulting in Student Learning and Monitor Student Performance and Provide Timely Feedback and Intervention.

Prior to the first day of school, all teachers attend an in person training for two days to set expectations, begin the PLC work for the year, and review school goals for the year. Certain professional development courses are required within the first 30 days of the school year for new and returning teachers and provide working knowledge of courses teachers are assigned to teach and the various supports available as they develop and refine skills as successful online teachers. Focus is on providing high quality instruction resulting in student learning and monitoring student performance and providing timely feedback and intervention. Additional required sessions are provided throughout the year, typically monthly. Sessions are recorded and available 24/7 to teachers. Teachers are also provided the opportunity to obtain continuing education credits through relevant conferences and outside training sessions. Teachers also have access to a tuition reimbursement program whereby they can access approved college courses and get reimbursed for the cost. This is also how many teachers new to the profession are able to complete college induction programs.

Internal professional development participation is documented through the Teacher ePortfolio. Following each session, teachers provide the following items in the ePortfolio as a record of participation: (1) data of attendance of session; (2) how the session was completed (i.e., attended live or watched recording); (3) documentation of post-session task completion and a brief explanation of the post-session task document, what the teacher implemented or planned based on the session, and how the session has impacted instructional practices; (4) time spent preparing, participating, and completing follow-up tasks. The ePortfolio also gives teachers the opportunity to provide feedback on the PD session.

The school offers three levels of a Professional Learning Series: PL 100, 200 and 300. New teachers take the PL 100 series, then progress through the PL 200 and 300 series each year. The PL 300 series offers the opportunity to meet in content-area and grade band groups to discuss strategies for supporting the whole child and has combination of required and optional sessions for participants, allowing flexibility for more experienced teachers. At the start of the school year, school leaders complete a Professional Development Plan which documents which staff are required to attend each PL series session and any of the optional sessions selected by the staff, including the optional PL sessions or outside Professional Development conference or trainings. School Leadership uses feedback and evaluation from prior PD sessions, employee survey results, and student performance data evaluation to determine professional development needs.. Throughout the year, as additional needs are identified, the PD Plan is updated.

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Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)
Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

Response from California Connections Academy @ Ripon:

Note that the school is considered a ‘single building’ school district. The school prioritizes funding based on the greatest needs as determined through comprehensive needs assessment and data reviewed and analyzed throughout the year and teacher feedback. Funds for comprehensive support and improvement are received directly by each school and the plan for spending the funds and implementing improvement strategies is included in the school’s LCAP.

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Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)
Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

Response from California Connections Academy @ Ripon:

Following each professional development session, all school-based staff complete a Professional Development Evaluation. The results of the evaluation are reviewed, compiled, and discussed during planning meetings. Additionally, the survey allows for open-ended responses used to plan future topics, address small group needs, and provide additional resources, as requested. Survey results are also compiled and shared with the school leadership team in order to ensure that individual teachers' needs are being addressed and continued communication about the session topics takes place in all professional learning communities. The school Leadership Team regularly discusses ways to improve the professional development program to provide the most effective support for teachers as well as to achieve the school’s goals of increased academic achievement and improved graduation rate.

The evaluation of professional development also occurs via the annual Employee Satisfaction survey and periodic “pulse” surveys. The annual Parent Satisfaction Survey also provides information about the effectiveness of teacher preparation, level of contact, etc. and informs the types of professional development training that is offered.

The following describes the data sources and tools which are utilized on an ongoing basis to assess teacher need based on student performance and student need which drives the planning and implementation of professional development:
? Formal Teacher Surveys: Conducted in October and in March. Teachers are asked to rank specific areas in which they need additional support and development.
? Informal Teacher Feedback: Teachers collaborate weekly in grade level PLC groups and document successes/challenges and needs within a formal “Issue Aware Ticket” which is tracked by members of school level administration and training coordinators. All teachers have regular conferences with their managers at which their needs, challenges, and support systems are discussed. This information is aggregated and impacts further development activities. The professional development courses also provide opportunities for teachers to give direct feedback on content and effectiveness.

? Formal Parental and Student Feedback: A formal parent survey and student survey are conducted annually and ask parents and students to share information directly related to their experience to online learning, instructional methods and contact, and resources. The results of this survey are used to formally assess progress towards school goals and identify areas that families may need more support from their teachers.
? Ongoing/Informal Parental and Student Feedback: Parents (and students) have the ability to provide specific, course level feedback at any time through Connexus. This data is quantified, shared, and used to guide the planning of professional development.
? Student Performance: Students in grades 1-9 complete formative assessments three times per year. This data, as well as aggregate patterns of student performance, are accessible at all times to all teachers. Decisions regarding professional development needs are based in part on these results, as well as student grades and other observational data.
? Special Populations: The school evaluates the level of assimilation and the performance of ELL, Gifted, SPED, and 504 students including grades, attendance, participation (lesson completion rates) and other at-risk criteria so the school can ensure that students receive additional monitoring. These data also help the school identify areas in which they are struggling, and in which teachers need additional support.

To determine if Title IIA funded activities are effective in addressing identified needs, school leadership collects and reviews the above mentioned relevant data to review and utilize when making decisions in regards to teacher effectiveness, placement and future professional development needs.

APPROVED BY CDE

Title II, Part A Contact

Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and approval of this section via email.

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LCAP Federal Addendum System

Title IV, Part A

Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP

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To address these provisions, provide a narrative addressing each provision in the appropriate field below:

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)
Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

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

Response from California Connections Academy @ Ripon:

California Connections Academy @ Ripon is a WASC accredited virtual public charter school serving grades K-12. Our stakeholders, including the leadership team, teachers, Special Education staff, counselors, EL staff, the authorizer, students and parents, are actively involved in both the LCAP process

and discussions on the use of federal funds. The school's schoolwide plan (LCAP/LEA Plan) is evaluated and updated annually based on feedback from these stakeholders and based on comprehensive needs assessment using multiple types of data (including state-mandated assessments, LCAP metrics, internal benchmark assessments, survey results, student achievement , climate and engagement data, etc.). Direct and immediate feedback comes from at least one meeting of a Planning Committee (scheduled as part of the School Advisory Committee calendar) held annually, to which all parents are invited to participate.Outreach to specific parent groups, such as parents of English Language Learners, migratory families, parents of students with disabilities, etc. takes place to encourage participation. The school creates an FAQ document from the parent meeting(s) addressing all questions and input from parents, which is then distributed back out to all parents. In addition, a third-party annual survey allows parents, students and staff to provide input on the school's program, policies, and procedures. Feedback is also gathered throughout the year at formal or informal meetings discussing needs, goals, progress, etc. As part of the LCAP stakeholder engagement process, all inputs are provided to school leadership who then updates the LCAP accordingly. The LCAP section on stakeholder engagement integrates the parent input and reports on its impact on the LCAP. The LCAP annual cycle provides a needs assessment using multiple data sources, as described above. The LCAP is submitted to the Board of Directors for final approval. Parents are also represented on the Board of Directors. The school also holds an annual parent meeting to which all parents are invited and at which the needs assessment and the use of federal funds are discussed.

The final budget for the 1920 school year's Title IVA funds has not yet been finalized. The school may transfer funds to Title I as it did in the 1819 school year. The school does plan to use Title IV funds to support implementation of the School Safety Plan. This includes safety training for staff and implementation of the Safety Plan, which may include purchase of materials. The school has identified a growing need to provide educationally related mental health services, such as counseling, to all students, including students with disabilities. These initiatives support the Title IV goal for support for safe and healthy students. In addition, the school plans to improve the school's CTE Program and implement a CTE Pathways program to support College and Career Readiness and improve graduation rate. The CTE Pathways are being developed in coordination with several community colleges who offer online programs. These initiatives support the Title IV goal for support of a well-rounded education. To meet the LCAP goals, the school has launched several initiatives to support better assessment and data analysis, and these initiatives may be funded with Title IV funds in support of the Title IV goal of effective use of technology. Should the school receive more than $30,000, the school will ensure that at least 20% of funds will be used for each of these categories as required, and in addition, ensure some funds are used to support the effective use of technology in schools (in coordination with the initiatives mentioned).

As a schoolwide program, the school will use funds (either transferred to Title I or under the original Title IVA) for the objective of improving student achievement of all students and making progress toward LCAP schoolwide goals. These goals include improving academic achievement and improving graduation rate. The school evaluates the effectiveness of implemented programs via formal needs assessment and via PLC meetings, faculty meetings, parent meetings, etc. held throughout the year to discuss progress toward the LCAP schoolwide goals and objectives. Adjustments to any implemented programs/initiatives/strategies are made throughout the year based on these meetings and identified needs and these changes are described in the LCAP annual update when reporting on progress towards the goals, stakeholder input, the needs assessment, etc.

APPROVED BY CDE

Title IV, Part A Contact

Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and approval of this section via email.

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Questions: Local Agency Systems Support Office | LCAPAddendum@cde.ca.gov | 916-323-5233

LCAP Federal Addendum System

California Connections Academy Southern California (30664640106765)

Submission Dashboard

Status: **Approved**

All your sections have been approved by CDE reviewers! You are now finished with this submission system.

LEA Contact Name: **Franci Sassin**

LEA Contact Email: **fsassin@calca.connectionsacademy.org**

LEA Contact Phone: **949-461-1667**

Edit LEA Contact

Instructions, Strategy, and Alignment

Status: **Approved**

This section's responses have been approved by CDE. Select the "View Instructions, Strategy, and Alignment Section" button below to review (and print) your responses.

View Instructions, Strategy, and Alignment Section

Title I, Part A

Status: **Approved**

This section's responses have been approved by CDE. Select the "View Title I, Part A Section" button below to review (and print) your responses.

View Title I, Part A Section

Title I, Part A, Educator Equity

Status: **Approved**

This section's responses have been approved by CDE. Select the "View Title I, Part A, Educator Equity Section" button below to review (and print) your responses.

View Title I, Part A, Educator Equity Section

Title II, Part A

Status: **Approved**

This section's responses have been approved by CDE. Select the "View Title II, Part A Section" button below to review (and print) your responses.

View Title II, Part A Section

Title IV, Part A

Status: **Approved**

This section's responses have been approved by CDE. Select the "View Title IV, Part A Section" button below to review (and print) your responses.

View Title IV, Part A Section

Questions: Local Agency Systems Support Office | LCAPAddendum@cde.ca.gov | 916-323-5233

LCAP Federal Addendum System

Instructions, Strategy, and Alignment

Instructions

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

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

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

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

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

The LEA must address the Strategy and Alignment prompts provided below. Please describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

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

Response from California Connections Academy Southern California:

Federal funds are used to supplement and enhance local priorities based on comprehensive needs assessment conducted throughout the school year. Student performance data, informal feedback from staff/parents/students, and formal survey feedback from staff/parents/students is compiled, reviewed, and discussed throughout the year at PLC meetings, SST meetings, data meetings, faculty meetings, leadership retreats, School Advisory Committee meetings, and the annual Title I parent meeting, etc. Data reviewed

includes participation, attendance, course/lesson completion, course passing rates, graduation rates, formative assessment results, state assessment results, etc. and is broken down by subgroup (e.g., ethnicity, economic status, EL, homeless, special education, cohort status, etc.). Data is reviewed to determine the school's strengths and greatest areas of need which feed the LCAP and Federal funding strategies. Evidence-Based Research: Hamilton, Lara, Halverson, Richard, Jackson, Sharnell, Mandinach, Ellen, Supovitz, Jonathan, Wayman, Jeffrey, Pickens, Cassandra, Martin, Emily Sama, and Steele, Jennifer. (2009) Using Student Achievement Data to Support Instructional Decision Making. Institute of Education Sciences National Center for Education Evaluation and Regional Assistance. http://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/dddm_pg_092909.pdf.

For 2018-2019: Greatest Needs:

1. Improvement in Math – the school will use federal funds to support salaries and benefits for Response to Intervention (RtI) teachers and Intervention specialists who will provide additional assistance and supplemental interventions to students who have been identified as at risk of not succeeding in math based on student data. Interventions and assistance may include additional contacts/communication, additional one-on-one or small group lessons, enrollment in Supplemental Intervention Support Programs (SISPs), etc. Evidence-Based Research: DIFFERENTIATION: Pashler, Harold, McDaniel, Mark, Rohrer, Doug, and Bjork, Robert. Learning Styles: Concepts and Evidence. Psychological Science in the Public Interest. Vol. 9, Num. 3, December 2008. https://www.psychologicalscience.org/journals/pspi/pspi_9_3.pdf INCREASED COMMUNICATION: Lemov, Doug. Teach Like a Champion 2.0. Jossey-Bass, 2 edition, 2014. RTI: Main components of Response to Intervention are high-quality instruction, frequent assessment, and data-based decision making. Well implemented RtI programs can foster positive academic and behavioral outcomes for all students. Brown-Chidsey, Rachel and Steege, Mark. "Response to Intervention, Second Edition: Principals and Strategies for Effective Practice." Guilford Press, June 15, 2011.
2. Graduation on Cohort AND overall Student Engagement and Retention – the school will use federal funds to support salaries and benefits for counselors who work with students who are at risk of being truant and aim to keep them on track, identify needs for intervention and other remediation, etc. Staff focus on student support services, truancy, family engagement, attendance, and dropout prevention. Counselors work with students and families to perform transcript analysis, determine needs, identify college and career goals, and set students on the path to meet those goals by identifying areas of need, developing differentiated plans/lessons for success, determining appropriate interventions, and monitoring student progress in coordination with teaching staff. Evidence-Based Research: DROPOUT PREVENTION Burzichelli, Claudia, Mackey, Phillip, Bausmith, Jennifer. (February 2011). Dropout prevention programs in nine Mid-Atlantic Region school districts: additions to a dropout prevention database. Institute of Education Sciences National Center for Education Evaluation and Regional Assistance. https://ies.ed.gov/ncee/edlabs/regions/midatlantic/pdf/REL_2011103.pdf.
3. Student Engagement and Retention for ELLs – the school will use federal funding to support salaries and benefits for ELL teachers who will provide assistance and intervention to students who are identified and placed in the EL program.
4. Professional development and tuition assistance will be focused on the areas of greatest need and to increase the number of fully qualified teachers. Evidence-Based Research: 5 Characteristics of high quality professional development. Dr. Jana Hunzicker, Assistant Professor, Department of Teacher Education, Bradley University, June 2010. http://files.eric.ed.gov/fulltext/ED510366.pdf.

APPROVED BY CDE

Alignment

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

Response from California Connections Academy Southern California:

Coordination of activities is handled by school leadership. Federal funds are used to meet the same schoolwide goals that are identified in the LCAP and for which state and local funds are also used. Federal funds supplement state funds and school leadership monitors to be sure that federal funds are used to provide additional support for programs, services and activities funded through state LCFF and other state or local funding sources. The LCAP identifies activities where federal funds are used.

APPROVED BY CDE

Instructions, Strategy, and Alignment Contact

Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and approval of this section via email.

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LCAP Federal Addendum System

Title I, Part A

Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP

For the majority of LEAs, the ESSA provisions identified on this page do not align with state priorities. **Each provision identified on this page must be addressed**, unless the provision is not applicable to the LEA. If the provision is not applicable to the LEA, respond with "N/A".

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

To address these provisions, provide a narrative addressing each provision in the appropriate field below:

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)
Describe how the LEA will carry out its responsibility under Section 1111(d).

Response from California Connections Academy Southern California:

The plan for Comprehensive Support and Improvement, including the different criteria under ESSA Section 1111(d), is included in the LCAP. Development of the plan for Comprehensive Support and Improvement was done using stakeholder input from a wide variety of stakeholders, including parents, as described in the LCAP.

APPROVED BY CDE

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

Response from California Connections Academy Southern California:

NOTE: Due to character limits, only the sections from above that were modified are copied here. See reponse above for more details:
1. The school's schoolwide plan (LCAP/LEA Plan) and the Parent and Family Engagement Policy and School-Parent Compact are updated annually based on feedback from parents, and many other stakeholders. The parent and family engagement policy and school-parent compact are sent via "must read

webmail" to all families at the beginning of the school year. The policy and compact can also be found in the school's Handbook available 24/7 via the EMS. At least one meeting of a Planning Committee (scheduled as part of the School Advisory Committee calendar) occurs annually, to which all parents are invited to participate. Outreach to specific parent groups, such as parents of English Language Learners, migratory families, parents of students with disabilities, etc. takes place to encourage participation. The school creates an FAQ document from the parent meeting(s) addressing all questions and input from parents, which is then distributed back out to all parents. The school conducts, via a third-party, annual surveys each year that allows parents, students and staff to provide input on the school's program, policies, and procedures. The parent survey has specific questions directed to parents of children with disabilities. Parent input is examined and considered from these surveys. In order to align the parent input received via these various channels with the LCAP stakeholder engagement process, all inputs are provided to school leadership who then updates the LCAP accordingly. The LCAP section on stakeholder engagement integrates the parent input and reports on its impact on the LCAP. The LCAP is submitted to the Board of Directors for final approval. Parents are also represented on the Board of Directors.

2. Parents have multiple opportunities to shape the overall school experience. They can volunteer to assist with student activities (such as educational field trips, social events, or community service events), act as a resource and support for other parents, serve on the school's Board of Directors and/or School Advisory Committee, as well as participate in Title 1 planning meetings. Some of these opportunities also provide a chance to coordinate and integrate with other community resources. For example, field trip and community service events in the various communities allow parents and students to engage with their local communities in coordination with the school.

3. Since the school does not have a physical site, parent "resources centers" are provided online instead. The school has a "Learning Coach Central" online location where may resources are housed. Free materials provided include online training, a handbook, and regular school newsletters. School message boards also provide resources and support. In addition, support from several different types of staff members who can directly provide required assistance is available.

4. Ongoing training and support helps parents carry out their important role. Specific training and support efforts include on-site and in-print Parent/Caretaker Orientation. The school has staff who are specifically dedicated to provide one on one support as well as tailored training materials and FAQs for parents. These dedicated staff work with other school staff to implement and coordinate parent programs. Training and support to parents includes ensuring families understand challenging state academic standards, state and local academic assessments, and how to monitor a child's progress and work with teachers and with the student to improve achievement.

5. The school provides ongoing professional development for both parents and staff (including teachers, specialized instructional support personnel, principals and other school leaders) to improve instruction and drive toward proficiency on state academic standards. Training includes various sessions focused on communicating and working effectively with parents/families, understanding the value and utility of contributions of parents, and how to reach out to, communicate with, and work with parents as equal partners, and build ties between parents and the school.

6. The school conducts an annual evaluation of the content and effectiveness of the parental involvement policy. The evaluation includes identifying barriers to greater participation by parents, with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, are migrant families, or are of any racial or ethnic minority background.

7. The virtual nature of the schools allow for easier communication with migrant families who may change physical locations throughout the school year.

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

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)
Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Response from California Connections Academy Southern California:

TAS is N/A because school is operating a Schoolwide Program
Neglected or delinquent: N/A
Schoolwide Program Description:
The school utilizes a Response-to-Instruction (RtI) model that identifies students who are not progressing in classes for additional interventions. RtI is a shared responsibility involving school leadership, teaching staff, support staff, RtI/interventionist teachers, Caretakers/Learning Coaches/Parents, and students. Inclusion of the student's family/guardians in this process is crucial. The first stage of intervention is provided by the classroom teacher. If this level of intervention is insufficient to make progress, the student is referred to the student study team (SST) for additional determination of need and intervention. Students are then assigned to an intervention teacher who will provide additional interventions and monitor progress.
Tier I: Core Curriculum with Differentiation
The core curriculum is the Pearson Online and Blended Learning research-based core reading and math curriculum aligned to state standards. In addition to core coursework, core curriculum includes teacher use of differentiated instructional strategies and resources that meet the needs of all students throughout the school year. All students have access to the core curriculum, work through their lessons, engage with interactive content such as Teachlet® tutorials, videos, virtual labs, and manipulatives, and demonstrate their understanding through multiple types of assessments. All of these instructional resources are part of the first level of a multi-tiered approach to support.

Teachers regularly use a variety of instructional resources and strategies to enhance and extend learning through differentiated and personalized instruction for students who have distinct learning needs or who temporarily need extra support to master a particular skill or concept. A variety of instructional tools allows teachers to fill in skill gaps and expand learning while providing additional evaluative data on student achievement. Examples of differentiated instruction that can be used to support student learning as part of Tier I instruction include enrollment of the student in Supplemental Instructional Support Programs (SISPs), additional one-on-one or group LiveLessons; using interactive whiteboards or webcams to model hands-on activities; etc.

Tier II Instructional Support
When students do not make progress despite differentiated instruction within core curriculum in the first tier of instructional supports, teachers can consider Tier II support. Tier II generally beings after a general education teacher has tried a variety of instructional supports and differentiation strategies over a four to six-week time frame without growth. Tier II instructional support can use many of the same strategies and/or research-based programs used for differentiation as part of Tier I, however, it is the increase in the frequency and intensity of their use that defines it as Tier II. Intervention should be systematic and targeted to the greatest area of student learning needs. Frequent and formal progress monitoring is documented in the student's Log. Third-party SISPs provide strategic intervention and progress monitoring that help ensure that students are receiving instruction that meets their individual needs. Tier II instructional support is

typically provided 2-3 times per week for 20-30 minutes per session.

Tier III Instructional Support
Tier III includes the most intensive and frequent level of instructional support and is the next step in the RtI process. Tier III interventions are facilitated and monitored by general education teachers who increase the occurrence of synchronous direct instruction through the extensive use of LiveLesson sessions, blended face-to-face instruction, or other instructional strategies and research-based programs that are explicit, systematic, and targeted to specific student learning needs. Students enrolled in Tier III level intervention receive 20-30 minutes of direct instruction 4-5 days a week to focus more intensively on skill deficits and areas of concern. Through Tier III interventions, students may be assigned a personalized course of study that allows for increased learning time in their areas of academic need. Time spent on electives and other supplemental courses is often minimized to focus on basic skills. Non-essential units may be skipped by the teacher to allow increased focus on the content area in need.
In addition to an increased focus on core curricular content, Tier III teachers may incorporate additional resources to assess and monitor student performance and address students' instructional needs. Every 6-8 weeks, student progress is discussed by the content-area teachers and the SST in order to ensure the student is receiving the appropriate level of instructional support and to consider alternate options if they are not.

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Address the ESSA provision:

SWP: Describe SWP here, if SWP does not exist type "N/A"

TAS: Describe TAS program here, if TAS program does not exist type "N/A"

Neglected or delinquent: Describe the educational services for neglected or delinquent children, if a Title I, Part A neglected or delinquent reservation does not exist type "N/A"

Save All and Continue

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

Response from California Connections Academy Southern California:

N/A: Note that the school operates a Schoolwide program (SWP)

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Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)
Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

Response from California Connections Academy Southern California:

Note that the school does NOT receive McKinney-Vento funding. Services to homeless students are provided through Title I funds and through state funding sources.
Comparable Service. The school must, at all times, provide services to each homeless student that are comparable to services offered to other students in the school. Such services must include any program for which the student is eligible, e.g., special education, gifted and talented programs, limited English proficiency, summer school, and vocational education.

Immediate Enrollment
Enrolling students experiencing homelessness in school immediately is a legal requirement. The school must enroll the student experiencing homelessness, even if the student is unable to produce the records normally required for enrollment. The school will contact the school last attended to obtain relevant records. Records also can be accepted directly from the family or student if available and used until records can be obtained from the previous school. If immunizations or medical/immunization records are needed, the Homeless Liaison (Liaison) or the School Enrollment Specialist can assist in obtaining the immunization or records.

Clothing/Personal Hygiene
If a student is lacking or is unable to pay for shoes or clothing for physical education (as applicable), sports, weather appropriate clothing, personal garments or personal hygiene items, notify the Liaison to assist with obtaining such items for the student.

School Supplies and Fees
Students experiencing homelessness are to have meaningful opportunities to succeed and participate fully in school activities and all educational programs and services. Therefore, they are not to be excluded from clubs or activities or elective classes due to an inability to pay. In addition, students experiencing homelessness should be provided with the necessary school supplies to actively participate in their classes.

Free School Meals/Food
As a virtual school, the school does not provide meals to students since students do not attend in person classroom based instruction. The Liaison should assist the family/student to find resources that are available to assist students/families with food through other community resources.

Health Care
Students experiencing homelessness often do not receive medical attention on a regular basis, lack of health care coverage, and/or the documentation to receive Medicaid. Liaisons should assist students/families with obtaining documentation and completing the application necessary for Medicaid or other health care coverage. In addition, resources may be available to cover the necessary expenses for medical, dental, immunizations, eye, and hearing needs while waiting for coverage and/or the Liaison and/or Administrator can work with the family/student to suggest appropriate services through local Health Departments.

Mental Health
When mental health issues arise due to homelessness and impede a student's learning and ability to function appropriately, the Liaison should assist the student in accessing mental health services. Notices are also sent to all families regarding available mental health resources.

Academic Needs
Students experiencing homelessness often fall behind due to a lack of adequate time, place/space for completing homework assignments. Therefore, every effort should be made to assist the student with credit recovery, tutoring, and homework assistance. In addition, evaluations for educational programs should be expedited to provide the student experiencing homelessness with the necessary services to be academically successful.

Transportation
Under the McKinney-Vento Act, students experiencing homelessness are entitled to receive the services that are available to all students, including transportation. It is the Liaison's responsibility to ensure that parents and/or guardians are aware of these rights.

Since the school is a virtual school, transportation to attend school is not applicable. However, the school will help facilitate transportation for homeless students as need arises and on a case-by case basis if barriers or circumstances exist that would otherwise impair the student's successful participation in academically required or other meaningful opportunities. The only required school events that may require students to report somewhere other than their current residence would be state or school-mandated testing, which students take at proctored locations; and required in-person contract services listed in a student's IEP, such as speech therapy or occupational therapy.

Community Resources
Whether the student/family is new to the area or a life-long resident, they may not be aware of all the available community resources. The Liaison provides the family/student with assistance in locating community resources. A listing of local resources is also available to families through the message boards and is updated regularly by school staff.

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Student Transitions

ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)
Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.
Response from California Connections Academy Southern California:

N/A

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

A. through coordination with institutions of higher education, employers, and other local partners; and

B. through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

Response from California Connections Academy Southern California:

In grades 4 and 5, students are introduced to a gradually increasing amount of the structure they will find in middle school. The middle school program is also designed to gradually allow students to take on increasing responsibility for their learning and academic organization as they progress through to 8th grade. Then, when students transition from grade 8 to grade 9, the middle school team provides advisory teacher/coaches who work individually with students to prepare them for success in high school. This includes assisting with 9th grade course placement, as well as sessions that help students understand the changes they will see in high school. Freshman are given a “Freshman Success” course to help them further as they start 9th grade. Once students are in high school, the school puts a laser focus on the most effective personal pathway for each high school student to excel on their End-of-Course Assessments, participate in college entrance exams, fulfill all graduation requirements, and prepare for postsecondary success. Teachers and counselors work individually with students and in teams to facilitate effective planning for college and/or career. Students have a four year plan developed in partnership with their counselor. Necessary accommodations will be in place for End of Course Assessments and college/career-ready testing, along with appropriate modifications to high school curriculum, but the overall message to students will be that of equally high expectations for all. Staff also sponsor both in person as well as virtual college visits, and the counseling team conducts web conferences and training sessions to promote and support the school’s postsecondary educational goals, including exposure to and counseling about various careers and vocational opportunities. Every high school student has a PLP which also identifies their college and career goals, and the counselors assist students to stay on track with those goals as they move through high school.

Students who are identified as credit deficient may be eligible for a special program designed to help them make up credits. Many students enter the school during high school and are already credit deficient or off their grade cohort, so this program helps to get many students back on track to graduation. The school offers a wide array of career-technical education courses, some of which include technical certifications, and is also in the process of creating a CTE pathway option for students. The school offers a wide array of Advanced Placement courses and also supports students in accessing Community College “dual enrollment” opportunities either through online instruction or at their local Community College.

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Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)
Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

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

Response from California Connections Academy Southern California:

N/A

Title I, Part A Contact

Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and approval of this section via email.

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LCAP Federal Addendum System

Title I, Part A, Educator Equity

Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP

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To address these provisions, provide a narrative addressing each provision in the appropriate field below:

Educator Equity

ESSA SECTION 1112(b)(2)
Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

Response from California Connections Academy Southern California:

Not applicable. LEA is a charter school.

APPROVED BY CDE

Title I, Part A, Educator Equity Contact

Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and approval of this section via email.

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LCAP Federal Addendum System

Title II, Part A

Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP

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To address these provisions, provide a narrative addressing each provision in the appropriate field below:

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)
Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

Response from California Connections Academy Southern California:

The school is a Professional Learning Community (PLC) organized into grade level or academic subject/content PLCs. These PLCS include general education and special education teachers, school counselors and intervention specialists who address academic success for each student in every content area. The school's Director of Student Achievement and the School Leadership Team oversee the work of the PLCs. Data is used to identify specific student needs; those needs are discussed and action plans initiated. Interventions are assigned and monitored through Response to Intervention (RtI), Student Success Plans (SSP) and Personalized Learning Plans (PLP), which are revisited and refined throughout the year.

The school partners all teachers with a master or mentor teacher to not only establish a constant dialogue, but they also meet every two weeks to review student data and progress in achieving individual and school goal(s).

Teachers and other school staff at the school are provided ongoing support and follow a comprehensive multi-year professional development plan. Professional development activities and courses are developed

and continue to be enhanced each year based on the International Association for K-12 Online Learning (iNACOL) National Standards for Quality Online Teaching. Other research which is part of the process for developing professional development is the Measures of Effective Teaching (MET) project. Staff are provided professional growth opportunities designed to increase student achievement, personalize learning for students preparing for college and careers, and increase teaching effectiveness. Current trends in online learning as well as the Core Standards for Facilitating Student Learning are also components of each professional development session. These professional development sessions and courses focus on the Core Standards for Facilitating Student Learning: Provide High-Quality Instruction Resulting in Student Learning and Monitor Student Performance and Provide Timely Feedback and Intervention.

Prior to the first day of school, all teachers attend an in person training for two days to set expectations, begin the PLC work for the year, and review school goals for the year. Certain professional development courses are required within the first 30 days of the school year for new and returning teachers and provide working knowledge of courses teachers are assigned to teach and the various supports available as they develop and refine skills as successful online teachers. Focus is on providing high quality instruction resulting in student learning and monitoring student performance and providing timely feedback and intervention. Additional required sessions are provided throughout the year, typically monthly. Sessions are recorded and available 24/7 to teachers. Teachers are also provided the opportunity to obtain continuing education credits through relevant conferences and outside training sessions. Teachers also have access to a tuition reimbursement program whereby they can access approved college courses and get reimbursed for the cost. This is also how many teachers new to the profession are able to complete college induction programs.

Internal professional development participation is documented through the Teacher ePortfolio. Following each session, teachers provide the following items in the ePortfolio as a record of participation: (1) data of attendance of session; (2) how the session was completed (i.e., attended live or watched recording); (3) documentation of post-session task completion and a brief explanation of the post-session task document, what the teacher implemented or planned based on the session, and how the session has impacted instructional practices; (4) time spent preparing, participating, and completing follow-up tasks. The ePortfolio also gives teachers the opportunity to provide feedback on the PD session.

The school offers three levels of a Professional Learning Series: PL 100, 200 and 300. New teachers take the PL 100 series, then progress through the PL 200 and 300 series each year. The PL 300 series offers the opportunity to meet in content-area and grade band groups to discuss strategies for supporting the whole child and has combination of required and optional sessions for participants, allowing flexibility for more experienced teachers. At the start of the school year, school leaders complete a Professional Development Plan which documents which staff are required to attend each PL series session and any of the optional sessions selected by the staff, including the optional PL sessions or outside Professional Development conference or trainings. School Leadership uses feedback and evaluation from prior PD sessions, employee survey results, and student performance data evaluation to determine professional development needs. Throughout the year, as additional needs are identified, the PD Plan is updated.

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Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)
Provide a description of how the LEA will prioritize funds to schools served by the agency that are

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

Response from California Connections Academy Southern California:

Note that the school is considered a ‘single building’ school district. The school prioritizes funding based on the greatest needs as determined through comprehensive needs assessment and data reviewed and analyzed throughout the year and teacher feedback. Funds for comprehensive support and improvement are received directly by each school and the plan for spending the funds and implementing improvement strategies is included in the school’s LCAP.

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Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)
Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

Response from California Connections Academy Southern California:

Following each professional development session, all school-based staff complete a Professional Development Evaluation. The results of the evaluation are reviewed, compiled, and discussed during planning meetings. Additionally, the survey allows for open-ended responses used to plan future topics, address small group needs, and provide additional resources, as requested. Survey results are also compiled and shared with the school leadership team in order to ensure that individual teachers' needs are being addressed and continued communication about the session topics takes place in all professional learning communities. The school Leadership Team regularly discusses ways to improve the professional development program to provide the most effective support for teachers as well as to achieve the school’s goals of increased academic achievement and improved graduation rate.

The evaluation of professional development also occurs via the annual Employee Satisfaction survey and periodic “pulse” surveys. The annual Parent Satisfaction Survey also provides information about the effectiveness of teacher preparation, level of contact, etc. and informs the types of professional development training that is offered.

The following describes the data sources and tools which are utilized on an ongoing basis to assess teacher need based on student performance and student need which drives the planning and implementation of professional development:
? Formal Teacher Surveys: Conducted in October and in March. Teachers are asked to rank specific areas in which they need additional support and development.
? Informal Teacher Feedback: Teachers collaborate weekly in grade level PLC groups and document successes/challenges and needs within a formal “Issue Aware Ticket” which is tracked by members of school level administration and training coordinators. All teachers have regular conferences with their managers at which their needs, challenges, and support systems are discussed. This information is aggregated and impacts further development activities. The professional development courses also provide opportunities for teachers to give direct feedback on content and effectiveness.
? Formal Parental and Student Feedback: A formal parent survey and student survey are conducted annually and ask parents and students to share information directly related to their experience to online

learning, instructional methods and contact, and resources. The results of this survey are used to formally assess progress towards school goals and identify areas that families may need more support from their teachers.

? Ongoing/Informal Parental and Student Feedback: Parents (and students) have the ability to provide specific, course level feedback at any time through Connexus. This data is quantified, shared, and used to guide the planning of professional development.

? Student Performance: Students in grades 1-9 complete formative assessments three times per year. This data, as well as aggregate patterns of student performance, are accessible at all times to all teachers. Decisions regarding professional development needs are based in part on these results, as well as student grades and other observational data.

? Special Populations: The school evaluates the level of assimilation and the performance of ELL, Gifted, SPED, and 504 students including grades, attendance, participation (lesson completion rates) and other at-risk criteria so the school can ensure that students receive additional monitoring. These data also help the school identify areas in which they are struggling, and in which teachers need additional support.

To determine if Title IIA funded activities are effective in addressing identified needs, school leadership collects and reviews the above mentioned relevant data to review and utilize when making decisions in regards to teacher effectiveness, placement and future professional development needs.

APPROVED BY CDE

Title II, Part A Contact

Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and approval of this section via email.

Contact Name

Franci Sassin

Contact Phone and Optional Extension

949-461-1667

Optional Extension

Contact Email

fsassin@calca.connectionsacademy.org

LCAP Federal Addendum System

Title IV, Part A

Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP

For the majority of LEAs, the ESSA provisions identified on this page do not align with state priorities. **Each provision identified on this page must be addressed**, unless the provision is not applicable to the LEA. If the provision is not applicable to the LEA, respond with "N/A".

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

To address these provisions, provide a narrative addressing each provision in the appropriate field below:

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)
Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

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

Response from California Connections Academy Southern California:

California Connections Academy Southern California is a WASC accredited virtual public charter school serving grades K-12. Our stakeholders, including the leadership team, teachers, Special Education staff, counselors, EL staff, the authorizer, students and parents, are actively involved in both the LCAP process

and discussions on the use of federal funds. The school's schoolwide plan (LCAP/LEA Plan) is evaluated and updated annually based on feedback from these stakeholders and based on comprehensive needs assessment using multiple types of data (including state-mandated assessments, LCAP metrics, internal benchmark assessments, survey results, student achievement , climate and engagement data, etc.). Direct and immediate feedback comes from at least one meeting of a Planning Committee (scheduled as part of the School Advisory Committee calendar) held annually, to which all parents are invited to participate.Outreach to specific parent groups, such as parents of English Language Learners, migratory families, parents of students with disabilities, etc. takes place to encourage participation. The school creates an FAQ document from the parent meeting(s) addressing all questions and input from parents, which is then distributed back out to all parents. In addition, a third-party annual survey allows parents, students and staff to provide input on the school's program, policies, and procedures. Feedback is also gathered throughout the year at formal or informal meetings discussing needs, goals, progress, etc. As part of the LCAP stakeholder engagement process, all inputs are provided to school leadership who then updates the LCAP accordingly. The LCAP section on stakeholder engagement integrates the parent input and reports on its impact on the LCAP. The LCAP annual cycle provides a needs assessment using multiple data sources, as described above. The LCAP is submitted to the Board of Directors for final approval. Parents are also represented on the Board of Directors. The school also holds an annual parent meeting to which all parents are invited and at which the needs assessment and the use of federal funds are discussed.

The final budget for the 1920 school year's Title IVA funds has not yet been finalized. The school may transfer funds to Title I as it did in the 1819 school year. The school does plan to use Title IV funds to support implementation of the School Safety Plan. This includes safety training for staff and implementation of the Safety Plan, which may include purchase of materials. The school has identified a growing need to provide educationally related mental health services, such as counseling, to all students, including students with disabilities. These initiatives support the Title IV goal for support for safe and healthy students. In addition, the school plans to improve the school's CTE Program and implement a CTE Pathways program to support College and Career Readiness and improve graduation rate. The CTE Pathways are being developed in coordination with several community colleges who offer online programs. These initiatives support the Title IV goal for support of a well-rounded education. To meet the LCAP goals, the school has launched several initiatives to support better assessment and data analysis, and these initiatives may be funded with Title IV funds in support of the Title IV goal of effective use of technology. Since the school will most likely receive more than $30,000, the school will ensure that the final approved budget spends the funds as required. At least 20% of the overall Title IV budget will be allocated to the support of safe and healthy students, at least 20% of the overall Title IV budget will be allocated to expansion of a well rounded education, and in addition, ensure that some funds, not to exceed 15% of the total Title IV budget, are allocated to support the effective use of technology in schools (in coordination with all of the initiatives mentioned above). The school plans to purchase technology software and not hardware or equipment with Title IV funds.

As a schoolwide program, the school will use funds (either transferred to Title I or under the original Title IVA) for the objective of improving student achievement of all students and making progress toward LCAP schoolwide goals. These goals include improving academic achievement and improving graduation rate. The school evaluates the effectiveness of implemented programs via formal needs assessment and via PLC meetings, faculty meetings, parent meetings, etc. held throughout the year to discuss progress toward the LCAP schoolwide goals and objectives. Adjustments to any implemented programs/initiatives/strategies are made throughout the year based on these meetings and identified needs and these changes are described in the LCAP annual update when reporting on progress towards the goals, stakeholder input, the needs assessment, etc.

Title IV, Part A Contact

Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and approval of this section via email.

Contact Name

Franci Sassin

Contact Phone and Optional Extension

949-461-1667

Optional Extension

Contact Email

fsassin@calca.connectionsacademy.org

MEMO

To: Board of Directors
California Online Public Schools

Date: January 21, 2020

Re: Comprehensive Support and Improvement Plan

From: Richie Romero, Director of Student Achievement
Franci Sassin, Director of Business Services

BACKGROUND:

Three of the California Connections Academy Schools were identified for Comprehensive Support and Improvement (CSI) in 2019 based on federal targets for graduation rate. The schools applies for and received some federal funding to support activities to improve graduation rate. Each school had to write a CSI Plan by responding to prompts, and this was incorporated into the school's Local Control and Accountability Plan (found on pages 9-12 of the LCAP). The CSI Plans were then reviewed and approved by the respective County Offices of Education.

REQUESTED ACTION:

San Joaquin County Office of Education requested some additional clarification during their review of the CSI Plan. Minor changes were submitted which further expanded on the identification of resource inequities, and the CSI Plan was subsequently approved by the County Office. These changes can now be incorporated into the CalCA Ripon LCAP. Because the Board is required to approve the LCAP, these modifications should be board approved, and then an updated LCAP will be publicly posted with the CSI Plan changes incorporated.

The backup document included in the Board materials is just the CSI Plan portion of the LCAP, no other changes to the LCAP were made. These revised pages will then be incorporated into the CalCA Ripon official LCAP document following board approval.

California Connections Academy @ Ripon
CSI Plan 1920

Identify the schools within the LEA that have been identified for CSI
N/A

Describe how the school developed its CSI plan that included a needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Needs Assessment:
Our graduation rate is below the ESSA defined threshold of 67%. This rate is not only below the ESSA identified graduation rate, but also below the rate considered satisfactory by the staff within our organization. In order to complete the following plan several groups were consulted, including but not limited to: school wide leadership, high school specific leadership, counseling leadership, students services leadership, and community and parents through our School Advisory Committee. The following is a sample of the data analyzed.

In 2017, the all students four year cohort graduation rate was 48.1%, with Hispanic students at the lowest rate (32.5%) and White students at the highest rate (63%). In 2018, the all students four year cohort graduation rate grew to 49.7%, with African American students at the lowest rate (28.6%) and White students again at the highest rate (54.1%). This overall low graduation rate is discouraging and must be remedied.

Currently, the school tracks the change in the percent of students on track for graduation. In 2018-2019, the current 1819 cohort (this year's 9th graders) dropped to 77.4% on track for graduation after the conclusion of the first semester. This percentage of 9th grade students falling off cohort so early is directly contributing to our low graduation rate and must be addressed.

In addition to steadily declining graduation rates, the school's mobility remains high. The withdraw rate has remained steady at 24%. Our intent to return declarations of yes, have decreased from 53.56% in 2016 to 26.05% in 2017. The high mobility rate and decrease in affirmative intent to return, make providing consistent services to our students, especially those in their 4th year of high school, increasingly difficult. These rates are also contributing to a high number of students enrolling credit deficient.

As an educational organization focused on continuous improvement, interventions to address graduation rate have begun prior to being identified as CSI. These two interventions are the transition to a homeroom model and the conceptualization and implementation of the credit recovery program known as Project Success. Initial results of both programs are encouraging. As a result of the homeroom model, students have received an increase in successful contacts from staff from an average of 17.7 contacts in the first semester of 2017-2018 to an increase of

an average of 19.7 during the first semester of 2018-2019. An increase in successful contacts relates to an increase of active engagement with our school program. Being fully aware of the realities of graduation rate, the high school staff has also began the implementation of an internal credit recovery program called Project Success. For this first year, credit deficient 12th graders were targeted. Prior to entering the Project Success program, targeted students passed their courses at a rate of 42%. Once in the program, students passed 105 out of 134 courses attempted, a pass rate of 78%. These early successes are providing the justification and motivation to continue and expand these programs.

Root Cause Analysis:
-A steadily declining 4 year cohort graduation rate for all student groups needs to be addressed.
-Too many students are falling off cohort early in high school, including the 9th grade year, contributing to the decline in 4 year cohort graduation success.
-A high mobility rate is contributing to a large number of students enrolling deficient in credits.
-There has been an increase in students' non indication of their intent to return contributing to a difficulty in providing consistent services to our students, especially those in their 4th year of high school.

Evidence-Based Interventions:
As a result of this needs assessment and root cause analysis, the following evidence based interventions will be implemented and/or continued:

-Early Warning and Response System: The Everyone Graduates Center at the Johns Hopkins University's School of Education (http://new.every1graduates.org/), describes tools and models to help schools increase graduation rates, among these is the Early Warning and Response System. "Early warning systems use readily available data to alert teachers and administrators to students who are on the pathway to dropping out." Based on the school's numbers of students falling off cohort as early as the 9th grade, the school will formally implement such a system. Implementation of this system involves:
1. Assembling longitudinal data for individual students on a) graduation status and b) potential predictors of dropout, such as student attendance, behavior, grades, and test scores;
2. Identifying the threshold level of each predictor that gives students a high probability of dropping out; and
3. Checking that the predictors identify a high percentage of the students in that district who drop out of school.
(http://new.every1graduates.org/tools-and-models/early-warning-and-response-systems/)

-Homeroom Model: Based on the encouraging initial results of the increase in engagement metrics, the school will continue the implementation and refinement of the homeroom model. The homeroom model in the virtual setting looks very similar in a traditional brick and mortar setting. Students are assigned in small groups to specific teachers, these teachers may or may not teach them an academic subject. It is all teachers' responsibility to track and assist all their

students, except that this burden is increased for the students in their homeroom with the overall outcome of deeper and more authentic relationships with the students and their families.

-High School Credit Recovery Program (Project Success): Another layer of the homeroom model, is the high school credit recovery program known as Project Success. Within this program, credit deficient students are clustered within a specific homeroom. Homeroom teachers are strategically selected from the four core subject areas and electives in order to accelerate the credit recovery of the school's students most at risk of not graduating on time.

-College and Career Access Pathway (CCAP): With the recent expansion of CCAPs to charter schools, the school will begin the process of creating such an agreement with a community college partner. According to http://cacareerpathways.clasp.org, "this joint initiative of the California Community Colleges Chancellor's Office and the California Department of Education allows high school students to dual enroll in up to 15 community college units per term; students may enroll in no more than four courses per term. Program goals are to develop seamless pathways from high school to community college for career technical education (CTE) or general education transfer, improve high school graduation rates, or help high school students achieve college and career readiness."

Identification of Resource Inequities:
The mission of California Connections Academy @ Ripon seeks to provide "a more personalized approach to learning to maximize these students' potential and meet the highest performance standards." In this case, students not achieving the basic requirement for a high school diploma are not "meeting the highest performance standards." Resource inequities may therefore be another contributor to this reality. To begin this process of identifying resource inequities, we assessed the fairness of our efforts. As stated in the Needs Assessment, no student group is exceeding the 67% graduation rate threshold. We did identify that some student groups are closer to the target than others, but in all cases improvement is needed. There is an unfortunate consistency in this data. Students of all groups are missing the target for graduation, which is why improvement in this area is so important, but this fact also implies that there is fairness in the implementation of our program, so that one student group is not succeeding at the expense of other groups. In an online school, all students receive the same access to all courses, the same materials and the same level of teacher support and are held to the same standards of success. We plan to not only continue this fair implementation of our program, but to also continue to push for improvement of student graduation outcomes. Therefore, all students in need of support to get back on track for graduation will be included in all our efforts. This includes the Project Success credit recovery program and the early warning and response system monitoring and support. The only metric used for identification for eligibility into these support programs will be the level of credit deficiency. We do believe that all students at risk of not graduating on time need additional school resources over and above what each student in our program normally receives in order to "catch up" to their 'on track' peers, and we will allocate additional resources. As a result, we plan to lower student to teacher ratios for those at greatest risk of not graduating through the combined efforts of the homeroom model

and the Project Success credit recovery program. Also, additional material and human resources will be allocated to the implementation of the college and career access pathway and the early warning and response system.

Describe how the school will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

The CSI plan will be monitored following the stages of implementation described by Fixsen, “exploration, installation, initial implementation, and full implementation; the stages are dynamic within organizations such as schools and clinics, moving back and forth among stages as personnel and circumstances change.” (https://nirn.fpg.unc.edu/) The plan will be monitored at all times, with formal quarterly reports on the following data points:

-The percentage of all students who are on track to graduate, with the goal of all those in the current 4 year cohort to be above 67%.
-The percentage of underclassman remaining on cohort to increase, i.e. more than 77.4% of 9th grade students to remain on track after the first semester of the 2019-2020 school year.
-The mobility rate will be monitored, working to lower the numbers below the current 24% rate.
-The CCAP will be fully planned and ready for full implementation for the fall of the 2020-2021 school year.

2ND QUARTER OPERATIONS METRICS

Pearson Online and Blended Learning (POBL) works with leadership teams, teachers, and other staff members of the schools it supports to continuously improve student achievement. The Partner School Leadership (PSLT) and Partner School Success (PSS) Teams work to support schools through School Improvement Planning, Advisory Committees, Professional Learning Communities (PLCs) and weekly communication with each school's leadership to support all stakeholders working through the daily challenges of successful school operations.

Common operational threads in these school-based efforts are monitored across all schools with priorities placed on different metrics depending on the school year cycle timeline. All metrics align with the Core Standards for Facilitating Student Learning (revised August 2019); a guide of best practices and recommendations for school operations provided to all teachers and school leaders. What is reported here is as follows:

- **Professional Responsibilities:** first semester core course passing rates (course completion), cohort summary information, and SPED document compliance (IEP required reviews).
- **Student Engagement:** on time and completed welcome calls, student contacts, learning coach contacts, and during school year withdrawals.
- **Instructional Expertise**: information about POBL-offered professional learning sessions.
- **Data Driven Instruction:** RtI tier status, and curriculum-based assessment (CBA) completion.
- **School Operations:** metrics generally focus on teacher hiring, retention and student enrollment (late vs. on-time, new vs. returning). Due to the timing of quarter 2, metrics will not be reported in this category.

Quarter 2 encompasses the time period between October 1, 2019 and December 31, 2019. However, data is pulled from Connexus in two parts (December 16, 2019, and January 3, 2020) to fairly account for school-scheduled vacation time that can negatively impact contact metrics. The values shown here are compared with a group of other Connections Academy schools – aggregated to give some context without sharing every school's data. There are no truly "comparable schools" but we have grouped them by student start date, and also by size (small 0-799, medium 800-2999, large 3000+ students). Additionally, year over year comparison data is provided where available to highlight specific school trends. Your school is displayed below, along with the start date and size groupings to which it belongs, and the corresponding averages from across all Connections Academy schools. Many other factors contribute to and should be considered when evaluating successful school operations (age of the school, its rate of growth, its funding per pupil, enrollment caps and/or other rules affecting student demographics, etc.); that information is not provided in this report.

Professional Responsibilities

	ELA Course Pass Rates			Math Course Pass Rates		
	K-5	*6-8*	*9-12*	*K-5*	*6-8*	*9-12*
CALCA 19/20	85%	72%	63%	85%	70%	68%
CALCA 18/19	88%	83%	67%	89%	76%	67%
Large Avg.	87%	73%	70%	87%	71%	68%
Group 3 Avg.	89%	70%	66%	87%	66%	66%
Connections Avg.	88%	73%	72%	88%	73%	70%
	Science Course Pass Rates			Social Studies Course Pass Rates		
	K-5	*6-8*	*9-12*	*K-5*	*6-8*	*9-12*
CALCA 19/20	81%	73%	73%	84%	73%	66%
CALCA 18/19	81%	79%	73%	86%	73%	69%
Large Avg.	87%	77%	73%	86%	74%	74%
Group 3 Avg.	87%	75%	77%	87%	73%	79%
Connections Avg.	88%	78%	76%	87%	75%	77%

- **First semester "core" courses on track for successful completion** – This shows the first semester "core" courses with current passing scores broken down by grade bands; K-5, 6-8 and 9-12. Course completion plays a key role in school graduation rates and reteach, relearn policies to help students demonstrate mastery of standards and are part of a successful school's core operating principles. There are many reasons for variations in course completion rates by school and by grades. We recognize these numbers are not "final" as most schools have not yet completed the full close-out process for semester one courses; we can and will see changes in the semester one data reported as "final" in quarter three.

	Compliant IEP Review
CALCA 19/20	95%
CALCA 18/19	94%
Large Avg.	97%
Group 3 Avg.	97%
Connections Avg.	97%

- **Special education students with a compliant IEP review** – Special education students are required to have an annual review of their Individual Education Plan (IEP) at or before their current IEP due date. Additionally, at least every three years, special education students are required to have a re-evaluation meeting that is at or before their current re-evaluation due date. This metric (97% for quarter 2) reports on the average of both compliant reviews and re-evaluations across schools and, due to the legal nature of this metric, is expected to stay consistently above 95%.

	4 HS Cohorts % On Track	2020	2021	2022	2023
CALCA 19/20	72%	54%	60%	73%	99%
CALCA 18/19	72%	62%	63%	64%	99%
Connections Avg.	74%	56%	62%	69%	99%

- **Cohort Summary Report – HS Cohorts % On Track** – Average metrics of 4 active cohorts for current school year, (Classes of 2020, 2021, 2022, and 2023). Each cohort value is calculated as (# EOY Grad Status = Early or On Time) / (All Students Ever Enrolled in the Cohort and not Validated by State as Excluded from Denominator). Much change is expected over the next few weeks as students complete their first semester courses and earn/do not earn credits that can impact their graduation "on-track" status.

Student Engagement

	On Time Welcome Calls	Welcome Calls Complete	Student Contacts Met	LC Contacts Met	DSY WD
CALCA 19/20	90%	97%	89%	71%	9%
CALCA 18/19	92%	98%	91%	77%	10%
Large Avg.	92%	98%	88%	70%	14%
Group 3 Avg.	91%	98%	95%	74%	13%
Connections Avg.	94%	99%	90%	78%	14%

- **Students receiving a "Welcome Call" on time, and total Welcome Calls complete** – Welcome Calls to students by teachers (or designated school staff members) have been shown to correlate strongly with prolonged student enrollment and parent satisfaction; a Welcome Call is "on time" if completed within 7 calendar days of enrollment. The increased emphasis on Welcome Call completion has continued to result in high numbers across CA schools with this year's progress remaining consistently high during quarter 2 (94%). The target for this metric is set to 95% because some students who enroll never engage but cannot be immediately withdrawn due to truancy and other non-compliance processes.
- **Student & Learning Coach Contacts Met** – Although much contact happens in other ways (webmail, LiveLesson recording, etc.), Connections recommends a phone (or individual synchronous) contact between teachers and students every 14 days. Additionally, an expectation of at least 3 annual contacts with the Learning Coach is considered a Core Standard for teachers. The metrics here are reporting the % of students with an individual synchronous contact within the last 14 days for the student and at least 2 phone contacts with the Learning Coach by the close of the second quarter.
- **During School Year Withdrawals** – This shows % of students who enrolled, completed at least 20 lessons, and subsequently withdrew this school year. Withdrawal rates are typically higher than in traditional brick and mortar schools, and differences between Connections Academy schools

can be a result of a number of factors. As anticipated, the during school year withdrawal rate is lower this time of year (14% average for all schools) and decreased 1% from last year's average across all CA schools.

Instructional Expertise

- **Professional Learning available to teachers** – Connections has offered an extensive professional learning program for the last several years. This year's overview shared with Boards demonstrated a commitment to flexibility and meeting the unique needs of individual teachers. Instead of assigned course levels and a specified learning path, the Professional Learning course features a calendar for teachers to choose sessions most relevant to their needs. Below are a sample of some of the topics offered this quarter:
    - *Distracted Students in a High-Tech World*
    - *Learning Differences in the Classroom*
    - *Creating a Classroom Community*
    - *Academic Integrity and Ownership*
    - *Math We've Got This*

Data Driven Instruction

	RtI Tier I	RtI Tier II	RtI Tier III	CBA "Met" K-8	CBA "Met" 9-12
CALCA 19/20	88%	3%	1.3%	96%	94%
CALCA 18/19	91%	1%	0.3%	89%	96%
Large Avg.	88%	4%	0.6%	87%	84%
Group 3 Avg.	85%	5%	1.3%	93%	87%
Connections Avg.	87%	5%	1.5%	90%	85%

- **Students identified for Response to Intervention (RtI) tiers** – RtI is a systematic way of connecting instructional components that are already in place in a class. It integrates assessment data and resources efficiently to provide more support options for every type of learner. Based on the RtI framework, a percentage of students (approximately) will be identified at each tier level to receive increasingly structured and frequent interventions. Reporting on this metric helps to identify schools where the identification and documentation process is working to move students between the tiers as needed. The Three-Tiered Pyramid of Interventions estimates the percent of students at each tier should be: Tier I – 80-90%, Tier II – 5-10%, and Tier III – 1-5%.
- **Students with CBAs Met** – Connections-supported schools use a minimum number of "curriculum-based assessments" (CBAs) as one way to ensure student learning is authentic. CBAs are usually 1:1 contact during which a teacher probes the student's understanding of a specific part of the curriculum. This metric is the % of students at the school meeting these criteria by the end of the second quarter.

From: Jessica Davis
To: California Online Public Schools Board of Directors
Re: School-Specific Handbook Supplement for 2020-21

Attached for board approval is a redlined version of your School-Specific Handbook Supplement for SY 2020-21. This document has been provided to and carefully reviewed by your school's leadership team and key Connections Academy staff. Once board-approved, the Supplement will be posted on the document repository for the opening of enrollment for the 2020-21 school year. Just as a reminder, the Supplement attached is in draft format and will be double-checked for typos and formatting prior to being posted.

For your convenience, a summary of the changes to your School-Specific Handbook Supplement is provided below.

General Information

The school year 2019-2020/19-20 was updated to 2020-2021/20-21.

"school leader" was capitalized to "School Leader."

"Employee" was updated to "staff member."

"He/She", "Him/Her" and "His/Her", were updated to "They", "Them" and "Their."

PCx Transition

"Connexus" was changed to "Education Management System."

"Virtual Library" was changed to "document repository."

"Webmail" was changed to "email."

Language regarding message boards have been removed.

Enrollment Language

Language has been updated throughout to comply with a legislative update regarding the enrollment process and the placement process.

3.1 Roles and Responsibilities

The link to the CalOPS School Title I Parent and Family Engagement Policy and Compact was removed, and will be added for 2020-2021 school year once it is approved.

3.4.1 School-Year Calendar

The 2020-21 SY calendar will be added to the handbook once it is approved by the Board.

3.5.7 Location Change

Language has been added to explain the temporary location change process.

-4.3 Escalation Status

This section was removed as "Escalation Status" will not be included in the PCx transition.

No-Show Policy and Contact Requirement

Language has been added to explain that a student's access to the Education Management System could be disabled if the school is unable to make contact with the student.

Progress Monitoring

Language has been added to explain that a student's access to the Education Management System could be disabled if the school is unable to make contact with the student.

UC "a-g" Course Approval

Language was removed regarding new schools and their inability to have approved "a-g" course lists until the second year of operation.

Foster, Homeless, Migrant and Adjudicated Youth Graduation Requirements

Language has been added to include students of military families.

Accreditation

Language regarding CalCA Central Coast, CalCA Monterey Bay currently being in the WASC accreditation process has been removed.

Release of Educational Records

Language has been added to explain that student records may be released in certain situations, such as a legal subpoena.

Students Driving to Sanctioned Events

Language regarding science lab courses has been removed. Also, "signature" has been replaced with "approval".

<u>During the School Year</u>

Language has been added to explain that Special Education students are expected to adhere to the School's Master Agreement for Independent Study and the plan laid out in their IEP.

<u>Discipline Measures</u>

Language was added to include the "Charter School Complaint Notice." The explanation of "Unexcused absence" has been removed and "gender" and "gender expression" has been added to the explanation of "Harassment."

<u>10.2.5 Use of the Internet</u>

- Internet Subsidy

Added information regarding proration of charges for those families that start school after the first day of any payment periods.

<u>Appendix I: Reclassification of English Language Learners Board Policy</u>

The abbreviation of "ELPAT" has been changed to "ELPAC", also "LEAP" and "Scantron" have been replaced with "MAP" and "iReady."

Please let us know if we can aid in the review process in any way or if you require further information on a specific policy or section of the revised handbook.

California Connections Academy School Handbook Supplement

~~2019~~2020-~~2020~~2021

This Supplement provides school-specific information in addition to the general policies documented in the School Handbook: General Portion. Because this Supplement does not constitute the full set of policies related to your Connections Academy school, please be sure to read the School Handbook: General Portion along with this Supplement. Both of these documents may be updated during the year as needed. If there are any discrepancies between this Supplement and the School Handbook: General Portion, the policies in this Supplement override policies in the School Handbook: General Portion and are the binding policies that should be followed.

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2.1 Mission Statement

California Connections Academy (CalCA) Schools educate to empower compassionate global citizens by leveraging 21st century education resources on behalf of students who need a more personalized approach to learning to maximize these students' potential and meet the highest performance standards.

This mission is accomplished through a uniquely individualized learning program that combines the best in virtual education with real connections among students, family, teachers, and the community to promote academic and emotional success for every learner. Every student has a Personalized Learning Plan and an entire team of experts committed to the student's successful fulfillment of that plan. ~~California Connections Academy~~CalCA is a high-quality, high-tech, high-interaction virtual "school without walls" that brings out the best in every student through Personalized Performance Learning.

3 SCHOOL ORGANIZATION AND ROLES

3.1 Roles and Responsibilities

Parental involvement, while not required for enrollment in a ~~California Connections Academy (~~CalCA~~)~~ school, is strongly encouraged. Please click on the link below to review a copy of ~~California Connections Academy~~CalCA's Title I Parent and Family Engagement Policy and Compact developed as part of the Title I funding plan. Feedback is welcome; please send an ~~WebMail~~ email message to the School Leader or one of the Principals or Assistant Principals at any time.

The 2019-2020 SY Title I Parent and Family Engagement Policy and Compact Link will be used until the 2020-2021 SY Title I Parent and Family Engagement Policy and Compact link is approved and added.

3.3 School Information

School Information	School Contact
CalCA SoCal Phone	(949) 461 – 1667
Fax	(949) 240 – 7895
Address	**Southern California Office Location:** 33272 Valle Rd. San Juan Capistrano, CA 92675
CalCA Central Valley Phone	(559) 713 – 1324
Fax	(559) 746 – 0497
Mailing Address	**Mailing Address Only:** 4216 S. Mooney Blvd., Suite 356 Visalia CA 93277
CalCA North Bay Phone	(707) 232 - 5470
Fax	(707) 987 - 5770
Mailing Address	**Mailing Address Only:** 2150 Portola Ave, Suite D-115 Livermore CA 94551
CalCA Ripon Phone	(209) 253 - 1208
Fax	(209) 253 – 0406
Address	**Northern California Office Location:** 580 N Wilma Ave Suite G Ripon CA 95366
CalCA Central Coast Phone	661-230-9820
Fax	661-568-0053
Address	**Mailing Address Only:** 33272 Valle Rd. San Juan Capistrano, CA 92675
CalCA Monterey Bay Phone	831-200-1006
Fax	831-401-2669
Address	**Mailing Address Only:** 580 N Wilma Ave Suite G Ripon CA 95366

School Leadership	Richard Savage, Executive Director Kara Mannix, High School Principal and Northern California Regional Site Administrator Heather Tamayo, Middle School Principal and Southern California Regional Site Administrator Marcus White, Elementary School Principal and Central California Regional Site Administrator Leslie Dombek, High School Assistant Principal Scott Ervin, High School Assistant Principal Lauren Cunningham, High School Assistant Principal Amy Hunt, High School Assistant Principal Tracy Pinckney, Middle School Assistant Principal Marissa Carter, Elementary Assistant Principal Mia Hardy, Director of Counseling Services Franci Sassin, Director of Business Services LaChelle Carter, Director of Finance Tanya Gustin, Director of Student Services
Board of Directors	California Connections Academy Schools is governed by the California Online Public Schools (CalOPS) Board of Directors
~~WebMail~~Email	All staff and support services are located in the Education Management System's ~~(Connexus®)~~ email~~WebMail~~ address book.
School Hours	8:00 a.m. – 4:00 p.m., M-F
Technical and General Support	800-382-6010

California Connections Academy School Names

California Connections Academy Schools (CalCA) refers to six charter schools located across the state. Each charter school is authorized by a different school district authorizer and is able to serve students in a specific geographic region under current state law. For most purposes, the schools are referred to by their regional name; however some of the schools have a different legal name which must be used when looking up the school on any official websites, such as the California Department of Education, the WASC accreditation website, the UC Doorways website, etc. In addition, the legal name of each school is used on official school transcripts. While each school is a separate legal entity, they all work together closely and share staffing, policies and other resources, and all of them contract with Connections Academy to provide the high quality virtual school program. The following chart shows the legal name as well as the acronym and common name for each of the charters.

Legal Name	CalCA Name	Acronym	Authorizer	Counties Served
California Connections Academy @ Ripon	California Connections Academy Ripon	CalCA Ripon	Ripon Unified School District	Alameda, Amador, Calaveras, Contra Costa, Sacramento, San Joaquin, Stanislaus
California Connections Academy North Bay*	California Connections Academy North Bay	CalCA North Bay	Middletown Unified School District	Colusa, Glenn, Lake, Mendocino, Napa, Sonoma, Yolo
California Connections Academy Southern California**	California Connections Academy SoCal	CalCA SoCal	Capistrano Unified School District	Los Angeles, Orange, Riverside, San Bernardino, San Diego

California Connections Academy @ Central ***	California Connections Academy Central Valley	CalCA Central Valley or CalCA Central	Alpaugh Unified School District	Fresno, Inyo, Kern, Kings, Tulare
California Connections Academy Central Coast	California Connections Academy Central Coast	CalCA Central Coast	Cuyama Joint Unified School District	Santa Barbara, San Luis Obispo, Ventura
California Connections Academy Monterey Bay	California Connections Academy Monterey Bay	CalCA Monterey Bay	Scotts Valley Unified School District	Monterey, San Benito, San Mateo, Santa Clara, Santa Cruz

*formerly California Connections Academy @ North Bay
**formerly Capistrano Connections Academy
***formerly Central California Connections Academy

School Accountability Report Cards

Consistent with California Education Code Section 35256, the California Connections Academies will prepare and publish annually, and make available to Caretakers of students, a School Accountability Report Card (SARC). Reports for each location can be found by following the links to the school websites below.

CalCA Southern California – (formerly known as Capistrano Connections Academy)
CalCA North Bay – CalCA North Bay
CalCA Ripon – CalCA Ripon
CalCA Central Valley – CalCA Central Valley
CalCA Central Coast - 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 – CalCA North Bay
CalCA Ripon – CalCA Ripon
CalCA Central Valley – CalCA Central Valley
CalCA Central Coast—CalCA Central Coast
CalCA Monterey Bay - CalCA Monterey Bay

3.4 School Schedule

3.4.1 The CalCA ~~2019~~2020-~~2020~~2021 School Year Calendar

****2020-2021 Calendar will be included once it is approved****

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
First Day of School	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
First Semester End Date	NA	January 29, 2020
Second Semester Start Date	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
Last Day of School	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

3.4.2 Required Instructional Hours

In order to meet the State of California's required annual instructional time per year, the chart below lists the average hours per day and per week students should be engaged in school-approved educational activity.

Grade Level	Recommended Minimum Hours per Day	Recommended Average Hours per Week	Required Annual Hours
Kindergarten	3 to 4 hours	17 hours	600 hours
Grades 1 – 3	5 hours	24 hours	840 hours
Grades 4 – 8	5 hours	25 hours	900 hours
Grades 9 – 12	6 hours	30 hours	1080 hours

Note that these are the minimum hours required by the state and that students are responsible for mastering all material which may require additional time. **The school requires regular daily school work be completed on each day of the school calendar.**

3.5 Enrollment, Withdrawal and Transfers

*No student will be involuntarily removed[i] from a CalCA school until the Caretaker and/or Guardian has been provided written notice of the intent to remove the student from the school as well as the required Charter School Complaint notice. Notice will be provided to the Caretaker and/or Guardian no less than five (5) days prior to the effective date of the removal. If the Caretaker and/or Guardian requests a hearing upon receipt of the written notice, the student will remain enrolled at the school until a final decision regarding the student's withdrawal has been issued. CalCA schools comply~~ies~~ with state~~the~~ laws regarding enrollment and dis-enrollment for charter schools, including the state's independent study regulations which dictate the terms under which students may remain enrolled in an independent study program like CalCA's.

CalCA schools do~~es~~ not discriminate in ~~its~~ enrollment practices and encourages families to become informed about the CalCA program before and during the enrollment process.

Enrollment is limited to eligible students. In California, student eligibility requirements are determined by the state, which regulates all public schools including ~~California Connections Academy~~CalCA Schools. Before enrolling, please review the following eligibility requirements carefully to determine whether your student(s) is eligible to participate in grades K–12.

~~California Connections Academy~~CalCA 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 information~~documents~~ in order to~~that~~ show that the age and residency requirements have been met, we do welcome all students, including students who have unusual circumstances, such as homeless and foster youth, immigrants, refugees, migrants, and students who are not U.S. citizens. Students identified as foster or homeless will be enrolled promptly and may be awarded partial credits based on their educational history. Children of military families may also be enrolled in an expedited manner even if the student is unable to produce records typically required for enrollment (e.g., proof of residency or previous academic records) if proof is provided at the time of initial enrollment of active military service by the parent or legal guardian of the student. Contact the respective school office for assistance enrolling a student for whom standard documentation is not readily available due to unusual circumstances. Students on an educational visa (such as F1 or J1 visas) are not eligible to attend a ~~California Connections Academy~~CalCA school. After providing information to determine eligibility, students will be given an “offer of enrollment” by one of the regional CalCA schools. Following acceptance of the offer, additional processes are required in order for the student to receive their classes and start attending school. This is referred to as the placement process.

The School’s homeless policies, adopted in compliance with the federal McKinney Vento Act, are available in Appendix III of this supplement and upon request. Please contact the School Counselor for more information.

Immunization Status

California laws regarding student immunization status apply to students enrolled in a ~~California Connections Academy~~CalCA school. The ~~California Connections Academy~~CalCA program is generally considered a ‘non classroom based program’ because students are in a virtual learning environment. Students may not be eligible to participate in certain classroom instruction, when applicable, as defined by school policy, if they do not have all required vaccinations.

Under California law, students are allowed to attend a public independent study program as long as they are not engaged in classroom-based instruction, regardless of their immunization status. The ~~California Connections Academy~~CalCA virtual school program meets the criteria of an independent study program for purposes of enrollment. The schools are required to collect information from parents and report to the state on immunizations. Therefore, all immunization records should be submitted for students 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, if and when the school offers this type of activity, must provide proof of all state-required vaccines or a proper exemption, such as a legally valid medical exemption or another type of valid exemption on file prior to January 1, 2016, in order to participate in these activities. See Definition of Classroom Instruction below for additional information. Caretakers should contact the School with any questions.*

Definition of Classroom Instruction

~~California Connections Academy~~CalCA Schools are virtual charter schools and instruction is delivered exclusively online. The schools are defined under state law as non-classroom based schools using the independent study model. The school does offer certain face to face, in-person activities which currently include but are not limited to educational field trips, college tours, social activities such as dances, picnics and other gatherings, graduation and honors ceremonies, and mandated state testing. Of these, none are considered “classroom instruction” by school policy. While on occasion these in-person activities may exceed two hours in length, they are not held in facilities operated by the school, so meals are not required to be offered under state law.

Military Family Eligibility

If you are a military family, and are moving outside of one of the CalCA service areas, please reach out to the school for additional information. The school has policies to facilitate enrollment of military families. California law provides that a child of a military family may continue attending, regardless of any change of residence of the military family or the end of military service of the student’s parent, as long as the residence at the time of the student’s initial enrollment was located within the residency boundaries required by one of the ~~California Connections Academy~~CalCA schools. California law provides that such students enrolled in grades Kindergarten through 8th grade may attend through the end of the school year in which the move took place, but would be ineligible to re-enroll for the following school year unless or

until the family relocated back to an eligible county. For such students who are in grades 9 through 12 at the time of their move, California law allows that the student remain enrolled with ~~California Connections Academy~~CalCA 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~~application deadline. The actual date ~~that enrollment closes~~for the application deadline is determined annually by the school's Board of Directors. This is typically near the beginning of the second semester. ~~The date that enrollment closes for the year is typically in late February.~~ At the discretion of the Board, ~~enrollment~~ applications may close at different times for different grade levels. Families enrolling mid-year are subject to all the same enrollment requirements as families that enroll prior to the start of the school year or semester. See also the section in the High School Policies below entitled "Enrollment after the Start of the School Year."

Additional Information for High School

High school students entering mid-year or mid-semester submit report cards, progress reports and/or teacher notes from their previous school as part of the ~~enrollment~~ placement 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~~ Education Management System's grade book that represents the student's efforts at the previous school. That grade will be averaged in with the CalCA grades earned in that same semester. If students enter after the school year has started and have no prior academic history for that school year or semester, they may be given an abbreviated schedule (fewer classes) depending on the date of enrollment. See also the Promotion information in *Section 6 High School Program and Policies.*

3.5.4 Dual Enrollment in another K-12 Program

Because the CalCA schools are full-time public charter school programs, students must be enrolled full-time in the school and must exit from their previous school prior to ~~their effective enrollment date~~their first day of attendance in a CalCA school. Under California law, students may *not* be enrolled in two different public schools at the same time. Even one day of attendance overlap is not allowed, so the prior public school must be notified of the student's exit immediately upon ~~enrollment~~ final placement into classes in a CalCA school. In addition, the California Education Code 47602(b) does not allow a student to attend a public charter school and a private school at the same time. Students must exit any full time private school prior to their effective ~~enrollment~~ attendance date with a CalCA school.

If a student is confirmed to be enrolled in another public school or full time enrolled in a private school, the school reserves the right to dis-enroll the student from CalCA. If the student has been actively completing schoolwork and has been in contact with the teacher(s), the school will attempt to resolve the dual enrollment situation. If the student is not actively working and/or is not able to be contacted, the student will be removed from enrollment in the school.

While enrolled full-time at a CalCA school, it may be possible for a student to participate in a course or activity at another public or private school, for example, in order to 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~~CalCA is based on individual circumstances and is subject to the policies and procedures of the partnering school and/or school district.

To make these arrangements, Caretakers must obtain the *Request for Local School Activities* form from the document repository ~~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~~CalCA, only a limited number of courses may be taken during the regular school year at a different school.

Violations of this policy may be grounds for dismissal from the program.

3.5.5 Dual Enrollment in a College or University

Families must consult with their student's School Counselor for prior permission to earn high school credit for college courses taken while the student is still enrolled in ~~California Connections Academy~~CalCA. Many colleges have specific requirements in place which apply to the enrollment of high school students. In addition, students wishing to earn high school credit for college courses must receive written approval from their School Counselor in advance. The School limits the total number of concurrent college courses a student may take and students must be in good standing at Connections Academy to be permitted to enroll in college courses. Student's overall success in their high school course of study is the most important priority. Examples of factors that the School Counselor will take into account prior to approval of concurrent enrollment in college classes include the following:

- Ability to maintain a 2.0 average GPA
- Passing all current courses
- Meeting legal attendance requirements
- No Honor Code violations

Note that the school requires sufficient time to process requests for dual enrollment in a college. Please submit your request at least two (2) weeks in advance in order to provide your School Counselor adequate time to process. Contact the student's School Counselor for more information on the process and timeline. (See also the Credit for College Courses section in *Section 6 High School Programs and Policies, which includes information on grading and credits for college courses*.)

3.5.7 Location Change

The General Handbook describes the detailed processes needed for a Location Change. Prior to any relocation, families must follow the procedures laid out in the General Handbook to be eligible to remain enrolled. Students must be participating in the program from the physical location established during the enrollment or re-enrollment process. If the student is not at that location, the procedures for a Location Change must be followed and the school must approve all temporary Location Changes. Approval of temporary Location Changes is subject to revocation at any time at the discretion of School Administration. If the Location Change is denied or is revoked and the student does not return to the approved physical location, the student is subject to withdrawal from the school due to geographic ineligibility. The family must contact the school immediately upon their return to their permanent location. If the student participates from an alternative location after that time, the process must start over again and the family must receive approval from the school for the new request. Because this type of Location Change is intended to be temporary, an "end date" must be stated on the form. The maximum amount of time allowable for a temporary Location Change request is one semester or 5 months. Renewal or resubmission of the temporary Location Change request is allowed but is subject to school approval following consideration of the circumstances at the time of the renewal or resubmission. For more information see the General Handbook.

Enrollment Following a Change of Residence

If a family undergoes a "Permanent In-Area Location Change" as defined in the General Handbook but maintains residency in a county served by that school, the student may remain enrolled in their current CalCA School. If a student undergoes a permanent location change to a county not served by that school, ~~he/she is~~they are no longer eligible for enrollment in that CalCA school per state law, and must withdraw from the school. If the student moves to a county served by a different CalCA school, the student may transfer to the other CalCA school at any time during the school year.

Families must follow all procedures for the location change outlined in the School Handbook: General Portion and as directed by the enrollment staff and/or school administration. Re-enrollment for the following school year is also subject to geographic restrictions and the family may need to enroll in a different school. Students who are homeless are subject to the board approved Homeless Policies regarding enrollment eligibility if they change locations

For questions concerning enrollment changes or eligibility, please contact the school.

3.6.3 Mandatory Testing

As required by law, the CalCA schools must administer all achievement tests that are designated as part of the state's California Assessment of Student Performance and Progress System. Additionally, students enrolled in a CalCA school may be required to take at least one academic proctored test at least once a year, as per the policy in the General Handbook, as well as the PLCA and Master Agreement. The state tests may be used to meet some or all of the proctored test requirements. Therefore, students attending a CalCA School are expected to participate in the administration of the California CAASPP tests and/or all other state tests administered by the school (e.g., California Physical Fitness Test) in accordance with the State of California state testing program. Detailed information on state standardized testing is available on the state website (http://www.cde.ca.gov/ta/tg/ca).

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 final attendance based on several parameters, including the Education Management System's~~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 the Education Management System~~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 the Education Management System~~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)

Hours of Schooling

In order to meet the state's requirements (located in the *School Schedule* section of this Supplement), families should aim to complete the following minimum hours of schooling each day and week that school is in session according to the school calendar:

Grade Level	Recommended Minimum Hours per Day	Recommended Average Hours per Week
Kindergarten	3 to 4 hours	17 hours
Grade 1-3	5 hours	24 hours
Grade 4-8	5 hours	25 hours
Grade 9-12	6 hours	30 hours

Learning Coach Attendance Responsibilities

- **Record Attendance at school** - For each instructional day, Learning Coaches enter a P or N in ~~Connexus~~ the Education Management System to indicate whether the student engaged in any educational activities for that school day. Sanctioned school events count as "educational activity". They should aim to meet the daily and weekly totals listed above to ensure compliance with state regulations and to ensure that students are given attendance credit for every day of school. Students are expected to attend school every day of the academic calendar. Learning Coaches may ask for assistance from the school to enter attendance records if they are unable to access a computer on a given day, per the *Marking and Verifying Attendance* section of the School Handbook: General Portion.

- **Alert School of Student Absences** – If a student is absent, the Learning Coach must send information to the student's homeroom teacher about the absence. Attendance may only be marked for official school days on the school calendar, and never on the weekends (Saturday and Sunday) or student holidays.
- **Complete defined school year** – Regardless of the number of hours of schooling or amount of work a student may complete prior to the last day of the school year (as defined in the school year calendar in this Supplement), students are required to attend school up to and including the last day of the school year. If a student completes their regularly assigned lessons before the end of the semester or school year, the family must contact the homeroom teacher for additional work so that the student will not be marked absent on a school day. Absences at the end of the semester or school year can still trigger issues in the 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~~they may place the student in an "alarm" status, and will proceed with additional steps per school policy.

- **Monitor Attendance Issues** – School staff monitors student attendance. Families with low attendance rates are contacted by teachers and/or other school staff as appropriate; these staff members work with the family to help the student stay in compliance. The Attendance Manager can alter Learning Coaches' attendance records (with proper documentation).
- **Maintain the Integrity of the Attendance Data** – At the end of each attendance month, the attendance records are reviewed and the school locks attendance on ~~Connexus~~ the Education Management System to prohibit any further editing. Any requests for adjustments to the previously verified records must be sent in writing to the student's teacher as soon as possible for review, approval and adjustment.

- **Official Attendance Record** – ~~Connexus~~ the Education Management System's attendance system is the record of the student's attendance as documented by the Learning Coach. It is, however, only one of many sources used to determine if a student is meeting the minimum requirements of the school program. In certain cases where it has been

determined that a student has not completed enough work, or that certain other program requirements have not been fulfilled, the school may determine that the student has not fulfilled their~~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 (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, 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 the CalCA Schools offer a great deal of flexibility within the program, minimum attendance requirements are established by the state and students who do not complete work daily, and who do not complete adequate work throughout each month are at risk of losing attendance credit and being considered either chronically absent or truant from school.

Due to state requirements, the School will initiate serious consequences for truancy, ultimately including withdrawal from the School for non-compliance with the Master Agreement if the truancy is not addressed. Caretakers are held legally responsible for ensuring that their students are fully participating in school, even if they have designated another individual as their student's Learning Coach. The information below is intended to help Caretakers understand how to avoid having their student be considered truant, and to understand the consequences of truancy.

In order to avoid truancy and chronic absenteeism, and to comply with the terms of the Master Agreement, the Caretaker must ensure that the following activities are taking place:

- The student 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~~they are doing their ~~his/he~~r 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~~they needs to deviate from the regular school calendar. Students are expected to do some amount of school work on every school day of the academic calendar.

On at least a monthly basis, students' teachers review the attendance log and the amount of work completed by the student. If the student is not fully participating in school as outlined above, attendance credit for the student will not be able to be given by the teacher. The homeroom/advisory teacher would then override the attendance codes previously entered by a Learning Coach, directing that the attendance code be marked as, or changed to an 'N', if the student's teacher(s) believe the student has not participated as required. These absences will be considered "unexcused". Absences are generally considered "excused" for state approved reasons, and/or documented reasons only, such as student illness or the death of an immediate family member. If there is a disagreement over whether an absence is considered excused or unexcused, t~~T~~he 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~~they have ~~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 and Contact requirement

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 first scheduled day of attendance at the school~~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 scheduled first day of attendance for the student, ~~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~~ the Education Management System 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. If the school is unable to contact a student through the contact information supplied the school may disable the student's access to the Education Management System until contact is established. See also Section 3.5.4 above regarding withdrawal due to Dual Enrollment.

5 GRADING AND STUDENT EVALUATION

CalCA Grading Policy

The grades given for any course (or for any subject area for elementary students) is the grade determined by the teacher of the course. The determination of the student's grade by the teacher, in the absence of a clerical mistake, shall be final.

If a Caretaker or student elects to contest the final grade given by the teacher of the course or subject, the school's grade level Administrator will be consulted, and the teacher, to the extent practicable, will be given the opportunity to state orally, or in writing, or both, to the Administrator and the student/Caretaker the reasons for grade given. The teacher will also be given the opportunity to participate in all discussions related to a potential grade change and thereby have input into any decision to make a change to a final grade. When necessary, the School's Executive Director or designee may be involved in the discussions and will be authorized to make a final decision on whether a grade change should be made.

The School determines which courses are considered "weighted" for purposes of GPA calculation. For more information see also Section 6 High School Programs and Policies, under the High School Course Credit section below.

National Honor Society

Students who are in good academic standing, have attended a CalCA school for at least one semester, and meet grade level and other eligibility requirements, may be eligible to join the National Honor Society. Please contact the school for more details.

Advancement via Individual Determination (AVID)

The CalCA AVID program is available to students in 6th through 12th grade. AVID is a college readiness program designed to help students develop the skills they need to be successful in college. The program places special emphasis on growing writing, critical thinking, teamwork, organization and reading skills. At its heart, AVID is a philosophy that resonates with the ideas of holding students accountable to the highest standards, providing academic and social support, and expecting they will rise to the challenge. Students must apply for the program each year. Students who typically receive grades in the B through D range but who are willing to work hard and have a desire to go to college are ideal candidates for AVID. The class is given for credit for high school students.

Currently students in the CalCA AVID program have three (3) weekly AVID LiveLessons. Students receive the additional academic, social, and emotional support that will help them succeed in their school's most rigorous courses. LiveLesson topics include the following: developing note-taking and study skills; exploring college and careers; and practicing writing, inquiry, collaboration, organization, and reading (WICOR).

For more information about this national program, please visit avid.org or contact the grade level administrator.

Gifted and Talented Program (Grades 3 through 8)

CalCA offers Gifted and Talented coursework for students in grades 3-8. Gifted and Talented (GT) courses are offered in English Language Arts and Science. In addition, elementary students in grades 3-4 who are formally designated as gifted in math are offered a GT math course. These courses are designed to provide additional academic challenges to students. Some students may already be formally designated at Gifted and Talented by their previous school prior to enrollment. Those students are eligible to be placed initially into GT courses if they choose. Students in grades 3 through 8 who are enrolling into a CalCA school and who are not already formally designated as Gifted and Talented are eligible only after completing CalCA coursework with a grade of A or B in their standard courses. For middle school English Language Arts GT courses, a student must complete a year of the standard English course, and for Science GT courses, a student must complete a semester of the standard science course.

Gifted and Talented courses have additional requirements to continue participation. Students can expect to work additional hours in these courses. Students and Caretakers must complete an acknowledgement of all course requirements prior to participation. Because the GT courses are based on projects and discussion, the additional requirements include mandatory attendance at LiveLessons and a working microphone. Students must also keep up on the coursework and maintain their grade above a minimum level to stay in the course. Details of the participation requirements for middle school students are laid out in the Middle School Gifted and Talented Acknowledgement Data Views which must be signed by both the student and Caretaker. Students who do not meet the continuing requirements of the program may be moved back to courses from the regular school curriculum.

Retention and Promotion in grades K-8

Student grade levels will be determined at the time of enrollment based on prior school history. Students will not be retained in a grade level already completed based on Caretaker request. If the Caretaker has concerns about the academic placement or abilities of the student, the teacher, counselor or grade level administrator should be consulted. Retention decisions for grades K-5 are made by the student's homeroom teacher. The recommendation for retention (repeating of a grade level) is made in the spring and the Caretaker is notified in writing. Final decisions for retention are made at the end of the school year. Students in grades 6-8 are not generally retained but rather are placed in academically appropriate courses and promoted to the next grade level.

6 HIGH SCHOOL PROGRAMS AND POLICIES

Promotion

Student grade levels will be determined at the time of ~~enrollment~~ placement based on prior school history. At the time of a student's ~~enrollment~~placement, school counselors will establish estimated grade levels based on preliminary information about such things as past ~~enrollment~~ school history, previously earned credits, state testing results, and the school counselor's professional judgment.

Typically, students are placed in cohort grade level classifications regardless of credits previously earned. The table below shows the minimum number of credits needed to be on track for graduation. If a student is not earning enough credits to stay on track for graduation, their school counselor and/or advisory teacher will work with them to create a plan for graduation.

Classification	Grade	Minimum # of Credits
Sophomore	10	5
Junior	11	10
Senior	12	16

~~California Connections Academy~~CalCA uses the Connections Academy standard whereby one credit equals approximately 180 hours of instruction (sometimes referred to as Carnegie Units).

A student must take a minimum of five (5) courses per full semester to be enrolled as a full-time student, or a minimum of four courses if the student is concurrently enrolled in one (1) or more

community college course(s). Under certain circumstances, students enrolling late in the semester may be assigned a modified schedule (less than five courses) in order to be able to complete their assigned coursework in a shortened amount of time. The final recommendation in these situations is made by the student's counselor and/or advisory teacher and the assigned course load will 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~~their future educational success.

The policy for all CalCA schools is listed below.

California Connections Academy – Mathematics Placement Policy

Maximum Age

Based on Education Code Section 47612(b) and CCR Title 5, Section 11960, all students, including students with an IEP or 504 Plan, who are below the age of nineteen (19) years old on the first day of attendance at the School are eligible to enroll. Any student, including students with an IEP or 504 Plan, who are nineteen (19) years of age or older may be eligible to enroll, but must meet specific eligibility requirements, including being continuously enrolled in public school prior to turning nineteen (19). Therefore, if a nineteen (19) year old student applies and has experienced a gap in public school enrollment, ~~he/she is~~they are not eligible to enroll. Students who first apply when over nineteen (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 nineteen (19), remain continuously enrolled, and are making adequate progress, until the student reaches their 22nd birthday. Maximum age limits also apply to students who choose to re-enroll.

Students who are enrolled in 12th grade but do not meet the school's graduation requirements to graduate that year may be eligible to re-enroll in 12th grade the following year, subject to certain age and other eligibility criteria, including a determination by the School Leader or designee that the student was in good standing at the end of the previous school year. (See also Section 4.3 above).

For more information regarding the maximum enrollment age, please contact the School Counselor or administrator.

Progress Monitoring

When the school has identified concerns with a student's performance, a progress monitoring meeting may be set up with the student, parent, teachers, and an administrator. The purpose of this meeting is to discuss student progress in courses, next steps, and ways the school staff can support the student. Teachers will offer feedback on the student's progress as well as strategies for success in their course. Because contact between the student and teachers is a requirement of the program, if the teachers are unable to contact a student through the contact information supplied, the student's access to the Education Management System may be disabled until contact is established. This may also trigger a progress monitoring meeting. Any student, Learning Coach or Caretaker who would like to request a progress monitoring meeting can reach out to the student's homeroom teacher.

Mid-Semester Deadline

The Mid-Semester Deadline is a high school-wide deadline that falls around the middle of each semester. Students will need to reach a target lesson in each of their classes by this date. The target lesson for each class is determined by the teacher of each course and will be communicated to both students and Caretakers. Students who do not reach the target lesson in one or more of their classes will receive "conference zeros" on all overdue assignments and will be required to take part in a Caretaker/Student/Homeroom Teacher conference to discuss the reason they are behind in school and come up with a plan for success going forward. Once this conferences 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 two and one-half (2.5) of the credits (or five (5) courses) required for graduation at ~~California Connections Academy~~CalCA, with at least one and one-half (1.5) of these credits (or three (3) courses) earned in the semester immediately prior to graduation. *
- Earn a total of twenty-two (22) credits (in specific areas and subjects as outlined in this Supplement)
- Meet any other additional graduation requirements required by the school or state**.

**Credits earned at another Connections Academy school or schools may be included in this total, as these schools all use the same curriculum, technology, and instructional protocols as ~~California Connections Academy~~CalCA schools.*

***Official transcripts from all previous schools must be received in order to issue a diploma. See "Credit from Other Schools" section below for more details.*

These requirements exceed the minimum requirements established by the state of California. Additional requirements of the University of California (UC) and California State University (CSU) are noted below.

The following chart summarizes the coursework and credits a student must complete to receive a diploma from a CalCA school (see first column). In addition, the requirements for entry into a University of California system or the California State University system are shown in the other columns for reference for those students on a college preparatory pathway.

Graduation Requirements

California Connections Academy Graduation Requirements	**University of Calif.** Requirements for Freshman Admission	**California State Univ.** Requirements for Freshman Admission
Language Arts – 4 credits • 4 years of approved English courses, usually following this pattern: • English 9 • English 10 • English 11 • English 12	**Language Arts** – 4 years 4 years of college-prep English that include frequent writing, and reading of classic and modern literature	**Language Arts** – 4 years 4 years of college prep English composition and literature
Mathematics – 2 credits • Algebra I (or higher)* • Other Mathematics *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.	**Mathematics** – 3 years • Algebra I • Geometry • Advanced Algebra ***4 years recommended**	**Mathematics** – 3 years • Algebra I • Geometry • Algebra II or higher ***4 years recommended**

Science – 3 credits • Biological Science • Physical Science • Other Science	**Laboratory Science** – 2 years • Biology • Chemistry ***Note**: Physics may be substituted for either Biology or Chemistry* ***3 years recommended**	**Laboratory Science** – 2 years • Biological Science • Physical Science
Social Studies 3 credits • World History • U.S. History • American Government (.5 credit) • Economics (.5 credit)	**Social Studies** 2 years • 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 • 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 • Health (.5 credit) • PE (2 credits)	**Physical Education** 0 years	**Physical Education** 0 years
Technology 1 credit • Any Technology	**Technology** 0 years	**Technology** 0 years
Foreign Language ,Art, OR CTE (Career and Technical Education) 1 credit	**Foreign Language** 2 years *Must be in the same language* ***3 years recommended**	**Foreign Language** 2 years *Must be in the same language* ***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~~CalCA school.

The UC and CSU "a-g" requirements are detailed below, and can be researched in more detail at the University of California website (www.universityofcalifornia.edu/admissions).

a-g	Content Area	Requirements
"a"	History/Social Science	2 years required
"b"	English	4 years required
"c"	Mathematics	3 years required, 4 years recommended
"d"	Laboratory Science	2 years required, 3 years recommended
"e"	Language other than English	2 years required, 3 years recommended

“f”	Visual and Performing Arts	1 year required
“g”	College Preparatory Electives	1 year required

Physical Education

CalCA requires two years of Physical Education to meet its graduation requirements. School administration may grant temporary exemption to a student from courses in physical education, if (1) the student is injured or ill and cannot be provided a course that meets the student's needs or (2) if the student’s unique circumstances cause the student to be enrolled in one-half, or less, of the work normally required of full-time students. School administration may grant permanent exemption from courses in Physical Education on a case-by-case basis. Students granted a permanent exemption will be required to earn two additional credits of elective in place of the physical education courses needed to meet graduation requirements.

Certificate of Completion

In accordance with California law, students with an IEP may earn a Certificate of Completion if they are not eligible for a diploma. Education Code Section 56390 lays out guidelines for a Certificate of Completion which the schools choose to use as a basis for determining eligibility for a Certificate of Completion. A student may be eligible for a Certificate of Completion from CalCA schools based on satisfactory completion of ~~his/her~~ their IEP goals and objectives during high school, as determined by the IEP team. Once earned, the student’s transcript will reflect the earning of a Certificate of Completion.

Foster, Homeless, Migrant and Adjudicated Youth Graduation Requirements

A student identified as foster, homeless, migrant or adjudicated 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 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/hsgrtable.asp for more information. Similar procedures may also apply to students of military families. Contact the School Counselor 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.

High School Peer Mentoring

Students who begin attending~~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~~the Education Management System, and also helps with the adjustment to online school.

National Collegiate Athletic Association (NCAA) Eligibility

In order to be eligible for National College Athletic Association (NCAA) scholarships, students must meet certain academic and other requirements, including but not limited to taking NCAA-approved high school courses. Most of Connections Academy's core and elective courses are NCAA-approved; however, students interested in NCAA scholarships should contact their school counselor to determine an appropriate course schedule that will help them meet NCAA requirements. Students should also visit the NCAA Eligibility Center for more information.

Accreditation

~~The four~~All ~~California Connections Academy~~CalCA Schools ~~established prior to the 2019-20 school year~~ are fully~~all~~ accredited for Grades K-12 by the Schools Commission of the Western Association of Schools and Colleges (WASC). Because the~~se~~ schools are WASC-accredited, all of their high school courses are considered transferable to other high schools. ~~California Connections Academy~~CalCA ~~Central Coast and California Connections Academy~~CalCA ~~Monterey Bay are currently in the WASC accreditation process, and expect 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~~ the Education Management System for those students who have completed all requirements. (See also the section below called *Enrollment Following Graduation Requirements*.) Students who have completed all graduation requirements at any time prior to the end of the second semester of their senior year may request early graduation by contacting the High School Principal. The High School Principal and other appropriate school staff will then review the student's records to ensure that all graduation requirements have been met. If the High School Principal grants approval for early graduation, ~~he/she~~ they will initiate the "withdrawal for graduation" process. This includes marking the student's transcript to indicate graduate status. Once the student has graduated, the student will no longer be enrolled in a CalCA School and will not have access to ~~Connexus~~the Education Management System.
The graduation date for every student will be the date of the last day of the semester during which the student completes all graduation requirements. Students who complete their graduation requirements during the summer may be given a graduation date of the last day of the previous school year but will usually have a graduation date based on the date they complete all summer coursework. Students enrolled in credit recovery courses who are making up credits towards the graduation requirements (see section on Project Success below) may be eligible to have a mid-semester graduation date if they complete all the required credits and are approved by their counselor for a mid-semester graduation.

Exceptions to the graduation date policy will be made on a case by case basis and only with reasonable documentation of the reason that an earlier graduation date is needed. Exceptions will only be made by the Executive Director (or designee) upon recommendation by the High School Principal or Director of Counseling Services.

Enrollment Following Completion of Graduation Requirements

Students who complete all graduation requirements may remain enrolled with a full time load of courses through the remainder of the school year if they first entered 9th grade less than four school years earlier (in other words, if the student did not start high school more than four years

prior to the expected completion date at the end of that school year). Students who have taken longer than four years to complete the high school graduation requirements must exit as a graduate at the end of the semester when they meet all the CalCA graduation requirements.

Unofficial transcripts will be available to students via ~~Connexus~~ the Education Management System *as long as the student is enrolled in a CalCA School,* and official transcripts will be available at any time by request through the School's contracted transcript service, Parchment. Graduates may also request unofficial transcripts through Parchment at any time. Early graduates will receive their diplomas *at the end of the second semester*, when the rest of the graduating class receives their diplomas. Early graduates are welcome to join in any and all graduation activities offered by their CalCA School, but must inform the school of their desire to participate in graduation activities at the same time they request early graduation.

CalCA uses the transcript service Parchment to provide official transcripts, and unofficial transcripts to students who are no longer enrolled. Information on how to request transcripts through Parchment is available on the School's website. Please contact the school counselor or the school records department with any questions regarding transcript requests.

High School Course Credit

Students are awarded credit only for courses in which they have earned a grade of D- (60%) or higher. This applies both to courses taken at a CalCA School and at other accredited schools. Courses required for graduation must be re-taken by the student if a grade of D- (60%) or higher is not earned, and re-taking such courses may delay the student's graduation. CalCA typically does not award course credit from schools or programs which are not accredited. (See also the section below on *Credit for Coursework Completed in a Non-Standard School Program*.)

Accredited high school courses taken prior to enrollment at a CalCA school with a weighted grade on the incoming student transcript will be considered as weighted on a ~~California Connections Academy~~CalCA transcript. The School's grading scale is below. To earn high school credit for a college course, a passing grade of C- must be earned (see also the section below: Credit for College Courses).

Semester and year-end GPA calculations will follow a four point scale (below). Grade point averages will only include graded courses; pass/fail courses will not be averaged into a student's GPA. Passing grades for Honors courses are weighted with one-half (0.5) extra grade

point. Passing grades for Advanced Placement (AP) courses are weighted with one (1) extra grade point. Courses taken concurrently or in the summer at a college are not weighted.

Grade	Grade %	Passing?	Non-Weighted	Weighted (Honors)	Weighted (AP)
A+	98 – 100	Yes	4.00	4.50	5.00
A	92 – 97	Yes	4.00	4.50	5.00
A-	90 – 91	Yes	3.67	4.17	4.67
B+	88 – 89	Yes	3.33	3.83	4.33
B	82 – 87	Yes	3.00	3.50	4.00
B-	80 – 81	Yes	2.67	3.17	3.67
C+	78 – 79	Yes	2.33	2.83	3.33
C	72 – 77	Yes	2.00	2.50	3.00
C-	70 – 71	Yes	1.67	2.17	2.67
D+	68 – 69	Yes	1.33	1.83	2.33
D	62 – 67	Yes	1.00	1.50	2.00
D-	60 – 61	Yes	0.67	1.17	1.67
F	0 – 59	No	0.00	0.00	0.00

Class Rank

The CalCA Schools will calculate the class rank for each high school student two times per year, shortly after the conclusion of each semester. Students who have not yet successfully completed any high school courses for credit directly from CalCA will be excluded from the class

rank calculation.

For the purposes of calculating the class rank, the student's cumulative GPA will be used, which may include weighted grades for Honors or Advanced Placement courses. Courses transferred in from other accredited institutions will also be included in the class rank as long as there is a grade assigned for that course. Credit and grades for transferred courses are subject to verification through an official transcript from the previous school.

The cumulative GPA is calculated to the hundredth of a point. Students whose class rank rounds off to the same hundredth of a point will be considered tied and will receive the same class rank. The ranking will compare students within the same grade level at the same school. The class rank is *not* included on the student's official high school transcript, but is available for release upon written request.

Prerequisites

Students must meet all course prerequisite requirements prior to registration. Prerequisites are listed by each course's overview in the course catalog. A student may not take Part B of a course prior to taking Part A. School counselors may waive prerequisites in some cases.

Duplicate Course Work: Repeating a Course

Students may repeat a course in order to improve their grade; however repeating a course is subject to course availability and counselor approval. Not all courses are offered each semester. Credit will be awarded only once, and only the higher of the two grades will be included in the GPA. Both courses and both grades will show on the transcript.

Schedule Changes and Adding/Dropping Courses

Students may request changes to their schedules within the first six weeks of ~~enrollment~~ the first day of attendance at the school, or within the first six weeks of the semester. To add or drop a course, a Caretaker (or the student, if eighteen (18) or older) must submit a written request to the School Counselor.

If the School Counselor receives a request to drop a course, the process must be completed no later than thirty (30) calendar days prior to the last day of that semester. The final deadline to be withdrawn from a course is thirty (30) calendar days prior to the end of each semester. Courses may not be dropped after the course withdrawal deadline. Requests to drop a course must be submitted PRIOR to the course withdrawal deadline. If a course has not been dropped by the

course withdrawal deadline, the course will appear on the student's transcript with the grade earned. If a course is approved to be dropped after the first six (6) weeks of the semester, but prior to course withdrawal deadline of thirty (30) calendar days before the last day of the semester, it will appear on the student's transcript as a "withdraw pass" or "withdraw fail" depending on the grade earned at the time of withdrawal. Courses shown in this manner do not count in the student's GPA calculation.

Transcripts

Students will be able to access ongoing information about their courses through their online gradebooks within the ~~Connexus~~ Education Management System. To request an official copy of a transcript, or to obtain an unofficial transcript for a student who is no longer enrolled, families must make the request via Parchment, a service that the CalCA Schools have contracted with to provide free electronic and paper transcripts. Students may go through the link on the School website to make the request, or may go directly to www.parchment.com to set up an account and request a transcript. Both official and unofficial transcripts can be generated via the online Parchment system, which can be reached via a link from the School website, on the "Request a Transcript" page. Official transcripts are sent directly to the appropriate agency and have all official required designations. Unofficial transcripts can be viewed or downloaded directly from the Parchment website. Caretakers will be able to view and print a copy of the unofficial transcript at any time through ~~Connexus~~ the Education Management System if the student is currently enrolled and attending, and are able to request a transcript through Parchment if the student is not currently enrolled. Please contact the School with any questions regarding transcript requests.

Release of Educational Records

Educational records, including transcripts for all grade levels, may only be released to third parties with a written request and with parental consent (or student consent if the student is over eighteen (18) years old.) unless such requests are of a nature that would require the school to release the records, such as upon receipt of a legal subpoena.

For students in grades K-8 the transcript is considered the equivalent of the final report card and requests are made through the same process described above.

Each ~~California Connections Academy~~CalCA school will provide educational records, including transcripts, class rank, test scores, and letters of recommendation to third parties such as post-

secondary institutions, scholarship committees, and/or potential employers, only after the *Authorization for Release of Educational Records and Letter of Recommendation* form is completed and submitted to the school, except as permitted by FERPA. See the School Handbook: General Portion for the full Connections Academy FERPA policy. For information on requesting official transcripts, see the *Transcript* section above.

In order to ensure that application deadlines are successfully met, we require advance notice of at least ten (**10) working days for requests to provide educational records** to students, Caretakers, and/or third parties. **We require** thirty (**30) days' notice for letters of recommendation**. Note that class rank is only calculated twice a year.

Requests for records should be made using the *Authorization for Release of Educational Records and Letter of Recommendation* form available in the document repository~~Virtual Library~~.

Parents (or students over the age of eighteen (18)) may request a copy of items in the student's record by completing the *Official Records Request Form for Parents/Students*, which is available from the school records clerk. If a student is over the age of eighteen (18) and has graduated, ~~he/she~~they must either directly request their school records, or must sign a release form to allow parents/Caretakers to receive copies of the student's records.

Credit Recovery Courses

Students who are deficient in credits due to having failed a course or courses may be assigned to credit recovery (CR) courses to get them back on track for graduation. Students take one credit recovery course at a time, but may complete that course and start the next course at their own pace. Teacher support will be provided and students will be monitored to be sure they are making progress in the credit recovery program.

Note: students interested in NCAA initial eligibility should not take credit recovery courses, as these courses are not accepted by the NCAA.

Project Success

High school seniors that are severely credit deficient and meet specific requirements outlined by the high school Administrative team, will be evaluated for entrance into Project Success. This program sections the school year in to four (4) quarters instead of the traditional two (2) semesters. This allows students to complete more courses, including credit recovery courses, in

order to earn the credits they need toward graduation at a faster rate. Entrance to the program and the courses taken are determined by the high school Administrative team and the high school Counseling team. Caretakers and students must agree to the requirements of the program prior to entrance.

Credit from other Schools

As part of the ~~enrollment~~ placement process, families are asked to submit their students' most recent report cards and/or transcripts. Counselors analyze previously earned credits and determine which credits will transfer to the CalCA School. The School Counselor may require complete unofficial transcripts or complete end-of-year report cards before approving a student's grade level and course selection. The accreditation status of the previous school is also considered when transferring credit. Official transcripts are required within the first thirty (30) days of enrolling in the School for final credit transfer approval and for final course approval. Upon graduation or withdrawal, the official transcript will display both the credits earned at the ~~California Connections Academy~~CalCA school as well as any transfer credits. Transfer credits shown are based on official transcripts only**. An official transcript must be received from the student's previous school(s) in order to issue a diploma to graduating students.**

Credit for Coursework Completed in a Non-Standard School Program

Students may request to receive credit for courses completed in previous educational settings other than fully accredited schools, including home school, non-accredited public, private, alternative or international schools.

There are three options for requesting and being granted credit by California Connections Academy for coursework completed in a non-standard school program:

1. **Assessment:** the student takes and achieves a passing grade (D-) on the California Connections Academy exam(s) associated with the course. This may be the midterm and final exam or other proficiency exam as determined by the content area teacher. The school may require that the test be taken in a school approved proctored setting. .Alternatively, the student may take a state-approved standardized test. If the student achieves a score of "Proficient" or higher ~~he/she~~they will be granted credit for that course. The state test(s) must be taken in a school-approved proctored setting.

2. **Portfolio**: The student submits a portfolio documenting coursework, which may include:
    - Samples of prior work
    - 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 California Connections Academy in the appropriate courses and grade level, as determined by the school counselor.

    The School Counselor and/or grade level Principal may review the student's portfolio along with the content area teachers, but the content area teachers will be responsible for determining if the student is indeed proficient in the specific subject and whether or not credit is to be granted.

3. **Validation**: If the student earns a "C" grade or better in the California Connections Academy course that follows a course taken in a non-standard school, the Counselor, in consultation with the subject teacher, may award credit(s) for the course(s) taken in the non-standard school at the end of the semester. This method of placement is only applicable to foreign language courses and certain other courses that occur in a clearly linear sequence.

    For courses that are not in a clearly linear sequence, the student should also be able to demonstrate some evidence of having done work in the subject, such as portfolio items and/or assessments.

Students may request any combination of the above-listed methods for requesting credit. For example, a student may request option #1 for mathematics and science courses, #2 for humanities courses, and #3 for foreign language. Content teachers may require that a certain method be utilized in order to award credit for a particular course.

Credits for courses completed in a non-standard school program are granted as described above, but no grades are assigned. Students receiving credit will be given a grade of "Pass," which is not included in the calculation of the student's GPA. These credits are not entered into the student's records until the student has completed a full semester at ~~California Connections Academy~~CalCA.

High School Courses Taken in Middle School

Students ***may*** earn high school credit for high school level courses taken while the student is enrolled as a middle school student in 7th or 8th grade. High school-level courses will appear on the high school transcript in order to document that the student has met college admissions requirements. Check with the School Counselor for more specific information. Currently, credits for advanced math and foreign language classes taken in middle school are being recognized for high school credit.

High school students taking middle school courses will not receive high school credit for those courses. Only high school-level classes provide high school credit toward graduation (unless stipulated by a student's IEP team). A student in grade 9, 10, 11, or 12 who is taking courses from the K–8 curriculum can meet attendance requirements but will not receive credits toward graduation for K–8 courses.

Credit for College Courses

Families must consult with the School Counselor for permission prior to earning high school credit for college courses taken while the student is still enrolled in ~~California Connections Academy~~CalCA. Students wishing to earn high school credit for college courses must have written approval of the School Counselor in advance. The number of college courses taken in any semester will be limited by the School based on the student's individual circumstances. Note that the School requires sufficient time to process requests for dual enrollment in a college. Due to the increased number of requests for dual enrollment in college courses prior to the start of school, additional notice 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~~CalCA to be permitted to enroll in college courses. See also Section *3.5.5 Dual Enrollment in a College or University* above for more information. The School Counselor will work with the Caretaker and student to determine the amount of high school credit that a college course could earn. In order to receive high school credit for a college course, the student must pass the course with a grade of C- or higher. College courses are not weighted in the calculation of the student's high school GPA. College credits and letter grades from dual enrollment courses will appear on the ~~California Connections Academy~~CalCA high school transcript. The student is responsible for providing a copy of the college transcript to ~~California Connections Academy~~CalCA at the conclusion of the course. If a student has replaced a core course in ~~his/her~~their schedule (defined here as one needed for high school graduation) with a college course, and has reduced ~~his/her~~their course load of ~~Connections~~ CalCA courses, the grade in the college course must be included on the high school transcript. If a student is taking an enrichment elective course at a college, and has NOT replaced a regular core course, then the student may request that the Counselor exclude the grade in the college course from the high school transcript. Approval is subject to a determination by the School Counselor based on the individual circumstances.

Students should provide the following to the School Counselor in advance of the enrollment:

1. Name of college
2. College website address
3. College course title and number
4. College course description
5. Number of units offered for course
6. College course term (Fall, Winter, Spring, Summer)
7. Corresponding High School course that college credit will replace (if applicable)
8. College paperwork to be filled out by High School

Regional Occupational Centers and Programs (ROCP)

California's seventy-four (74) Regional Occupational Centers and Programs (ROCPs) have been a strong and integral part of California's educational system for over thirty-five (35) years. ROCPs provide high school students sixteen (16) years of age and older with valuable career and technical education so students can (1) enter the workforce with skills and competencies to

be successful; (2) pursue advanced training in postsecondary educational institutions; or (3) upgrade existing skills and knowledge.

Students receive training at a variety of venues from regular classrooms on high school campuses to actual business and industry facilities, such as automotive dealerships and hospitals. In most ROCPs, courses are offered during the regular school day throughout the school year, in the late afternoon and evening, and sometimes during the summer months. ROCPs provide rigorous and high quality programs which contribute to students' academic and career achievement which, in turn, support the economic development of the state. Students gain a unique edge in the workforce by successfully completing ROCP training.

ROCPs help to close the "achievement gap" by motivating students to learn both academic and occupational skills for future success in a career of the student's choosing. Students may take an ROCP course while being enrolled full-time at a CalCA School. Students interested in ROCP training should contact the School Counselor.

Credit for Other Experiences

Many students are involved in activities outside their school experiences, such as: music, dance, and art lessons, foreign language instruction, and participation on athletic teams. While the CalCA Schools recognize the value of these activities, in most cases they cannot be used to earn high school credit.

Work Permits Requests

Students under the age of eighteen (18) who have not graduated from high school and who desire to obtain employment during the year, including summer, where an employer-employee relationship is established, are required by state law (California *Labor Code* Section 1299) to obtain a “Permit to Employ and Work form (CDE Form B1-4)”, otherwise known as a work permit. The School may issue the work permit upon written request, but is not required to issue one. Note that the School requires sufficient time to process requests for work permits. School Counselors are designees of the school, and are able to issue work permits. Contact the School Counselor for more information.

Prior to requesting a work permit to be issued by a ~~California Connections Academy~~CalCA designee, students should carefully review the following guidelines and be aware of the conditions under which the School will issue a work permit:

- Success in school should be the most important priority for all students
- Students should demonstrate that they are able to maintain a 2.0 average GPA
- Students must be able to meet the School's legal attendance requirements
- Students should be passing all courses at the time of request
- Students should not have Honor Code violations

Students may be issued a temporary work permit if their current GPA is a 2.0 and they are **NOT** passing their current courses. The School may revoke the permit due to poor grades and/or attendance. In such cases, the employer would no longer be authorized to offer employment to the student. To ensure student success while working, grades will be monitored weekly.

Students who ~~are fully enrolled~~have completed the placement process for the upcoming school year may request a work permit for the summer. The School Counselor or designee will consider the student's prior academic record when making the decision to issue the work permit. For students new to a CalCA school, work permits for summer work may be issued using the student's past academic history, but the permit issued will be temporary and will expire once school begins.

See the Frequently Asked Questions on the state website for more information about work permits and the state requirements.

Students Driving to Sanctioned Events

First and foremost, we highly recommend to Caretakers that students ***not*** be permitted to drive unaccompanied to any CalCA school sanctioned events ("Event(s)"). Preferred options include having Caretakers or designated adults drive and supervise students, or having students use public transportation options.

However, we recognize that in certain circumstances students may need or wish to drive to an Event without supervision from an adult. In order to be able to drive unaccompanied to a CalCA sanctioned event, students must meet the following guidelines:

- Must be eighteen (18) years of age. Where students are under the age of (eighteen) 18, even though California may permit minors to drive, an adult is required to supervise a minor at an Event*.

- Must possess a valid driver's license and follow all rules regarding licensing.
- Must have access to a currently registered, inspected, and insured vehicle.
- Must be a student in good standing, with good attendance, and with no disciplinary actions noted in the student's file.
- Obtain School permission to drive unaccompanied to Events.

*Exceptions may be made for ~~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 document repository~~Virtual Library~~ or the school).
- Document school permission to drive to Events by obtaining the School Leader's (or designee) ~~signature~~ approval on the *Connections Academy Sanctioned Event Student Driving and Attendance Authorization*.
- Obey all time schedules.
- Obey all school rules including maintaining acceptable attendance and disciplinary standards. If a student arrives late, privileges may be revoked.
- Adhere to school rules, policies, and procedures for Events.
- Adhere to all state and local laws at all times.

Under no circumstances shall the School be responsible for students who make their own personal travel arrangements and/or are not accompanied by an adult. The conduct of unaccompanied student drivers at Events will remain the responsibility of their Caretaker. If a student driving to or from an Event is involved in an accident, ~~California Connections Academy~~CalCA shall not be liable for any injuries or damage; all liability rests with the student, ~~his/her~~their Caretaker and/or any insurance maintained by the Caretaker and/or the student.

Students who attend a sanctioned event without the Caretaker may be asked to show a government issued photo ID or a current school photo ID to establish their identity.

Students shall not drive other students to an Event unless the situation falls under an exception as listed above*. If a student nevertheless permits another student or students to ride with him/her, ~~California Connections Academy~~CalCA shall not be liable for any injuries or damage to any parties. The student, the student's Caretaker, and/or any insurance maintained by the Caretaker and/or the student, shall be responsible for any and all injuries and/or any damage that may occur.

Even if a Caretaker does grant permission for a student to drive unaccompanied, it is important to note that driving a car to an Event is a privilege for a student and not a right, and such privilege may still be denied or revoked by the School at any time. Safe driving practices must be adhered to at all times. Students who endanger other drivers, individuals, pedestrians, or property, and/or do not follow school rules and/or procedures for Events, may have their

permission to drive unaccompanied to School Events revoked by the School.

Furthermore, students may be reported to school authorities and, if warranted, may also be reported to the police for further action.

7 SERVICES FOR SPECIAL POPULATIONS

7.1 Individuals with Disabilities Education Act (IDEA) & Section 504 of the Rehabilitation Act of 1973 (Section 504) Eligible Students

~~Enrollment Requirements~~ Special Education Placement

During the placement process~~At the time of enrollment~~, all Caretakers who indicate their students have special needs are ~~required~~ asked to submit a copy of the student's most recent Individualized Education Program (IEP) or 504 Plan. In order to serve each student promptly ~~upon enrollment~~as of the first day of attendance at the school, it is important that any educational assessments and evaluation reports that support the IEP are also submitted. All documents are reviewed by the Director of Student Services (or designee), and if necessary, a member of the special education staff contacts the family to discuss specific student needs or to clarify the information in the IEP. In accordance with California Education Code Section 47605(d)(1), ~~California Connections Academy~~CalCA will proceed with ~~admission~~ placement of students with IEPs in a timely, non-discriminatory manner.

It is important to note that the ~~California Connections Academy~~CalCA school program follows an independent study model pursuant to Education Code Section 51745(c). California law provides that a student with an IEP may not participate in independent study unless ~~his/her~~their IEP specifically provides for participation in independent study. (Education Code § 51745(c)). Applicants whose IEPs are silent as to participation in independent study are eligible for admission and, as with all admitted students with IEPs, their current IEPs will be implemented and comparable services provided while a thirty (30)-day administrative review is conducted.

During the School Year

At the beginning of the school year, the special education team ensures that teachers have access to the student IEPs and/or 504 plans. The teachers are made aware of each student's special learning needs and are given guidance on how to make the necessary program accommodations with the Learning Coaches. Special Education students are expected to adhere to the requirements of the School's Master Agreement for Independent Study and in accordance with the educational plan laid out in the student's IEP.

Conducting IEP Meetings

The special education team plans for and schedules all placement and annual reviews and other IEP-related meetings. They contact families and establish mutually beneficial meeting times. Meetings are generally held virtually and all IEP meetings occur in compliance with all state and federal laws.

Related Services

According to their IEPs, some students qualify to receive related services. Due to the virtual nature of the school, the services may either be provided 1) by telephone; 2) virtually over the Internet with real-time conferencing software, or 3) in person with a local service provider. In all cases, the IEP team ensures the service is provided in compliance with the IEP. In cases where a local service provider is utilized, the School locates and secures the provider, and handles all contracting and financial issues. See also Section 3.5.7 of the School Handbook: General Portion and this School Supplement regarding Location Transfers. Because services may be provided face to face, and because of potential licensing concerns for providers working across state lines, students receiving related services must almost always remain in the physical location with which they established enrollment eligibility for their CalCA school.

Child Find

Throughout the year, both teachers and Learning Coaches may detect that a student is having difficulties with learning and they may believe there could be a need for special education and related services. If this is suspected, the teacher will first help the Learning Coach implement a series of program modifications. If those documented strategies fail, ~~he/she~~they will then refer the student to the School's Student Support Team (SST). This team will meet and suggest additional strategies and considerations, and they will also work to gather more information about the student's learning history and profile. They may even consult with a member of the special education team. If all the recommended intervention strategies fail, the team (along with the Caretaker) will officially refer the student to the School's special education team. In some limited or special circumstances, the SST process may need to be shortened or bypassed.

Once the team receives the referral they will begin the process of determining if the student is in need of a special education evaluation, an IEP, and ultimately special education services. If the special education team determines that an evaluation for a 504 plan is needed, the Caretaker must sign a Consent form in order for the team to proceed with a 504 Evaluation.

Due Process for Special Education

Caretakers are provided a copy of Procedural Safeguards which includes information on how to file for Due Process or mediation. The SELPA (Special Education Local Plan Area) is responsible for special education oversight and assisting Caretakers if disagreements should arise.

Procedural Safeguards are available in the document repository~~Virtual Library~~ under "My School: ~~California Connections Academy~~CalCA-Resources Special Education." Any questions or concerns with regard to Procedural Safeguards can be answered by the Special Education Director.

7.3 English Language Learners

All families must complete the California Home Language Survey during the initial ~~enrollment~~ placement process. Students who have indicated any language other than English on the Home Language Survey must be administered an assessment using California's language proficiency assessment screener to determine English fluency within thirty (30) days of ~~enrollment~~the first day of attendance at the School. If the student has taken this test (currently the state is using the English Language Proficiency Assessments for California or ELPAC) at a previous school,

test results should be provided to the School during the ~~enrollment~~ placement process. If the student has not previously been tested, CalCA staff will contact the family to arrange testing within thirty (30) days of ~~enrollment~~the first day of attendance at the School. If the student has been designated as an English Language Learner (ELL) at any time, and has NOT yet been re-designated as fluent in English, ~~California Connections Academy~~CalCA is required to administer an annual ELPAC test within a certain required timeline to determine the student's progress in learning English. If a student is identified as an ELL, the school will offer specialized sheltered instruction services to assist the student in becoming fluent in English. Caretakers will be provided with appropriate forms to either accept or waiver these additional services. Students identified as ELL have access to the same courses as all other students, and placement in the most appropriate courses or coursework is made in consultation with the teachers, counselor, and EL teacher and administrator, when necessary.

Re-designating English Language Learners as Fluent in English

~~California Connections Academy~~CalCA is responsible for assessing ELL students to determine if they are making progress towards becoming fluent in English. In order to determine if a student may be re-designated as fluent, the state mandates that four factors must be taken into account as follows:

1. Scores on the state assessment of English proficiency (currently the ELPAC)
2. Scores on state standardized assessments (currently under the CAASSP system)
3. Student progress and performance in the curriculum
4. Caretaker (parent/guardian) and teacher input

All four factors must indicate that the student is ready to be re-designated. Once the determination for re-designation has been made, the date of re-designation is determined, and the Caretaker is notified in writing. The student then enters a two year monitoring phase. During the monitoring phase, teachers will be looking at the student's progress and performance in their school work as well as on both school and state assessments. If students appear to be struggling academically, additional supports will be provided. Once a student has been monitored and determined to be academically successful for two years, the student will be removed from the monitoring process. See Appendix II for the complete Reclassification Policy of ~~California Connections Academy~~CalCA Schools.

8 COMMUNITY EVENTS, TRIPS, AND ACTIVITIES

The CalCA Schools are public charter schools that provide a free virtual public school education to all their~~enrolled~~ students. As part of this free public education, the CalCA Schools offer ~~enrolled~~ their students educational field trips, for which no fees are charged to ~~enrolled~~ current students. The school also offers social events such as dances, picnics, graduation ceremonies, etc. Field trips and other school social events are NOT considered “classroom instruction” even though they usually take place in person at a designated location. Transportation to and from field trips and other events is *not* provided by the School; however, in order to ensure that students are able to attend as many field trips and events as they would like, the CalCA School will, upon request, provide families with reasonable assistance in making transportation arrangements for field trips. Note that family members who accompany enrolled students on field trips *will* be required to pay any admission fees associated with the field trip. At times, field trips will occur at locations that offer entertainment, additional activities and food for an additional cost. These costs and fees are outside of the scope of the field trip and are not covered by the School.

The School may participate in fundraising activities to help cover the cost of field trips for ~~enrolled~~ current students. Additionally, the School may ask families to provide *voluntary* donations to help defray the cost of field trip fees for ~~enrolled~~ current students. These donations are strictly voluntary; under no circumstances will any student be denied access to a field trip because ~~his/her~~their family does not make a voluntary donation, nor will the school retaliate in any way against families who choose not to make voluntary donations to the field trip fund.

9 CONDUCT, GRIEVANCE, DUE PROCESS, AND COMMUNICATION

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~~the Education Management System, along with an email ~~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

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.

Suicide Prevention Policies

The Governing Board of the ~~California Connections Academy~~CalCA schools have adopted a Youth Suicide Prevention Policy, which is available upon request and may also be found in Appendix II of this Supplement. The Suicide Prevention Policy aims to safeguard students and staff against suicide attempts, and also includes supports for students, staff, and families affected by suicide attempts and loss. The Policy is part of a comprehensive support system provided by our Schools to enhance the emotional and behavioral wellness of our students.

The Director of Counseling Services is the primary suicide prevention liaison for ~~California Connections Academy~~CalCA Schools. Additional resources for staff, students, and family members can be found on the Youth Suicide Prevention webpage of the California Department of Education: http://www.cde.ca.gov/ls/cg/mh/suicideprevres.asp. I~~Beginning in the 2019-20 school year, i~~n accordance with state law, ~~any~~ school-issued student identification cards will have the telephone number for the National Suicide Prevention Lifeline printed on the ID card.

LGBTQ Youth

~~California Connections Academy~~CalCA is responsible for a safe learning environment for all students, including LGBTQ youth. The Schools have adopted policies (See Section 9.2 below) which prohibit discrimination, bullying, harassment, and other retaliatory acts based on sexual orientation, gender, gender identity or gender expression. In addition, the Schools provide support and resources to students and staff to help foster a safe learning environment for all students.

The Director of Counseling is the primary liaison for training, resources and support for LGBTQ youth. Community resources are available upon request. Resources are also available from the California Department of Education at http://www.cde.ca.gov/ls/he/se/resources.asp.

Parental Information on California Healthy Youth Act

The California Healthy Youth Act requires that comprehensive sexual health education and human immunodeficiency virus (HIV) prevention education be taught to students at least once in middle school and once in high school, beginning no later than grade seven. ~~California Connections Academy~~ CalCA Schools provide this instruction in grades 7 and 10. By state law, instruction and materials must be medically accurate, objective, age-appropriate and inclusive of all students, as defined by law. The law requires that instruction and materials must encourage students to communicate with parents, guardians or other trusted adults about human sexuality.

The purpose of this instruction is to:

- Provide students with the knowledge and skills necessary to protect their sexual and reproductive health from HIV and other sexually transmitted infections and from unintended pregnancy.
- Provide students with the knowledge and skills they need to develop healthy attitudes concerning adolescent growth and development, body image, gender, sexual orientation, relationships, marriage, and family.
- Promote understanding of sexuality as a normal part of human development.
- Ensure students receive integrated, comprehensive, accurate, and unbiased sexual health and HIV prevention instruction and provide educators with clear tools and guidance to accomplish that end.

The oversight for this course will be provided by the school's ~~health/PE~~ teachers as a separate ~~pass/fail~~non-credit bearing course from the standard Health and PE courses offered. The school will offer ~~detailed~~ information about the curriculum for the courses as required by law ~~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 opt of the course. If the parents choose to opt out, the course will be removed from the student's course list.

You may find more information about the California Healthy Youth Act (California *Education Code* sections 51930–51939) and obtain copies of the law online at the California Department of Education website at https://www.cde.ca.gov/ls/he/se/faq.asp.

Freedom of Speech

The CalCA Schools respect students' rights to express ideas and opinions, take stands, and support causes – whether controversial or not – through their speech, writings, printed materials and/or the wearing of buttons, badges and other insignia. The School will limit students' freedom of expression as allowed by law, in order to maintain an orderly school environment and to protect the rights, health and safety of all members of the school community. For the purposes of this policy, "school premises" includes ~~Connexus~~ the Education Management System as well as the School's physical premises. In addition, any venue where a school event is held, including but not limited to such places as state testing sites, field trip locations, school social Event venues, school dance venues or graduation venues, will also be considered "school premises" while that school activity is taking place and while school personnel and students are there.

Limitations on student expression include the following:

- Students are prohibited from expressing ideas, or distributing or posting any materials, which are obscene, libelous, or slanderous.
- Students are prohibited from expressing ideas, or distributing or posting any materials, which demonstrably incite students to commit unlawful acts.
- Students are prohibited from expressing ideas, or distributing or posting any materials, which violate school rules or substantially disrupt the orderly operation of the School.
- Students are prohibited from engaging in conduct in any school setting or activity, which for any reason materially disrupts school work or involves substantial disorder or invasion of the rights of others.
- The use of "fighting words" or epithets is not constitutionally protected if the speech, considered objectively, is abusive and insulting rather than a communication of ideas, and the speech is used in an abusive manner in a situation that presents a danger that it will cause a breach of the peace.

Written Publications Code

Students are free to post or distribute handbills, leaflets and other printed or electronic material, as long as they comply with the above guidelines, and bear the name and the address or contact location of the sponsoring organization or individual. Students may collect signatures on petitions concerning either school or out-of-school issues.

Printed materials or petitions may be distributed only:

1. Before or after any school sponsored activity;
2. In locations that do not obstruct the normal flow of traffic to or from any school sponsored activity; and
3. Without undue noise.

Students must not use any form of coercion to convince students or any other person to accept printed matter or to sign petitions. No funds or donations shall be collected for any material distributed.

Students have a right to express their opinions in school publications such as newsletters, written assignments, and other school publications that are distributed, but must follow the limitations listed above regarding the legally allowable limits on student expression in a school setting. If there are pupil editors of official school publications who may be responsible for assigning and editing the news, journalism advisers (school employees) still remain ultimately responsible for supervising and maintaining professional standards of English and journalism.

There shall be no undue delay in publishing student materials unless there are valid concerns that the material violates these guidelines.

Clothing/Buttons and Badges

Buttons, badges, armbands, or clothing bearing slogans or sayings may be worn unless their message falls within the categories prohibited above. No teacher or administrator shall interfere with this practice on the grounds that the message may be unpopular with students or faculty.

Discipline and Appeals

Students may be disciplined for speech or communication which violates the above policies. However, students will not be disciplined solely for activities which are considered to be constitutionally protected speech or communication.

9.2 Bullying and Prohibited Behaviors

~~California Connections Academy~~CalCA is committed to providing a safe, positive, productive, and nurturing educational environment for all of its students, and encourages the promotion of positive interpersonal relations among members of the school community. The Non-Discrimination Policy for the ~~California Connections Academy~~CalCA Schools can be found here.

It can also be found ~~on~~ in the document repository~~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~~ email 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 – California Connections Academy Uniform Complaint Procedure
When the target of the prohibited behavior is a student, the School shall provide that student with a written copy of the rights, protections, and support services available to him/her. If there is any evidence that the student has experienced physical harm as a result of the prohibited behavior, the School shall promptly communicate that information to the appropriate personnel, including, but not limited to, emergency personnel and /or law enforcement.

If the investigation finds an instance of harassment, intimidation, bullying/cyberbullying, dating violence, or any other prohibited behavior has occurred, it will result in prompt and appropriate remedial and/or disciplinary action in accordance with the School's disciplinary process. This may include up to expulsion for students; up to discharge for employees; exclusion for Caretakers, guests, volunteers, and contractors; and removal from any official position and/or a request for a Board member(s) to resign. Individuals may also be referred to law enforcement officials. Remedial and/or disciplinary action for employees will follow the procedures outlined in the Employee Handbook. Remedial and/or disciplinary action for students will follow the procedures outlined in this Supplement.

When appropriate, the target(s) of the prohibited behavior (and/or such target(s') Caretaker(s)) shall be notified of the findings of the investigation, and, when appropriate, that action has been taken. In providing such notification, care shall be taken to respect the statutory privacy rights of the accused perpetrator of such harassment, intimidation, bullying/cyberbullying, and/or dating violence.

If, after investigation, the act(s) of prohibited behavior by a specific student is/are verified, the School Leader or appropriate administrator shall notify in writing the Caretaker of the perpetrator of that finding. If disciplinary consequences are imposed against such student, a description of such discipline shall be included in the notification.

Retaliation against any person who reports, is thought to have reported, files a complaint, or otherwise participates in an investigation or inquiry concerning allegations of harassment, intimidation, bullying/cyberbullying, dating violence, or any other prohibited behavior will not be tolerated, independent of whether a complaint is substantiated. Such retaliation shall be considered a serious violation of school policy, and suspected retaliation should be reported in the same manner as prohibited behavior. Making intentionally false reports about prohibited behavior will not be tolerated. Retaliation and intentionally false reports may result in disciplinary action as indicated above.

This Policy shall not be interpreted as infringing upon the First Amendment rights of students (i.e., to prohibit a reasoned and civil exchange of opinions, or debate, that is conducted at appropriate times and places during the school day and is protected by state or federal law).

Complaints

Students and/or their Caretakers may file formal written reports regarding any suspected prohibited behavior by following the Uniform Complaint Procedures available on the school website. Such reports should be reasonably specific including person(s) involved, number of times and places of the alleged conduct, the target of the suspected prohibited behavior(s), and the names of any potential student or staff witnesses. Such reports shall be promptly forwarded to the designated person for review, investigation, and action.

Students and/or their Caretakers may make informal complaints of conduct that they consider to be prohibited behavior(s) by verbal report to a teacher, school administrator, or other school personnel. Such informal complaints shall be reasonably specific including person(s) involved, number of times and places of the alleged conduct, the target of suspected prohibited behavior, and the names of any potential student or staff witnesses. A school staff member or administrator who received an informal complaint shall promptly document the complaint in writing by completing the *Report of Bullying, Aggressive, or Other Prohibited Behavior Form*, ~~found in the My School section of~~on the document repository~~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~~CalCA are expected to conduct

themselves in accordance with the rules for the School, and Caretakers are expected to cooperate with the school staff in helping students to maintain this conduct. Student codes of conduct are set forth in this Supplement. Students are also guaranteed due process of law as required by the 14th Amendment to the Constitution.

Discipline Measures

There are three levels of disciplinary measures utilized by the School: 1) Warning 2) Suspension 3) Expulsion. Each level has associated conduct breach definitions and corresponding disciplinary actions that may occur. Alternate disciplinary actions may be imposed at the discretion of the School Leader. All CalCA schools comply with federal and state constitutional procedures surrounding suspension and expulsion, including a student's right to due process.

No student will be involuntarily removed[ii] from a CalCA school until the Caretaker and/or Guardian has been provided written notice of the intent to remove the student from the school as well as the required Charter School Complaint notice. Notice will be provided to the Caretaker and/or Guardian no less than five (5) days prior to the effective date of the removal. If the Caretaker and/or Guardian requests a hearing upon receipt of the written notice, the student will remain enrolled at the school until a final decision regarding the student's disciplinary measure has been issued.

1. Warning

Students that receive warnings from the school will have a conference (via phone or in person) with their Caretaker(s) and the school administrator(s), and the incident will be formally documented in writing and will become part of the student's school record. The student will not have a disruption in schooling and will not be removed from the class (i.e., ~~Connexus~~the Education Management System).Warnings are issued when a student demonstrates a breach of expected conduct, but not as serious as those listed under the suspension and/or expulsion categories in this Supplement.

2. Suspension

When a student is suspended, ~~he/she~~they are ~~is~~ temporarily removed from class (i.e., ~~Connexus~~the Education Management System) and/or other school sponsored programs or activities. The length of a suspension is determined by the school administrator (up to 10 days at a time. A suspension will be documented in writing in a timely manner, and will become part of a student's school record. Please see the below Suspension (no more than ten (10) days) s

section for more information.

During a period of suspension as defined by the School Leader, a student's permission to log on to and/or use parts of ~~Connexus~~ the Education Management System is restricted. Student access to ~~WebMail~~email, ~~the message boards,~~ online clubs/activities, and/or all of ~~Connexus~~ the Education Management System may be revoked. In such cases where the student's access is completely revoked, the Learning Coach is responsible for logging on to ~~Connexus~~ the Education Management System and obtaining the student's assignments, responding to ~~WebMail~~email, and recording assessment responses for the student. The student should continue with ~~his/her~~their schoolwork during a suspension.

Violations that may lead to suspension include, but are not limited to, the following breaches of conduct:

- *Cheating on tests or daily work*: A student who knowingly participates in copying, using another's work, and representing it as ~~his/her~~their own (for example, students transmitting their work electronically for another student's use), or who provides other students with test answers, answer keys, or otherwise uses unauthorized materials in an assignment or assessment situation.
- *Plagiarism*: A student's use of another person's words, products, or ideas without proper acknowledgement of the original work with the intention of passing it off as ~~his/her~~their own. Plagiarism may occur deliberately (with the intention to deceive) or accidentally (due to poor referencing). It includes copying material from a book, copying-and-pasting information from the Internet, and getting family or friends to help with coursework.
- ~~*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, gender, gender expression, race, color, national origin, age, religious beliefs, ethnic background, or disability that is sufficiently severe, pervasive, or persistent so as to interfere with or limit the ability of an individual to participate in or benefit from the school's programs that: 1) has the purpose or effect of creating an intimidating or hostile environment, 2) unreasonably interferes with an individual's educational performance, or 3) otherwise adversely affects an individual's educational opportunities.
- *Vandalism*: A student who intentionally damages or destroys school property or records (physical or electronic). In these instances the school reserves the right to contact the proper law enforcement agency(ies).
- *Theft and robbery*: A student who takes money or other property (physical or electronic) with the intent to deprive another person or the school of that property. The threat or the use of force or violence is considered a serious breach of conduct. In these instances the School reserves the right to contact the proper law enforcement agency.
- *Sexual harassment*: A student who subjects another to any unwelcome sexual advances including verbal harassment, unwelcome or inappropriate touching, or suggestions, requests, or demands for sexual favors.
- *Violation of acceptable use policy*: Students who violate the acceptable use policy in one form or another are open to disciplinary action including suspension. This would include signing on as Caretakers.
- *Repeated violation of any disciplinary issues*.

3. Expulsion (Suspension of more than ten (10) days)

When a student is expelled, ~~he/she is~~they are separated from the School for an extended period of time, or permanently, for disciplinary reasons. An expulsion will be documented timely and in writing, and will become part of a student's permanent record.

Violations that may lead to expulsion include, but are not limited to, any behavior that indicates that a student is a serious threat to the safety of others, possession of firearms, dangerous weapons, bombs, or explosives, criminal behavior, arson, under the influence of or possession of, or sale of controlled substances or paraphernalia.

Suspensions or expulsions for children designated as exceptional follow all appropriate state and federal policies, regulations, and laws.

The School will not discipline students protected under Section 504 of the *Rehabilitation Act* of 1973, the *Individuals with Disabilities in Education Act* (IDEA), or the *American with Disabilities Act* (ADA) unless the school complies with the requirements of those acts and state law.

Expulsion Committee

If the Executive Director finds that a student committed an offense that may justify expulsion, the Executive Director shall refer the matter to the President of the Board of Directors. The Board President has the discretion to determine if the matter will be heard by the Board of Directors or by an Expulsion Committee. Expulsion Committee members will be appointed by the Board President.

The Expulsion Committee shall be comprised of a minimum of three members; at least one committee member will also be a member of the Board of Directors. Impartial and neutral committee members will be selected for each instance requiring review of a student's potential expulsion. If a matter is referred to the Expulsion Committee, the committee adjudicates in the place of the Board of Directors. The student shall have the right to present ~~his/her~~their version of the incident(s), call witnesses, cross-examine witnesses and be represented by counsel**.** All committee decisions regarding a student's expulsion are final.

Due Process for Students

The following actions will be conducted by the School, per each of the disciplinary measures as outlined below:

Suspension (no more than ten (10) days)

An informal hearing will be convened with the student, Caretaker, grade level Principal or Assistant Principal, and other staff members as appropriate. The grade level Principal (or Assistant Principal if designated) will inform the student and Caretaker of the allegations and an explanation of the evidence that supports the allegations. The student will be provided with an opportunity to present ~~his/her~~their version of the occurrence. If the Principal (or Assistant Principal if designated) determines that the incident(s) justifies suspension, written notice will be provided to the student and ~~his/her~~their Caretaker. The student will be provided all due process as required by law. The Principal (or Assistant Principal if designated) has the authority to make a decision to suspend a student for up to ten (10) days.

Suspension of more than ten (10) days (Expulsion)

If the grade level Principal believes that a student has committed an offense that might require expulsion, the Principal may suspend the student for ten (10) days pending further proceedings and/or a Board or Expulsion Committee hearing. During this time, the Principal will refer the case to the Executive Director, who may then request a hearing by the Board of Directors, or the appropriate Expulsion Committee, to discuss the possible expulsion of the student. If the student's right to a hearing. Such notice shall include (1) date, time and location of hearing; (2) description of the incident(s) that is the subject of the hearing; (3) notice that the student and/or Caretaker have a right to review the student's school records prior to the hearing; (4) description of the hearing process and explanation of the consequences of an expulsion. At this hearing, the allegations and supporting evidence will be reviewed. The student shall have the right to present ~~his/her~~their version of the incident(s), call witnesses, cross-examine witnesses and be represented by counsel. The Board, through the Executive Director, will provide notification to the student and Caretaker of the Board or Expulsion Committee's decision and discipline determination. The decision of the Board or Expulsion Committee is final.

Discipline for Students with Disabilities

If a student with a disability violates a code of conduct, ~~he/she~~they will be disciplined according to the discipline measures described above for up to ten (10) days. Upon subsequent violations that result in suspensions that exceed ten (10) days, or exceed ten (10) days cumulatively within a school year, the School will determine if the behavior manifested from the student's disability. If the School determines that the violation is not a manifestation of the student's disability, the School will apply the discipline procedures to the student in the same manner and for the same duration as the procedures would be applied to students without disabilities. However, if it is determined that the violation manifested from the student's disability, the School will conduct a functional behavior assessment and develop a behavior plan to address the behavior violation so that it does not recur.

9.4 Academic Honesty

Plagiarism

~~California Connections Academy~~CalCA requires the original work of all students and in so doing, prohibits plagiarism of the work of others. Students shall be expected to properly cite the origin of work that is not the student's own. If work content, other than commonly known facts, is not properly cited, attributed, or credited, the work may be determined to be plagiarism.

Students may not plagiarize in written, oral, or creative work. In general, plagiarism occurs when a student uses another person's words, products, or ideas without proper acknowledgement of the original work and with the intention of passing it off as ~~his/her~~their own. Plagiarism may occur deliberately (with the intention to deceive) or accidentally (due to poor referencing). It includes copying material from a book, copying and pasting information from the Internet, and getting learning coaches, family or friends to help with coursework. Alternate disciplinary actions may be imposed at the discretion of the School Leader or designee.

Consequences for Violating the Academic Honesty Policy

Infractions

The following list includes most instances of plagiarism infractions, but is not intended to be exhaustive. Additional types of infractions may occur. The student's teacher(s) will determine if an infraction has occurred in any particular circumstance, and the student can request a final determination from a member of the administrative team.

An infraction occurs when a student:

- Copies or uses text from another source (including course textbooks) when writing essays, lab reports, responding to test questions, or creating other student-generated work.
- Cheats on a quiz, test, or written assignment by preconceived acts such as using outside sources for answers, obtaining answers from other students, plagiarism of written work, or other means.
- Provides answers for a quiz or test to another student or provides school work for other students to use, including previously submitted assignments.
- Other examples where a student has not properly cited work in an assignment.

Consequences for first infraction:

- The student will receive a permanent zero on the assignment *or portion* of the assignment and/or assessment, as determined by the teacher.
- Written reprimand of the student and notification of the Caretaker and/or Learning Coach by the teacher.

Consequences for second infraction:

- The student will receive a permanent zero on the assignment and/or assessment as determined by the teacher.
- Written reprimand of the student and notification of the Caretaker and/or Learning Coach by the teacher.
- A Caretaker conference will take place which includes the Caretaker, Learning Coach (if different), the student, the teacher, and the grade level Principal or Assistant Principal.

Consequences for third infraction:

- The student will receive a permanent zero on the *entire* assignment and/or assessment.
- Written reprimand of the student and notification of the Caretaker and/or Learning Coach by the teacher.
- A Caretaker conference will take place which includes the Caretaker, Learning Coach (if different), the student, the teacher, and the grade level Principal or Assistant Principal.
- Repeated offenses of plagiarism by a student may result in disciplinary action that may include being withdrawn from the course with a grade of “F” where applicable, and/or suspension.

9.5 Grievance Policy for Caretakers

Each CalCA school is committed to ensuring parent satisfaction, and takes its responsibilities for the provision of educational services to the student very seriously. These school responsibilities are set out in the Master Agreement, the Parent/Legal Guardian Agreement (PLCA) and the School Handbooks and include such things as contacting the family regularly, delivering educational materials and equipment, and providing accessible support.

Each CalCA School will ensure that families and students adhere to their responsibilities stated in the Master Agreement, the PLCA and the School Handbooks, and when necessary, will discipline, withdraw a student, or take legal action against a family for a breach of the agreement or a school policy. Reasons for such disciplinary actions include, but are not limited to, failure to attend mandatory testing events (except when exempted by law), failure to return materials, or behavior which violates the Prohibited Behavior policy.

Caretaker Remedies

If a Caretaker has concerns with the School's action or performance on any of the above-defined school responsibilities or disciplinary actions, ~~he/she~~they have ~~has~~ the following remedies available:

Addressing Issues

For routine issues or for a first attempt at redress, contact the school administrator or General Information Services via phone at 1-800-382-6010 or via e-mail at support@connectionseducation.com.

For more serious issues and/or to address lack of resolution of the issue at lower level, a detailed grievance procedure has been set forth below. All grievance proceedings will be conducted in a manner that protects the confidentiality of the parties and the facts.

If charges are brought against a student for a breach of the School's Discipline Policies, which could result in a suspension of up to an additional ten (10) days or an expulsion, the due process procedures in the *Discipline and Due Process for Students* section of this Supplement are to be followed.

Grievance Process

1. To trigger the informal grievance process, a Caretaker (or the student, if 18 (eighteen) or older) with the grievance must, in writing, report the dissatisfaction, and submit it to the student's teacher (or other appropriate ~~California Connections Academy~~CalCA staff member, as necessary). All parties involved must be appropriately defined, and the problem must be clearly outlined.
2. The recipient of the grievance must review the issue with ~~his/her~~their supervisor and respond to the Caretaker within three (3) school days.
3. If the original recipient did not resolve the grievance, the complaining party may then trigger a formal grievance by using the Uniform Complaint Procedure found on the school website.
4. If the School has not been able to address the Caretaker's concern through the grievance process set out above, it should be noted that the Uniform Complaint Procedure allows for appeal to the School's Board of Directors for further recourse. The School's Board of Directors is the final level at the school for resolution of a grievance. Current contact information for the Board of Directors is listed on the school website. If additional concerns remain, Caretakers always have the right to contact the sponsoring district for the charter

school or the state Department of Education as a last 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~~CalCA. All communications must be appropriate and remain educationally relevant.

10 EDUCATIONAL MATERIALS PROVIDED BY THE SCHOOL

The CalCA Schools are publicly-funded charter schools, and provide a complete course of study upon ~~enrollment~~completion of the placement process. Lesson instructions are online, but the CalCA Schools provide access to curricular materials, such as textbooks and workbooks in online and/or print format. Students also receive any required supplemental materials. Please contact the School if you believe you are missing any required supplies. In some cases, a course may require certain additional materials. The School will provide you with a list of those materials at the time you ~~are enrolled in~~begin the course. Please review those materials lists. If you do not have access to some or any of the materials, please contact your teacher so that an alternative can be suggested or the 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

During enrollment, families can elect to receive a subsidy for their internet use. The subsidy is awarded on a per-family basis, not a per-student basis, and is paid via debit card. For the household to receive the internet subsidy, the following information is provided to the third-party vendor contracted to issue the debit cards: payee name, email address, and mailing address. No other information will be provided to such third-party vendors.

The subsidy will be equal to $16.95 a month but will be paid out three times during the year through a third-party vendor contracted through Connections Education, LLC. Therefore, each debit card amount will be $50.85. If the family starts school after the first day of any of the three payment periods, then the payments are prorated. Families must be enrolled at the time of the disbursement in order to be eligible. The debit cards will be sent according to the approximate schedule listed below.

~~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	Approximate Cut Off Date for Debit Card Disbursement	Month Debit Card is Issued	Months the Debit Card Covers
1	November ~~15~~25	December	September, October, November
2	February ~~15~~25	March	December, January, February
3	May ~~15~~25	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~~If a student was not actively attending the school ~~for the entire payment period the family~~ 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~~ the Education Management System when using electronic mail, chat rooms, instant messaging, and any other form of direct electronic communications.

Specifically, as required by CIPA, prevention of inappropriate network usage includes: (a) unauthorized access, including so-called 'hacking' and other unlawful activities; and (b) unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

To the extent practical, the school, through its handbooks, the Education Management System~~Connexus~~ Terms of Use and its staff, is committed to educating, supervising and monitoring the appropriate usage of ~~Connexus~~ the Education Management System and access to the Internet in accordance with this policy, CIPA, the Neighborhood Children's Internet Protection Act, and the Protecting Children in the 21st Century Act.

The school will provide age-appropriate training for students who use Connection Academy's Internet facilities. The training provided will be designed to promote Connection Academy's commitment to the standards and acceptable use of Internet services, as set forth in the school's handbooks and the Education Management System's ~~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 ELPAC~~T~~ scores:** If the student's current annual ELPAC score *is WELL DEVELOPED* overall, for their specific grade level, then the remaining three criteria are considered.
2. **Standardized test results:** If the student's most current standardized test results demonstrate that the student is meeting expected grade level benchmarks for all students, and has been making progress in meeting the state standards in academic areas, then the next criteria will be considered. In absence of recent or reliable state standardized test data, local standardized test scores such as MAP or iReady ~~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~~the Education Management System ~~®~~ and at any school office location.

Definitions

The McKinney-Vento Act defines "homeless children and youth" as individuals who lack a fixed, regular, and adequate nighttime residence. The term includes children and youth who are:

- sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason (sometimes referred to as *doubled-up*);
- living in motels, hotels, trailer parks, or camping grounds due to lack of alternative adequate accommodations;
- living in emergency or transitional shelters;
- abandoned in hospitals;
- Children and youth who have a primary nighttime residence that is a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings;
- Children and youth who are living in cars, parks, public spaces, abandoned

buildings, substandard housing, bus or train stations, or similar settings; and

- Migratory children who qualify as homeless because they are living in circumstances described above.

If a child or youth's living situation does not clearly fall into the situations described above, the school should refer to the McKinney-Vento definition of "fixed, regular and adequate nighttime residence" and consider the relative permanence of the living arrangements. Determinations of homelessness should be made on a case-by-case basis. Note that incarcerated children and youth and children and youth in foster care are *not* considered homeless.

Unaccompanied Youth means a youth not in the physical custody of a parent or guardian, who lack a fixed, regular, and adequate nighttime residence as defined above. The more general term youth also includes unaccompanied youth.

Enroll and *enrollment* means attending school and participating fully in all school activities.

Immediate means without delay.

School of Origin means the school that the child or youth attended when permanently housed or the school in which the child or youth was last enrolled.

Local Liaison is the staff person(s) designated by our School organization as the person(s) responsible for carrying out the duties assigned to the local homeless education liaison by the McKinney-Vento Homeless Assistance Act.

Identification

Homeless children and youth will be identified. Data will be collected on the number of enrolled students identified as homeless children; where they are living; their academic achievement (including state and local assessments); and the reasons for any enrollment delays, interruptions in their education, or school transfers.

School Selection

Each homeless child and youth has the right to remain at ~~his or her~~their school of origin or to attend any school that houses students who live in the attendance area or area of eligibility in which the child or youth is actually living. As a charter school, the School is a school of choice and eligibility of students to attend depends on student age and the county in which the student resides or has permanent residency. Therefore, in selecting a school, homeless children and youth will remain at their school of choice to the extent feasible, unless that is against the parent's or youth's wishes. Eligibility for homeless students enrolling for the first time in the school will be based on the location of the student at the time of enrollment. At the time of first enrollment, the student must be residing in a county served by one of the California Connections Academy schools. Once enrolled, students may remain at their school of choice the entire time they are in transition and until the end of any academic year in which they become permanently housed. This also applies if a child or youth loses ~~his or her~~their housing during the summer, in which case eligibility and continued enrollment is based on the location that was last documented for the student when they were deemed eligible to enroll. Homeless students who become permanently housed during the school year or during the summer before a school year starts will only be able to attend a California Connections Academy School at the start of that following school year if the location of the permanent housing is in a county served by one of the schools. Services that are required to be provided, including services under federal and other programs, will not be considered in determining feasibility. Because continued eligibility for homeless students is determined in accordance with federal law, the school will claim state pupil funding for any homeless student who decides to remain enrolled even if they are not residing in a county served by one of the California Connections Academy schools, but as long as they are still residing in the state of California.

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 is does not delay enrollment.

Transportation

Homeless children and youth will be provided with transportations 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

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CALIFORNIA CONNECTIONS ACADEMY SCHOOLS

Governed by California Online Public Schools

FINANCIAL REPORT

Submitted for January, 2020

TO: Board of Directors

FROM: LaChelle Carter, Director of Finance

RE: Written Financial Report for CalCA schools

DATE: January 26, 2020

BACKGROUND

With the change in structure of the Business Services Department, the format of the Financial Report for the Board is being updated. Starting with 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).

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.

FINANCIAL ITEMS:

Monthly Financial Reports:

Previously, financials were reported through October 2020. The November and December financials have been closed and shared in this board package.

Expenses:

- New and Use Taxes are continually being monitored and appear to be charged accurately this month. Currently, all schools have spent between 46-51% of their budgeted allocation for this line item.
- SpED spending is currently being reviewed however, we anticipate a large increase over the next couple of months due to (1) and oversight resulting in LiveSpeech speech services not being billed to the schools since August (2) submission of delayed invoices from two vendors and (3) settlements being paid out for 1 former student.
    - In order to assure proper tracking for LiveSpeech invoices, we have requested that invoices be sent to the finance email address opposed to being shared through the IA system and submitted through the Board Package. In this new process, invoices will be paid monthly in the same manner as all other SpED related service invoices. Additionally, the actuals will be added to the SpED related services accounting line and not separated into its own budget line item.
    - We will be working we the SpED Administrators to develop a more efficient means to communicate what vendors were contracted each month to better anticipate invoices.
    - A confidential settlement was concluded and payment is in process.

Balance Sheets: Based on current year-to-date, we will plan to apply a portion of credits offered by Connections/OBL in the month of January in order to settle some deficiencies and provide a more accurate projection to our districts.

Likely, we are anticipating an update related to the anticipated increase in SpED funding that would be helpful to the school's balance sheet.

We are also working on clearing the Due to/from, including payroll, for all schools except Monterey Bay and Central Coast.

Lastly, as we work to finalize enrollment numbers, we will be working with accounting department to revise our budget using the January projections. Once the revised budgets have been approved, we anticipate moving forward by focusing on properly allocating shared expenses to match the actual enrollment numbers, which we anticipate will lead to major changes for our small schools.

Areas of Watch:

- Employee Development/Training: Expenses that are allocated to this line item are typically greater in the summer and fall months. We do have some known spring conferences already approved, however expect most to occur by the end of March. At that time we will reassess before our next round of approvals. Based on this year's conference cost we will be working on developing per department budgets for this line item for next year.
- Short-term Sub Teaching Services: This item is traditionally not pre-budgeted. The notion is that as money is being expensed in this area, teacher compensation decreases, creating a relative balance between the two line items. This is on the leadership team's radar as we work to figure

out a plan to fiscally and operational prepare for the needed use of substitutes throughout the year.

- Bank Fees: We have been working with our account representative, Veronica Villasenor, to evaluate services and account types in an effort to decrease unneeded fees and fee distribution. As changes are continuing to be made we will see the amounts in this line item get lower.

Updates:

- We have used the Southern California in-house check depositing process using the Chase Quick Deposit device a of couple times and have found it's convenience to outweigh the man hours associated with this new task. We are working on developing a written process and will be incorporating it for use in our Northern California office once complete. Please note staff will still have to go into a bank location for cash deposits.
- We are currently working to develop an electronic payables and receivables process using Chase tools that can be implemented for the 2020-21 school year. A draft will be shared for approval when complete.

Special Education Providers Contract:

We are currently working with the California Department of Justice to resolve the last step of confusion for vendors needing to utilize our account to complete provider background check. We have received our card stock and will be pre-populating the information as soon as we receive clarification.

New Contract:

We have entered into a contract with a new vendor, Pediatric Therapy Associates. In addition, we are seeking another new vendor to help with our in-person speech therapy needs.

MEMO

Date: January 23, 2020

To: Board of Directors
California Online Public Schools

From: Franci Sassin, Director of Business Services
LaChelle Carter, Director of Finance

RE: Revised 2019-20 Budgets

BACKGROUND:

Each year in January we revisit whether a budget revision is needed. Most of the time the reason to do a revision is due to changes in the predicted funded ADA for the year. Changes in expenditures due to a variety of reasons may also lead to the need to revise the school budgets.

For the 2019-20 school year, we are recommending that the school budgets be revised. However, due to the availability of information at this time, and some other timing considerations, we will bring the revised budgets to the Board for approval in February. In the meantime, we wanted to report on progress and some considerations that will be important in the Board decision next month.

BUDGET CONSIDERATIONS:

The biggest consideration for the revised budgets is the staff allocations. As you know, all staff costs, as well as many other operational costs related to staff (such as travel, facilities, etc.) are allocated to each school based on enrollment. The method used to calculate these allocations has worked well in past years with our established schools, as the projected enrollment vs. actual enrollments were very close. However, with the opening of two new schools this year, we are considering a one-time change to the allocation method which will better reflect the actual enrollment across all schools this year and so hopefully better allocate staff costs to each school. A final recommendation will be brought forward with the revised budgets next month after all the implications of this proposed change are analyzed.

Another very significant consideration is the budget for state testing. We found out recently that the large batch of Chromebooks that were purchased 6 years ago. Unfortunately, and without advanced warning, none of these Chromebooks will be able to be used for testing this year as the operating system is no longer supported and the test system needs an upgraded OS. Therefore, we will be moving from funds from other line items, in particular from the line item for testing sites, to allow purchase of a large batch of Chromebooks, with a total estimate cost of around $220,000 across all schools.

Additional budget considerations are listed below. A more in depth report will be given next month when the revised budgets are presented for approval.

- Special Education Direct Services Costs: The "Live Speech" line item has been moved and added to the line item for all other "related services" since services from LiveSpeech are now better categorized together with other service providers. A batch of invoices from the fall was received recently and so the January actuals should better reflect those costs.
- The College and Career Grant has been closed out and some funds will be returned to the state which were unspent. We hope to have that finalized during January so that any revenue reductions that result will show up.
- We have updated the revenue calculators to try to better estimate the revenue predictions. We expect updated revenue information from the state in late January or early February.
- We are waiting to get more information on Special Education revenue and hope that we will have more information from the state by the time we are finalizing the January statements.

CALIFORNIA CONNECTIONS ACADEMY SCHOOLS

Governed by California Online Public Schools

POLICY AND COMPLIANCE REPORT

Submitted for January, 2020

TO: Board of Directors

FROM: Franci Sassin, Director of Business Services

RE: Written Policy and Compliance report for CalCA schools

DATE: January 27, 2020

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 2019-20 school year, there will be two parts to the report: the financial update, which will be provided by LaChelle Carter, Director of Finance, and the policy and compliance portion, which will be provided by Franci Sassin, Director of Business Services.

These written updates will be prepared for each board meeting in order to facilitate the flow of the board meeting by reducing the need for verbal reports. Board members are expected to review the written reports which are 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 reports are submitted and the board meeting date, it will be provided verbally. These reports will include information for all CalCA schools, and board members are reminded that they 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, as well as ongoing budget updates.

COMPLIANCE AND REPORTING:

CALPADS Fall 1 reports on student demographic information, including the new reporting on Special Education students, was completed in December by the due date. This took a huge effort by members of the Business Services team due to technical issues and delays with both the SEIS software vendor as well as with the state system. In addition the Special Education reporting was a completely new process this year and required sign off by SpED Administrators as well as the SELPAs. As reported last month, in response to this new requirement, we have shifted one of our full time Administrative Assistant position to be on the state reporting team to deal with the additional reporting requirements of our Special Education students, and have filled her previous position with a new hire.

CALPADS Fall 2 reporting will be due soon and this year there are major changes to how courses and teachers are reported. This is part of the state's effort to review all credentialing across the state. We are working on aligning our teacher assignments to the new rules for charter credentialing, but will have some time and some different methods to be able to be in compliance with the new rules.

The school Handbook Supplement was updated to align with the changes to the Education Management System and also to align with our new procedures for enrollment which will start with the 2020-21 school year enrollment window. One new requirement is a notice that all families receive early in the enrollment process (as well as when they withdraw) which states that the schools are in compliance with the new laws regarding charter school admissions and enrollment practices.

Work is still ongoing for employment related matters, including a significant update to the employee handbook to align with the new corporate structure. Additional information will be brought forward at future meetings.

Fiscal Reporting

The First Interim reports are included for ratification. A few of the district authorizers had follow up questions and some of this will be revisited during the second interim reports due March 15. We may need to submit some additional back up information for some authorizers.

El Dorado Charter SELPA allows for reimbursement of costs related to Mental Health Services. The plan for mental health services which submitted in November and were approved by the SELPA. Projected budgets for the year were submitted in January for each of the new schools, and final actual expenditures on allowable expenses will be submitted at the end of the year. In addition, the first submission of our year to date expenditures of state SpED funds also took place in mid-January. This is required for the SELPA to track all expenditures as well as for reporting on federal IDEA fund expenditures. All schools must submit this even when they are not yet receiving federal funds.

Federal funds, CSI and LCAP Federal Addendum

The quarterly federal cash reports are due again at the end of January. We also still need to pay back extra interest earned by the SoCal school for federal funds deposited in the OC Treasury account. This

interest is likely to be reduced significantly during the 20190-20 school year due to OCDE's new policy of transferring almost all funds out to the school each month, which will mean that no federal funds will be held for very long in the OCDE account, which earns interest, unlike our Chase bank accounts.

Revisions and additional information that was submitted to CDE were approved for all four schools who needed an LCAP Federal Addendum based on receipt of federal Title funds. Since all four Addenda have now been CDE approved, they are included in the board materials for board ratification this month. It is still unclear how much updating will be needed annually. In conjunction with the LCAPs, these documents will serve as the "LEA plans" for federal funds.

The final version of the complete CSI plan for CalCA Ripon was included in the board materials for ratification. Following approval, the updated version of the LCAP which includes these changes will be posted were needed. The expenditure plans for CSI funds were submitted to CDE by the December due date.

AUDIT and TAX RETURNS:

The consolidated audit report was submitted to all required agencies by the December 15 deadline, and in addition, the federal single audit on Title funds was submitted via the federal clearinghouse in January. The cover page of the audit included the names of all four CalCA schools based on a new procedure implemented by CDE to avoid confusion when one audit report covers multiple charter LEAs.

As reported last month, most information necessary for completion of the CalOPS tax returns has been submitted to the auditors, and extensions were approved so the final due date to submit the tax returns is May 15. Board review is needed prior to submission. One consolidated tax return will be filed for CalOPS this year. We will attempt to get the tax returns completed no later than April.

POLICY ITEMS:

We are working on a review of the fiscal policies, along with creating an internal guideline of fiscal procedures. The Fiscal Policies may be brought to the board later this year for approval of any updates needed to accompany new practices such as electronic payments.

This will be the first board meeting conducted in compliance with the new law for Boards which oversee multi-county charter organizations. This includes audio recording of the board meeting and posting the recording on the website.

STATE ACCOUNTABILITY, SCHOOL DASHBOARD and CHARTER RENEWAL:

The School Dashboard information was released and analysis has been underway since. Additional reporting to the board will take place about the results for each school. Of particular note is that CalCA SoCal had been identified for "Differentiated Assistance" due to its performance, particularly the results on the student subgroups. Assistance is to be provided by the authorizing district, and CUSD has contracted with Orange County Department of Education to provide this assistance to the school.

Meetings are expected in the coming months to further define what this looks like. In addition, an in depth analysis has been conducted to determine what charter renewal will look like under the new laws, which rely heavily on Dashboard results to determine what "category" of renewal each school will have. It appears that all CalCA schools will fall into the middle category. These results will be used going into the renewal for CalCA Central next year. Based on the timing of the Dashboard release each year, we would plan to use the prior year results when submitting charter renewals since we typically submit the renewals in the fall to allow sufficient time for the renewal process with the authorizer.

SELPA APPLICATIONS:

As reported last month, applications for the four schools who are in Tulare SELPA have been submitted and are still undergoing review by El Dorado Charter SELPA. El Dorado considers these "expansion" applications and the process is expedited since we are already members with our two new schools. If accepted, we will need to review what changes might be needed to the charters and MOUs with the four authorizers.

CHARTER RENEWAL AND NEW CHARTERS:

AUTHORIZER RELATIONSHIPS

CalCA North Bay

The operational MOU was executed by MUSD. We are still planning a trip to meet the new interim superintendent in the coming months.

CalCA Central Coast

The superintendent resigned in January, and it may be some time before a replacement is found. In the meantime, we will work with the staff at the county office of education for any required oversight submissions.

CalCA Central

The AUSD Board of Trustees has retained a consultant to help with a superintendent search. The timeline for hiring a new superintendent is not known yet. The first internal meetings to start on the CalCA Central charter renewal are scheduled so that we can get an early start and submit the charter renewal in the fall.

CalCA SoCal

CUSD conducted an annual credential audit and we will be providing some additional follow up information this week. We will also be submitting a report on student performance this week. We have scheduled the formal oversight visit, which will be focused on our LCAP, for March 26. We are also working with CUSD on the material revision to the charter, which they require for the SELPA change.

CalCA Ripon

The Chief Financial Officer at RUSD has been added to our board distribution list so that he can have access to additional financial information about the school. We will be meeting again to determine what additional back up information he will want for the second interim reports which will be prepared in late February for submission by March 15.

CalCA Monterey Bay

We continue to develop relationships with district and county office staff for the various reporting requirements. We still need to set up a process for funds to flow, but this has been delayed due to delays on getting our Chase bank accounts set up.

NEW SCHOOL START UP ACTIVITIES:

There was a set back with the bank on getting accounts set up for the two new schools. We hope to finally get this completed by the end of January.

The accreditation visit for the two new schools went very well and we expect to hear any day about the status of our initial accreditation, which will then be retroactive to the start of the school year.

The Funding Determinations for the two new schools were submitted electronically by the state's due date. Additional information was requested by CDE staff and provided. The next step is approval by the Advisory Commission on Charter Schools, which is expected on February 5 and then by the State Board of Education at their March meeting. New schools are typically approved for two years, this first fiscal year and then next year as well. We will be watching for the CDE staff recommendation for funding when it is posted online. I am planning to attend the ACCS meeting on Feb. 5.

OTHER ACTIVITIES:

The Energy Efficiency upgrade projects at the SoCal office are almost all completed. The final steps of both the HVAC and lighting projects are expected to take place this week. We are still waiting to get support from our consulting firm, EcoMotion, to submit the amendment for a solar installation at the SoCal office. We are also considering submitting an amendment for a different type of solar installation at the Ripon (NorCal) office because the rooftop solar was denied by the landlord.

Work on the Ripon (NorCal) office lease is continuing and preliminary numbers are being discussed. We expect to have a final lease amendment ready for the board meeting next month.

The Safety Committee held its first meeting and various projects that this Committee works on can be funded by Title IV funds to support safe and health schools.

Representatives from the Business Services team are working to help insure that our reporting processes next year work as smoothly as possible with the implementation of the new Educational Management System, PCX, by Connections/OBL. The first stage will be the enrollment process which will

start in March using the new system. Trainings will be held soon so that CalCA staff are familiar with the new enrollment system before launch.

The Business Services Department added a new Administrative Assistant at the Ripon (NorCal) office for the reception/front desk assignment, to replace the staff member who moved to the state reporting team.

In addition to the CCSA in-person workgroup in San Diego for non-classroom based schools, CCSA has started a state level workgroup to identify, discuss and find solutions for non-classroom based issues during the state's two year moratorium on non-classroom based charter schools. I have been invited to attend these meetings. This group consists of representatives from many of the major organizations across the state who provide non-classroom based programs, such as iLead, Learn4Life, Classical Academies, etc. In addition, there are other charter leaders represented, such as Eric Premack, Jeff Rice, and representatives from the main legal firms who defend charters. This workgroup will be one important way for our organization to participate in the ongoing dialogue about best practices for non-classroom based charter schools, and to especially be sure that the different issues that affect virtual schools are kept on CCSA's radar.