



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

GOVERNING BOARD for:
California Connections Academy @ North Bay Charter (CalCAN)
Central California Connections Academy Charter School (CenCA)
California Connections Academy @ Ripon (CalCAR)
Capistrano Connections Academy (CapoCA)

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

Date and Time:
Tuesday, September 25, 2018 at 3:30 p.m. PT

Telephone Conference Call Locations:
CalCAR School Site: 580 N. Wilma Avenue, Suite G, Ripon, CA 95366
CapoCA School Site: 33272 Valle Road, San Juan Capistrano, CA 92675
23091 Arden Street, Lake Forest, CA 92630
32946 Calle San Marcos, San Juan Capistrano, CA 92675
25858 Tanforan Drive, Madera, CA 93638
15721 Pyrite Court, Chino Hills, CA 91721
1081 W. Manning Avenue, Reedley, CA 93654
2277 Fair Oaks Blvd. Ste. 150, Sacramento, CA 95825
8803 Cardinal Avenue, Fountain Valley, CA 92615
8422 Madison Avenue, Fair Oaks, CA 95628
5778 Sherwood Forest Drive, El Sobrante, CA 94803
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. Review and Acceptance of Board Member Resignation: Sarah Bossenbroek (attached) – E. Pavlich
- IV. 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

V. Routine Business

- a. Approval of Agenda – E. Pavlich

VI. Oral Reports

- a. Executive Director's Report – R. Savage
 - i. Back to School Activities Update
 - ii. Enrollment and Staffing Update
 - iii. Potential New Charter School Update
- b. Site Administrator's Reports (attached)
 - i. CalCAN (MSR attached) – L. Dombek
 - ii. CenCA (MSR attached) – M. White
 - iii. CalCAR (MSR attached) – K. Mannix
 - iv. CapoCA (MSR attached) – H. Tamayo
- c. CalCA Financial Report (to follow) – F. Sassin
 - i. Internal Revenue Service (IRS) Audit Update
 - ii. Year End Financial Closing Update
 - iii. CalCAN Financial Report (attached)
 - iv. CenCA Financial Report (attached)
 - v. CalCAR Financial Report (attached)
 - vi. CapoCA Financial Report (attached)

VII. Board Strategic Development

- a. Governance Unification Update (to follow) – R. Savage/ F. Sassin

VIII. Consent Agenda

- a. Approval of Minutes from the August 28, 2018 Board Meeting (attached)
- b. Approval of Staffing Report (attached)
- c. Approval of Connections Education Invoice(s) (attached)
- d. Approval of Invoice(s) from Connections Education Summer School (attached)
- e. Approval of Credit Memo(s) for June 2018 (attached)
- f. Approval of Year End Financial Statements (attached)
- g. Ratification of Unaudited Actuals for the Fiscal Year Ending June 30, 2018 (attached)
- h. Approval of Federal Title Funding Documentation: Parent and Family Engagement Policy (attached)
- i. Approval of Revision(s) to 2018-2019 School Year State Specific Handbook: Escalation Status Policy (attached)
- j. Approval of Revision(s) to the Employee Handbook: Student and Family Communication Policy (attached)
- k. Approval of Closing Enrollment for the 2018-2019 School Year on February 22, 2019

- IX. Action Items
 - a. Approval of Capistrano Connections Academy (CapoCA) Charter Renewal and Authorization of Board President as Board Designee to Finalize and Submit all Necessary Charter Documentation on Behalf of the Board (attached) – R. Savage
 - b. Approval of Revision(s) to Fiscal Policy (to follow)
 - c. Approval of Board Training and Conference Attendance for the 2018-2019 School Year– L. Coleman
- X. Information Items
 - a. State & Strategic Client Relations Update (to follow) – J. Daniels
 - b. California School Dashboard Local Priorities Report – F. Sassini/ R. Romero
 - c. Partner School Leadership Team (PSLT) Update – B. Rosta
 - i. State of the School, School Improvement Planning and Focus Goals
 - d. Sponsoring District(s) Update – E. Pavlich
 - e. Overview of 2018-2019 Items for Board Consideration (attached) – L. Coleman
- XI. Adjournment and Confirmation of Next Meeting on Tuesday, October 23, 2018 at 3:30 p.m. PT

Agenda publicly posted:

On: Friday, September 21, 2018

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
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8803 Cardinal Avenue, Fountain Valley, CA 92615
8422 Madison Avenue, Fair Oaks, CA 95628
5778 Sherwood Forest Drive, El Sobrante, CA 94803
44304 Copper Moon Lane, Lancaster, CA 93536



running into a scheduling issue

1 message

sarah bossenbroek

Thu, Sep 13, 2018 at 9:56 PM

To: "Coleman, Laura"

Hi Laura,

We've had some changes to our family calendar that mean that I am going to be unable to be at home for most of the upcoming meetings, and I know that is technically a requirement.

I may have to relinquish my board seat. It has been an honor and highly educational to serve on the board, but I do feel the increasing demands of my family's schedule need to take precedence, and I need to focus on volunteer work with more flexible hours. Let me know if you have any questions.

Warmly,

Sarah

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Sarah M. Bossenbroek



Site Administrator Report
California Connections Academy Schools
2018-19

Month for Report: September

Enrollment Update

DATA as of September 12, 2018					
	Capo	Ripon	Central	North Bay	All CalCA
Enrolled	3825	1317	474	185	5801
Approved	73	25	10	5	113
Pre-Approved	1336	524	192	77	2129
Applicant	1739	715	275	90	2819

Field Trip Update

Recent Field Trips

Field trips have not yet started but the school picnics will all be held the week of September 24. Look for invitations for board members to attend a picnic near you!

Upcoming Field Trips

Capistrano

- 9/24: Hike to Etiwanda Falls
- 9/28: The Giver at Laguna Playhouse
- 10/3: Museum of Man (Balboa Park)
- 10/11: Gym Kids at GIA
- 10/16: Laguna Beach Art Museum
- 10/19: Tanaka Farms

Central

- 10/4: Fresno Chaffee Zoo
- 10/16: Murray Family Farm
- 11/9: Scout Island

Ripon

- 9/21: USS Potomac
- 10/12: Black Chasm Cavern
- 10/14: Sandhill Crane Wetland Tour
- 11/7: Walt Disney Family Museum
- 11/9: Explorit - Davis, CA
- 11/9: San Luis Wildlife Refuge

North Bay

- 10/5: TrainTown
- 10/8: Schulz Museum

Outreach Update

Grassroots outreach efforts are minimal due to start of school. Continuing bi-weekly virtual information sessions hosted by California staff. Planning booth presence at Fresno Fair on Saturday, October 13th (Central) and North Bay Science Discovery Day on Saturday, October 27 in Santa Rosa (North Bay). Majority of festival attendance will take place in spring 2019 for all schools.

Numerous positive student stories were published over the summer in a variety of publications; marketing outreach team will continue focus on obtaining numerous student success stories for future publication opportunities for 2018/2019 school year.

Family Relationship outreach team is kicking into full gear with outreach to newly-enrolled families. A new outbound calling program to new potentially struggling caretakers is launching the week of September 10th by the team, and school staff is doing a super job referring struggling caretakers to the team. New parents are also utilizing the Family Relationship team-managed closed Facebook pages to seek advice and input from returning caretakers.

Capistrano counselors supported new LA Galaxy Youth Academy parents at a recent new parent orientation, and the California Executive Director, along with Capistrano-based high school teachers, counselors and a member of the Family Relationship team supported all LA Galaxy families at their recent Back to School Night held at StubHub Center in Carson.

SITE REPORTS

Capistrano: Heather Tamayo, Site Administrator

The start of the 18/19 school year has been a tremendous success for the Capistrano office. We are so proud to report that the four 'Getting Started' parties that took place in Irvine, San Diego, San Bernardino, and Los Angeles went really well. We were at capacity attendance for the majority of them, and set records with some. Julie Colombero and the Marketing Team did a fantastic job organizing these events and providing families with the precise feeling that we want them to walk away with, when starting with, or inquiring about our school. Our very own Board Member, Elaine Pavlich, was able to join us and welcome families at the Irvine location.

We anticipate a strong turnout at our Beginning of the Year (BOY) Picnic on September 27 at the Orange County Fairgrounds. We will continue to offer games and activities for families, as well as plenty of time to interact with teachers and staff. We so deeply value this time to build relationships with those that we serve. There are also many upcoming field trips that will allow for these interactions. The overwhelming sense with staff is that morale is high, and we are all ready to deliver the best possible education to our students.

Central: Marcus White, Site Administrator

We are off to an amazing start to the school year here at Central. We are excitedly welcoming families to our school. It has been really fun getting to know our students. We are really looking forward to the Back To School Picnic on September 28th. Picnics are some of our favorite times of the year. Everyone is excited about this year. We know we are truly making a difference in our students' lives.

Ripon: Kara Mannix, Site Administrator

The start of the school year has been a great success. We hosted several "Getting Started" parties to welcome new families and meet with potential students and received positive feedback from both families and staff. Teachers have been working hard to successfully reach each of their families for a Welcome Call to help them start the school year off on a positive note. The Ripon staff has been working hard to prepare for our upcoming back to school picnic at Larkey Park in Walnut Creek, and we are excited to meet and mingle with families. Current Ripon Events Coordinator Hannah Hurley has just started her maternity leave, and while she is

out Bernie Jamero from the Ripon office as well as new teacher Chris Thompson are stepping in and stepping up to support field trip and event planning for the region. We're still excited about the growth of the Ripon staff this year, and appreciate the amazing teamwork to make sure we provide the best service to students and families.

North Bay: Leslie Dombek, Site Administrator

The first month of school at California Connections Academy@ North Bay is going strong. Our enrollment has increased roughly 61 students since our last board report on August 10. This has been a good increase and puts us ahead of where we were this time last year. This all means our teachers are working hard on reaching every single one of these students for their welcome call as soon as possible. We are dedicated to making these connections early and often to ensure all of our students start off on the right foot.

We are also very excited to be meeting with several of our families at our Back to School Picnic on September 25. We will once again be heading to Snoopy's Home Ice in Santa Rosa for a fun-filled day of ice skating, pizza and games. Our field trip coordinator, Katie Sculatti, has led the efforts to get this fun day organized. We are excited to meet with our students and families face-to-face and celebrate the start of another great year. We are also looking forward to several additional field trips already planned and advertised to our families for the first semester of school. Our teachers have been looking for fun, educational and interactive opportunities to get together and build community.

MONTHLY SCHOOL REPORT

School & Date Selection

School

California Connections Academy at North Bay ▾

Report Date

August 31, 2018 ▾

Currently Enrolled

135

Total YTD Enrolled

135

Enrollment Services Complete (Stage 4)

150

California Connections Academy at North Bay

August 31, 2018

Current Enrollment Month-Over-Month Change

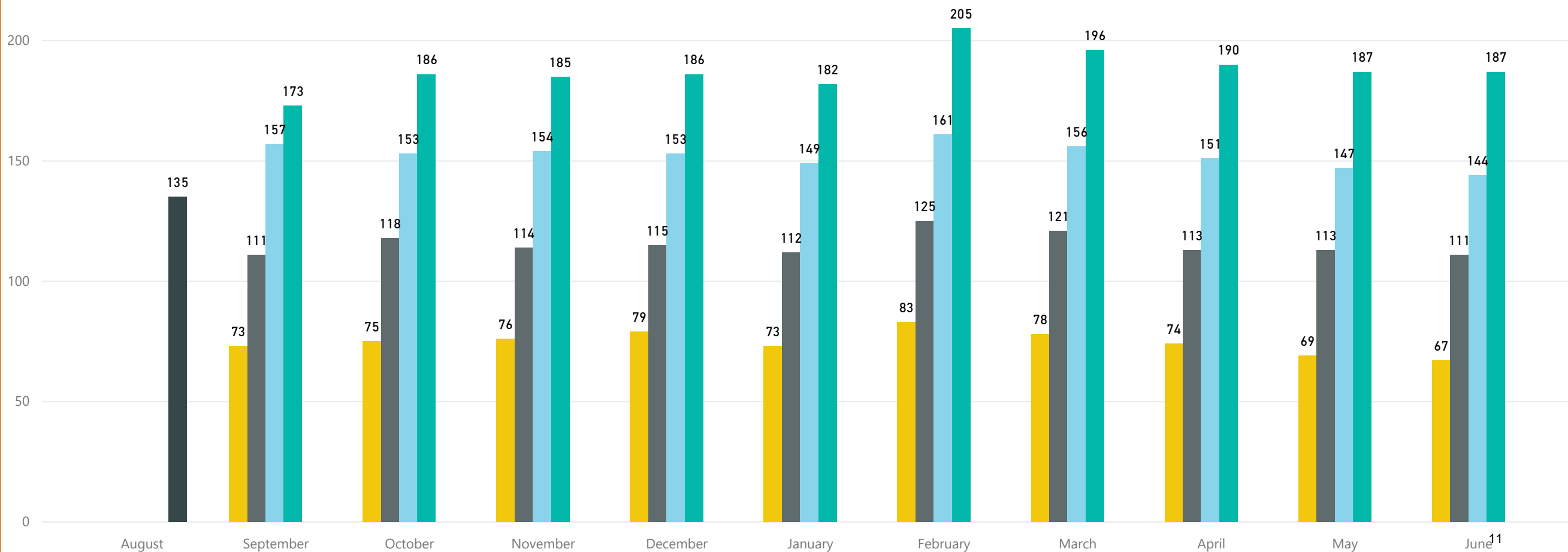
N/A

Current Enrollment Year-Over-Year Change

N/A

Monthly Student Current Enrollment Comparison

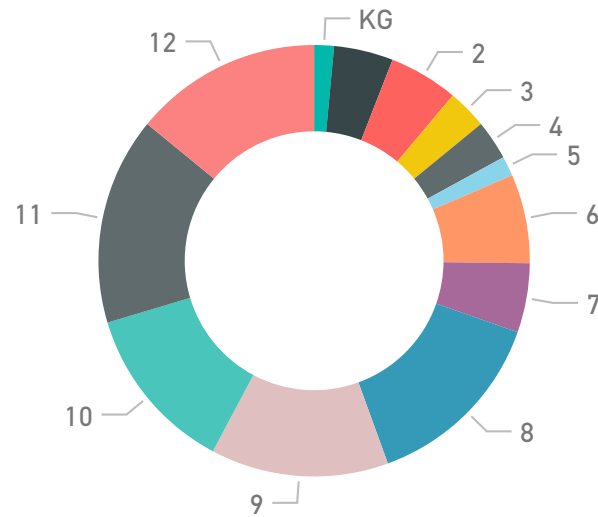
schoolYear ● 2014-2015 ● 2015-2016 ● 2016-2017 ● 2017-2018 ● 2018-2019



California Connections Academy at North Bay

August 31, 2018

Enrolled Students by Final Grade



Enrolled Students Prior Year by Final Grade

Grade Distribution

ReportPeriod	PriorEOY		CurrentMonth	
GradeDistribution	Students	%CT Students	Students	%CT Students
PK-2	21	11%	15	11%
KG	5	3%	2	1%
1	8	4%	6	4%
2	8	4%	7	5%
3-5	11	6%	10	7%
3	3	2%	4	3%
4	4	2%	4	3%
5	4	2%	2	1%
6-8	54	29%	35	26%
6	11	6%	9	7%
7	17	9%	7	5%
8	26	14%	19	14%
9-12	101	54%	75	56%
9	23	12%	18	13%
10	30	16%	17	13%
11	21	11%	21	16%
12	27	14%	19	14%
Total	187	100%	135	100%

California Connections Academy at North Bay
August 31, 2018

Total YTD Enrollment by Withdrawal Category

Total YTD Enrollment Prior Year by Withdrawal Category



Total YTD Enrollment

ReportPeriod	PriorEOY		CurrentMonth	
Withdrawal Category	Student Count	%CT Student Count	Student Count	%CT Student Count
Enrolled, Not Grad	187	76%	135	100%
Prior To Engagement	8	3%		
Withdrawal During School Year	51	21%		
Total	246	100%	135	100%

Enrollment Services Complete (Stage 4)

150

California Connections Academy at North Bay
August 31, 2018

Withdrawal Reason

Withdrawal Reason	PriorEOY
▲	
Different/Better Schooling Option (Not related to socialization)	25
Life Change	5
Mismatch Academic	5
Regulation	13
Student wants more socialization	3

California Connections Academy at North Bay
August 31, 2018

Household Data

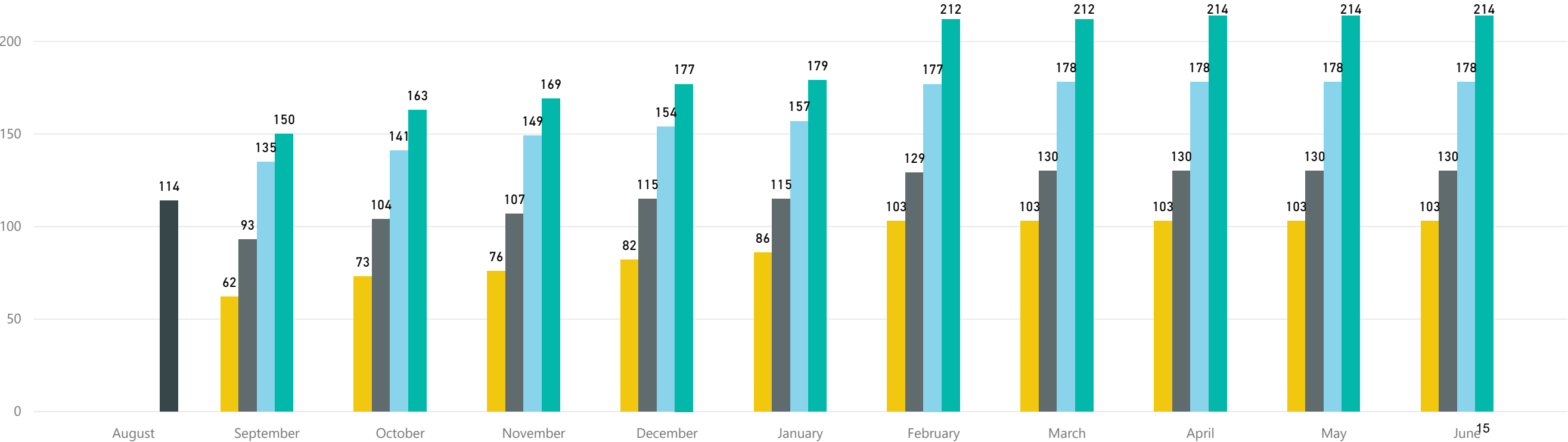
Household Data	PriorEOY	CurrentMonth
Active	159	114
WD During School Year	50	
WD Prior To Engagement	8	

Students Per Active Household

PriorEOY	CurrentMonth
1.18	1.18

Monthly Total Households

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



California Connections Academy at North Bay

August 31, 2018

Ethnicity

Ethnicity	PriorEOY	CurrentMonth
Hispanic or Latino	44	32
Not Hispanic or Latino	143	103

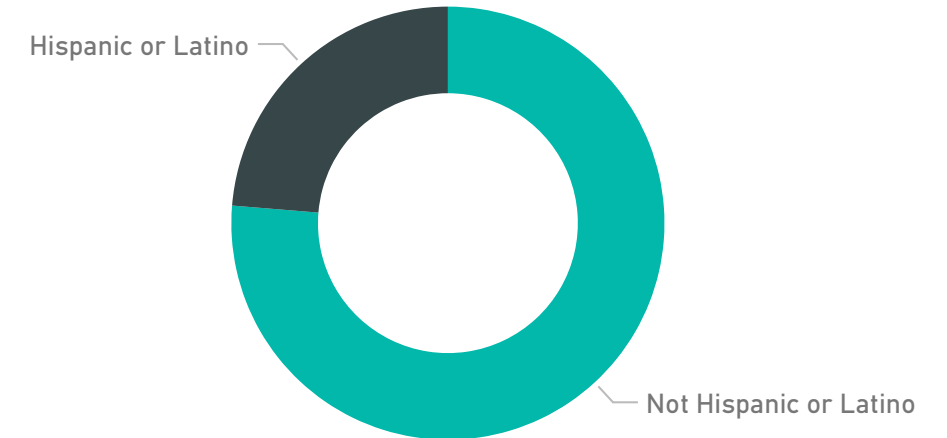
Race

Race	PriorEOY	CurrentMonth
American Indian or Alaskan Native	16	13
Asian	12	11
Black/African American	15	10
Native Hawaiian or Other Pacific Islander	3	1
White	159	113

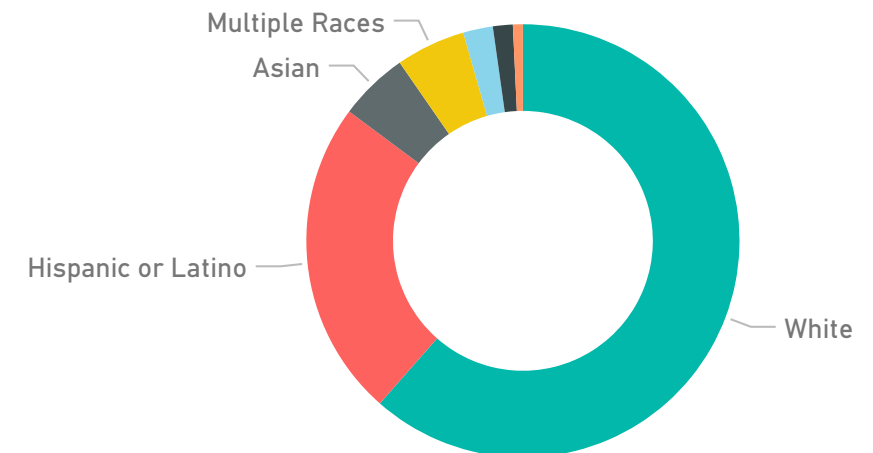
Distinct Race/Ethnicity

Distinct Race/Ethnicity	PriorEOY	CurrentMonth
American Indian or Alaskan Native	1	3
Asian	9	7
Black/African American	6	2
Hispanic or Latino	44	32
Multiple Races	12	7
Native Hawaiian or Other Pacific Islander	1	1
White	114	83

Enrolled Students by Ethnicity



Enrolled Students by Distinct Race/Ethnicity



California Connections Academy at North Bay

August 31, 2018

Gender

Gender	PriorEOY	CurrentMonth
F	108	66
M	79	69

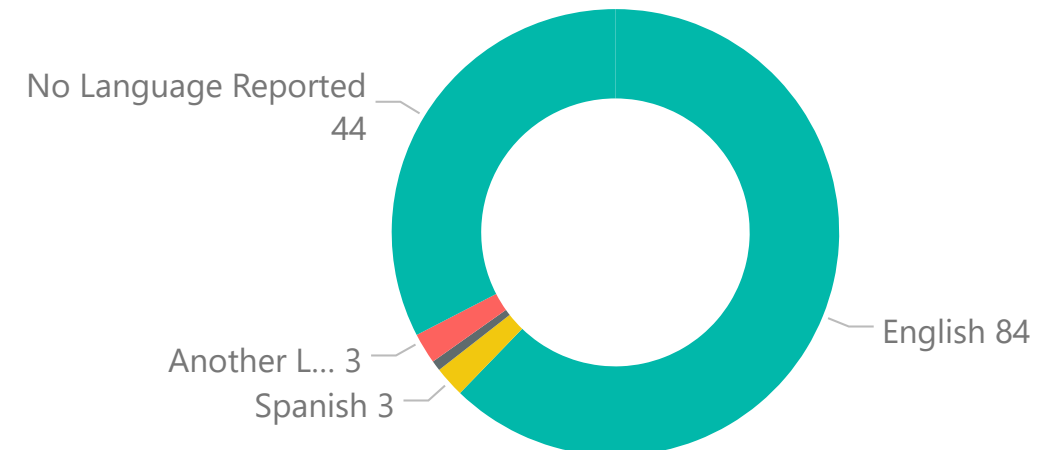
Primary Language

Home Language	PriorEOY	CurrentMonth
English	175	84
Spanish	7	3
Russian	1	1
Another Language	4	3
No Language Reported		44

Enrolled Students by Gender



Enrolled Students by Language



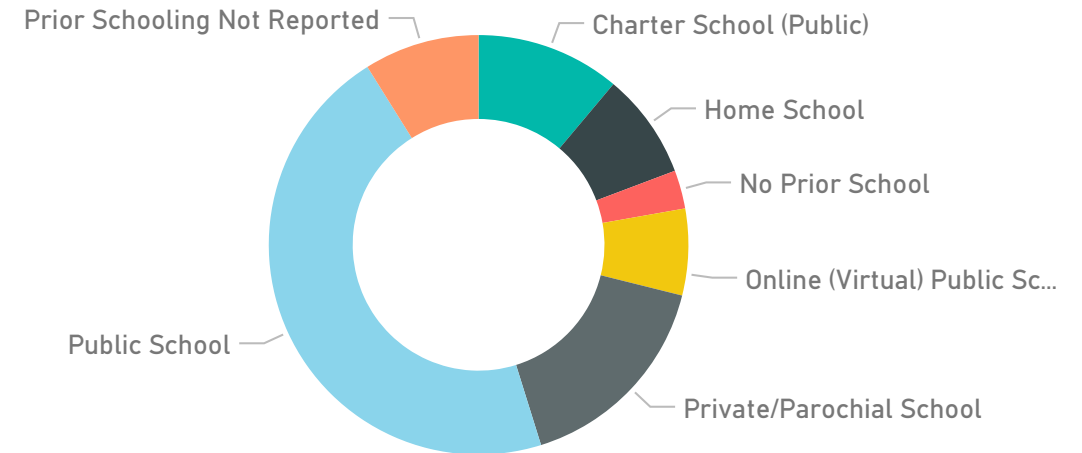
California Connections Academy at North Bay

August 31, 2018

Prior Schooling

Prior Schooling ▲	PriorEOY	CurrentMonth
Charter School (Public)	17	15
Home School	10	11
No Prior School	9	4
Online (Virtual) Public School	15	9
Private/Parochial School	28	22
Public School	102	62
Prior Schooling Not Reported	6	12

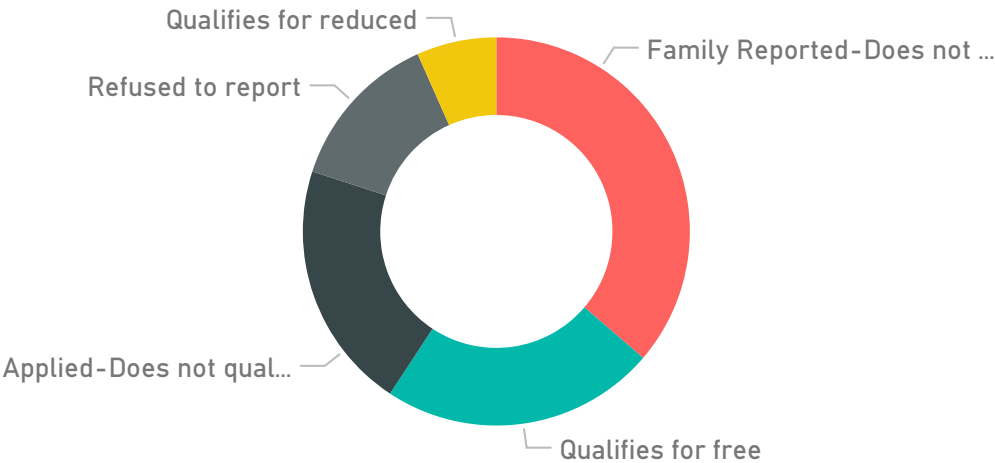
Prior Schooling August 31, 2018



Prior Schooling August 31, 2017

California Connections Academy at North Bay
August 31, 2018

FARM Eligibility
August 31, 2018



FARM Eligibility
August 31, 2017

Disability

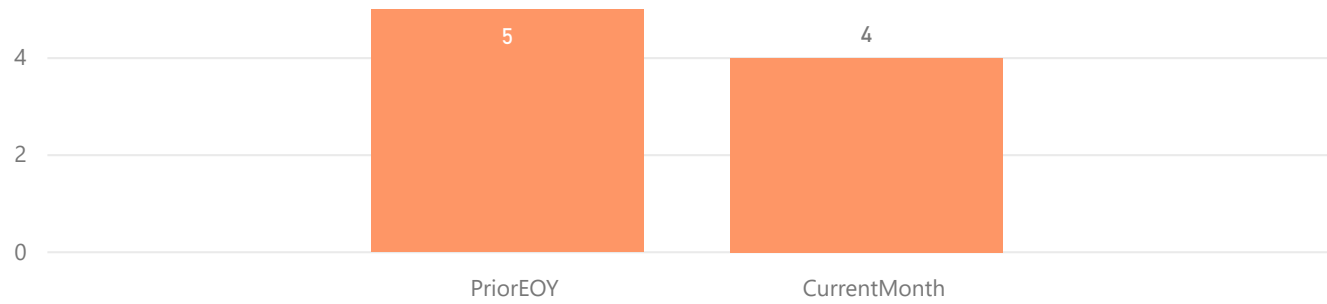
Disability	PriorEOY	CurrentMonth
Autism	3	
Emotionally Impaired	6	3
Other Health Impaired	5	2
Specific Learning Disability	15	11
Speech/Language Impaired	4	2



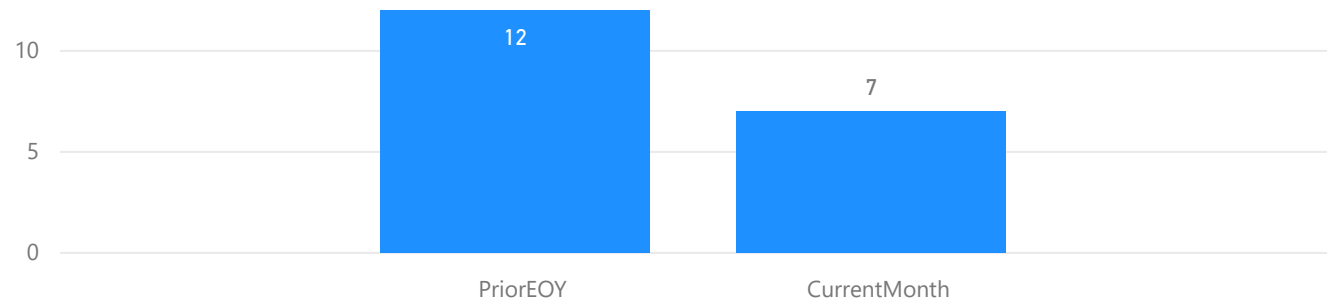
California Connections Academy at North Bay

August 31, 2018

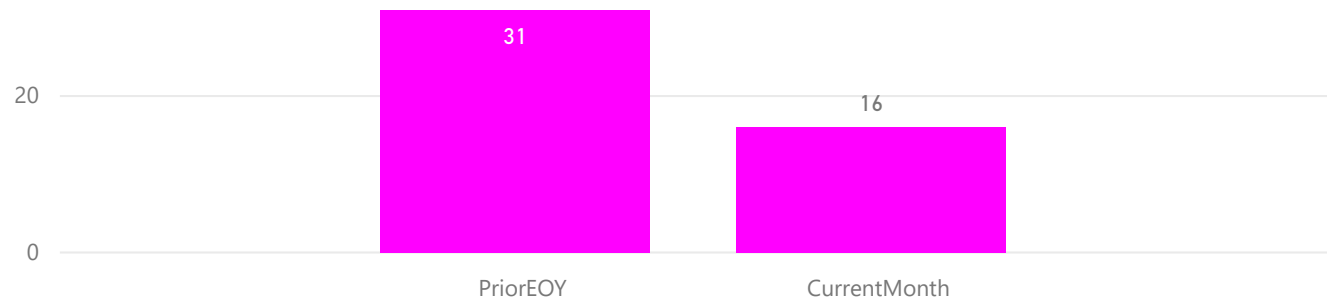
Gifted



Plan504



IEP



Currently Enrolled

135

Gifted

3 %

Plan504

5 %

IEP

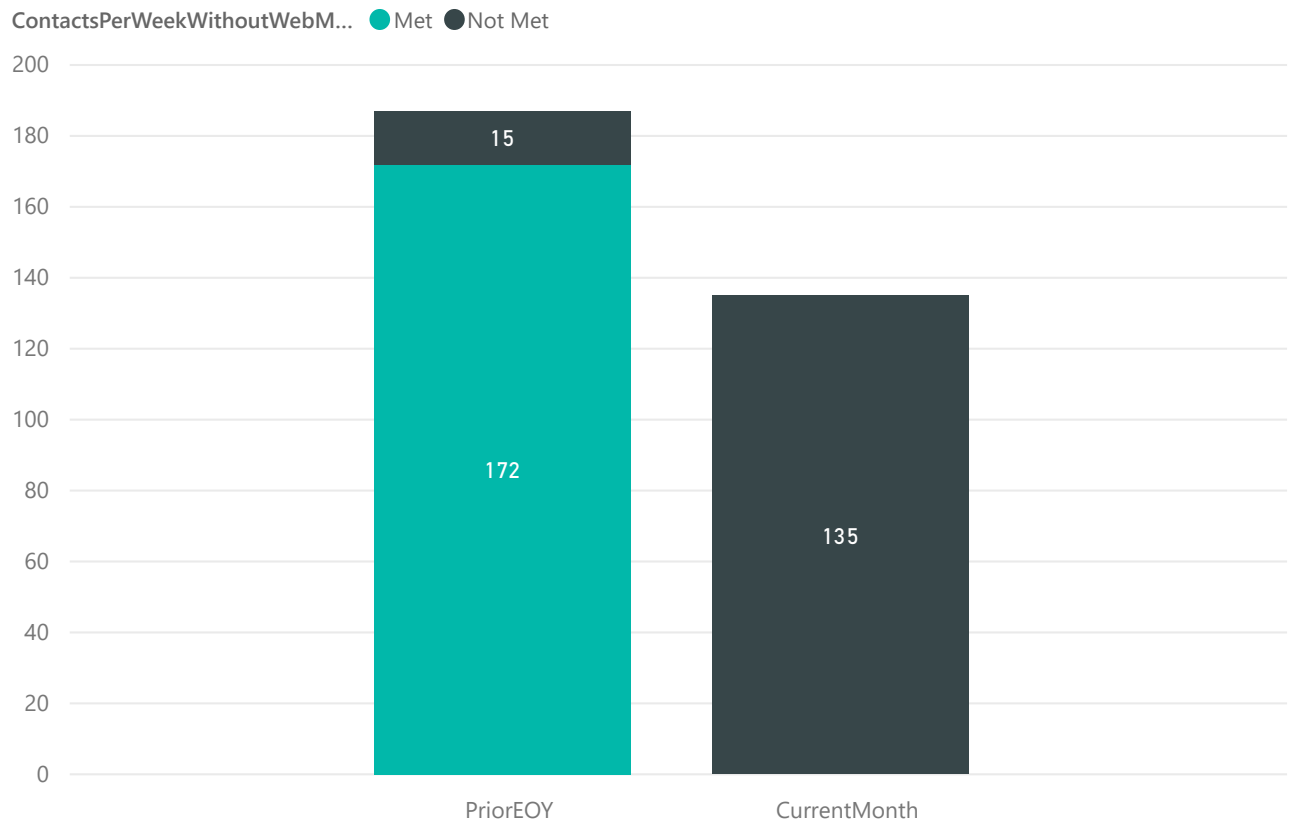
12 %

Not in Special Population

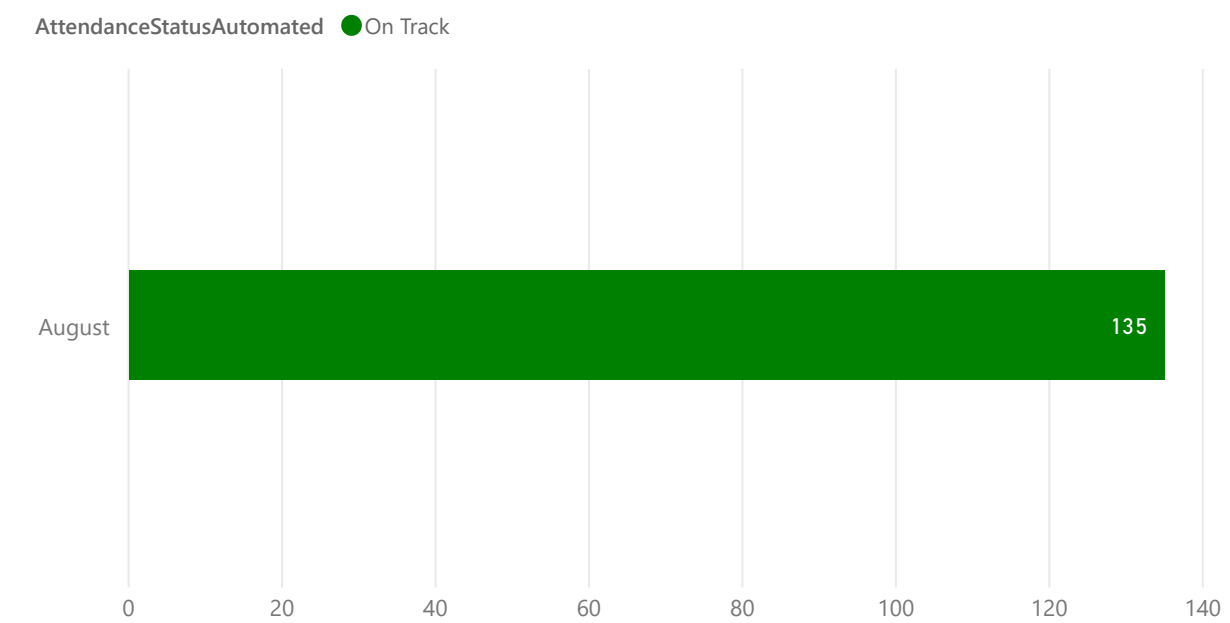
79 %

California Connections Academy at North Bay
August 31, 2018

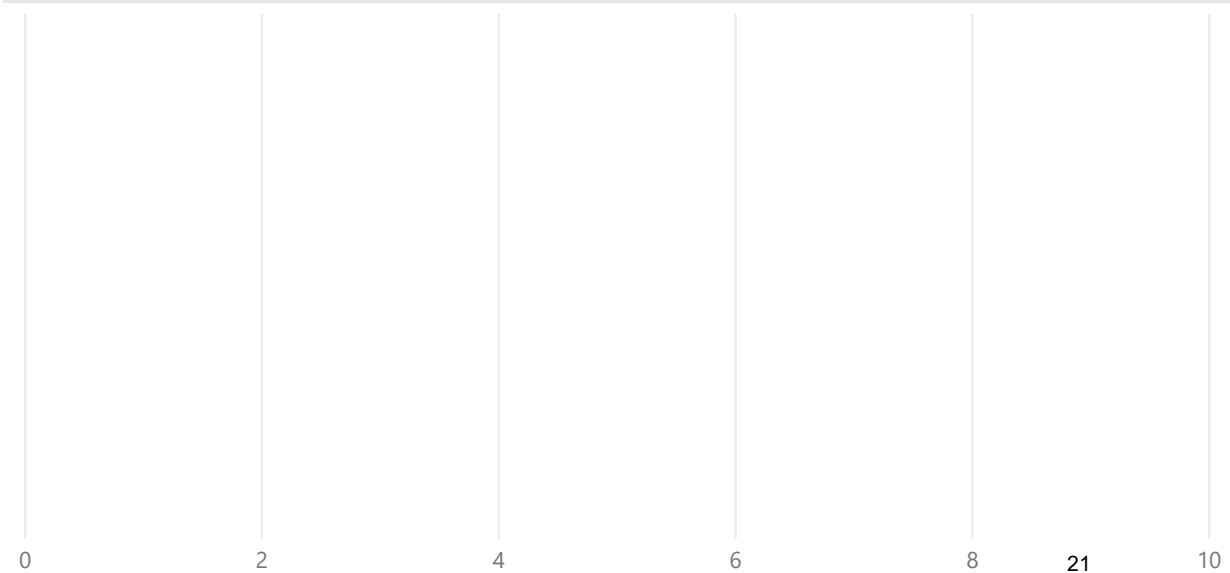
Contacts Per Week



School Year: 2018-2019



School Year: 2017-2018



Currently Enrolled

135

California Connections Academy at North Bay

August 31, 2018

Average Participation

GradeDistribution	PriorEOY	CurrentMonth
PK-2	98 %	100 %
3-5	101 %	100 %
6-8	100 %	100 %
9-12	98 %	100 %
Total	99 %	100 %

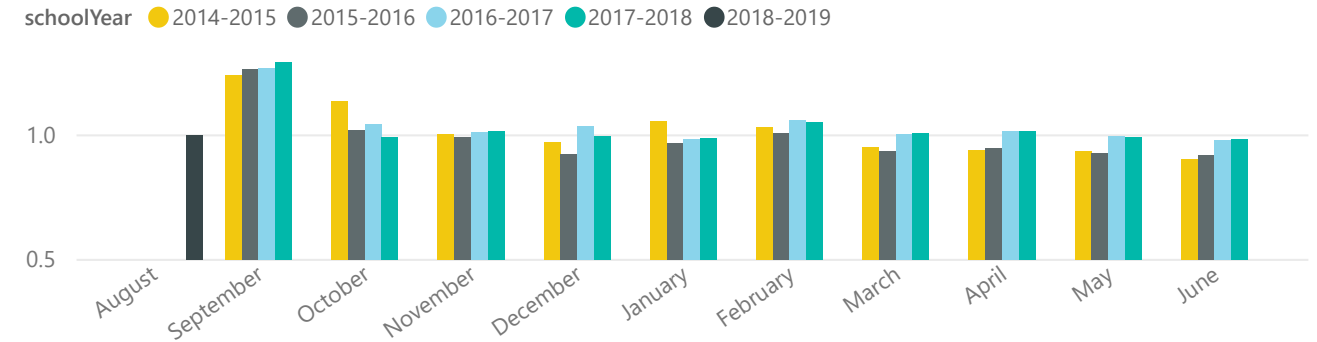
Average Performance

GradeDistribution	PriorEOY
PK-2	91 %
3-5	70 %
6-8	67 %
9-12	76 %
Total	75 %

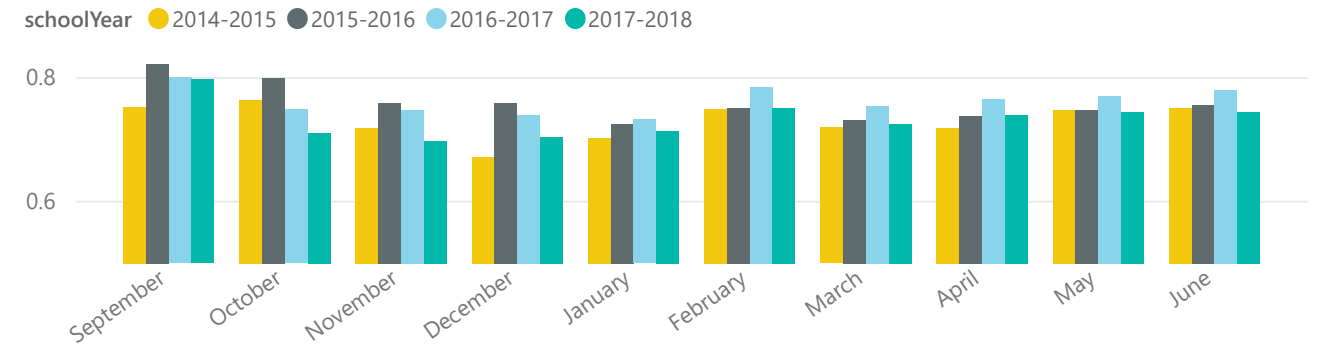
Average Attendance

GradeDistribution	PriorEOY	CurrentMonth
PK-2	93 %	100 %
3-5	95 %	100 %
6-8	93 %	100 %
9-12	87 %	100 %
Total	90 %	100 %

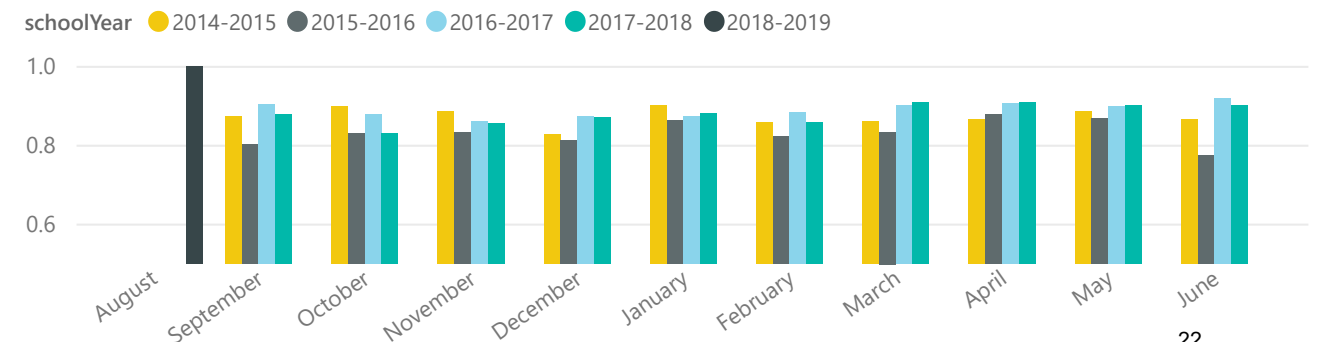
Average Total Participation



Average Total Performance



Average Total Attendance



MONTHLY SCHOOL REPORT

School & Date Selection

School

California Connections Academy @ Central

Report Date

August 31, 2018

Currently Enrolled

386

Total YTD Enrolled

386

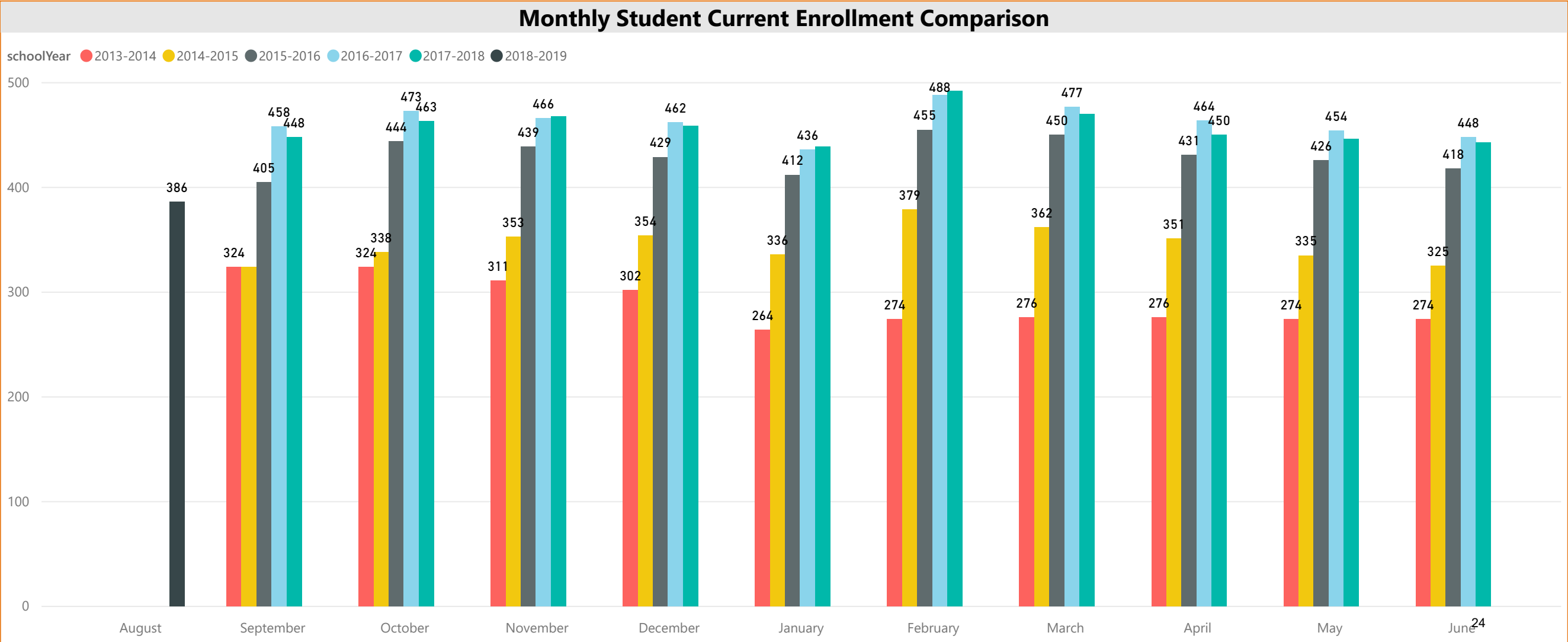
Enrollment Services Complete (Stage 4)

412

California Connections Academy @ Central
August 31, 2018

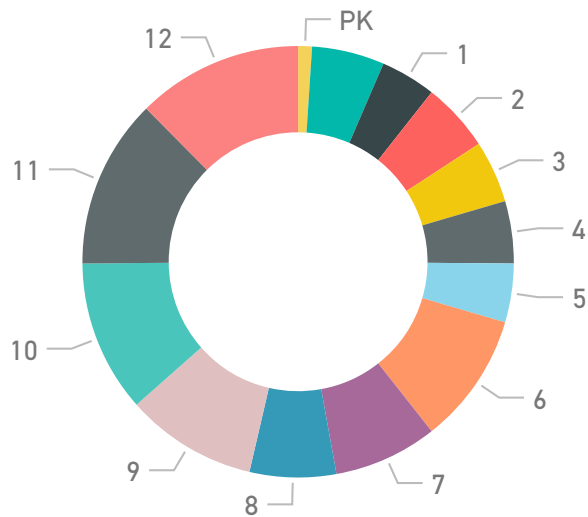
Current Enrollment Month-Over-Month Change
N/A

Current Enrollment Year-Over-Year Change
N/A



California Connections Academy @ Central
August 31, 2018

Enrolled Students by Final Grade



Grade Distribution

ReportPeriod	PriorEOY		CurrentMonth	
GradeDistribution	Students	%CT Students	Students	%CT Students
PK-2	60	14%	61	16%
PK	3	1%	4	1%
KG	19	4%	21	5%
1	22	5%	16	4%
2	16	4%	20	5%
3-5	72	16%	53	14%
3	16	4%	18	5%
4	20	5%	18	5%
5	36	8%	17	4%
6-8	116	26%	93	24%
6	35	8%	38	10%
7	34	8%	30	8%
8	47	11%	25	6%
9-12	195	44%	179	46%
9	47	11%	38	10%
10	51	12%	44	11%
11	50	11%	49	13%
12	47	11%	48	12%
Total	443	100%	386	100%

Enrolled Students Prior Year by Final Grade

California Connections Academy @ Central
August 31, 2018

Total YTD Enrollment by Withdrawal Category

Total YTD Enrollment Prior Year by Withdrawal Category



Total YTD Enrollment

ReportPeriod	PriorEOY		CurrentMonth	
Withdrawal Category	Student Count	%CT Student Count	Student Count	%CT Student Count
Enrolled, Not Grad	443	69%	386	100%
Graduated	3	0%		
Prior To Engagement	33	5%		
Withdrawal During School Year	166	26%		
Total	645	100%	386	100%

Enrollment Services Complete (Stage 4)

412

California Connections Academy @ Central
August 31, 2018

Withdrawal Reason

Withdrawal Reason	PriorEOY
▲	
Different/Better Schooling Option (Not related to socialization)	84
Getting started with the school was too difficult	3
Life Change	14
Mismatch Academic	17
Mismatch Family Schedule	1
Regulation	40
Student wants more socialization	6
Unhappy with the school (teachers, leadership)	1

California Connections Academy @ Central
August 31, 2018

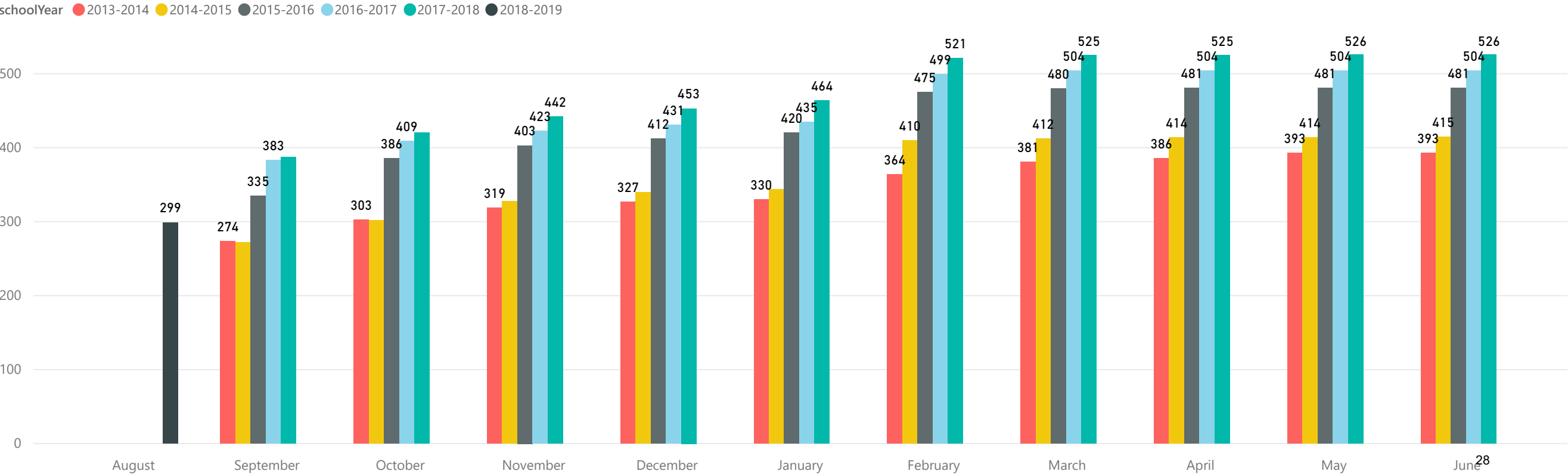
Household Data

Household Data	PriorEOY	CurrentMonth
Active	363	299
Graduated	3	
WD During School Year	142	
WD Prior To Engagement	30	

Students Per Active Household

PriorEOY	CurrentMonth
1.22	1.29

Monthly Total Households



California Connections Academy @ Central

August 31, 2018

Ethnicity

Ethnicity	PriorEOY	CurrentMonth
Hispanic or Latino	178	167
Not Hispanic or Latino	265	219

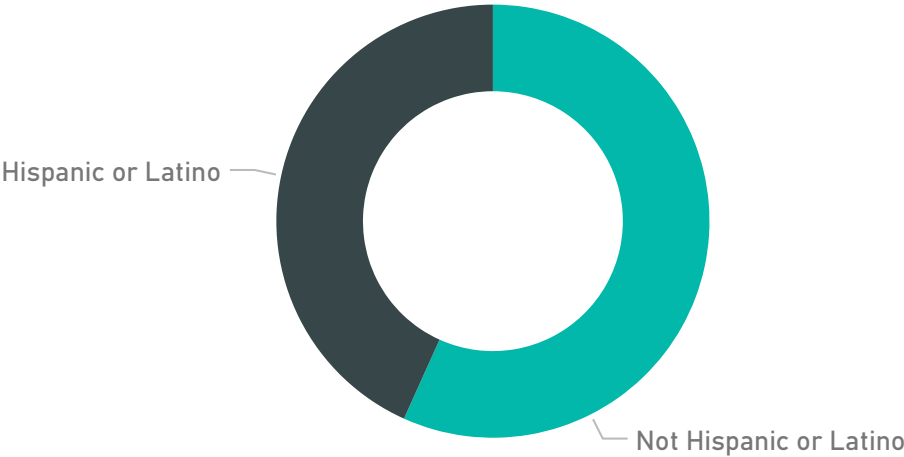
Race

Race	PriorEOY	CurrentMonth
American Indian or Alaskan Native	53	58
Asian	29	22
Black/African American	59	45
Native Hawaiian or Other Pacific Islander	7	6
White	353	307

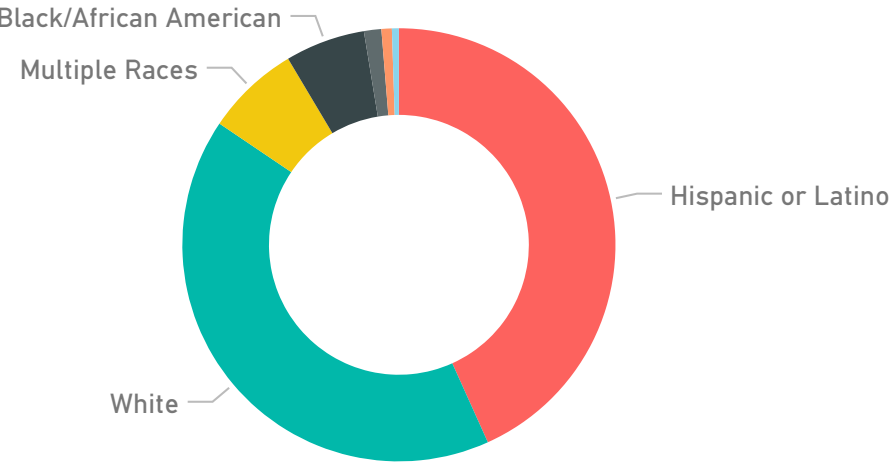
Distinct Race/Ethnicity

Distinct Race/Ethnicity	PriorEOY	CurrentMonth
American Indian or Alaskan Native	3	2
Asian	10	5
Black/African American	30	23
Hispanic or Latino	178	167
Multiple Races	28	27
Native Hawaiian or Other Pacific Islander	2	3
White	192	159

Enrolled Students by Ethnicity



Enrolled Students by Distinct Race/Ethnicity



California Connections Academy @ Central
August 31, 2018

Gender

Gender	PriorEOY	CurrentMonth
F	219	194
M	224	192

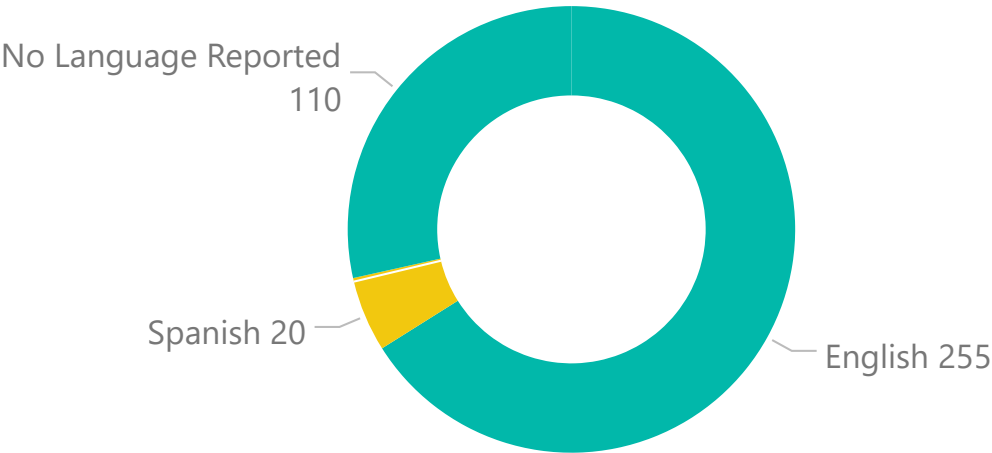
Primary Language

Home Language	PriorEOY	CurrentMonth
English	408	255
Spanish	31	20
Arabic	2	1
Another Language	2	
No Language Reported		110

Enrolled Students by Gender



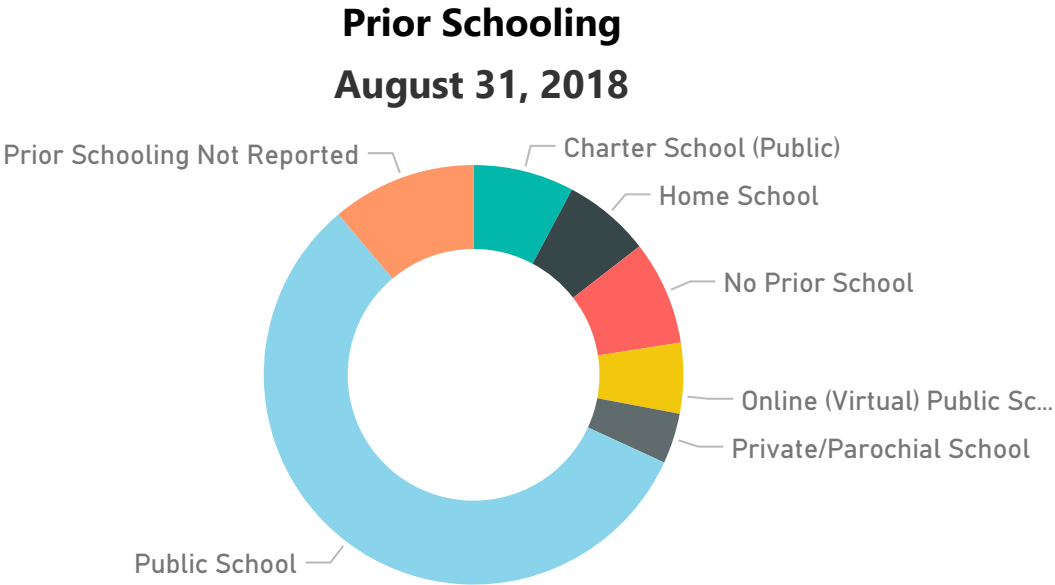
Enrolled Students by Language



California Connections Academy @ Central
August 31, 2018

Prior Schooling

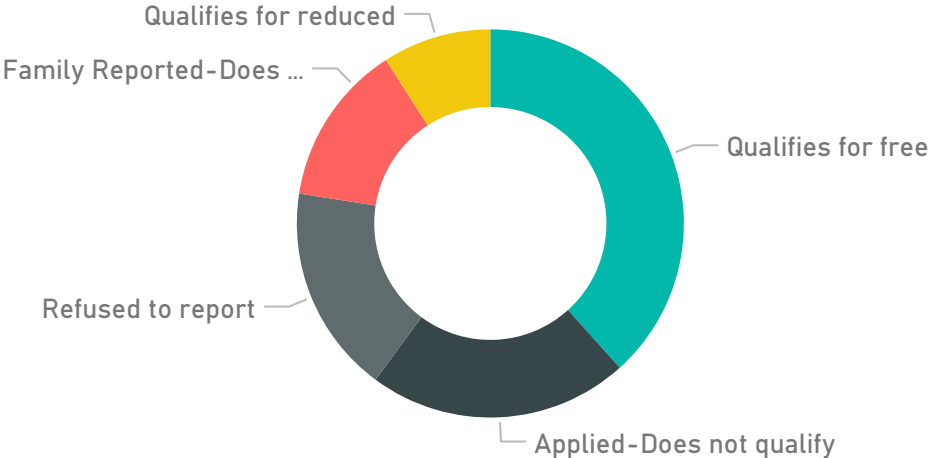
Prior Schooling ▲	PriorEOY	CurrentMonth
Charter School (Public)	39	30
Home School	32	26
No Prior School	46	31
Online (Virtual) Public School	28	21
Private/Parochial School	23	15
Public School	250	220
Prior Schooling Not Reported	25	43



Prior Schooling
August 31, 2017

California Connections Academy @ Central
August 31, 2018

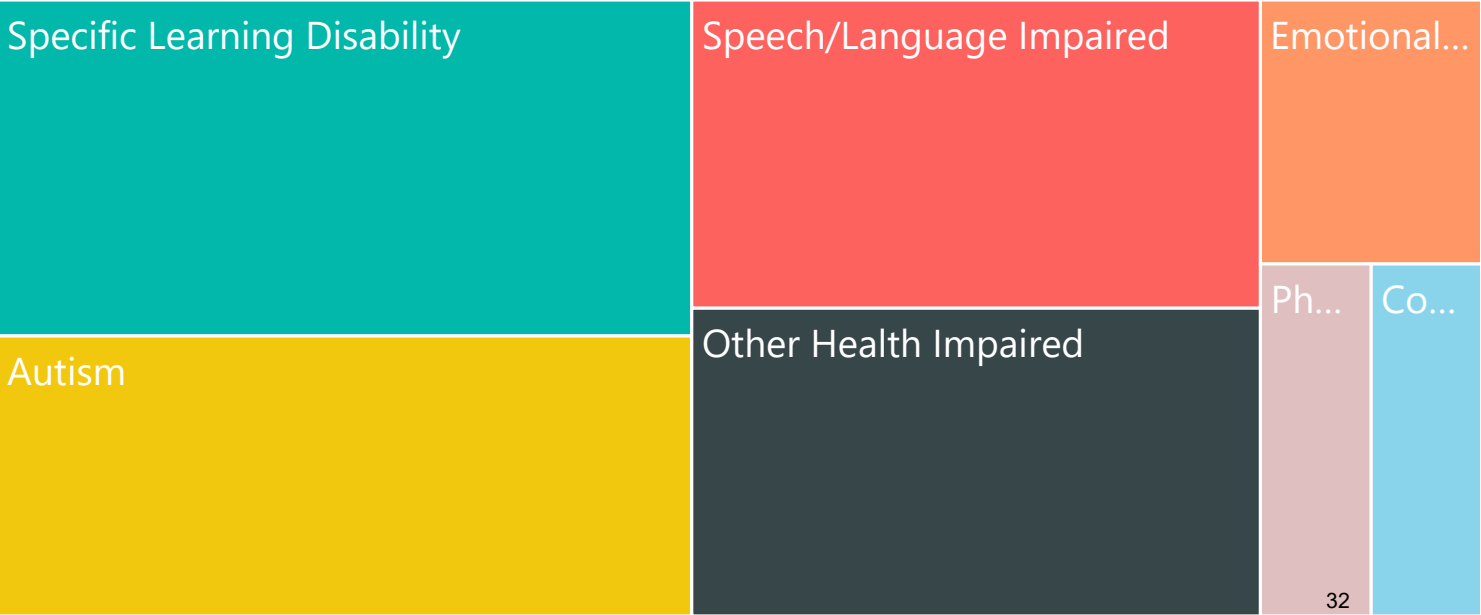
FARM Eligibility
August 31, 2018



FARM Eligibility
August 31, 2017

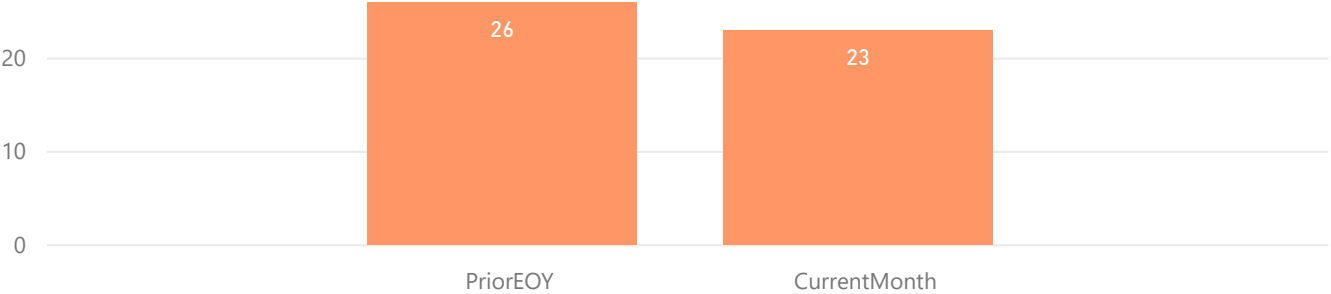
Disability

Disability	PriorEOY	CurrentMonth
Autism	12	10
Cognitive Disability	3	2
Emotionally Impaired	5	3
Other Health Impaired	11	9
Physical Disability	2	2
Specific Learning Disability	20	12
Speech/Language Impaired	9	9

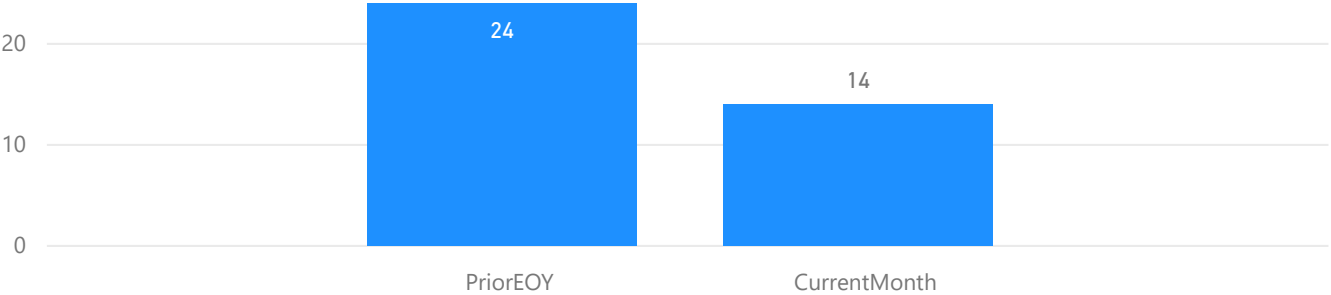


California Connections Academy @ Central
August 31, 2018

Gifted



Plan504



IEP



Currently Enrolled

386

Gifted

6 %

Plan504

4 %

IEP

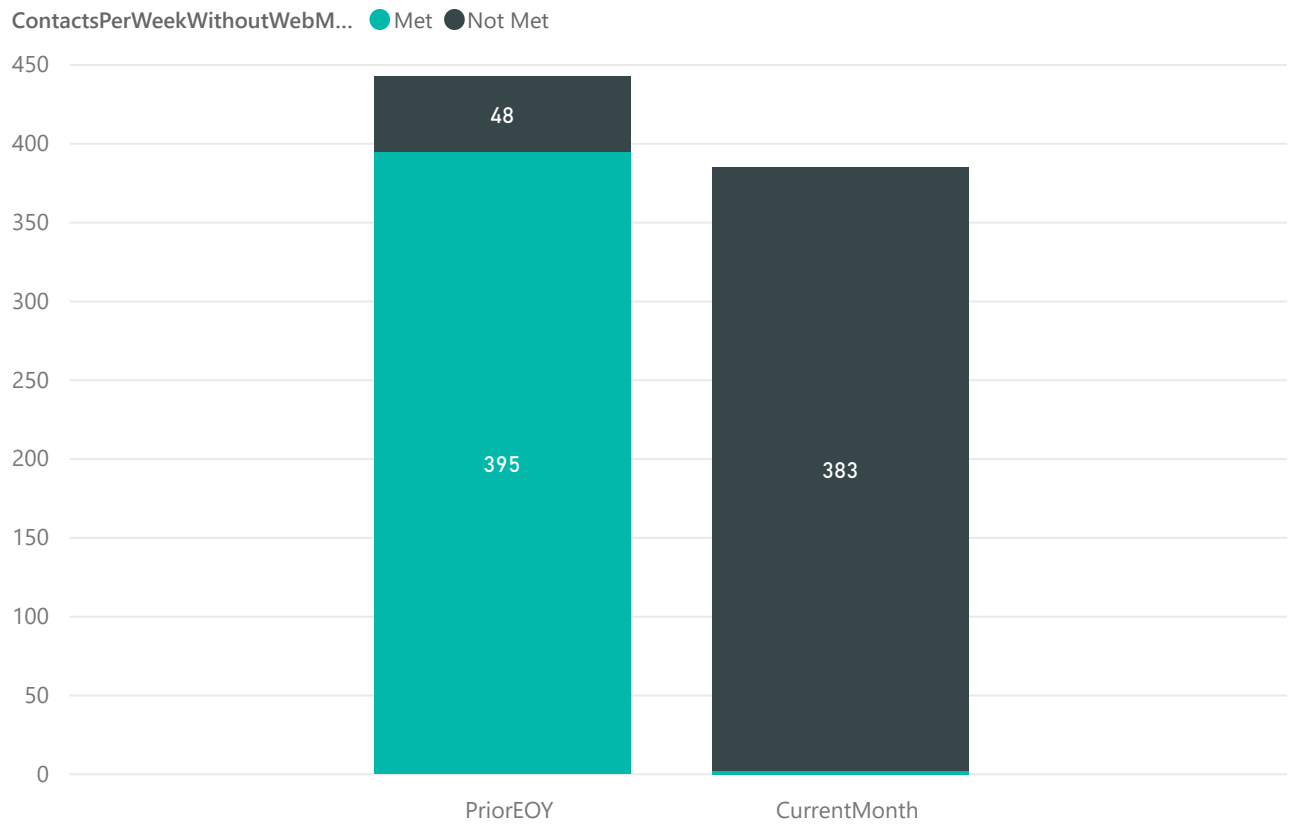
12 %

Not in Special Population

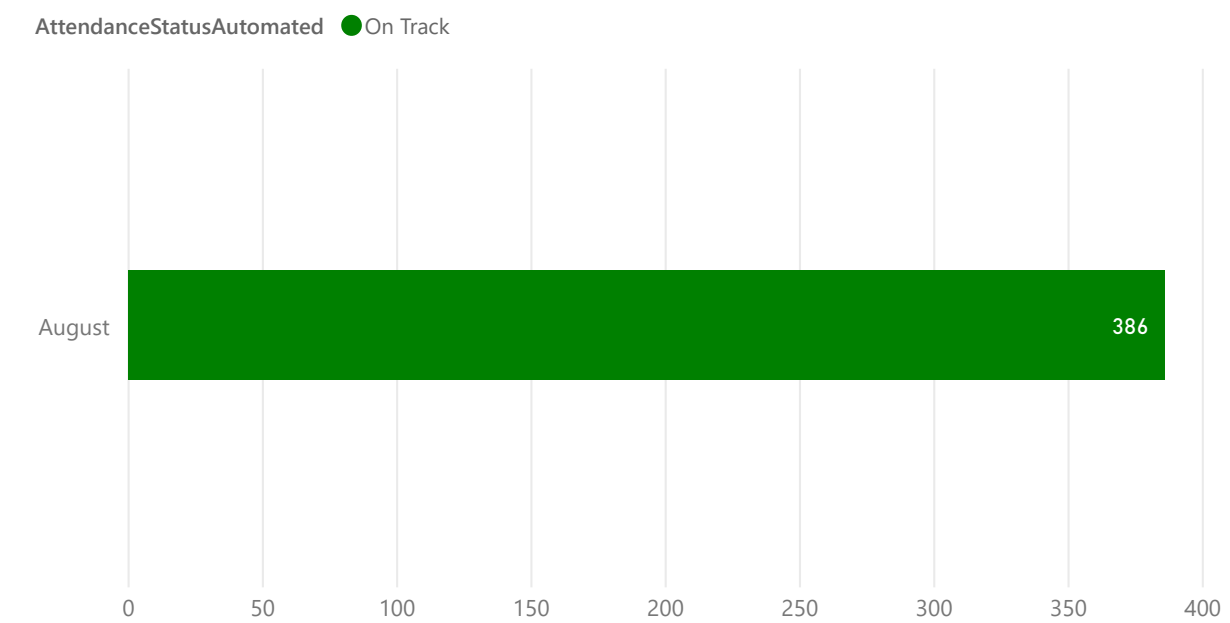
78 %

California Connections Academy @ Central
August 31, 2018

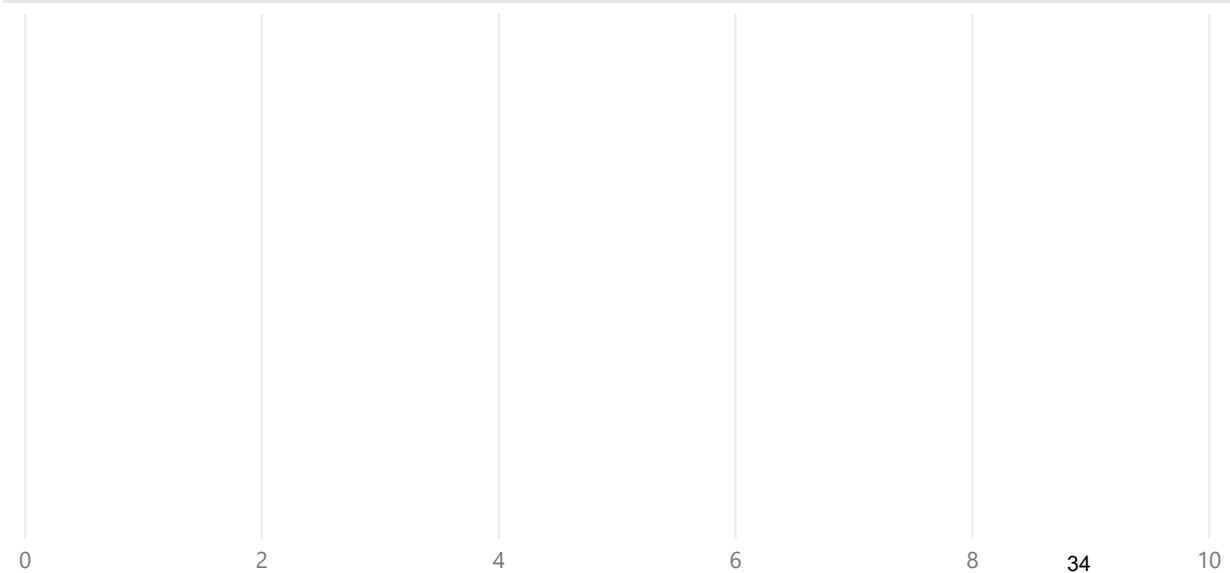
Contacts Per Week



School Year: 2018-2019



School Year: 2017-2018



Currently Enrolled

386

California Connections Academy @ Central

August 31, 2018

Average Participation

GradeDistribution	PriorEOY	CurrentMonth
PK-2	96 %	99 %
3-5	98 %	100 %
6-8	98 %	100 %
9-12	95 %	100 %
Total	96 %	100 %

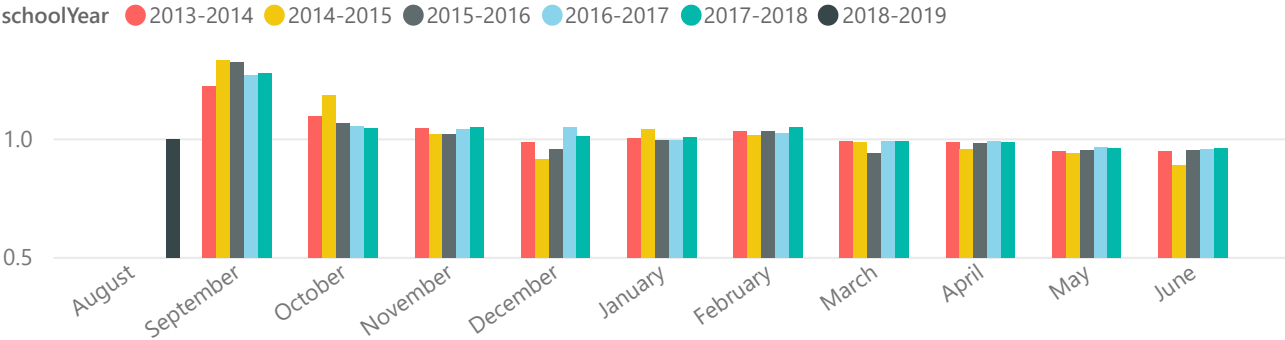
Average Performance

GradeDistribution	PriorEOY	CurrentMonth
PK-2	91 %	
3-5	77 %	
6-8	70 %	
9-12	68 %	74 %
Total	73 %	74 %

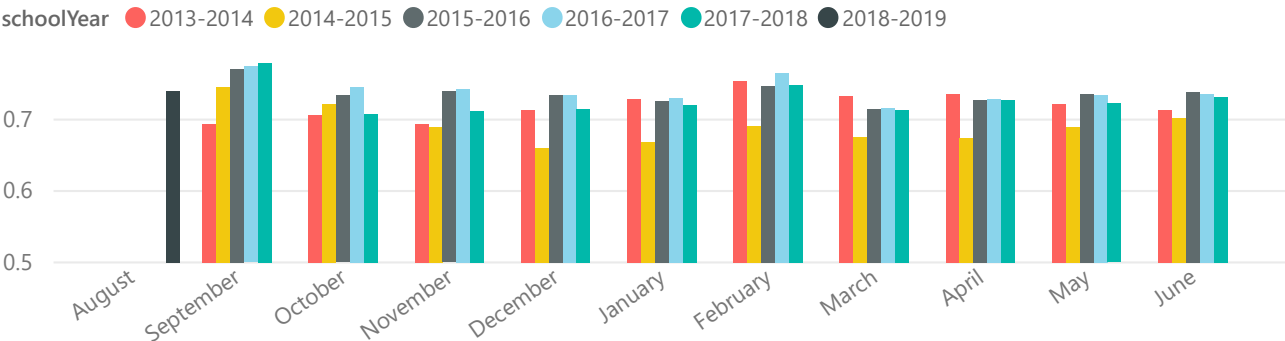
Average Attendance

GradeDistribution	PriorEOY	CurrentMonth
PK-2	94 %	100 %
3-5	94 %	100 %
6-8	91 %	100 %
9-12	86 %	100 %
Total	89 %	100 %

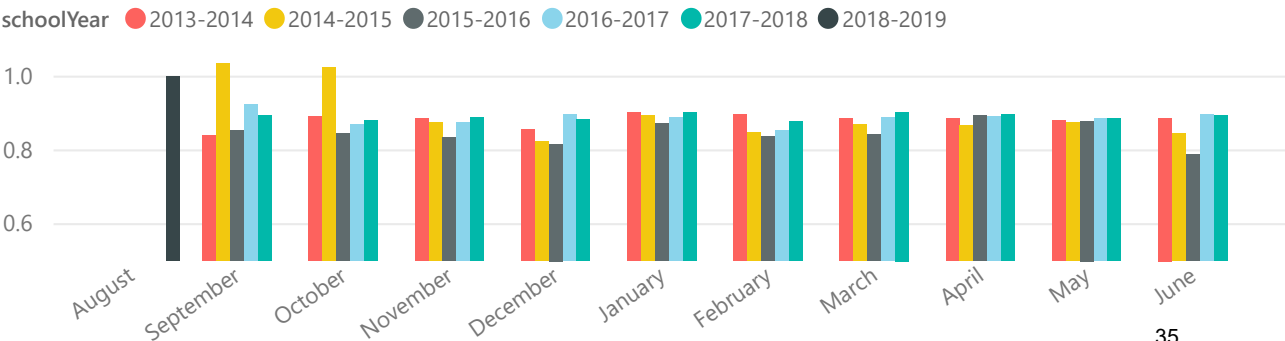
Average Total Participation



Average Total Performance



Average Total Attendance



MONTHLY SCHOOL REPORT

School & Date Selection

School
California Connections Academy at Ripon

Report Date
August 31, 2018

Currently Enrolled
1031

Total YTD Enrolled
1032

Enrollment Services Complete (Stage 4)
1107

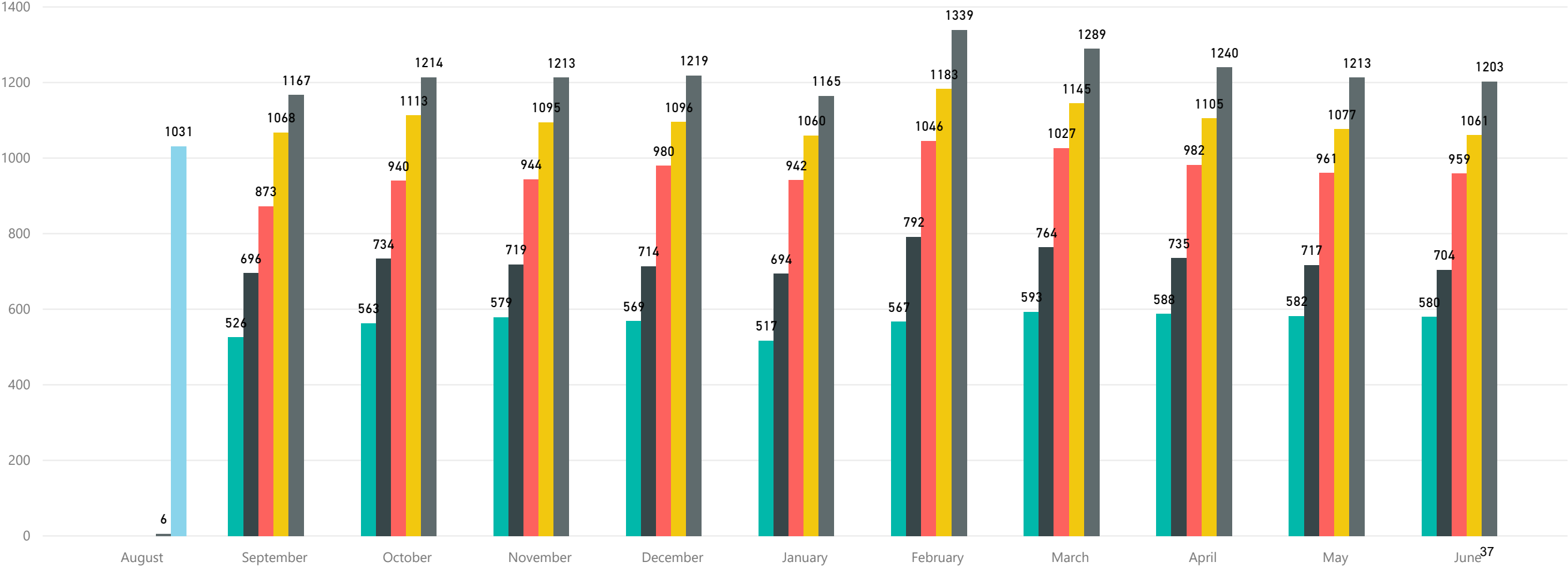
California Connections Academy at Ripon
August 31, 2018

Current Enrollment Month-Over-Month Change
N/A

Current Enrollment Year-Over-Year Change
17083%

Monthly Student Current Enrollment Comparison

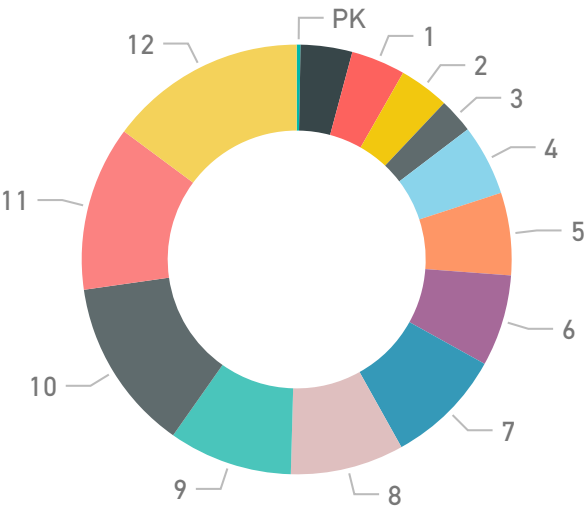
schoolYear 2013-2014 2014-2015 2015-2016 2016-2017 2017-2018 2018-2019



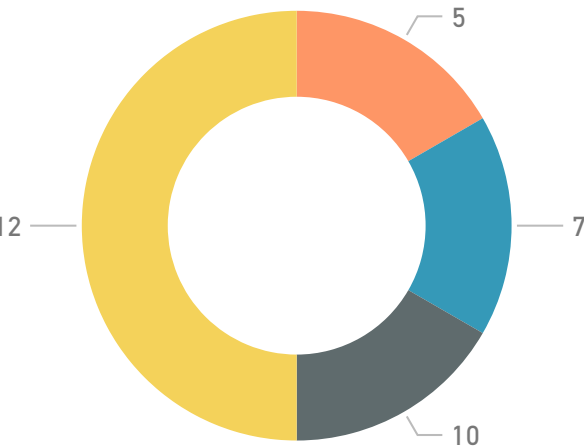
California Connections Academy at Ripon

August 31, 2018

Enrolled Students by Final Grade



Enrolled Students Prior Year by Final Grade



Grade Distribution

ReportPeriod	SameMonthPriorYear		PriorEOY		CurrentMonth	
GradeDistribution	Students	%CT Students	Students	%CT Students	Students	%CT Students
PK-2			126	10%	124	12%
PK			10	1%	3	0%
KG			44	4%	40	4%
1			39	3%	42	4%
2			33	3%	39	4%
3-5	1	17%	190	16%	146	14%
3			49	4%	27	3%
4			69	6%	55	5%
5	1	17%	72	6%	64	6%
6-8	1	17%	291	24%	250	24%
6			75	6%	71	7%
7	1	17%	96	8%	91	9%
8			120	10%	88	9%
9-12	4	67%	596	50%	511	50%
9			156	13%	96	9%
10	1	17%	147	12%	134	13%
11			150	12%	128	12%
12	3	50%	143	12%	153	15%
Total	6	100%	1203	100%	1031	100%

California Connections Academy at Ripon
August 31, 2018

Total YTD Enrollment by Withdrawal Category



Total YTD Enrollment Prior Year by Withdrawal Category



Total YTD Enrollment

ReportPeriod	SameMonthPriorYear		PriorEOY		CurrentMonth	
Withdrawal Category	Student Count	%CT Student Count	Student Count	%CT Student Count	Student Count	%CT Student Count
Enrolled, Not Grad	6	100%	1207	70%	1032	100%
Graduated			16	1%		
Prior To Engagement			104	6%		
Withdrawal During School Year			390	23%		
Total	6	100%	1717	100%	1032	100%

Enrollment Services Complete (Stage 4)

1107

California Connections Academy at Ripon
August 31, 2018

Withdrawal Reason

Withdrawal Reason ▲	PriorEOY
Different/Better Schooling Option (Not related to socialization)	189
Getting started with the school was too difficult	3
Life Change	52
Mismatch Academic	21
Mismatch Family Schedule	4
Regulation	109
Student wants more socialization	12

California Connections Academy at Ripon

August 31, 2018

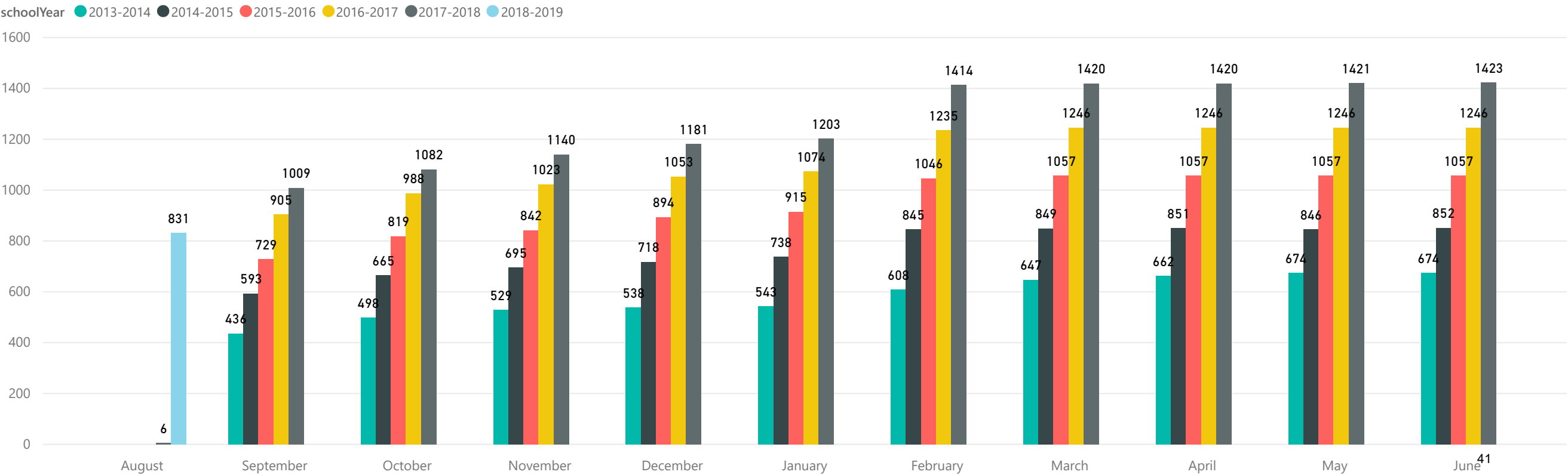
Household Data

Household Data	SameMonthPriorYear	PriorEOY	CurrentMonth
Active	6	1003	831
Graduated	16		
WD During School Year	337		
WD Prior To Engagement	98		

Students Per Active Household

SameMonthPriorYear	PriorEOY	CurrentMonth
1.00	1.20	1.24

Monthly Total Households



California Connections Academy at Ripon

August 31, 2018

Ethnicity

Ethnicity	SameMonthPriorYear	PriorEOY	CurrentMonth
Hispanic or Latino	2	323	304
Not Hispanic or Latino	4	880	727

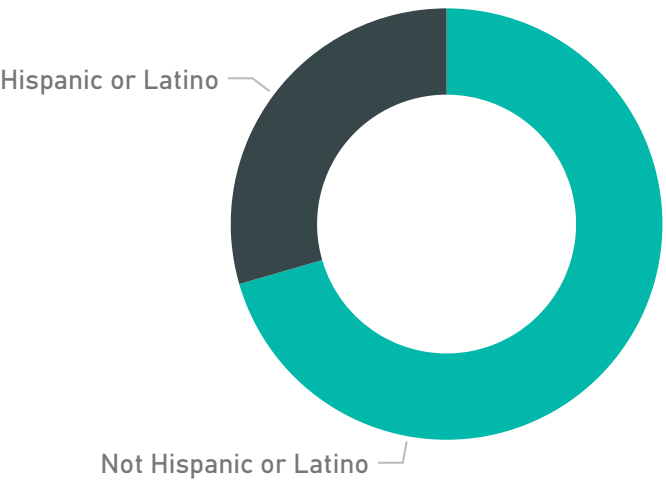
Race

Race	SameMonthPriorYear	PriorEOY	CurrentMonth
American Indian or Alaskan Native	2	115	105
Asian	1	184	173
Black/African American	3	212	173
Native Hawaiian or Other Pacific Islander		46	40
White	4	851	729

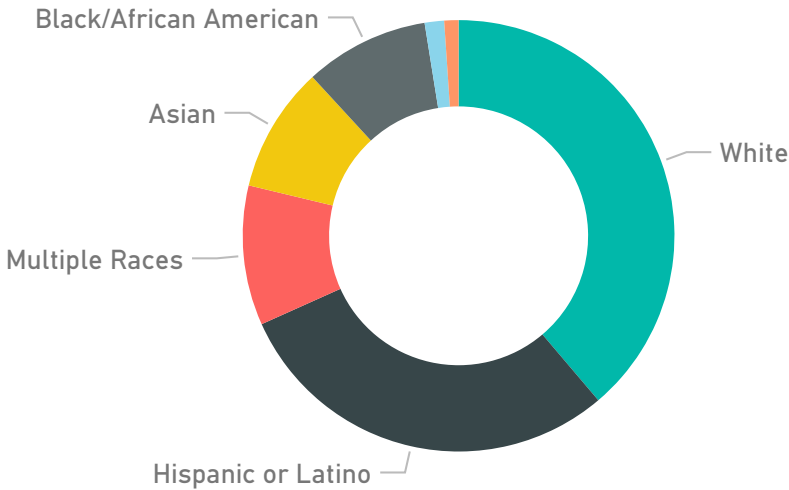
Distinct Race/Ethnicity

Distinct Race/Ethnicity	SameMonthPriorYear	PriorEOY	CurrentMonth
American Indian or Alaskan Native		20	15
Asian		106	97
Black/African American		118	96
Hispanic or Latino	2	323	304
Multiple Races	3	126	108
Native Hawaiian or Other Pacific Islander		13	11
White	1	497	400

Enrolled Students by Ethnicity



Enrolled Students by Distinct Race/Ethnicity



California Connections Academy at Ripon

August 31, 2018

Gender

Gender	SameMonthPriorYear	PriorEOY	CurrentMonth
		1	
F	3	665	557
M	3	537	474

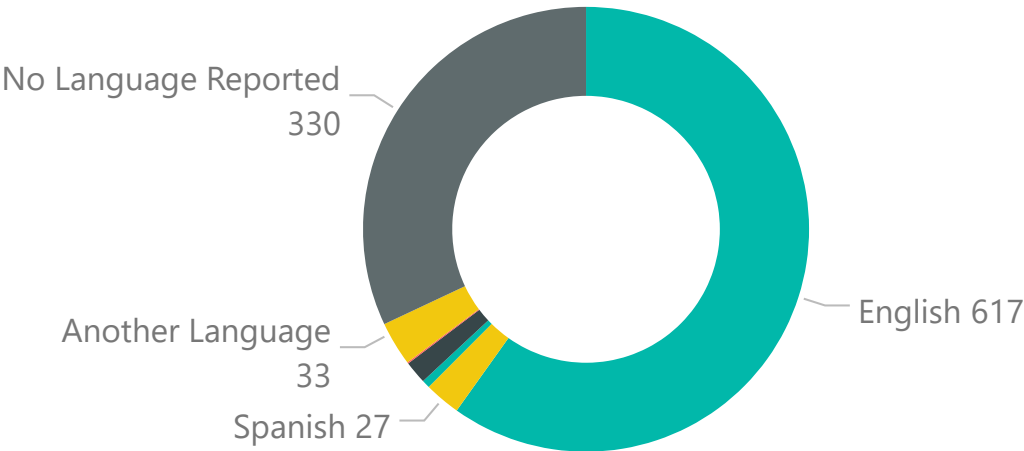
Primary Language

Home Language	SameMonthPriorYear	PriorEOY	CurrentMonth
English	3	1057	617
Spanish		51	27
Russian		11	6
Arabic		25	17
Urdu		4	1
Another Language		55	33
No Language Reported	3		330

Enrolled Students by Gender



Enrolled Students by Language



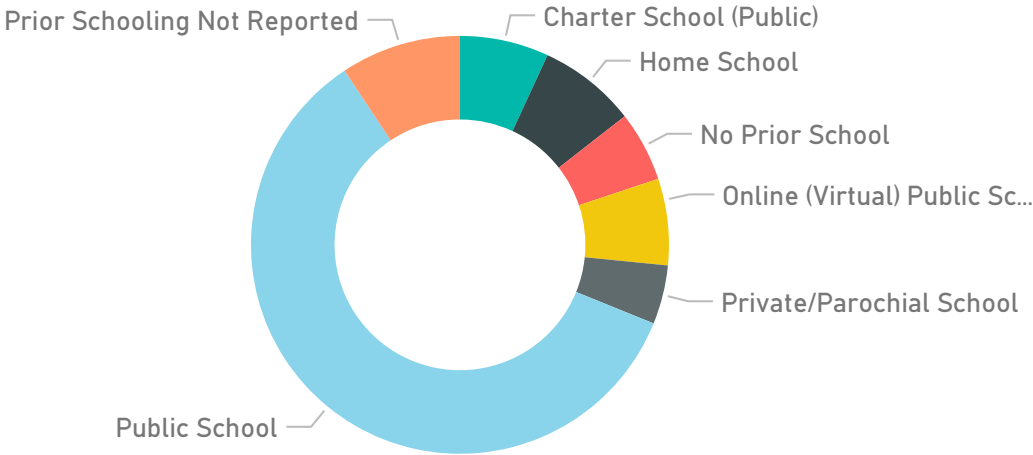
California Connections Academy at Ripon

August 31, 2018

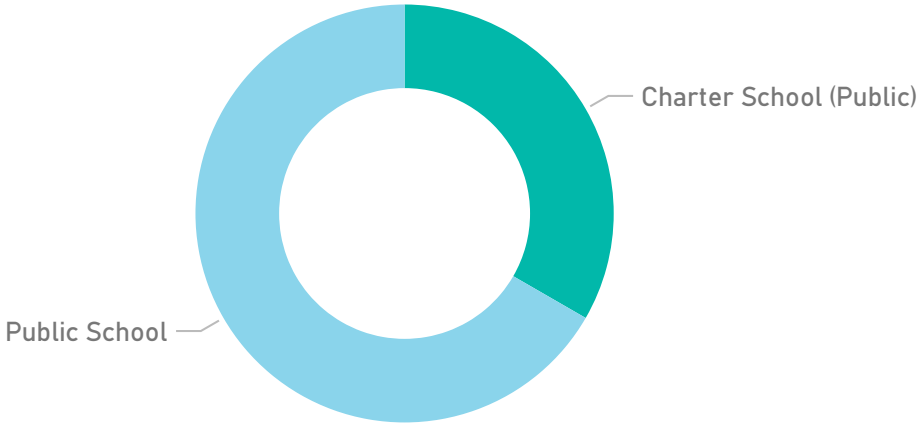
Prior Schooling

Prior Schooling	SameMonthPriorYear	PriorEOY	CurrentMonth
Charter School (Public)	2	77	71
Home School		78	78
No Prior School		109	56
Online (Virtual) Public School		83	69
Private/Parochial School		45	47
Public School	4	763	614
Prior Schooling Not Reported		48	96

Prior Schooling
August 31, 2018

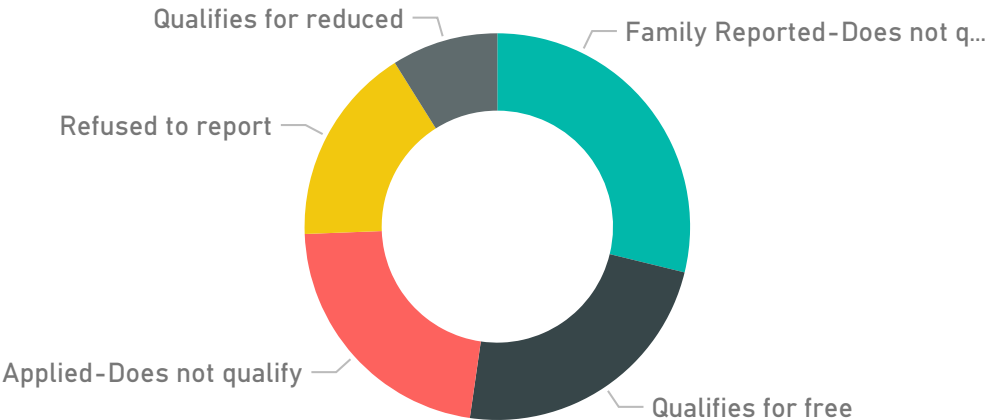


Prior Schooling
August 31, 2017



California Connections Academy at Ripon
August 31, 2018

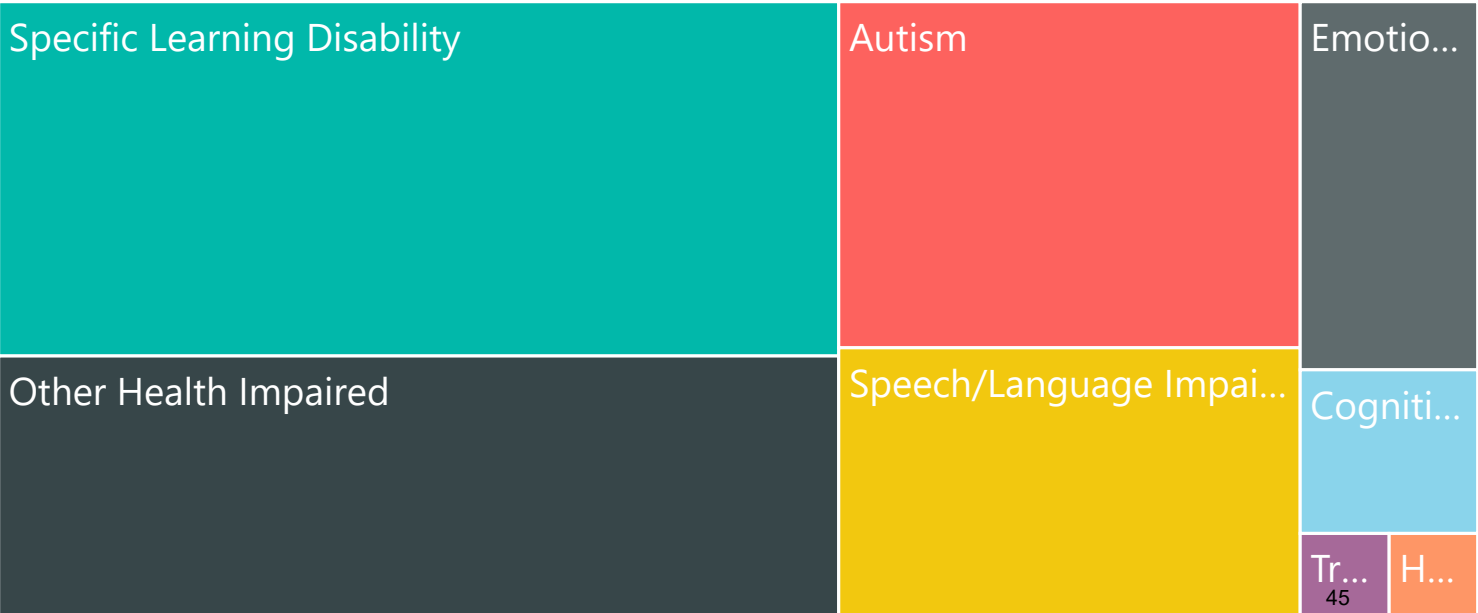
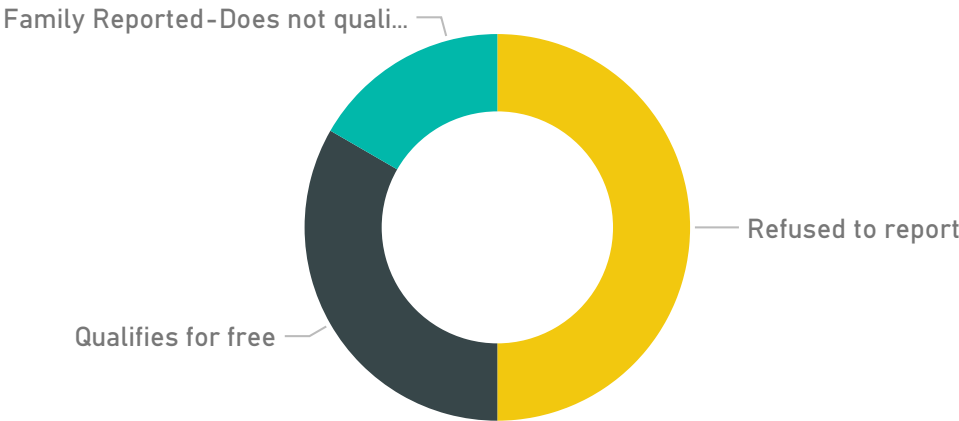
FARM Eligibility
August 31, 2018



Disability

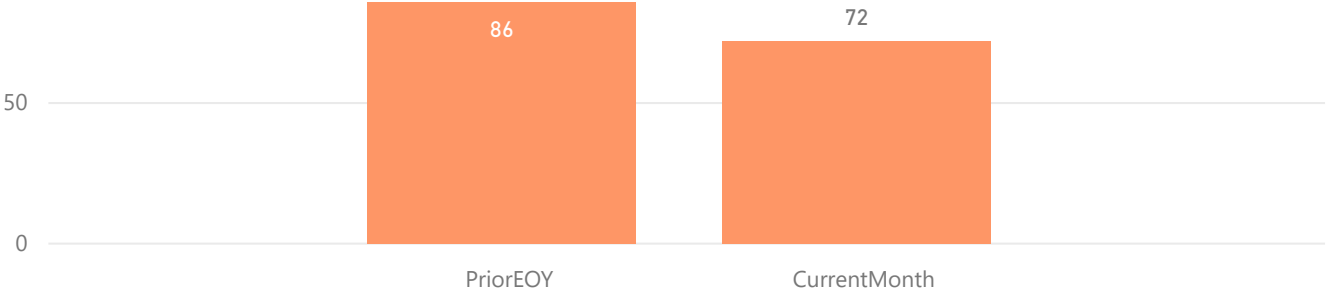
Disability	SameMonthPriorYear	PriorEOY	CurrentMonth
Autism		29	22
Cognitive Disability		6	4
Emotionally Impaired	1	17	9
Hearing Impaired			1
Other Health Impaired		36	30
Physical Disability		1	
Specific Learning Disability		50	41
Speech/Language Impaired		26	17
Traumatic Brain Injury		1	1

FARM Eligibility
August 31, 2017

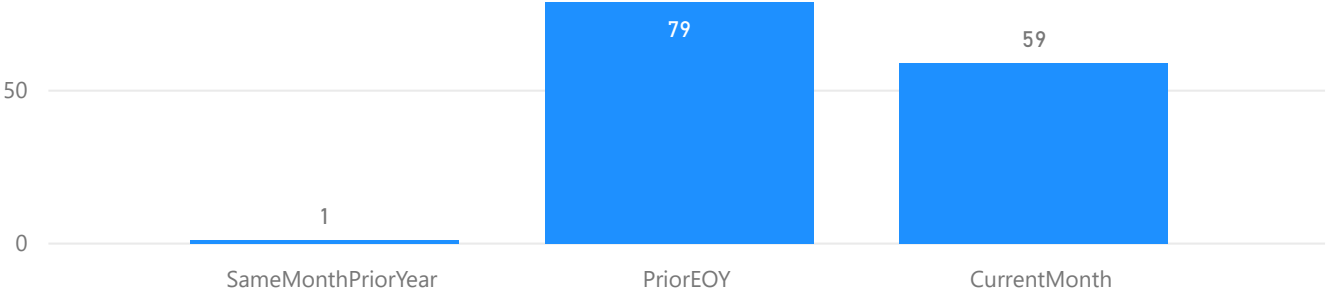


California Connections Academy at Ripon
August 31, 2018

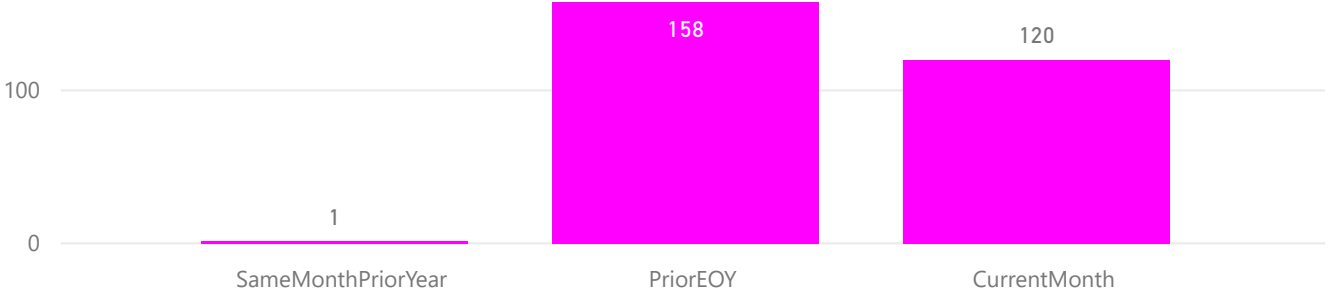
Gifted



Plan504



IEP



Currently Enrolled

1031

Gifted

7%

Plan504

6%

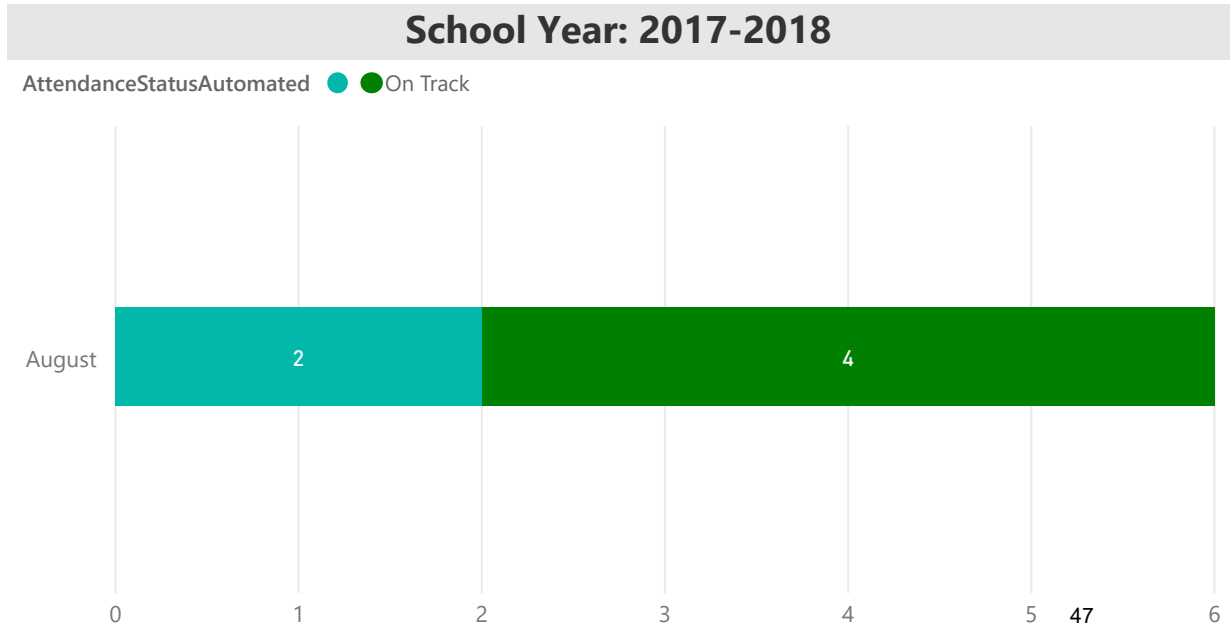
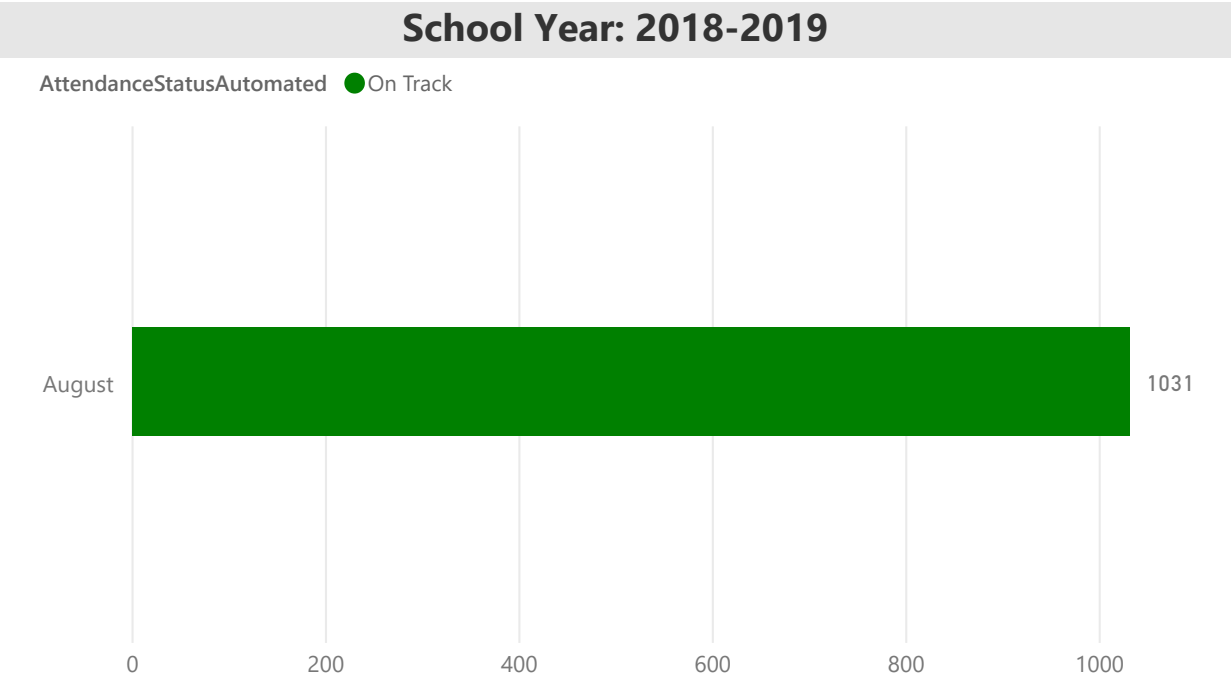
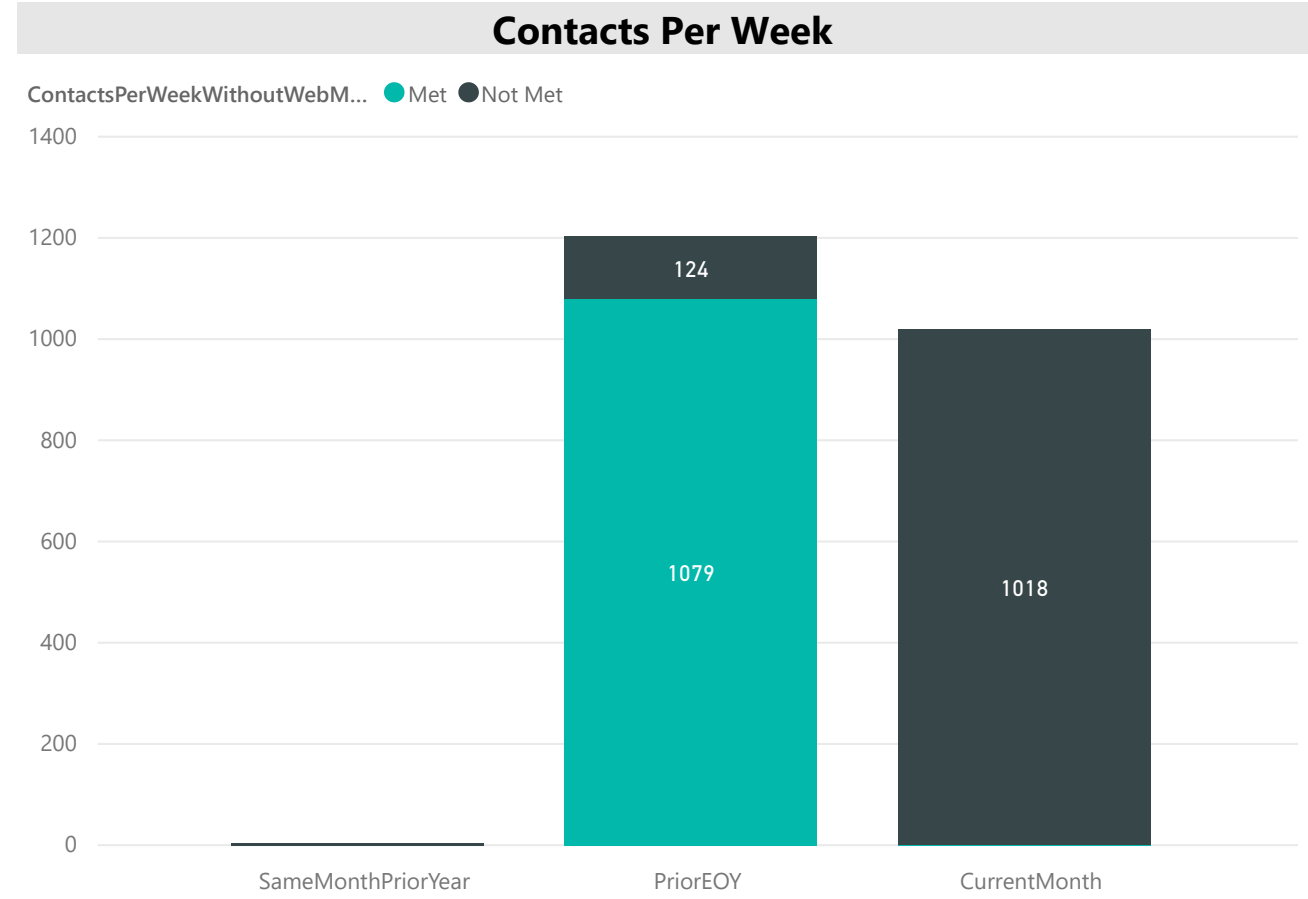
IEP

12%

Not in Special Population

76%

California Connections Academy at Ripon
August 31, 2018



Currently Enrolled

1031

California Connections Academy at Ripon

August 31, 2018

Average Participation

GradeDistribution	PriorEOY	CurrentMonth
PK-2	98%	100%
3-5	97%	100%
6-8	98%	100%
9-12	96%	100%
Total	97%	100%

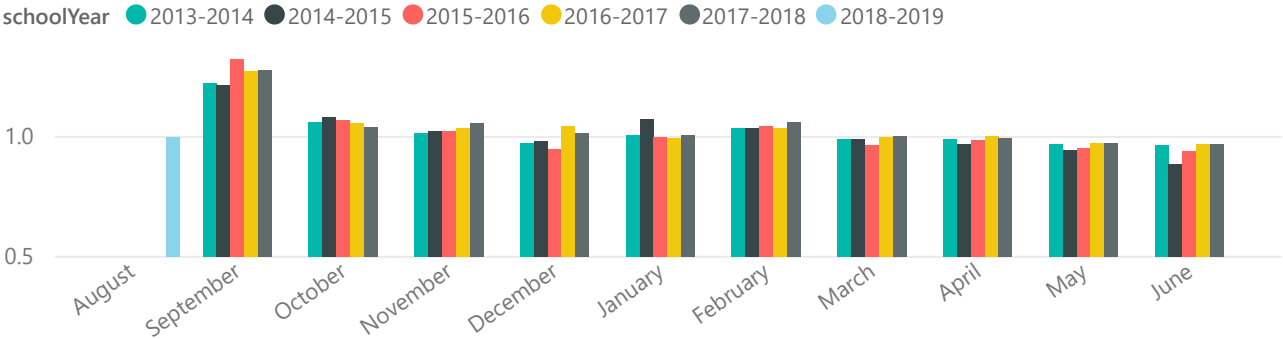
Average Performance

GradeDistribution	PriorEOY	CurrentMonth
PK-2	89%	
3-5	77%	91%
6-8	75%	88%
9-12	70%	
Total	74%	90%

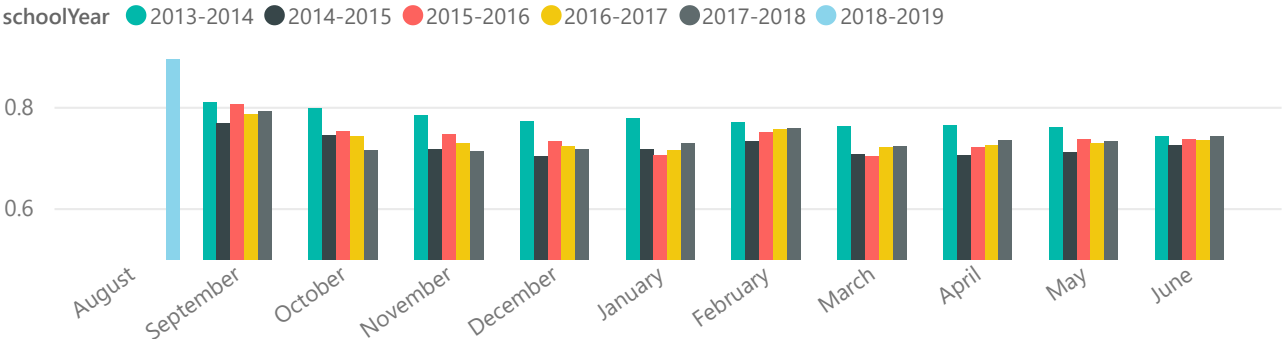
Average Attendance

GradeDistribution	SameMonthPriorYear	PriorEOY	CurrentMonth
PK-2		95%	100%
3-5		92%	100%
6-8		92%	100%
9-12	100%	85%	100%
Total	100%	89%	100%

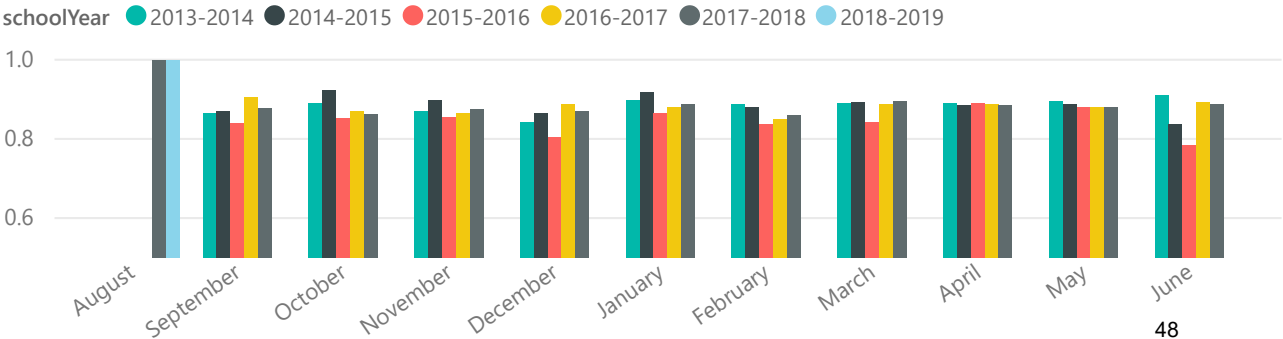
Average Total Participation



Average Total Performance



Average Total Attendance



MONTHLY SCHOOL REPORT

School & Date Selection

School
Capistrano Connections Academy

Report Date
August 31, 2018

Currently Enrolled
2989

Total YTD Enrolled
2989

Enrollment Services Complete (Stage 4)
3150

Capistrano Connections Academy

August 31, 2018

Current Enrollment Month-Over-Month Change

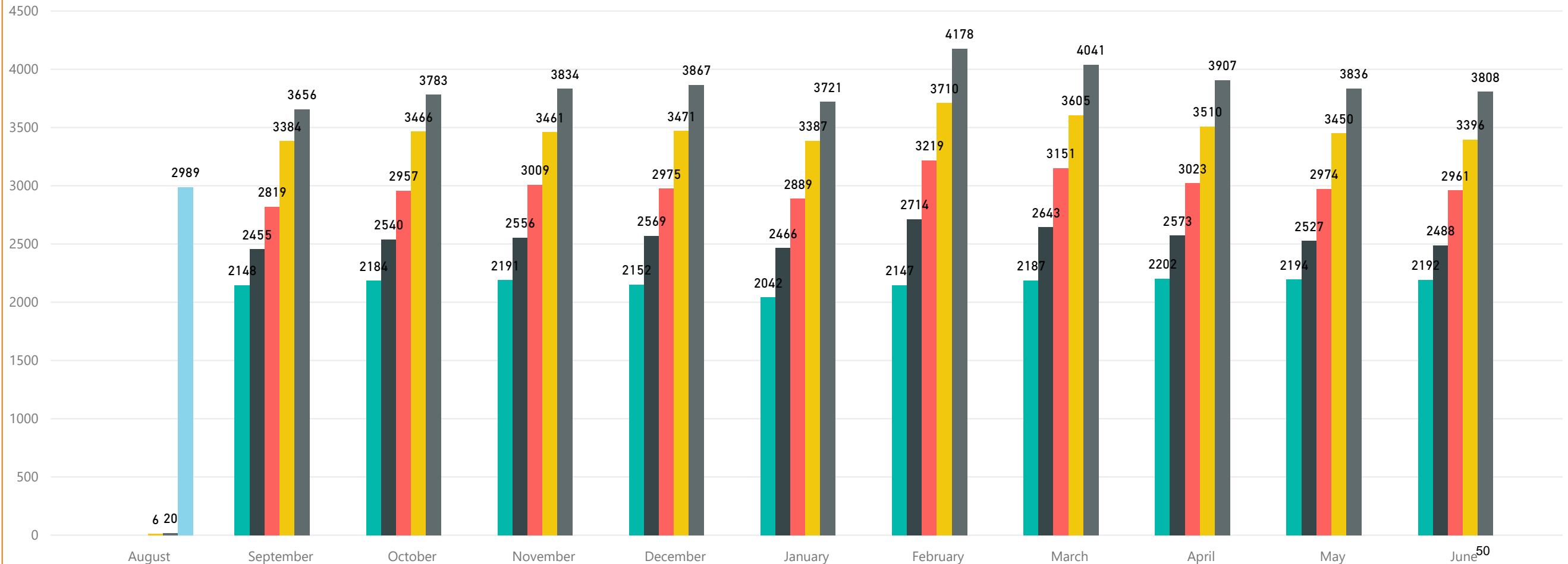
N/A

Current Enrollment Year-Over-Year Change

14845%

Monthly Student Current Enrollment Comparison

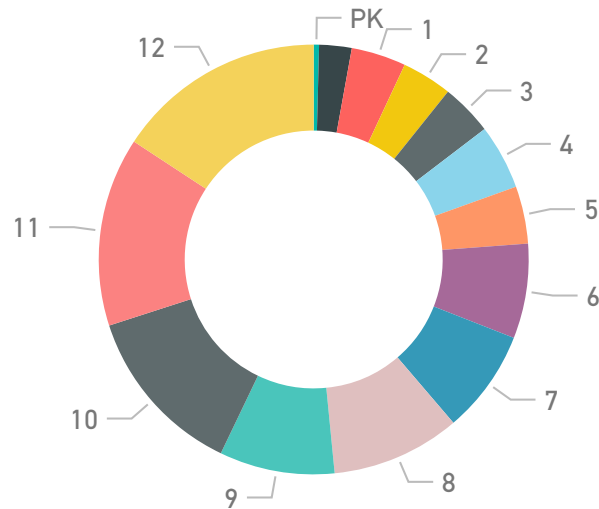
schoolYear ● 2013-2014 ● 2014-2015 ● 2015-2016 ● 2016-2017 ● 2017-2018 ● 2018-2019



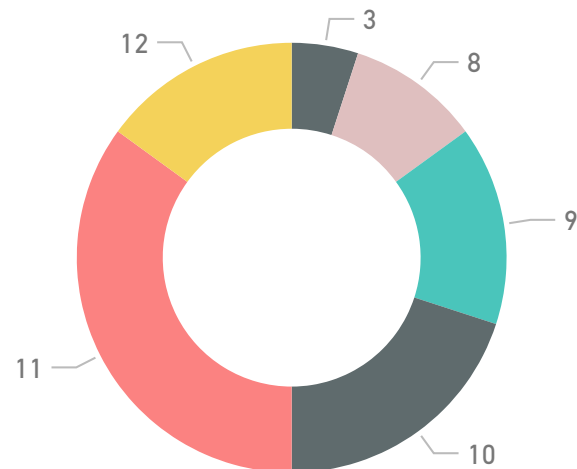
Capistrano Connections Academy

August 31, 2018

Enrolled Students by Final Grade



Enrolled Students Prior Year by Final Grade



Grade Distribution

ReportPeriod	SameMonthPriorYear		PriorEOY		CurrentMonth	
GradeDistribution	Students	%CT Students	Students	%CT Students	Students	%CT Students
PK-2			389	10%	321	11%
PK			8	0%	12	0%
KG			122	3%	73	2%
1			138	4%	123	4%
2			121	3%	113	4%
3-5	1	5%	493	13%	391	13%
3	1	5%	154	4%	116	4%
4			130	3%	146	5%
5			209	5%	129	4%
6-8	2	10%	984	26%	736	25%
6			255	7%	213	7%
7			329	9%	233	8%
8	2	10%	400	11%	290	10%
9-12	17	85%	1942	51%	1541	52%
9	3	15%	449	12%	259	9%
10	4	20%	508	13%	386	13%
11	7	35%	515	14%	425	14%
12	3	15%	470	12%	471	16%
Total	20	100%	3808	100%	2989	100%

Total YTD Enrollment by Withdrawal Category



Total YTD Enrollment Prior Year by Withdrawal Category



Total YTD Enrollment

ReportPeriod	SameMonthPriorYear		PriorEOY		CurrentMonth	
Withdrawal Category	Student Count	%CT Student Count	Student Count	%CT Student Count	Student Count	%CT Student Count
Enrolled, Not Grad	22	100%	3818	74%	2989	100%
Graduated			42	1%		
Prior To Engagement			207	4%		
Withdrawal During School Year			1127	22%		
Total	22	100%	5194	100%	2989	100%

Enrollment Services Complete (Stage 4)

3150

Capistrano Connections Academy
August 31, 2018

Withdrawal Reason

Withdrawal Reason ▲	PriorEOY
Different/Better Schooling Option (Not related to socialization)	593
Getting started with the school was too difficult	16
Life Change	155
Mismatch Academic	61
Mismatch Family Schedule	7
Regulation	244
Student wants more socialization	40
Unhappy with the school (teachers, leadership)	11

Capistrano Connections Academy

August 31, 2018

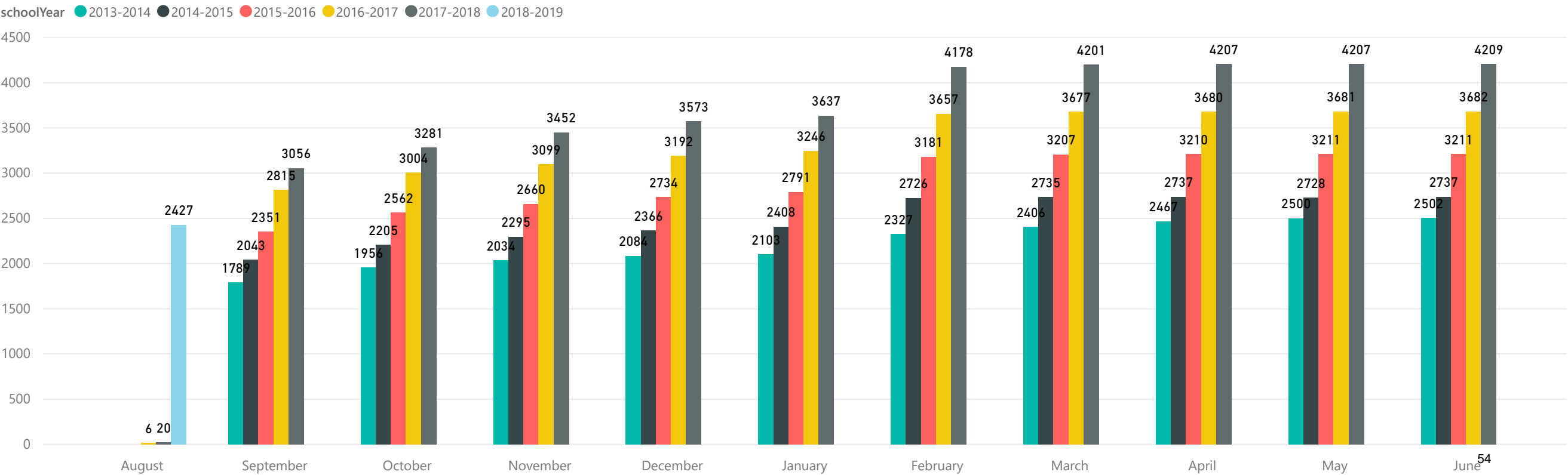
Household Data

Household Data	SameMonthPriorYear	PriorEOY	CurrentMonth
Active	20	3128	2427
Graduated		43	
WD During School Year		940	
WD Prior To Engagement		192	

Students Per Active Household

SameMonthPriorYear	PriorEOY	CurrentMonth
1.10	1.22	1.23

Monthly Total Households



Capistrano Connections Academy

August 31, 2018

Ethnicity

Ethnicity	SameMonthPriorYear	PriorEOY	CurrentMonth
Hispanic or Latino	4	1334	1062
Not Hispanic or Latino	16	2474	1927

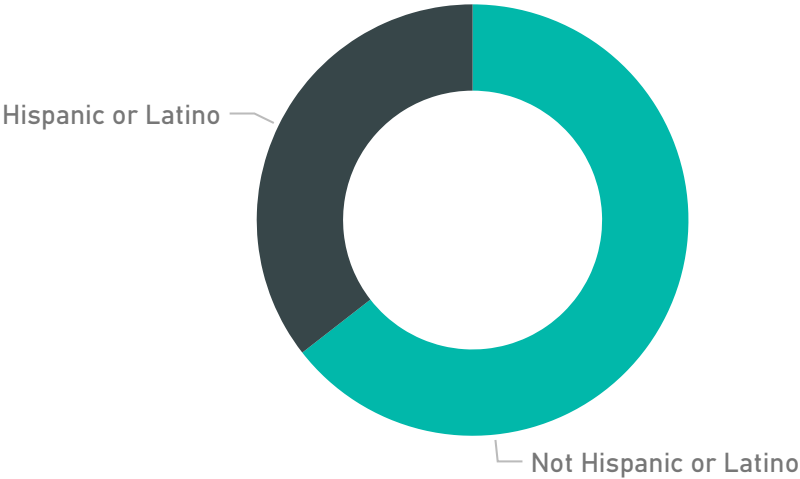
Race

Race	SameMonthPriorYear	PriorEOY	CurrentMonth
American Indian or Alaskan Native	1	286	193
Asian	3	425	344
Black/African American	4	712	569
Native Hawaiian or Other Pacific Islander	1	115	94
White	15	2761	2144

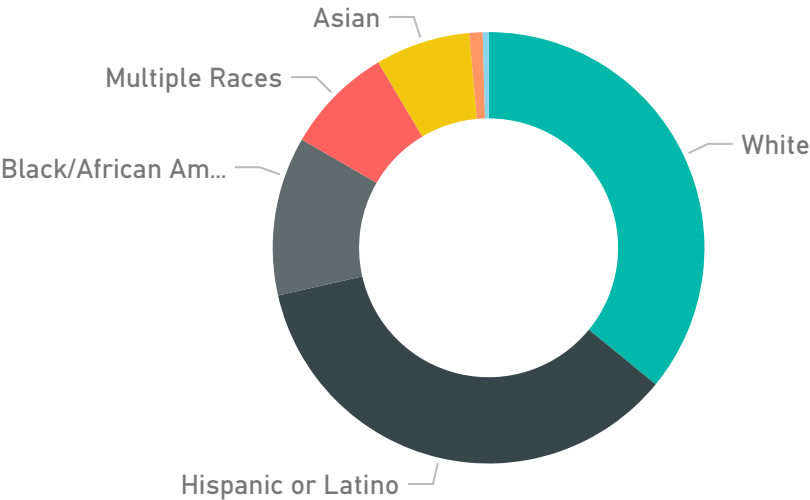
Distinct Race/Ethnicity

Distinct Race/Ethnicity	SameMonthPriorYear	PriorEOY	CurrentMonth
American Indian or Alaskan Native		21	13
Asian	2	253	212
Black/African American	3	435	356
Hispanic or Latino	4	1334	1062
Multiple Races	2	317	242
Native Hawaiian or Other Pacific Islander		36	30
Not Indicated		1	1
White	9	1411	1073

Enrolled Students by Ethnicity



Enrolled Students by Distinct Race/Ethnicity



Capistrano Connections Academy
August 31, 2018

Gender

Gender	SameMonthPriorYear	PriorEOY	CurrentMonth
		1	1
F	14	2109	1621
M	6	1698	1367

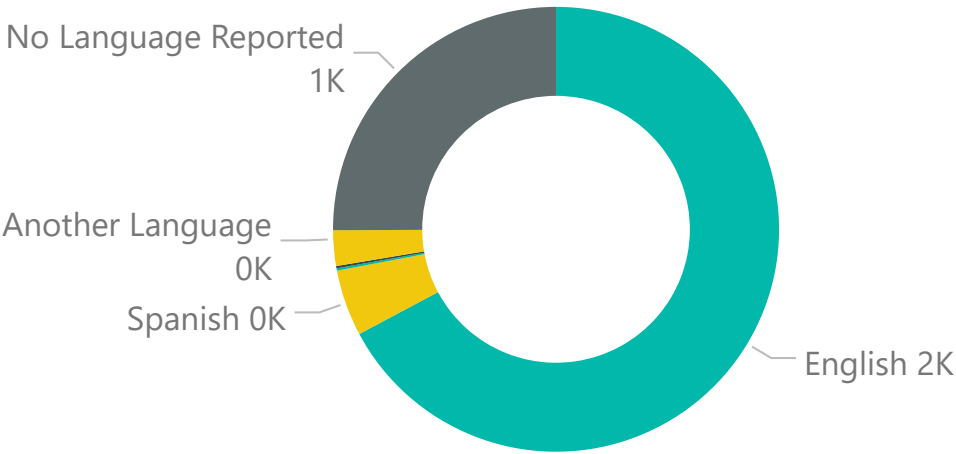
Primary Language

Home Language	SameMonthPriorYear	PriorEOY	CurrentMonth
English	6	3439	2008
Spanish		229	144
Russian		6	5
Arabic		6	5
Urdu		1	1
Another Language		124	77
No Language Reported	14	3	749

Enrolled Students by Gender



Enrolled Students by Language



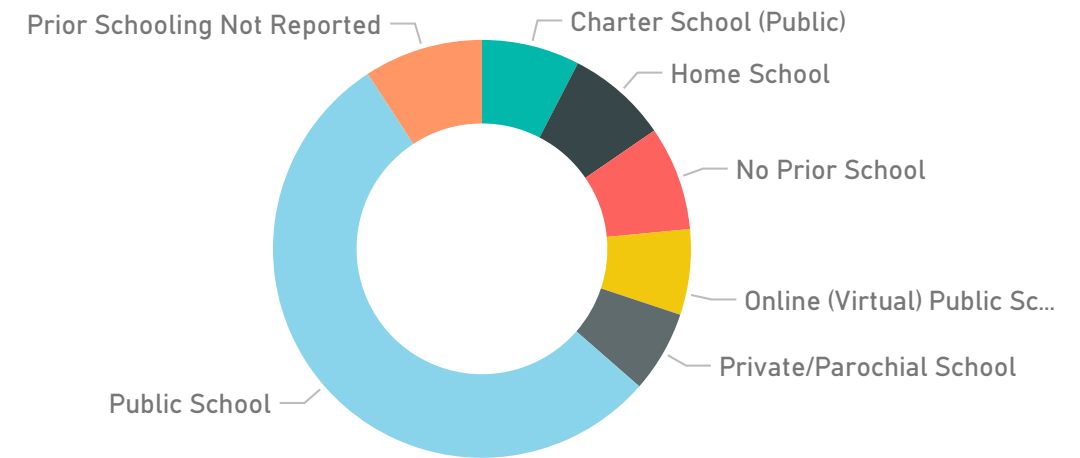
Capistrano Connections Academy

August 31, 2018

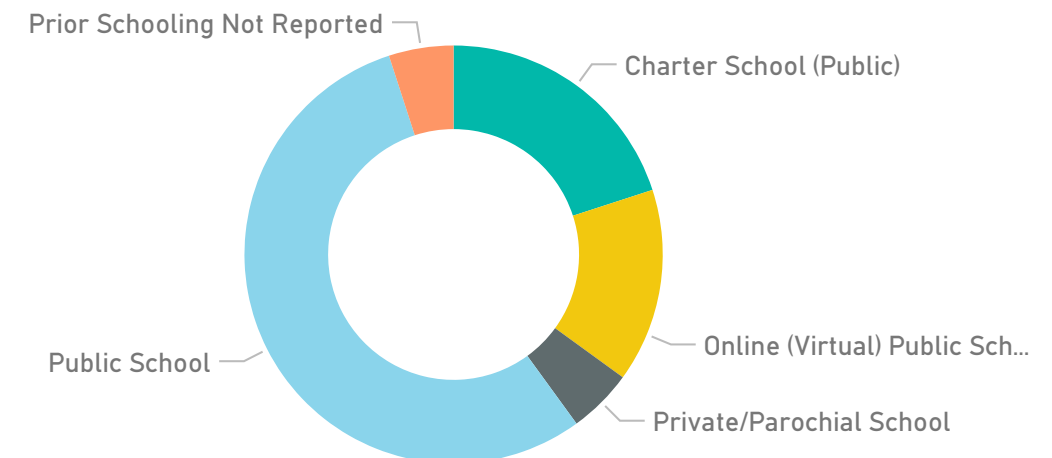
Prior Schooling

Prior Schooling ▲	SameMonthPriorYear	PriorEOY	CurrentMonth
Charter School (Public)	4	309	227
Home School		278	234
No Prior School		380	241
Online (Virtual) Public School	3	269	198
Private/Parochial School	1	249	189
Public School	11	2170	1625
Prior Schooling Not Reported	1	153	275

Prior Schooling August 31, 2018



Prior Schooling August 31, 2017

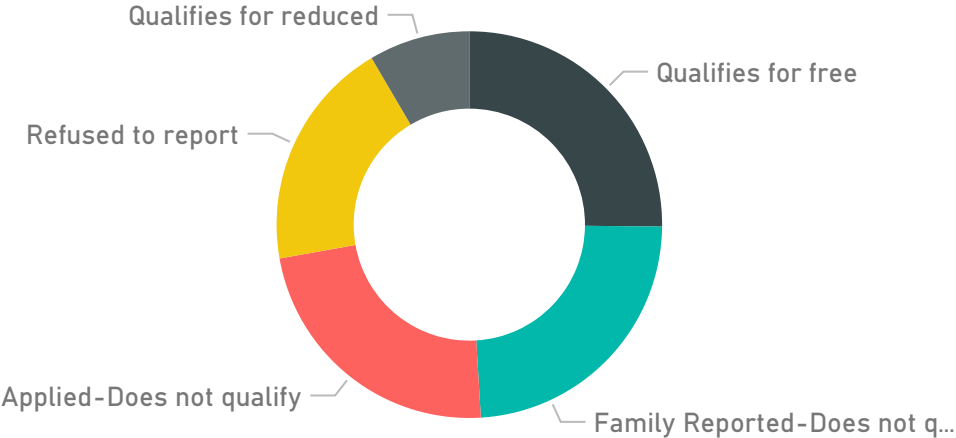


Capistrano Connections Academy

August 31, 2018

FARM Eligibility

August 31, 2018

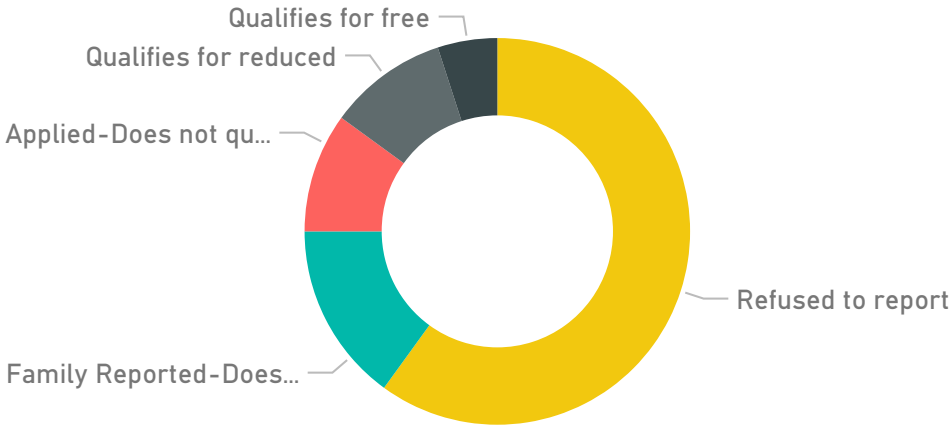


Disability

Disability	SameMonthPriorYear	PriorEOY	CurrentMonth
Autism		81	59
Cognitive Disability		8	5
Emotionally Impaired	1	51	32
Hearing Impaired		4	3
Other Health Impaired	1	99	73
Physical Disability		4	4
Specific Learning Disability	1	141	106
Speech/Language Impaired		56	44
Traumatic Brain Injury		2	2
Visually Impaired		2	2

FARM Eligibility

August 31, 2017



Specific Learning Disability

Autism

Emotiona...

Other Health Impaired

Speech/Language Impai...

Cog...

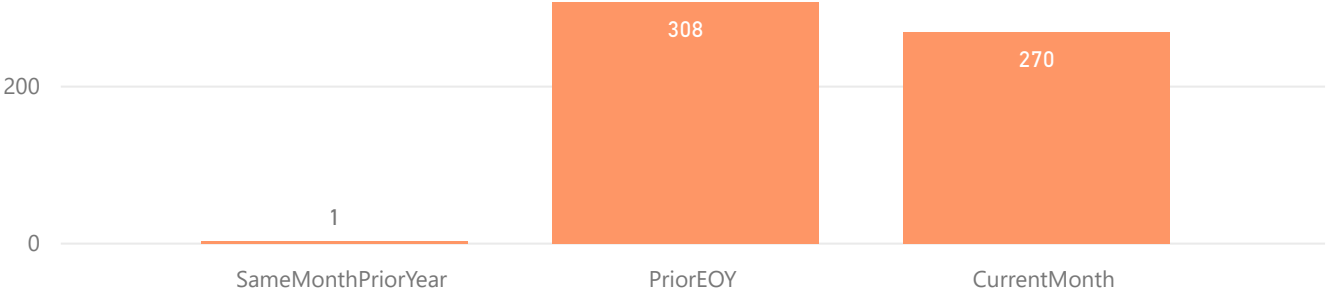
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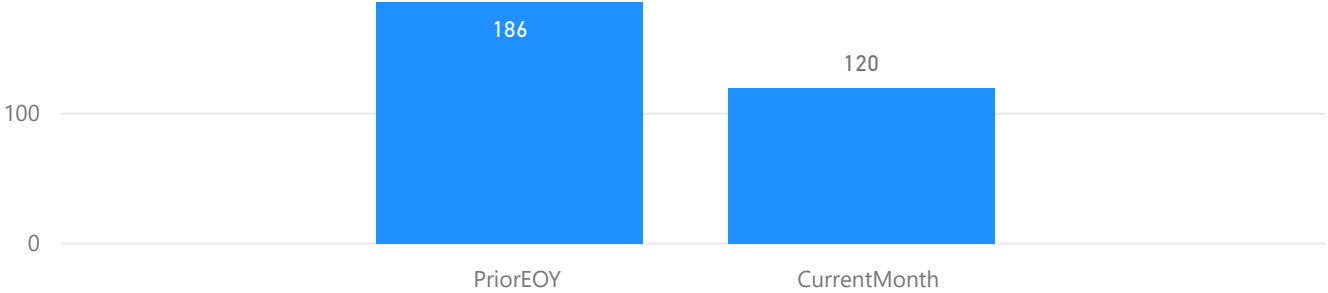
Capistrano Connections Academy

August 31, 2018

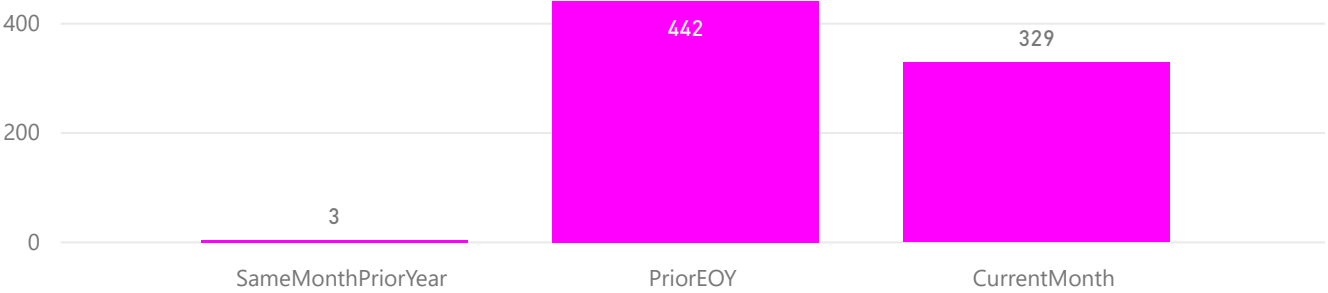
Gifted



Plan504



IEP



Currently Enrolled

2989

Gifted

9%

Plan504

4%

IEP

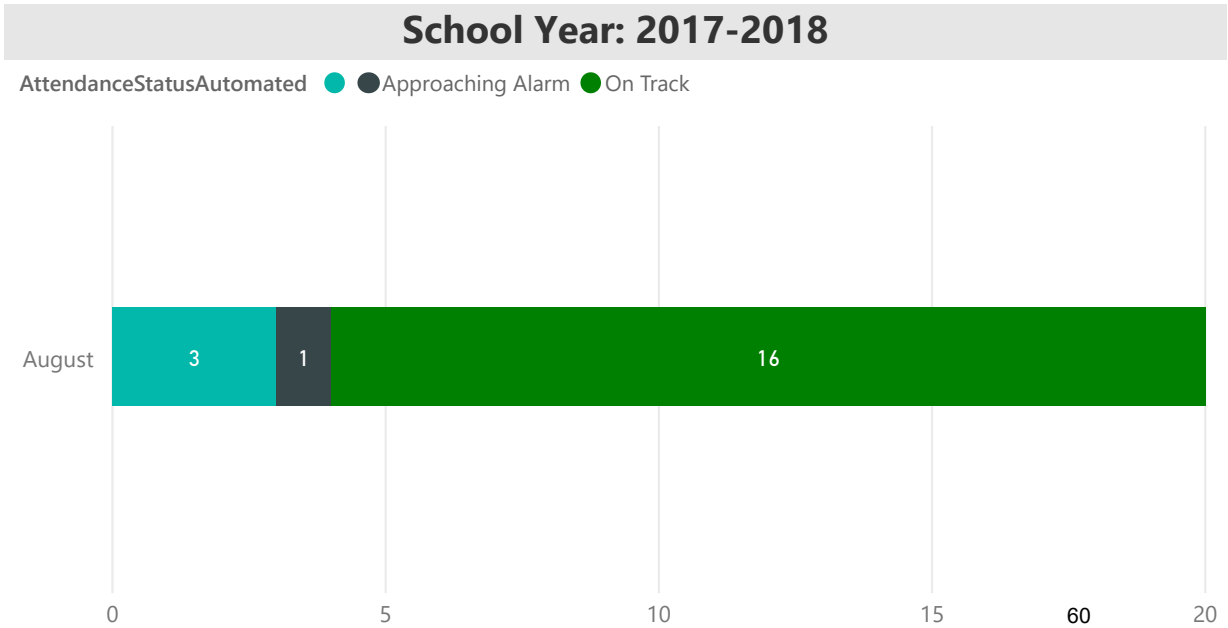
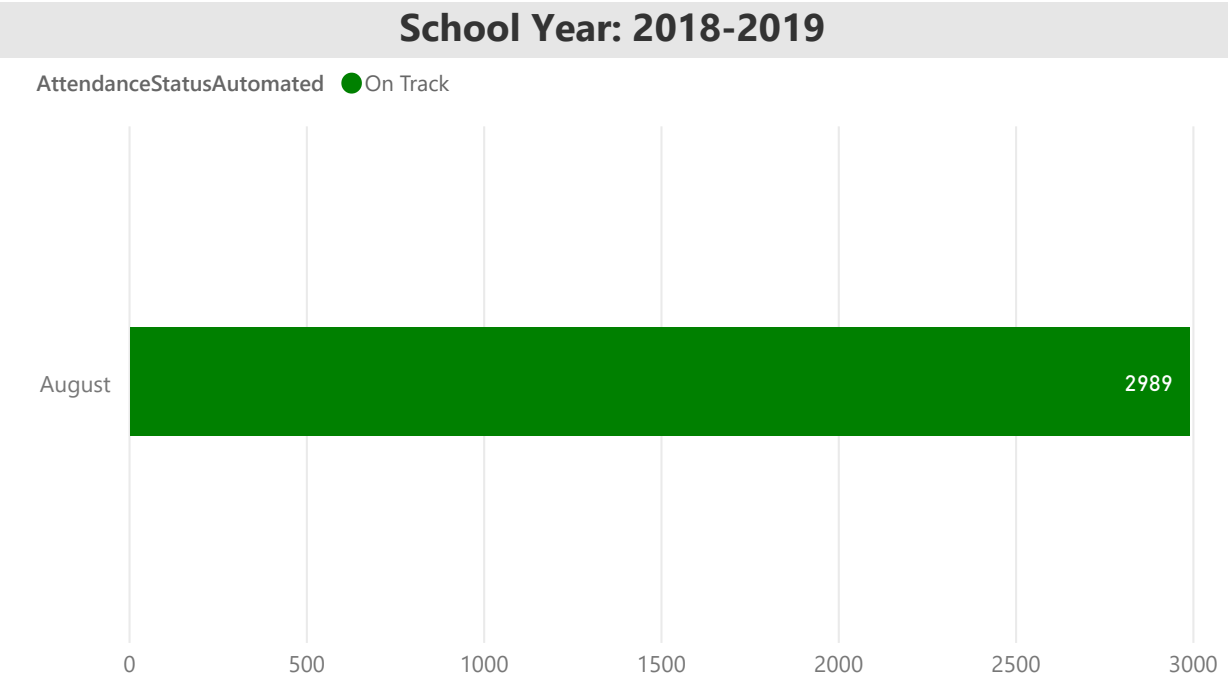
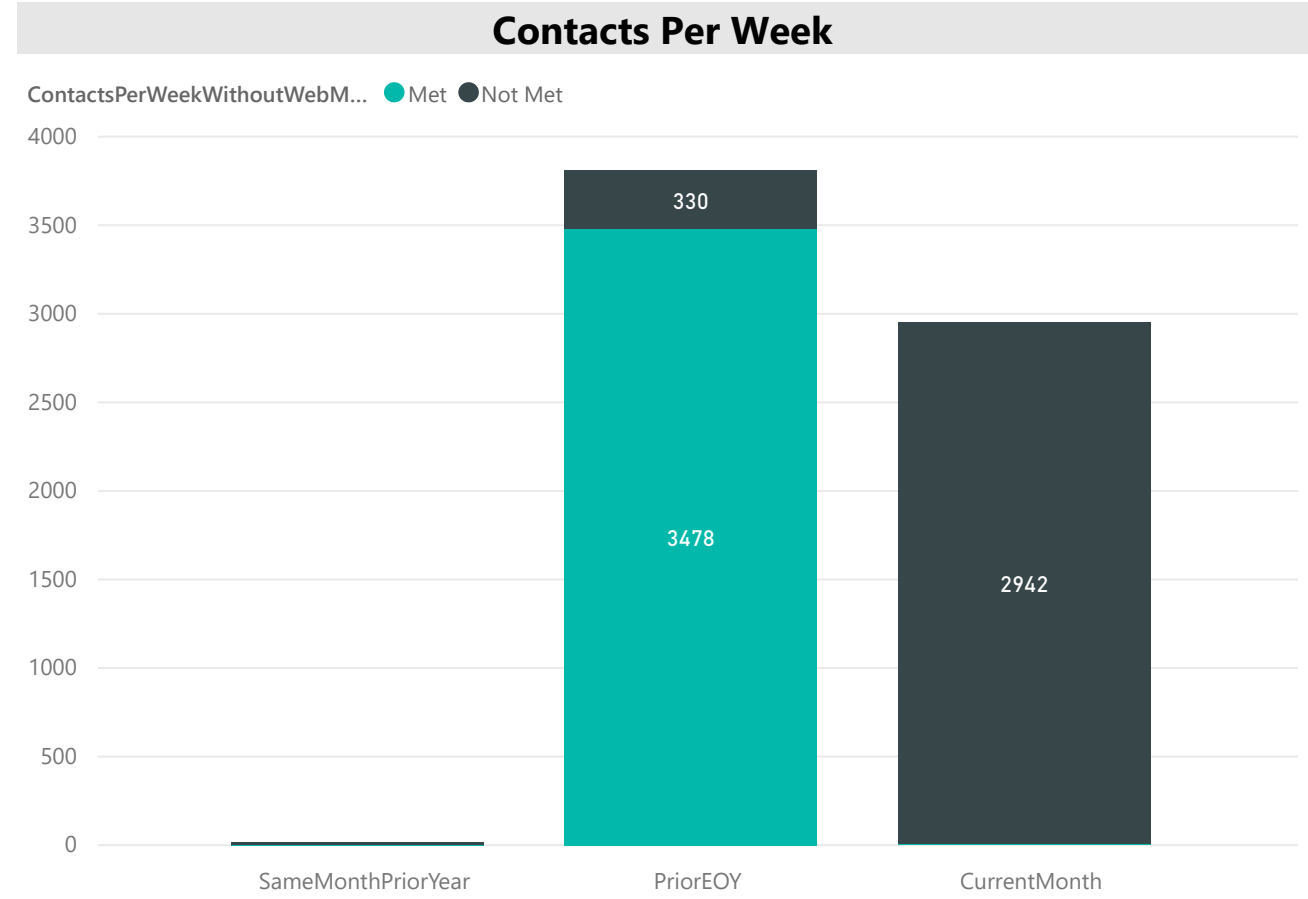
11%

Not in Special Population

77%

Capistrano Connections Academy

August 31, 2018



Currently Enrolled

2989

Capistrano Connections Academy

August 31, 2018

Average Participation

GradeDistribution	SameMonthPriorYear	PriorEOY	CurrentMonth
PK-2		98%	100%
3-5		99%	100%
6-8		100%	100%
9-12	117%	97%	100%
Total	117%	98%	100%

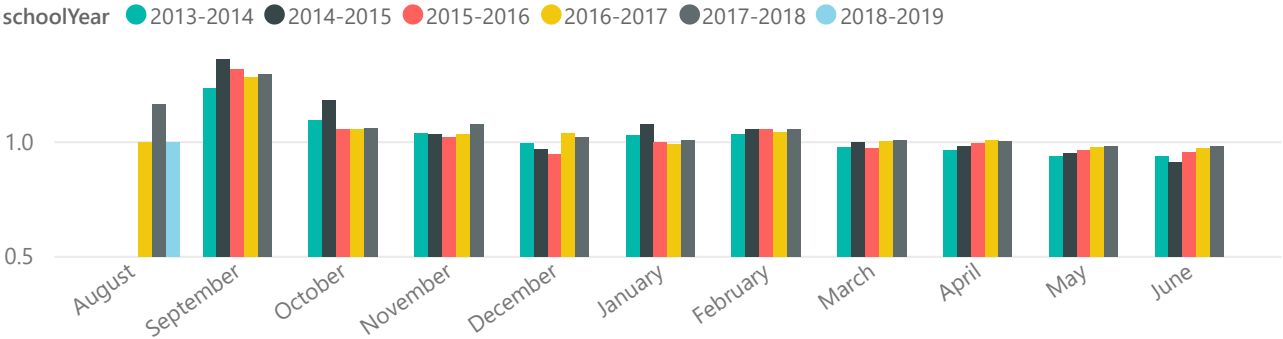
Average Performance

GradeDistribution	PriorEOY	CurrentMonth
PK-2	88%	42%
3-5	79%	
6-8	75%	86%
9-12	75%	86%
Total	77%	80%

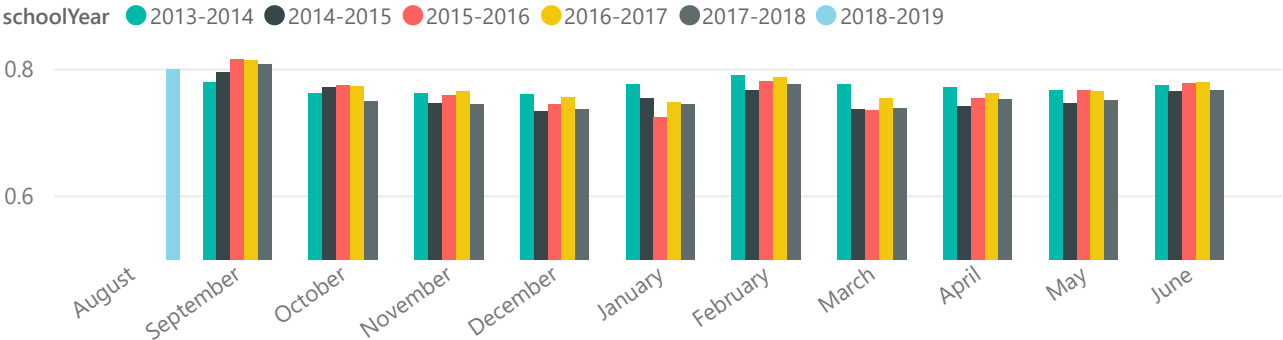
Average Attendance

GradeDistribution	SameMonthPriorYear	PriorEOY	CurrentMonth
PK-2		94%	100%
3-5		93%	100%
6-8	100%	93%	100%
9-12	94%	88%	100%
Total	95%	90%	100%

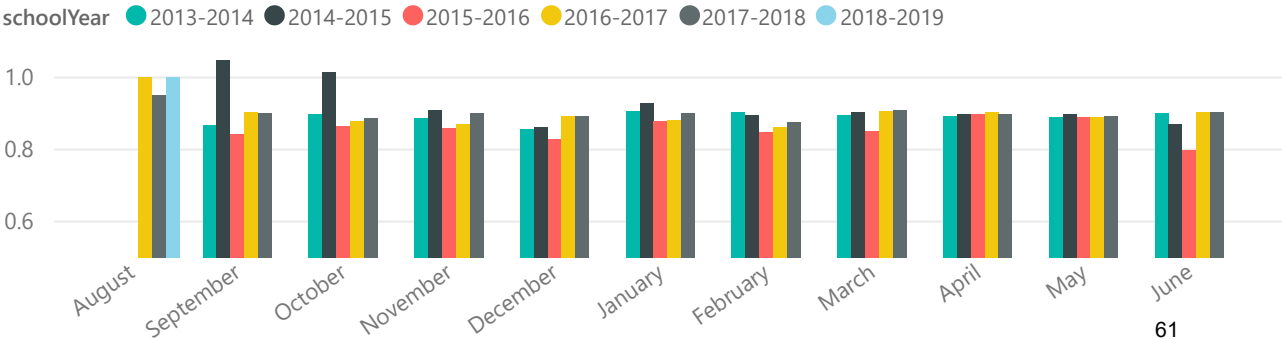
Average Total Participation



Average Total Performance



Average Total Attendance



California Connections Academy @ North Bay
Revenue and Expense Statement
For the Period Ended August 31, 2018

	July-18 Actual	August-18 Actual	YTD Actual	Annual Forecast	Annual Budget	Forecast vs Budget
Forecasted Enrollment						
Forecasted ADM				218	204	14
Forecasted Total Enrollment				296	251	45
Forecasted Funded Enrollment				195	183	12
Revenue						
State Funding	-	-	-	1,373,089.16	1,301,637	71,452
Federal & Other Program Funding	-	-	-	53,535.00	53,535	-
Local Aid	-	-	-	541,715.92	508,542	33,174
Other Funding Sources	1.82	2.33	4.15	500.00	500	-
Total Revenue	1.82	2.33	4.15	1,968,840.08	1,864,214	104,626
Program Expenses						
Compensation Expense						
Administration Staff	17,775.65	7,468.65	25,244.30	118,698.38	113,006	5,692
Instructional Staff	17,326.79	20,038.47	37,365.25	620,041.21	710,269	(90,228)
Total Compensation Expense	35,102.44	27,507.12	62,609.56	738,739.59	823,275	(84,535)
Fee Based Expenses						
Enrollment/Unit Based Fees	64,379.20	63,979.28	128,358.48	634,810.00	571,849	62,961
Revenue Based Fees	22,513.91	22,513.91	45,027.82	262,126.19	250,617	11,509
Total Fee Based Expenses	86,893.11	86,493.19	173,386.30	896,936.19	822,466	74,470
Other School Expenses						
Assessment	-	-	-	26,536.00	26,536	-
Authorizer Oversight	1,565.06	1,565.06	3,130.12	38,698.45	17,761	20,937
Employee Related	3.33	3,088.33	3,091.66	21,113.00	21,113	-
Facilities	1,113.85	1,558.19	2,672.04	25,567.00	25,567	-
Governance	1,582.08	51.22	1,633.30	4,998.08	4,948	50
Internet Service Provider	-	-	-	8,000.00	8,000	-
Instructional	95.68	1,172.08	1,267.76	16,800.00	20,822	(4,022)
Professional Services	239.75	42.91	282.66	13,941.00	13,941	-
Student Related	460.94	108.52	569.46	88,330.00	88,330	-
Pending Allocation	1,131.07	2,794.41	3,925.48	-	-	-
Total Other School Expenses	6,191.76	10,380.72	16,572.48	243,983.53	227,018	16,966
Adjustments and Credits						
Contractual Service Credit			-	-	(10,000)	10,000
Total Adjustments and Credits	-	-	-	-	(10,000)	10,000
Total Program Expenses	128,187.31	124,381.03	252,568.34	1,879,659.30	1,862,759	16,900
Net Increase (Decrease)	(128,185.49)	(124,378.70)	(252,564.19)	89,180.78	1,455	87,726
Beginning fund balance	70,327.60	70,327.60	70,327.60	70,327.60	10,341	59,987
Ending fund balance	(57,857.89)	(54,051.10)	(182,236.59)	159,508.37	11,795	147,713

California Connections Academy @ North Bay
Balance Sheet
August 31, 2018

ASSETS

Cash and Short Term Investments:

Checking	\$	17,338.00
Savings		55,188.37

	-----	72,526.37
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Other Current Assets:

Pupil Funding	542,888.35
SPED Funding State	4,265.00
Other State Receivables	43,111.47
Federal Programs	1,214.00
Other Receivables	(13,581.96)
Prepaid Expenses	1,434.89

	-----	579,331.75
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	-----	651,858.12
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Other Assets:

Indoff Incorporated - deposit for shelving system	523.20
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	-----	523.20
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Total Assets	\$	652,381.32
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LIABILITIES

Current Liabilities:

Due to (from) Pearson Online and Blended Learning	\$	813,977.11
Pension Payable		(2,418.71)
Accrued Compensation		11,557.30
Accrued Expenses		(138.64)
Accounts Payable		11,640.85

	-----	834,617.91
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Total Liabilities	834,617.91
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FUND BALANCE

Beginning Fund Balance	70,327.60
Change in Fund Balance	(252,564.19)

	-----	(182,236.59)
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Total Liabilities and Fund Balance	\$	652,381.32
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California Connections Academy @ North Bay
Schedule of Revenue
For the Period Ended August 31, 2018

	July-18 Actual	August-18 Actual	YTD Actual	Annual Forecast	Annual Budget	Forecast vs Budget
Revenue						
State Funding						
LCFF / General Purpose Block Grant - State	-	-	-	1,210,669.61	1,141,913.00	68,756.61
LCFF / General Purpose Block Grant - State EPA	-	-	-	32,088.00	32,088.00	-
Lottery	-	-	-	37,762.45	35,450.00	2,312.45
Special Education Pass Through Funds - State	-	-	-	30,245.82	30,246.00	(0.18)
One Time State Funding	-	-	-	56,939.80	56,940.00	(0.20)
Mandated Cost Reimbursement	-	-	-	5,383.48	5,000.00	383.48
Total State Funding	-	-	-	1,373,089.16	1,301,637.00	71,452.16
Federal & Other Programs Funding						
Star Testing Reimbursement	-	-	-	335.00	335.00	-
Title I	-	-	-	21,000.00	21,000.00	-
Title II	-	-	-	4,000.00	4,000.00	-
Title IV	-	-	-	7,000.00	7,000.00	-
IDEA	-	-	-	21,000.00	21,000.00	-
E-Rate	-	-	-	200.00	200.00	-
Total Federal & Other Programs Funding	-	-	-	53,535.00	53,535.00	-
Local Funding						
LCFF / General Purpose Block Grant - Local	-	-	-	541,715.92	508,542.00	33,173.92
Total Local Funding	-	-	-	541,715.92	508,542.00	33,173.92
Other Funding						
Interest	1.82	2.33	4.15	500.00	500.00	-
Total Other Funding	1.82	2.33	4.15	500.00	500.00	-
Total Revenue	1.82	2.33	4.15	1,968,840.08	1,864,214.00	104,626.08

California Connections Academy @ North Bay
Schedule of Fees
For the Period Ended August 31, 2018

	July-18 Actual	August-18 Actual	YTD Actual	Annual Forecast	Annual Budget	Forecast vs Budget
SCHEDULE OF FEES:						
Enrollment/Unit Based Fees						
Accounting and Regulatory Reporting	1,103.33	1,103.33	2,206.66	10,900.50	10,200.00	700.50
Connexus™ Annual License (LMS)	13,240.00	13,240.00	26,480.00	130,806.00	122,400.00	8,406.00
Curriculum Postage	979.00	979.00	1,958.00	9,768.00	8,280.00	1,488.00
Direct Course Instruction Support	-	-	-	-	-	-
Educational Resource Center	2,780.40	2,780.40	5,560.80	27,469.26	25,704.00	1,765.26
Enrollment and Records Management	1,186.67	1,186.67	2,373.34	11,840.00	10,037.00	1,803.00
Facility Support Services	91.86	91.86	183.72	870.00	1,304.00	(434.00)
Hardware/Software - Employees	655.25	655.25	1,310.50	5,394.00	6,026.00	(632.00)
Human Resources Support	1,365.10	1,365.10	2,730.20	11,237.50	12,555.00	(1,317.50)
Internet Subsidy Payment Processing	161.39	161.39	322.78	3,136.50	3,137.00	(0.50)
School Curriculum Supplies	493.36	493.36	986.72	3,987.50	4,484.00	(496.50)
Short Term Substitute Teaching	399.92	-	399.92	2,373.34	-	2,373.34
Student Technology Assistance	7,757.71	7,757.71	15,515.42	72,139.50	72,140.00	(0.50)
Tangible and Intangible Instructional Materials	30,855.21	30,855.21	61,710.42	308,950.00	261,366.00	47,584.00
Technical Support and Repairs	3,310.00	3,310.00	6,620.00	32,701.50	30,600.00	2,101.50
Voice Over IP Services	-	-	-	3,236.40	3,616.00	(379.60)
Total Enrollment/Unit Based Fees	64,379.20	63,979.28	128,358.48	634,810.00	571,849.00	62,961.00
Revenue Based Fees						
Marketing Services	1,887.54	1,887.54	3,775.08	19,170.94	18,124.68	-
School Administration	11,325.21	11,325.21	22,650.42	115,025.66	108,748.08	1,046.26
Special Education Direct Services	1,751.02	1,751.02	3,502.04	51,245.82	51,246.00	6,277.58
Special Education Oversight and Liability	4,718.84	4,718.84	9,437.68	47,927.36	45,311.70	(0.18)
Treasury Services	2,831.30	2,831.30	5,662.60	28,756.41	27,187.02	2,615.66
Total Revenue Based Fees	22,513.91	22,513.91	45,027.82	262,126.19	250,617.48	9,939.31
Total Fee Based Expenses	86,893.11	86,493.19	173,386.30	896,936.19	822,466.48	72,900.31
SCHEDULE OF COMPENSATION:						
Administrative Compensation						
Salaries	13,612.50	5,754.81	19,367.31	86,385.18	81,571.99	4,813.19
Benefits	3,335.06	1,409.93	4,744.99	21,164.37	19,985.14	1,179.23
Taxes	463.11	221.94	685.05	3,710.56	4,243.47	(532.91)
Pension	364.98	81.97	20,995.25	7,438.28	7,205.08	233.20
Total Administrative Compensation	17,775.65	7,468.65	45,792.60	118,698.38	113,005.68	5,692.70
Instructional Compensation						
Salaries	16,026.62	17,166.84	33,193.46	441,287.00	497,457.14	(56,170.14)
Benefits	3,926.53	4,205.87	8,132.40	108,115.31	121,877.00	(13,761.69)
Taxes	47.85	189.91	237.75	8,399.63	9,949.14	(1,549.51)
Pension	(2,674.20)	(1,524.15)	154,926.82	62,239.27	80,986.02	(18,746.75)
Total Instructional Compensation	17,326.79	20,038.47	196,490.43	620,041.21	710,269.30	(90,228.09)
Total Compensation	35,102.44	27,507.12	242,283.03	738,739.59	823,274.98	(84,535.39)

California Connections Academy @ North Bay
Schedule Other Expenses
For the Period Ended August 31, 2018

	July-18 Actual	August-18 Actual	YTD Actual	Annual Forecast	Annual Budget	Forecast vs Budget
SCHEDULE OF OTHER SCHOOL EXPENSES:						
Assessment						
Student Testing & Assessment Facilities & Services	-	-	-	11,000.00	11,000.00	
Student Testing & Assessment Travel	-	-	-	7,536.00	7,536.00	
Student Testing Technology	-	-	-	8,000.00	8,000.00	-
Total Assessment	-	-	-	26,536.00	26,536.00	-
Authorizer Oversight						
District Administrative Fees			-	-	-	-
District Oversight	1,487.06	1,487.06	2,974.12	37,762.45	16,825.00	20,937.45
STRS Reporting	78.00	78.00	156.00	936.00	936.00	-
Total Authorizer Oversight	1,565.06	1,565.06	3,130.12	38,698.45	17,761.00	20,937.45
Employee Related						
Staff Recruiting/Background Checks	3.33	19.27	22.60	1,043.00	1,043.00	-
Staff Training/Prof. Dvlpmt	-	2,881.45	2,881.45	11,836.00	11,836.00	-
Team Building	-	138.51	138.51	1,481.00	1,481.00	-
Travel and Conferences - Teachers	-	6.88	6.88	2,443.00	2,443.00	
Travel and Conferences - Administration	-	42.22	42.22	4,310.00	4,310.00	-
Total Employee Related	3.33	3,088.33	3,091.66	21,113.00	21,113.00	-
Facilities						
Copiers/ Reproduction	37.70	37.55	75.25	862.00	862.00	-
Expensed Furniture and Equipment	-	-	-	2,484.00	2,484.00	-
Internet	48.91	42.29	91.20	1,864.00	1,864.00	-
Maintenance & Repairs	23.54	118.41	141.95	2,029.00	2,029.00	-
Office Postage	9.41	98.47	107.88	1,613.00	1,613.00	-
Office Supplies	23.60	179.93	203.53	1,884.00	1,884.00	-
Office Rent	842.16	728.81	1,570.97	9,934.00	9,934.00	-
Rent Operating Expense	107.03	92.03	199.06	1,299.00	1,299.00	-
Rent Storage Unit	-	93.93	93.93	450.00	450.00	-
Telephone	17.47	25.53	43.00	1,539.00	1,539.00	-
Utilities	4.03	141.24	145.27	1,609.00	1,609.00	-
Total Facilities	1,113.85	1,558.19	2,672.04	25,567.00	25,567.00	-
Governance						
Accreditation	1,020.00	-	1,020.00	1,020.00	1,000.00	20.00
Banking Fees	-	0.58	0.58	400.00	400.00	-
Board-Related Expenses	-	23.12	23.12	870.00	870.00	-
Dues	344.00	27.52	371.52	2,490.00	2,490.00	-
Insurance Expenses	218.08	-	218.08	218.08	188.00	30.08
Total Governance	1,582.08	51.22	1,633.30	4,998.08	4,948.00	50.08
Internet Service Provider						
ISP Payment Reimbursement	-	-	-	8,000.00	8,000.00	-
Total Internet Service Provider	-	-	-	8,000.00	8,000.00	-
Instructional						
Math Time to Talk	-	-	-	1,983.00	1,983.00	-
Other Curriculum	-	-	-	1,293.00	1,293.00	-
Science Lab	78.29	194.08	272.37	3,846.00	3,846.00	-
Science Lab - Other Contracted Services	17.39	-	17.39	6,200.00	6,200.00	-
Summer School	-	978.00	978.00	978.00	5,000.00	(4,022.00)
Title I - SES Tutoring	-	-	-	2,500.00	2,500.00	-
Total Instructional	95.68	1,172.08	1,267.76	16,800.00	20,822.00	(4,022.00)
Professional Services						
Accounting Services/Audit	-	-	-	9,000.00	9,000.00	-
AERIES	-	-	-	700.00	700.00	-
Legal Services	239.75	34.22	273.97	2,974.00	2,974.00	-
Other School Contracted Services	-	-	-	1,093.00	1,093.00	-
Other School Expense	-	8.69	8.69	174.00	174.00	-
Total Professional Services	239.75	42.91	282.66	13,941.00	13,941.00	-
Student Related						
College and Career Grant	-	-	-	73,000.00	73,000.00	-
Graduation Expense	-	59.45	59.45	4,000.00	4,000.00	-
Student Activities	460.94	49.07	510.01	11,330.00	11,330.00	-
Total Student Related	460.94	108.52	569.46	88,330.00	88,330.00	-
Pending Allocation						
Expenses Pending Allocation	1,131.07	2,794.41	3,925.48	-	-	-
Total Pending Allocation	1,131.07	2,794.41	3,925.48	-	-	-
Total Other Expenses	6,191.76	10,380.72	16,572.48	243,983.53	227,018.00	16,965.53

California Connections Academy @ Central
Revenue and Expense Statement
For the Period Ended August 31, 2018

	July-18 Actual	August-18 Actual	YTD Actual	Annual Forecast	Annual Budget	Forecast vs Budget
<u>Forecasted Enrollment</u>						
Forecasted ADM				544	556	(12)
Forecasted Total Enrollment				762	778	(16)
Forecasted Funded Enrollment				489	500	(11)
<u>Revenue</u>						
State Funding	-	-	-	4,610,677.69	4,666,504	(55,826)
Federal & Other Program Funding	-	-	-	209,517.00	209,517	-
Local Aid	-	889.55	889.55	229,278.59	233,500	(4,221)
Other Funding Sources	11.10	35.41	46.51	1,200.00	1,200	-
Total Revenue	11.10	924.96	936.06	5,050,673.28	5,110,721	(60,048)
<u>Program Expenses</u>						
Compensation Expense						
Administration Staff	48,447.36	20,355.74	68,803.10	323,511.27	307,996	15,515
Instructional Staff	63,539.56	62,778.47	126,318.03	1,714,703.14	1,935,832	(221,129)
Total Compensation Expense	111,986.92	83,134.21	195,121.13	2,038,214.41	2,243,828	(205,613)
Fee Based Expenses						
Enrollment/Unit Based Fees	134,205.82	133,115.62	267,321.44	1,700,623.54	1,741,699	(41,075)
Revenue Based Fees	49,114.65	49,114.65	98,229.30	666,625.06	673,460	(6,835)
Total Fee Based Expenses	183,320.47	182,230.27	365,550.74	2,367,248.60	2,415,159	(47,910)
Other School Expenses						
Assessment	560.00	-	560.00	43,539.93	43,540	-
Authorizer Oversight	4,955.33	4,955.33	9,910.65	59,463.93	60,051	(587)
Employee Related	9.08	8,346.03	8,355.11	74,646.00	74,646	-
Facilities	2,729.31	4,237.54	6,966.85	69,953.00	69,953	-
Governance	2,484.42	169.60	2,654.02	11,449.82	11,418	32
Internet Service Provider	-	-	-	29,000.00	29,000	-
Instructional	260.78	5,455.94	5,716.72	35,137.00	42,410	(7,273)
Professional Services	653.44	2,616.97	3,270.41	22,507.00	22,507	-
Student Related	-	607.69	607.69	92,400.00	92,400	-
Pending Allocation	2,722.63	8,684.90	11,407.53	-	-	-
Total Other School Expenses	14,374.99	35,074.00	49,448.98	438,096.67	445,925	(7,828)
Total Program Expenses	309,682.38	300,438.47	610,120.85	4,843,559.68	5,104,912	(261,352)
Net Increase (Decrease)	(309,671.28)	(299,513.51)	(609,184.79)	207,113.60	5,809	201,304
Beginning fund balance	40,751.73	40,751.73	40,751.73	40,751.73	10,241	40,752
Ending fund balance	(268,919.55)	(258,761.78)	(568,433.06)	247,865.33	16,050	242,056

California Connections Academy @ Central
Balance Sheet
August 31, 2018

ASSETS

Cash and Short Term Investments:

Checking	\$	2,490.07
Savings		522,338.55

Total Cash and Short Term Investments		524,828.62

Other Current Assets:

Pupil Funding	200,105.47
SPED Funding State	11,128.00
Other State Receivables	(11,510.61)
Federal Programs	6,927.00
Other Receivables	(28,682.34)
Prepaid Expenses	8,028.51

Total Other Current Assets	185,996.03

Total Current Assets	710,824.65

Other Assets:

Indoff Incorporated - deposit for shelving system	1,259.11
Utilities Deposit	100.00

Total Other Assets	1,359.11

Total Assets	\$	712,183.76
		=====

LIABILITIES

Current Liabilities:

Due to (from) Pearson Online and Blended Learning	\$	1,188,543.66
Pension Payable		(638.22)
Accrued Compensation		27,817.59
Accrued Expenses		(376.07)
Accounts Payable		65,269.86

Total Current Liabilities		1,280,616.82

Total Liabilities	1,280,616.82

FUND BALANCE

Beginning Fund Balance	40,751.73
Change in Fund Balance	(609,184.79)

Ending Fund Balance	(568,433.06)

Total Liabilities and Fund Balance	\$	712,183.76
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California Connections Academy @ Central
Schedule of Revenue
For the Period Ended August 31, 2018

	July-18 Actual	August-18 Actual	YTD Actual	Annual Forecast	Annual Budget
<u>Revenue</u>					
State Funding					
LCFF / General Purpose Block Grant - State	-	-	-	3,750,762.83	3,804,401.00
LCFF / General Purpose Block Grant - State EPA	-	-	-	552,141.00	552,141.00
Lottery	-	-	-	94,876.82	97,000.00
Special Education Pass Through Funds - State	-	-	-	62,034.66	62,035.00
One Time State Funding	-	-	-	138,927.40	138,927.00
Mandated Cost Reimbursement	-	-	-	11,934.99	12,000.00
Total State Funding	-	-	-	4,610,677.69	4,666,504.00
Federal & Other Programs Funding					
Star Testing Reimbursement	-	-	-	817.00	817.00
Title I	-	-	-	118,000.00	118,000.00
Title II	-	-	-	17,000.00	17,000.00
Title IV	-	-	-	10,000.00	10,000.00
IDEA	-	-	-	63,000.00	63,000.00
E-Rate	-	-	-	700.00	700.00
Total Federal & Other Programs Funding	-	-	-	209,517.00	209,517.00
Local Funding					
LCFF / General Purpose Block Grant - Local	-	-	-	228,389.04	233,500.00
Microsoft Voucher reimbursement program	-	889.55	889.55	889.55	-
Total Local Funding	-	889.55	-	229,278.59	233,500.00
Other Funding					
Interest	11.10	35.41	46.51	1,200.00	1,200.00
Total Other Funding	11.10	35.41	46.51	1,200.00	1,200.00
Total Revenue	11.10	924.96	46.51	5,050,673.28	5,110,721.00

California Connections Academy @ Central
Schedule of Fees
For the Period Ended August 31, 2018

	July-18 Actual	August-18 Actual	YTD Actual	Annual Forecast	Annual Budget	Forecast vs Budget
SCHEDULE OF FEES:						
Enrollment/Unit Based Fees						
Educational Resource Center	5,505.05	5,505.05	11,010.10	68,522.86	70,056.00	(1,533.14)
Connexus™ Annual License (LMS)	26,214.50	26,214.50	52,429.00	326,299.33	333,600.00	(7,300.67)
Technical Support and Repairs	6,553.63	6,553.63	13,107.26	81,574.83	83,400.00	(1,825.17)
Accounting and Regulatory Reporting	2,184.54	2,184.54	4,369.08	27,191.61	27,800.00	(608.39)
Direct Course Instruction Support	-	-	-	-	-	-
Short Term Substitute Teaching	1,090.20	-	1,090.20	1,090.20	-	1,090.20
Hardware/Software - Employees	1,296.96	1,296.96	2,593.92	14,551.80	16,425.00	(1,873.20)
Voice Over IP Services	-	-	-	8,731.08	9,855.00	(1,123.92)
Human Resources Support	2,702.01	2,702.01	5,404.02	30,316.25	34,219.00	(3,902.75)
Facility Support Services	181.82	181.82	363.64	2,370.00	3,555.00	(1,185.00)
School Curriculum Supplies	976.54	976.54	1,953.08	10,744.00	12,222.00	(1,478.00)
Student Technology Assistance	18,031.04	18,031.04	36,062.08	261,031.39	261,031.00	0.39
Internet Subsidy Payment Processing	433.12	433.12	866.24	11,349.19	11,349.00	0.19
Enrollment and Records Management	2,446.07	2,446.07	4,892.14	30,480.00	31,136.00	(656.00)
Curriculum Postage	2,018.01	2,018.01	4,036.02	25,146.00	25,687.00	(541.00)
Tangible and Intangible Instructional Materials	62,489.00	62,489.00	124,978.00	776,225.00	796,364.00	(20,139.00)
Community Outreach	2,083.33	2,083.33	4,166.66	25,000.00	25,000.00	-
Total Enrollment/Unit Based Fees	134,205.82	133,115.62	267,321.44	1,700,623.54	1,741,699.00	(41,075.46)
Revenue Based Fees						
Treasury Services	5,719.42	5,719.42	11,438.84	73,853.24	74,785.00	(931.76)
Marketing Services	3,812.95	3,812.95	7,625.90	49,235.49	49,857.00	(621.51)
School Administration	22,877.68	22,877.68	45,755.36	295,412.94	299,141.00	(3,728.06)
Special Education Oversight and Liability	9,532.37	9,532.37	19,064.74	123,088.73	124,642.00	(1,553.27)
Special Education Direct Services	7,172.23	7,172.23	14,344.46	125,034.66	125,035.00	(0.34)
Total Revenue Based Fees	49,114.65	49,114.65	98,229.30	666,625.06	673,460.00	(6,834.94)
Total Fee Based Expenses	183,320.47	182,230.27	365,550.74	2,367,248.60	2,415,159.00	(47,910.40)
SCHEDULE OF COMPENSATION:						
Administrative Compensation						
Salaries	37,100.74	15,684.68	52,785.41	235,441.95	222,323.65	13,118.30
Benefits	9,089.68	3,842.75	12,932.43	57,683.28	54,469.29	3,213.99
Taxes	1,262.20	604.89	1,867.09	10,113.09	11,565.54	(1,452.45)
Pension	994.74	223.42	20,995.25	20,272.95	19,637.37	635.58
Total Administrative Compensation	48,447.36	20,355.74	88,580.18	323,511.27	307,995.85	15,515.42
Instructional Compensation						
Salaries	55,259.43	52,582.43	107,841.86	1,220,312.17	1,355,814.55	(135,502.38)
Benefits	13,538.55	12,882.70	26,421.26	298,976.49	332,174.57	(33,198.08)
Taxes	361.86	633.40	995.26	23,244.67	27,116.29	(3,871.62)
Pension	(5,620.28)	(3,320.07)	154,926.82	172,169.81	220,726.61	(48,556.80)
Total Instructional Compensation	63,539.56	62,778.47	290,185.20	1,714,703.14	1,935,832.02	(221,128.88)
Total Compensation	111,986.92	83,134.21	378,765.38	2,038,214.41	2,243,827.87	(205,613.46)

California Connections Academy @ Central
Schedule Other Expenses
For the Period Ended August 31, 2018

	July-18 Actual	August-18 Actual	YTD Actual	Annual Forecast	Annual Budget	Forecast vs Budget
SCHEDULE OF OTHER SCHOOL EXPENSES:						
Assessment						
Student Testing & Assessment Facilities & Services	-	-	-	17,000.00	17,000.00	-
Student Testing & Assessment Travel	-	-	-	20,539.93	20,539.93	-
Student Testing Technology	560.00	-	560.00	6,000.00	6,000.00	-
Total Assessment	560.00	-	560.00	43,539.93	43,539.93	-
Authorizer Oversight						
District Administrative Fees	966.67	966.67	1,933.33	11,600.00	11,600.00	-
District Oversight	3,776.08	3,776.08	7,552.16	45,312.93	45,900.00	(587.07)
STRS Reporting	212.58	212.58	425.16	2,551.00	2,551.00	-
Total Authorizer Oversight	4,955.33	4,955.33	9,910.65	59,463.93	60,051.00	(587.07)
Employee Related						
Staff Recruiting/Background Checks	9.08	52.55	61.63	2,844.00	2,844.00	-
Staff Training/Prof. Dvlpmt	-	7,781.98	7,781.98	49,358.00	49,358.00	-
Team Building	-	377.54	377.54	4,037.00	4,037.00	-
Travel and Conferences - Teachers	-	18.76	18.76	6,660.00	6,660.00	-
Travel and Conferences - Administration	-	115.20	115.20	11,747.00	11,747.00	-
Total Employee Related	9.08	8,346.03	8,355.11	74,646.00	74,646.00	-
Facilities						
Copiers/ Reproduction	102.79	102.38	205.17	2,350.00	2,350.00	-
Expensed Furniture and Equipment	-	-	-	6,770.00	6,770.00	-
Internet	133.33	115.30	248.63	5,080.00	5,080.00	-
Maintenance & Repairs	59.81	312.74	372.55	5,530.00	5,530.00	-
Office Postage	25.61	268.43	294.04	4,395.00	4,395.00	-
Office Supplies	64.35	490.46	554.81	5,135.00	5,135.00	-
Office Rent	2,027.19	1,986.76	4,013.95	27,075.00	27,075.00	-
Rent Operating Expense	257.63	250.91	508.54	3,539.00	3,539.00	-
Rent Storage Unit	-	256.04	256.04	1,500.00	1,500.00	-
Telephone	47.61	69.56	117.17	4,195.00	4,195.00	-
Utilities	10.99	384.96	395.95	4,384.00	4,384.00	-
Total Facilities	2,729.31	4,237.54	6,966.85	69,953.00	69,953.00	-
Governance						
Accreditation	1,020.00	-	1,020.00	1,020.00	1,000.00	20.00
Banking Fees	55.00	31.58	86.58	600.00	600.00	-
Board-Related Expenses	-	63.02	63.02	2,370.00	2,370.00	-
Dues	884.60	75.00	959.60	6,935.00	6,935.00	-
Insurance Expenses	524.82	-	524.82	524.82	513.00	11.82
Total Governance	2,484.42	169.60	2,654.02	11,449.82	11,418.00	31.82
Internet Service Provider						
ISP Payment Reimbursement	-	-	-	29,000.00	29,000.00	-
Total Internet Service Provider	-	-	-	29,000.00	29,000.00	-
Instructional						
Math Time to Talk	-	-	-	5,404.00	5,404.00	-
Other Curriculum	-	-	-	3,523.00	3,523.00	-
Science Lab	213.38	528.94	742.32	10,483.00	10,483.00	-
Science Lab - Other Contracted Services	47.40	-	47.40	5,800.00	5,800.00	-
Summer School	-	4,927.00	4,927.00	4,927.00	12,200.00	(7,273.00)
Title I - SES Tutoring	-	-	-	5,000.00	5,000.00	-
Total Instructional	260.78	5,455.94	5,716.72	35,137.00	42,410.00	(7,273.00)
Professional Services						
Accounting Services/Audit	-	2,500.00	2,500.00	9,000.00	9,000.00	-
AERIES	-	-	-	1,950.00	1,950.00	-
Legal Services	653.44	93.27	746.71	8,105.00	8,105.00	-
Other School Contracted Services	-	-	-	2,978.00	2,978.00	-
Other School Expense	-	23.70	23.70	474.00	474.00	-
Total Professional Services	653.44	2,616.97	3,270.41	22,507.00	22,507.00	-
Student Related						
College and Career Grant	-	-	-	70,000.00	70,000.00	-
Graduation Expense	-	162.02	162.02	5,800.00	5,800.00	-
Student Activities	-	445.67	445.67	16,600.00	16,600.00	-
Total Student Related	-	607.69	607.69	92,400.00	92,400.00	-
Pending Allocation						
Expenses Pending Allocation	2,722.63	8,684.90	11,407.53	-	-	-
Total Pending Allocation	2,722.63	8,684.90	11,407.53	-	-	-
Total Other Expenses	14,374.99	35,074.00	49,448.98	438,096.67	445,924.93	(7,828.25)

California Connections Academy @ Ripon
Revenue and Expense Statement
For the Period Ended August 31, 2018

	July-18 Actual	August-18 Actual	YTD Actual	Annual Forecast	Annual Budget	Forecast vs Budget
Forecasted Enrollment						
Forecasted ADM				1,495	1,561	(66)
Forecasted Total Enrollment				2,113	2,224	(111)
Forecasted Funded Enrollment				1,341	1,400	(59)
Revenue						
State Funding	-	-	-	11,253,261.32	11,669,467	(416,206)
Federal & Other Program Funding	-	-	-	392,084.00	392,084	-
Local Aid	-	-	-	1,766,350.95	1,843,800	(77,449)
Other Funding Sources	51.14	1,906.59	1,957.73	2,500.00	2,500	-
Total Revenue	51.14	1,906.59	1,957.73	13,414,196.27	13,907,851	(493,655)
Program Expenses						
Compensation Expense						
Administration Staff	136,018.57	57,149.84	193,168.40	908,275.34	864,715	43,560
Instructional Staff	180,809.49	177,464.52	358,274.01	4,817,815.99	5,434,954	(617,138)
Total Compensation Expense	316,828.06	234,614.35	551,442.41	5,726,091.34	6,299,669	(573,577)
Fee Based Expenses						
Enrollment/Unit Based Fees	376,609.21	373,548.37	750,157.58	4,686,394.24	4,876,925	(190,531)
Revenue Based Fees	128,302.06	128,302.06	256,604.12	1,772,717.26	1,827,020	(54,303)
Total Fee Based Expenses	504,911.27	501,850.43	1,006,761.70	6,459,111.50	6,703,945	(244,833)
Other School Expenses						
Assessment	-	900.00	900.00	176,667.00	176,667	-
Authorizer Oversight	11,772.58	11,772.58	23,545.15	141,270.91	146,094.00	(4,823)
Employee Related	25.50	22,626.53	22,652.03	174,960.00	174,960	-
Facilities	7,563.94	12,226.39	19,790.33	223,687.00	223,687	-
Governance	4,889.71	391.91	5,281.62	29,073.13	29,044	29
Internet Service Provider	-	-	-	73,000.00	73,000	-
Instructional	732.15	18,002.05	18,734.20	94,612.00	122,095	(27,483)
Professional Services	1,834.58	328.40	2,162.98	57,449.00	57,449	-
Student Related	670.79	626.55	1,297.34	95,200.00	95,200	-
Pending Allocation	7,517.79	26,104.39	33,622.18	-	-	-
Total Other School Expenses	35,007.04	92,978.80	127,985.83	1,065,919.04	1,098,196	(32,277)
Adjustments and Credits						
Contractual Service Credit	-	-	-	-	(195,000)	195,000
Total Adjustments and Credits	-	-	-	-	(195,000)	195,000
Total Program Expenses	856,746.37	829,443.58	1,686,189.95	13,251,121.88	13,906,810	(655,688)
Net Increase (Decrease)	(856,695.23)	(827,536.99)	(1,684,232.22)	163,074.39	1,041	162,033
Beginning fund balance	21,650.94	21,650.94	21,650.94	21,650.94	10,077	11,574
Ending fund balance	(835,044.29)	(805,886.05)	(1,662,581.28)	184,725.33	11,118	173,607

California Connections Academy @ Ripon
Balance Sheet
August 31, 2018

ASSETS

Cash and Short Term Investments:

Checking	\$	76,049.36
Savings		977,262.51
Petty Cash		185.97

Total Cash and Short Term Investments		1,053,497.84
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Other Current Assets:

Pupil Funding	3,472,633.60
SPED Funding State	30,261.00
Other State Receivables	(422.92)
Federal Programs	19,622.00
Other Receivables	(57,010.64)
Prepaid Expenses	6,032.24

Total Other Current Assets		3,471,115.28
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Total Current Assets		4,524,613.12
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Other Assets:

Ripon Unified School District - Science Lab Deposit	300.00
Indoff Incorporated - deposit for shelving system	3,481.49

Total Other Assets		3,781.49
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Total Assets	\$	4,528,394.61
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LIABILITIES

Current Liabilities:

Due to (from) Pearson Online and Blended Learning	\$	5,761,698.17
Pension Payable		(17,766.21)
Accrued Compensation		76,915.03
Accrued Expenses		(2,001.96)
Deferred Revenue		117,942.00
Accounts Payable		254,188.86

Total Current Liabilities		6,190,975.89
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Total Liabilities		6,190,975.89
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FUND BALANCE

Beginning Fund Balance	21,650.94
Change in Fund Balance	(1,684,232.22)

Ending Fund Balance		(1,662,581.28)
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Total Liabilities and Fund Balance	\$	4,528,394.61
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California Connections Academy @ Ripon
Schedule of Revenue
For the Period Ended August 31, 2018

	July-18 Actual	August-18 Actual	YTD Actual	Annual Forecast	Annual Budget	Forecast vs Budget
<u>Revenue</u>						
State Funding						
LCFF / General Purpose Block Grant - State	-	-	-	8,963,499.47	9,368,310.00	(404,810.53)
LCFF / General Purpose Block Grant - State EPA	-	-	-	1,441,041.00	1,441,041.00	-
Lottery	-	-	-	260,191.41	271,600.00	(11,408.59)
Special Education Pass Through Funds - State	-	-	-	184,191.78	184,192.00	(0.22)
One Time State Funding	-	-	-	371,324.20	371,324.00	0.20
Mandated Cost Reimbursement	-	-	-	33,013.46	33,000.00	13.46
Total State Funding	-	-	-	11,253,261.32	11,669,467.00	(416,205.68)
Federal & Other Programs Funding						
Star Testing Reimbursement	-	-	-	2,184.00	2,184.00	-
Title I	-	-	-	196,000.00	196,000.00	-
Title II	-	-	-	32,000.00	32,000.00	-
Title IV	-	-	-	10,000.00	10,000.00	-
IDEA	-	-	-	150,000.00	150,000.00	-
E-Rate	-	-	-	1,900.00	1,900.00	-
Total Federal & Other Programs Funding	-	-	-	392,084.00	392,084.00	-
Local Funding						
LCFF / General Purpose Block Grant - Local	-	-	-	1,766,350.95	1,843,800.00	(77,449.05)
Total Local Funding	-	-	-	1,766,350.95	1,843,800.00	(77,449.05)
Other Funding						
Interest	51.14	1,906.59	1,957.73	2,500.00	2,500.00	-
Total Other Funding	51.14	1,906.59	1,957.73	2,500.00	2,500.00	-
Total Revenue	51.14	1,906.59	1,957.73	13,414,196.27	13,907,851.00	(493,654.73)

California Connections Academy @ Ripon
Schedule of Fees
For the Period Ended August 31, 2018

	July-18 Actual	August-18 Actual	YTD Actual	Annual Forecast	Annual Budget	Forecast vs Budget
SCHEDULE OF FEES:						
Enrollment/Unit Based Fees						
Educational Resource Center	15,515.01	15,515.01	31,030.02	188,423.90	196,686.00	(8,262.10)
Connexus™ Annual License (LMS)	73,881.00	73,881.00	147,762.00	897,256.67	936,600.00	(39,343.33)
Technical Support and Repairs	18,470.25	18,470.25	36,940.50	224,314.17	234,150.00	(9,835.83)
Accounting and Regulatory Reporting	6,156.75	6,156.75	12,313.50	74,771.39	78,050.00	(3,278.61)
Direct Course Instruction Support			-	-	-	-
Short Term Substitute Teaching	3,060.84	-	3,060.84	3,060.84	-	3,060.84
Hardware/Software - Employees	3,655.27	3,655.27	7,310.54	41,254.06	46,114.00	(4,859.94)
Voice Over IP Services			-	24,752.43	27,669.00	(2,916.57)
Human Resources Support	7,615.14	7,615.14	15,230.28	85,945.95	96,072.00	(10,126.05)
Facility Support Services	512.42	512.42	1,024.84	6,653.88	9,981.00	(3,327.12)
School Curriculum Supplies	2,752.21	2,752.21	5,504.42	30,496.95	34,313.00	(3,816.05)
Student Technology Assistance	49,862.08	49,862.08	99,724.16	690,277.92	690,278.00	(0.08)
Internet Subsidy Payment Processing	1,019.22	1,019.22	2,038.44	30,012.08	30,012.00	0.08
Enrollment and Records Management	6,897.60	6,897.60	13,795.20	84,520.00	88,977.00	(4,457.00)
Curriculum Postage	5,690.52	5,690.52	11,381.04	69,729.00	73,406.00	(3,677.00)
Tangible and Intangible Instructional Materials	177,354.23	177,354.23	354,708.46	2,184,925.00	2,284,617.00	(99,692.00)
Community Outreach	4,166.67	4,166.67	8,333.34	50,000.00	50,000.00	-
Total Enrollment/Unit Based Fees	376,609.21	373,548.37	750,157.58	4,686,394.24	4,876,925.00	(190,530.76)
Revenue Based Fees						
Treasury Services	15,505.18	15,505.18	31,010.36	196,162.57	203,567.00	(7,404.43)
Marketing Services	10,336.78	10,336.78	20,673.56	130,775.04	135,712.00	(4,936.96)
School Administration	62,020.71	62,020.71	124,041.42	784,650.26	814,270.00	(29,619.74)
Special Education Oversight and Liability	25,841.96	25,841.96	51,683.92	326,937.61	339,279.00	(12,341.39)
Special Education Direct Services	14,597.43	14,597.43	29,194.86	334,191.78	334,192.00	(0.22)
Total Revenue Based Fees	128,302.06	128,302.06	256,604.12	1,772,717.26	1,827,020.00	(54,302.74)
Total Fee Based Expenses	504,911.27	501,850.43	1,006,761.70	6,459,111.50	6,703,945.00	(244,833.50)
SCHEDULE OF COMPENSATION:						
Administrative Compensation						
Salaries	104,162.32	44,035.58	148,197.90	661,015.99	624,185.75	36,830.24
Benefits	25,519.77	10,788.72	36,308.49	161,948.92	152,925.51	9,023.41
Taxes	3,543.69	1,698.27	5,241.95	28,393.04	32,470.88	(4,077.84)
Pension	2,792.80	627.26	20,995.25	56,917.40	55,132.99	1,784.41
Total Administrative Compensation	136,018.57	57,149.84	210,743.59	908,275.34	864,715.13	43,560.21
Instructional Compensation						
Salaries	156,860.50	148,487.36	305,347.86	3,428,713.86	3,806,523.11	(377,809.25)
Benefits	38,430.82	36,379.41	74,810.23	840,034.92	932,598.16	(92,563.24)
Taxes	1,050.25	1,795.48	2,845.72	65,313.06	76,130.46	(10,817.40)
Pension	(15,532.07)	(9,197.73)	154,926.82	483,754.16	619,701.96	(135,947.80)
Total Instructional Compensation	180,809.49	177,464.52	537,930.63	4,817,815.99	5,434,953.69	(617,137.70)
Total Compensation	316,828.06	234,614.35	748,674.22	5,726,091.34	6,299,668.82	(573,577.48)

California Connections Academy @ Ripon
Schedule Other Expenses
For the Period Ended August 31, 2018

	July-18 Actual	August-18 Actual	YTD Actual	Annual Forecast	Annual Budget	Forecast vs Budget
SCHEDULE OF OTHER SCHOOL EXPENSES:						
Assessment						
Student Testing & Assessment Facilities & Services	-	900.00	900.00	90,000.00	90,000.00	
Student Testing & Assessment Travel	-	-	-	57,667.00	57,667.00	
Student Testing Technology	-	-	-	29,000.00	29,000.00	-
Total Assessment	-	900.00	900.00	176,667.00	176,667.00	-
Authorizer Oversight						
District Oversight	10,142.41	10,142.41	20,284.82	121,708.91	126,532.00	(4,823.09)
District Administrative Fees	1,033.33	1,033.33	2,066.66	12,400.00	12,400.00	-
STRS Reporting	596.83	596.83	1,193.66	7,162.00	7,162.00	-
Total Authorizer Oversight	11,772.57	11,772.57	23,545.14	141,270.91	146,094.00	(4,823.09)
Employee Related						
Staff Recruiting/Background Checks	25.50	147.61	173.11	7,985.00	7,985.00	-
Staff Training/Prof. Dvlpmnt	-	21,042.82	21,042.82	103,963.00	103,963.00	-
Team Building	-	1,059.98	1,059.98	11,334.00	11,334.00	-
Travel and Conferences - Teachers	-	52.70	52.70	18,697.00	18,697.00	-
Travel and Conferences - Administration	-	323.42	323.42	32,981.00	32,981.00	-
Total Employee Related	25.50	22,626.53	22,652.03	174,960.00	174,960.00	-
Facilities						
Copiers/ Reproduction	288.58	287.42	576.00	6,598.00	6,598.00	-
Equipment/Supplies	-	-	-	17,500.00	17,500.00	-
Expensed Furniture and Equipment	-	-	-	19,008.00	19,008.00	-
Internet	374.33	323.71	698.04	14,261.00	14,261.00	-
Maintenance & Repairs	166.53	1,279.73	1,446.26	15,526.00	15,526.00	-
Office Postage	71.95	726.69	798.64	12,339.00	12,339.00	-
Office Supplies	180.64	1,331.43	1,512.07	14,417.00	14,417.00	-
Office Rent	5,605.02	5,578.01	11,183.03	76,015.00	76,015.00	-
Prop 39 Clean Energy Planning	-	-	-	10,000.00	10,000.00	-
Rent Operating Expense	712.35	704.44	1,416.79	9,936.00	9,936.00	-
Rent Storage Unit	-	718.85	718.85	4,000.00	4,000.00	-
Telephone	133.68	195.30	328.98	11,777.00	11,777.00	-
Utilities	30.86	1,080.81	1,111.67	12,310.00	12,310.00	-
Total Facilities	7,563.94	12,226.39	19,790.33	223,687.00	223,687.00	-
Governance						
Accreditation	1,020.00	-	1,020.00	1,020.00	1,000.00	20.00
Banking Fees	70.00	4.44	74.44	600.00	600.00	-
Board-Related Expenses	-	176.92	176.92	6,654.00	6,654.00	-
Dues	2,348.58	210.55	2,559.13	19,348.00	19,348.00	-
Insurance Expenses	1,451.13	-	1,451.13	1,451.13	1,442.00	9.13
Total Governance	4,889.71	391.91	5,281.62	29,073.13	29,044.00	29.13
Internet Service Provider						
ISP Payment Reimbursement	-	-	-	73,000.00	73,000.00	-
Total Internet Service Provider	-	-	-	73,000.00	73,000.00	-
Instructional						
Math Time to Talk	-	-	-	15,171.00	15,171.00	-
Other Curriculum	-	-	-	9,892.00	9,892.00	-
Science Lab	599.07	1,485.05	2,084.12	29,432.00	29,432.00	-
Science Lab - Other Contracted Services	133.08	-	133.08	18,600.00	18,600.00	-
Summer School	-	16,517.00	16,517.00	16,517.00	44,000.00	(27,483.00)
Title I - SES Tutoring	-	-	-	5,000.00	5,000.00	-
Total Instructional	732.15	18,002.05	18,734.20	94,612.00	122,095.00	(27,483.00)
Professional Services						
Accounting Services/Audit	-	-	-	9,500.00	9,500.00	-
AERIES	-	-	-	5,500.00	5,500.00	-
Legal Services	1,834.58	261.86	2,096.44	22,756.00	22,756.00	-
Manager Services	-	-	-	10,000.00	10,000.00	-
Other School Contracted Services	-	-	-	8,362.00	8,362.00	-
Other School Expense	-	66.54	66.54	1,331.00	1,331.00	-
Total Professional Services	1,834.58	328.40	2,162.98	57,449.00	57,449.00	-
Student Related						
College and Career Grant	-	-	-	62,000.00	62,000.00	-
Graduation Expense	670.79	26.13	696.92	9,000.00	9,000.00	-
Student Activities	-	600.42	600.42	24,200.00	24,200.00	-
Total Student Related	670.79	626.55	1,297.34	95,200.00	95,200.00	-
Pending Allocation						
Expenses Pending Allocation	7,517.79	26,104.39	33,622.18	-	-	-
Total Pending Allocation	7,517.79	26,104.39	33,622.18	-	-	-
Total Other Expenses	35,007.03	92,978.79	127,985.82	1,065,919.04	1,098,196.00	(32,276.96)

Capistrano California Connections Academy
Revenue and Expense Statement
For the Period Ended August 31, 2018

	July-18 Actual	August-18 Actual	YTD Actual	Annual Forecast	Annual Budget	Forecast vs Budget
Forecasted Enrollment						
Forecasted ADM				4,370	4,717	(347)
Forecasted Total Enrollment				5,905	6,439	(534)
Forecasted Funded Enrollment				3,984	4,300	(316)
Revenue						
State Funding	-	-	-	13,756,256.95	14,458,715	(702,458)
Federal & Other Program Funding	-	-	-	1,172,700.00	1,172,700	-
Local Aid	6,216.97	-	6,216.97	25,306,427.87	27,309,300	(2,002,872)
Other Funding Sources	2,088.84	3,165.01	5,253.85	15,000.00	15,000	-
Total Revenue	8,305.81	3,165.01	11,470.82	40,250,384.82	42,955,715	(2,705,330)
Program Expenses						
Compensation Expense						
Administration Staff	411,018.32	172,694.28	583,712.60	2,744,609.09	2,612,979	131,630
Instructional Staff	513,136.97	519,639.72	1,032,776.69	14,508,314.24	16,423,237	(1,914,923)
Total Compensation Expense	924,155.28	692,334.00	1,616,489.28	17,252,923.33	19,036,216	(1,783,293)
Fee Based Expenses						
Enrollment/Unit Based Fees	1,193,826.26	1,184,577.22	2,378,403.48	13,677,060.90	14,634,228	(957,167)
Revenue Based Fees	423,110.69	423,110.69	846,221.38	5,379,724.76	5,730,167	(350,442)
Total Fee Based Expenses	1,616,936.95	1,607,687.91	3,224,624.86	19,056,785.65	20,364,395	(1,307,609)
Other School Expenses						
Assessment	2,600.11	1,388.73	3,988.84	398,271.89	398,257	15
Authorizer Oversight	32,229.87	32,229.87	64,459.74	386,758.44	413,269	(26,511)
Employee Related	77.09	71,196.47	71,273.56	541,980.98	541,981	-
Facilities	22,409.34	35,924.64	58,333.98	664,950.00	664,950	-
Governance	4,597.35	11,690.40	16,287.75	85,329.97	85,390	(60)
Internet Service Provider	-	-	-	222,000.00	222,000	-
Instructional	2,212.39	64,686.01	66,898.40	277,571.50	332,373	(54,802)
Professional Services	5,543.73	992.35	6,536.08	144,052.00	144,052	-
Student Related	(14,734.53)	2,496.57	(12,237.96)	162,620.00	162,620	-
Pending Allocation	22,181.51	76,217.29	98,398.80	-	-	-
Total Other School Expenses	77,116.86	296,822.33	373,939.19	2,883,534.78	2,964,892	(81,357)
Total Program Expenses	2,618,209.09	2,596,844.24	5,215,053.33	39,193,243.76	42,365,503	(3,172,259)
Net Increase (Decrease)	(2,609,903.28)	(2,593,679.23)	(5,203,582.51)	1,057,141.05	590,212	466,929
Beginning fund balance	371,998.93	371,998.93	371,998.93	371,998.93	716,176	(344,178)
Ending fund balance	(2,237,904.35)	(2,221,680.30)	(4,831,583.58)	1,429,139.98	1,306,389	122,751

Capistrano California Connections Academy
Balance Sheet
August 31, 2018

ASSETS

Cash and Short Term Investments:

Analysis Checking	\$	203,686.49
Savings		4,626,498.08
MediCal		2,471.00
OCDE Cash Account		3,020,039.44
Petty Cash		143.40

Total Cash and Short Term Investments		7,852,838.41
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Other Current Assets:

Pupil Funding	(2,024,718.16)
SPED Funding State	80,984.87
Other State Receivables	(5,027.06)
Federal Programs	83,896.13
Other Receivables	99,274.94
Prepaid Expenses	45,845.95

Total Other Current Assets		(1,719,743.33)
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Total Current Assets		6,133,095.08
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Other Assets:

Indoff Incorporated - deposit for shelving system	27,257.70
Rent Deposit InterPres Corporation	20,287.30

Total Other Assets		47,545.00
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Total Assets	\$	6,180,640.08
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LIABILITIES

Current Liabilities:

Due to (from) Pearson Online and Blended Learning	\$	10,339,396.06
Pension Payable		73,047.53
Accrued Compensation		226,636.78
Accrued Expenses		735.64
Deferred Revenue		321,403.00
Accounts Payable		51,004.66

Total Current Liabilities		11,012,223.66
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Total Liabilities		11,012,223.66
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FUND BALANCE

Beginning Fund Balance	371,998.93
Change in Fund Balance	(5,203,582.51)

Ending Fund Balance		(4,831,583.58)
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Total Liabilities and Fund Balance	\$	6,180,640.08
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Capistrano California Connections Academy
Schedule of Revenue
For the Period Ended August 31, 2018

	July-18 Actual	August-18 Actual	YTD Actual	Annual Forecast	Annual Budget	Forecast vs Budget
Revenue						
State Funding						
LCFF / General Purpose Block Grant - State	-	-	-	10,409,284.76	11,051,221.00	(641,936.24)
LCFF / General Purpose Block Grant - State EPA	-	-	-	682,148.00	682,148.00	-
Lottery	-	-	-	772,829.62	834,200.00	(61,370.38)
Special Education Pass through funds - State	-	-	-	592,490.22	592,490.00	0.22
One Time State Funding	-	-	-	1,191,655.80	1,191,656.00	(0.20)
Mandated Cost Reimbursement	-	-	-	107,848.55	107,000.00	848.55
Total State Funding	-	-	-	13,756,256.95	14,458,715.00	(702,458.05)
Federal & Other Programs Funding						
Star Testing Reimbursement	-	-	-	7,000.00	7,000.00	-
Title I	-	-	-	574,000.00	574,000.00	-
Title II	-	-	-	96,000.00	96,000.00	-
Title IV	-	-	-	10,000.00	10,000.00	-
IDEA	-	-	-	480,000.00	480,000.00	-
E-Rate	-	-	-	5,700.00	5,700.00	-
Total Federal & Other Programs Funding	-	-	-	1,172,700.00	1,172,700.00	-
Local Funding						
LCFF / General Purpose Block Grant - Local	-	-	-	25,300,210.90	27,309,300.00	(2,009,089.10)
Microsoft Voucher reimbursement program	6,206.97	-	6,206.97	6,206.97	-	6,206.97
Donations/Tax Credits	10.00	-	10.00	10.00	-	10.00
Total Local Funding	6,216.97	-	6,216.97	25,306,427.87	27,309,300.00	(2,002,872.13)
Other Funding						
Interest	2,088.84	3,165.01	5,253.85	15,000.00	15,000.00	-
Total Other Funding	2,088.84	3,165.01	5,253.85	15,000.00	15,000.00	-
Total Revenue	8,305.81	3,165.01	11,470.82	40,250,384.82	42,955,715.00	(2,705,330.18)

Capistrano California Connections Academy
Schedule of Fees
For the Period Ended August 31, 2018

	July-18 Actual	August-18 Actual	YTD Actual	Annual Forecast	Annual Budget	Forecast vs Budget
SCHEDULE OF FEES:						
Enrollment/Unit-Based Fees						
Accounting and Regulatory Reporting	19,709.21	19,709.21	39,418.42	218,499.00	235,850.00	(17,351.00)
Community Outreach	45,833.33	45,833.33	91,666.66	550,000.00	550,000.00	-
Connexus Annual License (EMS)	236,510.50	236,510.50	473,021.00	2,621,988.00	2,830,200.00	(208,212.00)
Curriculum Postage	17,467.15	17,467.15	34,934.30	194,865.00	212,477.00	(17,612.00)
Direct Course Instruction Support	-	-	-	-	-	-
Educational Resource Center	49,667.21	49,667.21	99,334.42	550,617.48	594,342.00	(43,724.52)
Enrollment and Records Management	21,172.30	21,172.30	42,344.60	236,200.00	257,548.00	(21,348.00)
Facility Support Services	1,640.38	1,640.38	3,280.76	20,106.56	30,160.00	(10,053.44)
Hardware/Software - Employees	11,701.36	11,701.36	23,402.72	123,454.31	139,347.00	(15,892.69)
Human Resources Support	24,377.84	24,377.84	48,755.68	257,196.47	290,307.00	(33,110.53)
ISP Processing Fee	3,251.62	3,251.62	6,503.24	81,551.70	81,552.00	(0.30)
School Curriculum Supplies	8,810.46	8,810.46	17,620.92	91,149.76	103,687.00	(12,537.24)
Short Term Sub Teaching Services	9,249.04	-	9,249.04	9,249.04	-	9,249.04
Student Technology Assistance- Laptops	139,542.92	139,542.92	279,085.84	1,875,689.00	1,875,689.00	-
Tangible/Intangible Instr. Materials	545,765.31	545,765.31	1,091,530.62	6,116,925.00	6,641,911.00	(524,986.00)
Technical Support and Repairs	59,127.63	59,127.63	118,255.26	655,497.00	707,550.00	(52,053.00)
Voice Over IP Services	-	-	-	74,072.58	83,608.00	(9,535.42)
Total Enrollment/Unit Based Fees	1,193,826.26	1,184,577.22	2,378,403.48	13,677,060.90	14,634,228.00	(957,167.10)
Revenue-Based Fees						
Marketing Services	33,842.73	33,842.73	67,685.46	391,566.78	423,425.00	(31,858.22)
School Administration	203,056.38	203,056.38	406,112.76	2,349,400.66	2,540,551.00	(191,150.34)
Special Education and Liability	84,606.82	84,606.82	169,213.64	978,916.94	1,058,563.00	(79,646.06)
Special Education Direct Services	50,840.67	50,840.67	101,681.34	1,072,490.22	1,072,490.00	0.22
Treasury Services	50,764.09	50,764.09	101,528.18	587,350.16	635,138.00	(47,787.84)
Total Revenue Based Fees	423,110.69	423,110.69	846,221.38	5,379,724.76	5,730,167.00	(350,442.24)
Total Fee-Based Expenses	1,616,936.95	1,607,687.91	3,224,624.86	19,056,785.65	20,364,395.00	(1,307,609.35)
SCHEDULE OF COMPENSATION:						
Administrative Compensation						
Salaries	314,755.70	133,065.89	447,821.58	1,997,445.49	1,886,152.00	111,293.49
Benefits	77,115.15	32,601.15	109,716.29	489,374.17	462,107.00	27,267.17
Taxes	10,708.24	5,131.80	15,840.04	85,797.54	98,120.00	(12,322.46)
Pension	8,439.23	1,895.45	24,753.90	171,991.90	166,600.00	5,391.90
Total Administrative Compensation	411,018.32	172,694.28	598,131.82	2,744,609.09	2,612,979.00	131,630.09
Instructional Compensation						
Salaries	450,417.77	436,902.65	887,320.42	10,325,293.20	11,502,477.00	(1,177,183.80)
Benefits	110,352.35	107,041.15	217,393.50	2,529,696.90	2,818,107.00	(288,410.10)
Taxes	2,702.10	5,189.72	7,891.82	196,651.31	230,050.00	(33,398.69)
Pension	(50,335.25)	(29,493.81)	200,413.30	1,456,672.84	1,872,603.00	(415,930.16)
Total Instructional Compensation	513,136.97	519,639.72	1,313,019.04	14,508,314.24	16,423,237.00	(1,914,922.76)
Total Compensation	924,155.28	692,334.00	1,911,150.86	17,252,923.33	19,036,216.00	(1,783,292.67)

Capistrano California Connections Academy
Schedule Other Expenses
For the Period Ended August 31, 2018

	July-18 Actual	August-18 Actual	YTD Actual	Annual Forecast	Annual Budget	Forecast vs Budget
SCHEDULE OF OTHER SCHOOL EXPENSES:						
Assessment						
Student Testing & Assessment Facilities & Services	2,140.11	1,373.73	3,513.84	198,000.00	198,000.00	
Student Testing & Assessment Travel	-	15.00	15.00	174,271.89	174,256.89	
Student Testing Technology	460.00	-	460.00	26,000.00	26,000.00	-
Total Assessment	2,600.11	1,388.73	3,988.84	398,271.89	398,256.89	-
Authorizer Oversight						
District Administrative Fees	100.00	100.00	200.00	1,200.00	1,200.00	-
District Oversight	30,326.37	30,326.37	60,652.74	363,916.44	390,427.00	(26,510.56)
STRS Reporting	1,803.50	1,803.50	3,607.00	21,642.00	21,642.00	-
Total Authorizer Oversight	32,229.87	32,229.87	64,459.74	386,758.44	413,269.00	(26,510.56)
Employee Related						
Staff Recruiting/Background Checks	77.09	446.10	523.19	24,128.00	24,128.00	-
Staff Training/Prof. Dvlpmt	-	66,410.94	66,410.94	327,444.00	327,444.00	-
Team Building	-	3,202.98	3,202.98	34,248.00	34,248.00	-
Travel and Conferences - Administration	-	977.24	977.24	99,661.54	99,661.54	-
Travel and Conferences - Teachers	-	159.21	159.21	56,499.45	56,499.45	-
Total Employee Related	77.09	71,196.47	71,273.56	541,980.98	541,980.98	-
Facilities						
Copiers/ Reproduction	872.01	868.52	1,740.53	19,939.00	19,939.00	-
Equipment/Supplies	-	-	-	66,500.00	66,500.00	-
Expensed Furniture and Equipment	-	-	-	57,438.00	57,438.00	-
Internet	1,131.14	978.15	2,109.29	43,095.00	43,095.00	-
Maintenance & Repairs	496.42	2,627.53	3,123.95	46,915.00	46,915.00	-
Office Postage	217.40	2,277.20	2,494.60	37,286.00	37,286.00	-
Office Rent	16,515.66	16,855.25	33,370.91	229,701.00	229,701.00	-
Office Supplies	580.54	4,161.08	4,741.62	43,564.00	43,564.00	-
Prop 39 Clean Energy Planning	-	-	-	10,000.00	10,000.00	-
Rent Operating Expense	2,098.99	2,128.62	4,227.61	30,026.00	30,026.00	-
Rent Storage Unit	-	2,172.18	2,172.18	7,700.00	7,700.00	-
Telephone	403.93	590.14	994.07	35,589.00	35,589.00	-
Utilities	93.25	3,265.97	3,359.22	37,197.00	37,197.00	-
Total Facilities	22,409.34	35,924.64	58,333.98	664,950.00	664,950.00	-
Governance						
Accreditation	-	1,020.00	1,020.00	1,020.00	1,000.00	20.00
Banking Fees	-	13.40	13.40	1,400.00	1,400.00	-
Board-Related Expenses	-	2,786.75	2,786.75	20,107.00	20,107.00	-
Dues	321.38	7,870.25	8,191.63	58,527.00	58,527.00	-
Insurance Expenses	4,275.97	-	4,275.97	4,275.97	4,356.00	(80.03)
Total Governance	4,597.35	11,690.40	16,287.75	85,329.97	85,390.00	(60.03)
Internet Service Provider						
ISP Payment Reimbursement	-	-	-	222,000.00	222,000.00	-
Total Internet Service Provider	-	-	-	222,000.00	222,000.00	-
Instructional						
Math Time to Talk	-	-	-	45,843.00	45,843.00	-
Other Curriculum	-	-	-	29,892.00	29,892.00	-
Science Lab	1,810.26	4,487.51	6,297.77	88,938.00	88,938.00	-
Science Lab - Other Contracted Services	402.13	-	402.13	42,700.00	42,700.00	-
Summer School	-	60,198.50	60,198.50	60,198.50	115,000.00	(54,801.50)
Title I - SES Tutoring	-	-	-	10,000.00	10,000.00	-
Total Instructional	2,212.39	64,686.01	66,898.40	277,571.50	332,373.00	(54,801.50)
Professional Services						
Accounting Services/Audit	-	-	-	9,500.00	9,500.00	-
AERIES	-	-	-	16,500.00	16,500.00	-
Legal Services	5,543.73	791.28	6,335.01	68,764.00	68,764.00	-
Manager Services	-	-	-	20,000.00	20,000.00	-
Other School Contracted Services	-	-	-	25,267.00	25,267.00	-
Other School Expense	-	201.07	201.07	4,021.00	4,021.00	-
Total Professional Services	5,543.73	992.35	6,536.08	144,052.00	144,052.00	-
Student Related						
College and Career Grant	-	-	-	35,000.00	35,000.00	-
Graduation Expense	1,186.85	2,046.12	3,232.97	42,700.00	42,700.00	-
Student Activities	(15,921.38)	450.45	(15,470.93)	84,920.00	84,920.00	-
Total Student Related	(14,734.53)	2,496.57	(12,237.96)	162,620.00	162,620.00	-
Pending Allocation						
Expenses Pending Allocation	22,181.51	76,217.29	98,398.80	-	-	-
Total Pending Allocation	22,181.51	76,217.29	98,398.80	-	-	-
Total Other Expenses	77,116.86	296,822.33	373,939.19	2,883,534.78	2,964,891.87	(81,357.09)



Alpaugh Academies/California Online Public Schools (CalOPS)
MINUTES OF THE BOARD OF DIRECTORS MEETING
GOVERNING BOARD for:
California Connections Academy @ North Bay Charter (CalCAN)
Central California Connections Academy Charter School (CenCA)
California Connections Academy @ Ripon (CalCAR)
Capistrano Connections Academy (CapoCA)

Tuesday, August 28, 2018 at 3:30 p.m. PT

Held at the following locations and via teleconference:

CalCAR School Site: 580 N. Wilma Avenue, Suite G, Ripon, CA 95366
CapoCA School Site: 33272 Valle Road, San Juan Capistrano, CA 92675
23091 Arden Street, Lake Forest, CA 92630
32946 Calle San Marcos, San Juan Capistrano, CA 92675
25858 Tanforan Drive, Madera, CA 93638
15721 Pyrite Court, Chino Hills, CA 91721
1630 E. Manning Avenue, Suite 244, Reedley, CA 93654
2277 Fair Oaks Blvd. Ste. 150, Sacramento, CA 95825
8803 Cardinal Avenue, Fountain Valley, CA 92615
8422 Madison Avenue, Fair Oaks, CA 95628
5778 Sherwood Forest Drive, El Sobrante, CA 94803
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, Dave Souza, Tim Batiuk, Paul Hedrick, Brooke Watkins, Diana Rivas and Sarah Bossenbroek (all via phone);

Board Members Absent: Mike Henjum, Veronica Schreiver and Adam Pulsipher;

Guests Present: Richard Savage, Executive Director; Leslie Dombek, CalCAN Site Administrator; Marcus White, CenCA Site Administrator; Kara Mannix, CalCAR Site Administrator; Ritchie Ramero, School staff (all via phone); Franci Sassin, School staff (in person at CapoCA); Brian Rosta, Josh Daniels, Donna Kozub and Laura Coleman, Pearson Online & Blended Learning (POBL) staff (via telephone).

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 August 24, 2018 in compliance with the Brown Act requirements. There being no changes noted, the following motion was made and seconded as follows:

RESOLVED, that the Agenda for the August 28, 2018 Board Meeting, as presented, is hereby approved.

The motion was approved unanimously.

V. Oral Reports

a. Executive Director's Report

i. Back to School Activities, Staffing, and Training Update

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

ii. Enrollment Update

Dr. Savage reviewed current enrollment numbers with the Board, including those students in the pre-approval and approved phases of their applications.

[Dr. Sassin joined at 3:39 p.m.]

iii. Connections Academy Summer Leadership Conference Update

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

iv. Project Success Pilot Update

Dr. Savage and Ms. Dombek reviewed with the Board the pilot Project Success program, including its goal to support credit deficient students. The Board discussed the pilot program in detail with Dr. Savage and Ms. Dombek.

b. Site Administrator's Report

i. CalCAN

Ms. Pavlich asked the Board whether they had any questions or comments on the written report received by Site Administrator, Ms. Dombek, for CalCAN. There were no questions from the Board at this time.

ii. CenCA

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

iii. CalCAR

Ms. Pavlich asked the Board whether they had any questions or comments on the written report received by Site Administrator, Ms. Mannix, for CalCAR. There were no questions from the Board at this time.

iv. CapoCA

Ms. Pavlich asked the Board whether they had any questions or comments on the written report received by Site Administrator, Ms. Tamayo, for CapoCA. There were no questions from the Board at this time.

c. CalCA Financial Report

i. Unaudited 2017-2018 Financial Results

Dr. Sassin reviewed the unaudited financial results from the previous school year with the Board. The Board discussed the unaudited 2017-2018 financial results in detail with Dr. Sassin, including substitute teacher costs and revenue sources.

ii. Audit Visit Update

Dr. Sassin provided the Board with an update on the successful recent independent financial audit team visit.

iii. CalCAN Financial Report

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

iv. CenCA Financial Report

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

v. CalCAR Financial Report

Ms. Pavlich asked the Board whether they had any questions or comments on the written financial report received by Business Manager, Dr. Sassin. Dr. Sassin briefly reviewed the budget revisions for the CalCAR Board's consideration later in the meeting. There were no questions from the Board at this time.

vi. CapoCA Financial Report

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

VI. Board Strategic Development

a. Governance Unification Update

Dr. Savage welcomed the Board to their first CalOPS Board meeting. Dr. Sassin updated the Board on the governance document filings and upcoming document revisions for Board consideration.

VII. Consent Agenda

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

RESOLVED, the Consent Items:

- a. Approval of Minutes from the Previous Board Meetings;
- b. Approval of Staffing Report;
- c. Approval of Connections Education Invoice(s);
- d. Approval of Math Time to Talk Invoice(s);
- e. Approval of Year End Financial Statements;
- f. Approval of Unaudited Actuals for Fiscal Year Ending June 30, 2018 and Authorization of California School Director of Business Services to Submit to the Appropriate Parties;
- g. Approval of Revision(s) to the English Language Learner (ELL) Policy;
- h. Approval of Federal Title Funding Documentation: Homeless Education Policy;
- i. Approval of Revision(s) to 2018-2019 Master Agreement;
- j. Approval of Education Protection Account (EPA) Expenditure Plans for the 2018-2019 School Year;
- k. Approval of Revision(s) to the Uniform Complaint Procedure (UCP) and Annual Notice for 2018-2019; and
- l. Approval of 2018-2019 Base Salaries and Incentive Percentage and Career Ladder Positions; are hereby approved.

The motion passed unanimously.

VIII. Action Items

a. Approval of Math Time to Talk Proposal and Contract

Dr. Rosta reviewed the Math Time to Talk Proposal and proposed contract for CalOPS with the Board. Dr. Rosta discussed the proposed use of trained math specialists to engage in small group discourse with students needing additional assistance in mathematics. There being no further discussion, a motion was made and seconded as follows:

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

The motion passed unanimously.

b. Approval of Board Designee for Annual School Handbook Review

Ms. Coleman discussed the annual student handbook review process with the Board. The Board members briefly discussed the best candidate(s) to act in this capacity, and nominated Elaine Pavlich to be the Board Designee. Ms. Pavlich confirmed her desire to serve in this capacity. There being no further discussion, a motion was made and seconded as follows:

RESOLVED, that Elaine Pavlich as Board Designee for Annual School Handbook Review, as discussed, is hereby approved.

The motion passed unanimously.

IX. Information Items

a. State & Strategic Client Relations Update

Mr. Daniels reviewed the recent legislative activities in California which may impact the school.

b. Math Placement Annual Report

Mr. Romero reviewed with the Board the 9th Grade Math Placement report for the 2018-2019 School Year, as included in the Board materials. The Board discussed the report in detail with Mr. Romero.

c. Western Association of Schools and Colleges (WASC) Update

Ms. Dombek provided with the Board an update on the Western Association of Schools and Colleges (WASC) visit and reaffirmations for CenCA, CalCAR and CapoCA and the reaccreditation for CalCAN.

d. Partner School Leadership Team (PSLT) Update

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

i. School Operations Metrics

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

ii. Teacher Professional Development Products and Services for the 2017-2018 School Year

Dr. Rosta reviewed the professional development products and services for school staff, as offered by POBL for the 2018-2019 school year. He discussed the various levels and delivery models of professional learning opportunities available to staff members based on years of service and experience. He also highlighted the additional training and development opportunities offered by school leadership. Dr. Rosta further advised of the training and resource opportunities available for Learning Coaches at the school.

e. Sponsoring District(s) Update

There was no update at this time.

f. Conference and Training Opportunities for Board

Ms. Coleman reviewed the upcoming trainings and conferences identified that may interest members of the Board. The Board reviewed the upcoming training offerings and discussed the advantages of each conference. The Board expressed their support of considering state and national conference opportunities at a future Board meeting.

g. National Charter School Conference (NCSC) Update

Ms. Rivas provided the Board with an update on her recent trip to the National Charter School Conference (NCSC) in Austin, Texas. She thanked the Board for the opportunity to attend the conference, and noted the value of the information that was presented and encouraged the Board to consider participation at future conferences.

X. CLOSED SESSION - Brown Act § 54957(b)(1) – to consider appointment, employment, evaluation of performance, discipline of an employee; Title: Executive Director of California Connections Academies

The Board entered into closed session at 5:03 p.m. upon a motion being made, seconded and confirmed via a roll call vote of all Board members present pursuant to Brown Act § 54957(b)(1) to consider appointment, employment, evaluation of performance, discipline or dismissal of an employee; Title: Executive Director of California Connections Academies. Board members in attendance were: Elaine Pavlich, Dave Souza, Tim Batiuk, Paul Hedrick, Brooke Watkins, Diana Rivas and Sarah Bossenbroek. The Board invited the following guests into closed session: Brian Rosta and Laura Coleman, POBL staff. All others left the meeting at this time.

After the Board concluded their discussion, the Board resumed their open session at 5:14 p.m. upon a motion being made, seconded and confirmed via roll call vote of all Board members present. No action was taken during closed session.

XI. Approval of Action(s) Necessary Based on Closed Session

a. Approval of Executive Director Compensation for the 2018-2019 School Year

Ms. Pavlich reviewed the recommended compensation for the 2018-2019 school year as discussed during closed session, as well as the salary and benefit comparisons of similar School Leaders in the surrounding area. There being no further discussion, a motion was made and seconded as follows:

RESOLVED, that the Executive Director compensation for the 2018-2019 school year, in the amount of \$183,660.85, with a 25% bonus potential, as discussed, is hereby approved.

The motion passed unanimously.

XII. Adjournment and Confirmation of Next Meeting on Tuesday, September 25, 2018 at 3:30 p.m. PT

There being no further business to discuss, the meeting was adjourned at 5:16 p.m. The next meeting is scheduled for Tuesday, September 25, 2018 at 3:30 p.m. PT.

Staffing Report

New Hires

Name	Area	Compensation	Bonus Potential	Start Date
Sisco, Tracy	Teacher- Elementary	\$50,500.00	0.05	8/15/2018
Thompson, Christine	Teacher-Secondary	\$52,500.00	0.05	8/15/2018
Todd, Lisa	Teacher-Secondary	\$60,500.00	0.05	8/15/2018

Departing Employees

Name	Area	Last Day of Work	Reason for leaving
Kapano, Jessica	Teacher - Elementary	9/7/18	personal
Stewart, Cole	Teacher - Secondary	8/29/18	personal
Vazquez, Amanda	Teacher - Elementary	8/31/18	personal
Viveros, Renee	School Counselor	8/16/18	personal

Promotions/ Position Changes

Name	Former Position	New Position	Compensation	Bonus Potential	Start Date in new position
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Tracy Sisco

Educational M.A. Educational Leadership and Administration, March 2008

Background: Chapman University College, Riverside, CA

Bachelor of Arts Liberal Studies, June 2002

California State University, Fresno

Certifications: Multiple Subjects/ CLAD Teaching Credential

Experience:	Teacher: Victoriano Elementary School, Val Verde USD, CA
May 2012-	Grade 4, Principal- Caryn Lewis (951) 490-0390
Current	Duties: 1:1 iPad , STEAM & 21 st Century Learning, NGSS standards taught. Supervising,managing,and teaching grade level standards Home Hospital teacher for terminally ill after school.
August 2004-	Teacher: Victoriano Elementary School, Val Verde USD, CA
May 2012	Grade 1, Principals Rick Aleksak/ Caryn Lewis (951) 490-0390 Duties: grade/ leadership chair, RTP ² case worker, supervising, managing, and teaching grade level standards to 30 first grade students. Tutoring after school first/second grade 2005-2008
June -July	Teacher: Bethune Summer School, Val Verde USD, CA
2006	Grade 1, Principal- Chuck Holland (951) 490-0390 Duties: supervising, managing, and teaching grade level standards to 30 first grade students.
August 2001-	Literacy Coordinator: Red Maple & Jefferson Elementary School,
2004	Fresno, CA Duties: organizing, supervising, managing, and teaching grade level standards to summer school students who are below grade level reading and language art standards.

Auxiliary	Home Hospital Teacher	2012-2015
	Grade Level Chair	2006-2013
Positions:	Leadership Team	2006-2013
	RTP ² Case Worker	2010-2015
	Discipline Committee Coordinator	2008-2014
	After School Tutoring	2004-2012
	Coats for Kids Drive Coordinator	2004-2012

Volunteer Work:

- *Coats for Kids Drive- Total donations over the 9 years was 7,856 Coats given away to kids and families who need them.
- *PTO President/ Fundraising Coordinator 2002-2007

	*VA Hospital, Fresno *Registration/Secretary at Fresno Adventist Academy June-August 2002-2003
Summer Work:	Summer School 2002-2006 Duties: teaching reading fluency and comprehension, math skills
Honors & Awards	New Teacher of the Year 2004-2005, Victoriano Elementary Site Teachers of the Year 2008-2009, Victoriano Elementary Dean's & Honor List in College 1998-2002
In Services	* iPad, Google Docs, Guinius Hour Training, August 7, 2015 *New GenerationScience Standards training, May 7, 2015 * Common Core, NGSS training, VVUSD August 7, 2015 * Next Generation Science Standards, VVUSD Febrauy 28, 2014 * RTP ² In-Services: Victoriano Elementary, VVUSD 2010-2011 *Leadership Conference: Bethune Elementary, VVUSD August 8 th 2007 *Step-up to Writing: How to use it in the classroom September 2005 *Vocabulary and Reading Comprehension Strategies with Quality Quinn November 9, 2005

Christine Thompson

Objective

It is my objective to engage and motivate my students in their learning. I will research creative teaching strategies and implement a variety of methods to make learning meaningful for all students. I will continue to collaborate with others, take advantage of professional learning opportunities, and grow as an educator.

Experience

Educator, Las Cruces public schools, las cruces, nm - 2004 - Present

2014-Present Sierra Middle School, 6th grade World History

2010 - 2014 Mesa Middle School, History Department Head, 7th grade NM History and 6th grade World History

As a strike team leader, I was instrumental in organizing and implementing the structure of this new school. I was involved in every aspect of opening the school, from design to furniture selection, as well as the EPSS goals, strategies, and the mission statement for the school.

2009-2010 White Sands Middle School, 6th grade World History, 7th grade NM History, and Technology

During my year at White Sands I was chosen to participate in the MIRA team. This team was issued Macintosh computers, and collaborated with MIRA members across the school district to create meaningful project based activities while implementing the use of technology in the classroom.

2004-2009 Desert Hills Elementary School, 3rd grade

I was very proud of my collaboration with various grade levels to create a community of learning at Desert Hills. Some of the projects I initiated were Poetry Night, Mars Mission, Star Gazers, and the Wax Museum. All of these projects included educators from grade levels 3 - 5, teachers and students came together for each project, and parents were invited to participate throughout each project, and evening events took place to involve the community in celebrating the learning that the students had achieved.

Independent business owner, d.g.'s incorporated, las cruces, nm 1994 - 2004

I owned and operated a delicatessen. My duties included hiring, managing, and training employees. I coordinated catering engagements. I was responsible for ordering products and management of daily funds. I owned and managed a distribution company as well under this same name. My duties included the purchasing and selling of food products. I instructed customers on the use of the products as well as the handling of products. I coordinated the purchasing, shipping, and distribution as well as the marketing of all the merchandise we distributed.

Educator, las cruces public schools, las cruces, nm - 1990 - 1994

1993-1994 Sierra Middle School, Family and Career Skills Educator

I worked half time at Sierra Middle School. I organized and implemented a relatively new curriculum. The curriculum included life skills, money management, time management, improvement of self esteem, phone etiquette, filling out job applications, and becoming a positive contributor in the community. I also coordinated a quilt making activity with the local quilt guild. My students worked as a group to create quilts for terminally ill children.

1990 - 1993 Picacho Middle School, 6th grade Math, Science, and Language Arts

I coordinated and implemented a writer's workshop where authors and illustrators from the community were invited to the school, and they discussed their careers with the students and taught various writing strategies. I was involved in organizing a unit about holidays around the world, and the children were exposed to many different cultures. I brought in many guest speakers to bring the subject matter to life.

Educator, Honolulu Public School District, Honolulu, HI - 1989 - 1990

Lunalillo Elementary School

I designed, organized, and implemented a special program for children whose educational needs were not being met in the traditional classroom. This included first grade reading, second grade mathematics, third grade reading and writing skills, and fifth grade reading with an emphasis on social studies.

Education

Kaplan University, Fort Lauderdale, Florida, Master of Arts in Teaching and Learning

University of Hawaii, Honolulu, Hawaii, Bachelor of Education

Qualifications

Highly Qualified grades 6-12 Social Studies and Language Arts

Qualified to teach online through IDEAL NM, certification received 2011

Level III certification in the State of New Mexico

References

Upon request

LISA M. TODD

EDUCATION:

Degree	Major	Date	University
B.S	Mathematics Physical Education	1987	Western Michigan University
Assoc.	Pre-Education	1984	Glen Oaks Community College

LICENSES/CERTIFICATIONS:

California Clear Single Subject-Mathematics	State of California	2016
Online Teaching Certification	EdTech Leaders Online	2013
Level III Licensure	State of NM	2009
National Board Certification - Mathematics	NCTM	2009

EXPERIENCE:

2014-Present New Mexico Connections Academy

Math Teacher

Online teaching of 7th through 12th grade math, algebra and geometry. Working in a virtual environment I utilize online resources, innovative instructional tools, and hands-on activities into dynamic curriculum that engages every type of learner. Preparing and conducting live lessons that include use of web camera and online schooling technologies, in person monitoring of standardized testing, and active participation in field trips and parent interaction. Facility with online educational technology and provide mentorship to teachers locally and nationwide. Well-respected, positive and diligent interaction with administration, faculty, students and parents.

2006-2014 Albuquerque Public Schools (APS)-Taylor Middle School

Math Teacher-Level III Licensure

PE Teacher

Teaching of 7th and 8th grade math, pre-algebra, algebra, geometry, and physical education. Videotaped for excellence in teaching as an example for other educators. Teaching capabilities include: Interactive learning; multimedia use of technology and graphing calculator for theoretical and practical applications. Engaged by APS and Taylor to instruct other teachers in the use of technology for their classrooms. Experience and application of New Mexico Educational Standards and information. Utilize tactile learning and employ different teaching methodologies as needed to promote maximum learning capability and environment for students. Compassionate and well-rounded use of issues to ensure building of character and self-esteem.

2012-2015 AfterMath Education Inc.

VP Curriculum Development; Lead Teacher

All aspects of curriculum development and teaching for AfterMath Education Inc.; an innovative and engaging program for learning that lasts. Develop, prepare and present professional development workshops and collaborative learning opportunities for STEM-focused supplementary educational enrichment program.

1998-2006 Menaul School

Teacher-Level II Licensure; Coach; Athletic Director

Taught grades six through twelve in Algebra I, Algebra II, and Physical Education. Physical Education chair for two years and Women's Athletic Director for six years. Coached volleyball and softball. Continuously worked to improve abilities to be a highly effective teacher.

1998-2012 New Mexico Activities Association (NMAA)

Referee

Volleyball and basketball referee at all levels. Periodic peer and self-evaluation to ensure highest quality. Excellent interpersonal relationships with players, teams and other referees.

1996-1998 Moriarty Public Schools

Teacher/Coach

Physical Education teacher grades seven and eight; and softball and volleyball coach for grades seven through twelve. Employed effective teaching strategies and well-rounded approaches that continue through current teaching approaches.

1994-1996 Kalamazoo Public Schools

1989-1992 Teacher/Coach

Mathematics teacher for grades 7 through 12, including Algebra and Geometry. Physical Education teacher for K through 12. Basketball coach for middle school. Employed well-rounded, interactive and compassionate teaching that has been the hallmark of my teaching.

1993-1994 Española Public Schools

Math Teacher

Algebra and pre-calculus teacher for grades 9 through 12.

COMMUNITY INVOLVEMENT:

- Helped provide over 150 scholarships to AfterMath Education Camps
- Work with students in fundraising projects each semester for different charities (e.g. Albuquerque Christian Home, Animal Humane Society and ALS)
- Assist with low income math programs and tutoring for the Albuquerque Hispano Chamber of Commerce
- Volunteer for Special Olympics
- Member of the National Council of Teachers of Mathematics

AWARDS AND HONORS:

- 2012-2013 Teacher of the Year-Albuquerque Public Schools
- 2012 New Mexico Teacher of the Year Nominee
- 2012 Golden Apple Winner
- 2002 Crystal Apple Educator Award
- 1996 Kalamazoo Central High School Influential Educator Award
- Coaching Recognition Award (Kalamazoo Public Schools)
- Excellence in Teaching Award (Palm Beach Public Schools)
- Cum Laude Western Michigan University

References Available Upon Request



Charges for the Following Period:

July 2018

Compensation Expenses

Salaries - Administration	\$	13,609.91
Benefits - Administration		3,334.43
Taxes - Administration		463.02
Salaries - Instructional		47,193.32
Benefits - Instructional		11,562.36
Taxes - Instructional		671.41
		76,834.45

Enrollment/Unit Based Charges

Student Technology Assistance	7,757.71
Connexus™ Annual License (EMS)	13,240.00
Internet Subsidy Payment Processing	161.39
Technical Support and Repairs	3,310.00
Tangible and Intangible Instructional Materials	30,855.21
Curriculum Postage	979.00
Enrollment and Records Management	1,186.67
Educational Resource Center	2,780.40
School Curriculum Supplies	493.36
Hardware/Software - Employees	655.25
Human Resources Support	1,365.10
Accounting and Regulatory Reporting	1,103.33
Facility Support Services	91.86
	63,979.28

Revenue Based Charges

Special Education Oversight and Liability	4,718.84
Special Education Direct Services	1,751.02
School Administration	11,325.21
Marketing Services	1,887.54
Treasury Services	2,831.30
	22,513.91

Pass Through Expenses - Allocated **10,151.23**

Pass Through Expenses **460.94**

Short Term Substitute Teaching Services **399.92**

Total Amount Due **\$ 174,339.73**



Charges for the Following Period:

August 2018

Compensation Expenses

Salaries - Administration	\$	5,753.73
Benefits - Administration		1,409.66
Taxes - Administration		221.97
Salaries - Instructional		32,750.23
Benefits - Instructional		8,023.81
Taxes - Instructional		501.76
		48,661.16

Enrollment/Unit Based Charges

Student Technology Assistance	7,757.71
Connexus™ Annual License (EMS)	13,240.00
Internet Subsidy Payment Processing	161.39
Technical Support and Repairs	3,310.00
Tangible and Intangible Instructional Materials	30,855.21
Curriculum Postage	979.00
Enrollment and Records Management	1,186.67
Educational Resource Center	2,780.40
School Curriculum Supplies	493.36
Hardware/Software - Employees	655.25
Human Resources Support	1,365.10
Accounting and Regulatory Reporting	1,103.33
Facility Support Services	91.86
	63,979.28

Revenue Based Charges

Special Education Oversight and Liability	4,718.84
Special Education Direct Services	1,751.02
School Administration	11,325.21
Marketing Services	1,887.54
Treasury Services	2,831.30
	22,513.91

Pass Through Expenses - Allocated

9,644.44

Total Amount Due

\$ 144,798.79



Charges for the Following Period:

July 2018

Compensation Expenses

Salaries - Administration	\$	37,100.87
Benefits - Administration		9,089.71
Taxes - Administration		1,262.20
Salaries - Instructional		128,649.86
Benefits - Instructional		31,519.21
Taxes - Instructional		1,829.66

209,451.51

Enrollment/Unit Based Charges

Student Technology Assistance	18,031.04
Connexus™ Annual License (EMS)	26,214.50
Internet Subsidy Payment Processing	433.12
Technical Support and Repairs	6,553.63
Tangible and Intangible Instructional Materials	62,489.00
Curriculum Postage	2,018.01
Enrollment and Records Management	2,446.07
Educational Resource Center	5,505.05
School Curriculum Supplies	976.54
Hardware/Software - Employees	1,296.96
Human Resources Support	2,702.01
Community Outreach	2,083.33
Accounting and Regulatory Reporting	2,184.54
Facility Support Services	181.82

133,115.62

Revenue Based Charges

Special Education Oversight and Liability	9,532.37
Special Education Direct Services	7,172.23
School Administration	22,877.68
Marketing Services	3,812.95
Treasury Services	5,719.42

49,114.65

Pass Through Expenses - Allocated

25,038.03

Short Term Substitute Teaching Services

1,090.20

Total Amount Due

\$ 417,810.01



Charges for the Following Period:

August 2018

Compensation Expenses

Salaries - Administration	\$	15,684.75
Benefits - Administration		3,842.76
Taxes - Administration		604.90
Salaries - Instructional		89,277.65
Benefits - Instructional		21,873.03
Taxes - Instructional		1,367.29
		132,650.38

Enrollment/Unit Based Charges

Student Technology Assistance	18,031.04
Connexus™ Annual License (EMS)	26,214.50
Internet Subsidy Payment Processing	433.12
Technical Support and Repairs	6,553.63
Tangible and Intangible Instructional Materials	62,489.00
Curriculum Postage	2,018.01
Enrollment and Records Management	2,446.07
Educational Resource Center	5,505.05
School Curriculum Supplies	976.54
Hardware/Software - Employees	1,296.96
Human Resources Support	2,702.01
Community Outreach	2,083.33
Accounting and Regulatory Reporting	2,184.54
Facility Support Services	181.82
	133,115.62

Revenue Based Charges

Special Education Oversight and Liability	9,532.37
Special Education Direct Services	7,172.23
School Administration	22,877.68
Marketing Services	3,812.95
Treasury Services	5,719.42
	49,114.65

Pass Through Expenses - Allocated

26,879.58

Pass Through Expenses

311.95

Total Amount Due

\$ 342,072.18



Charges for the Following Period:

July 2018

Compensation Expenses

Salaries - Administration	\$	104,164.21
Benefits - Administration		25,520.23
Taxes - Administration		3,543.75
Salaries - Instructional		361,196.69
Benefits - Instructional		88,493.19
Taxes - Instructional		5,136.95

588,055.02

Enrollment/Unit Based Charges

Student Technology Assistance	49,862.08
Connexus™ Annual License (EMS)	73,881.00
Internet Subsidy Payment Processing	1,019.22
Technical Support and Repairs	18,470.25
Tangible and Intangible Instructional Materials	177,354.23
Curriculum Postage	5,690.52
Enrollment and Records Management	6,897.60
Educational Resource Center	15,515.01
School Curriculum Supplies	2,752.21
Hardware/Software - Employees	3,655.27
Human Resources Support	7,615.14
Community Outreach	4,166.67
Accounting and Regulatory Reporting	6,156.75
Facility Support Services	512.42

373,548.37

Revenue Based Charges

Special Education Oversight and Liability	25,841.96
Special Education Direct Services	14,597.43
School Administration	62,020.71
Marketing Services	10,336.78
Treasury Services	15,505.18

128,302.06

Pass Through Expenses - Allocated

69,449.03

Pass Through Expenses

670.79

Short Term Substitute Teaching Services

3,060.84

Total Amount Due

\$ 1,163,086.11



Charges for the Following Period:

August 2018

Compensation Expenses

Salaries - Administration	\$	44,036.37
Benefits - Administration		10,788.92
Taxes - Administration		1,698.30
Salaries - Instructional		250,655.46
Benefits - Instructional		61,410.59
Taxes - Instructional		3,838.84

372,428.48

Enrollment/Unit Based Charges

Student Technology Assistance	49,862.08
Connexus™ Annual License (EMS)	73,881.00
Internet Subsidy Payment Processing	1,019.22
Technical Support and Repairs	18,470.25
Tangible and Intangible Instructional Materials	177,354.23
Curriculum Postage	5,690.52
Enrollment and Records Management	6,897.60
Educational Resource Center	15,515.01
School Curriculum Supplies	2,752.21
Hardware/Software - Employees	3,655.27
Human Resources Support	7,615.14
Community Outreach	4,166.67
Accounting and Regulatory Reporting	6,156.75
Facility Support Services	512.42

373,548.37

Revenue Based Charges

Special Education Oversight and Liability	25,841.96
Special Education Direct Services	14,597.43
School Administration	62,020.71
Marketing Services	10,336.78
Treasury Services	15,505.18

128,302.06

Pass Through Expenses - Allocated

76,480.42

Pass Through Expenses

1,225.00

Total Amount Due

\$ 951,984.33



Charges for the Following Period:

July 2018

Compensation Expenses

Salaries - Administration	\$	314,756.26
Benefits - Administration		77,115.28
Taxes - Administration		10,708.26
Salaries - Instructional		1,091,439.33
Benefits - Instructional		267,402.63
Taxes - Instructional		15,522.34

1,776,944.10

Enrollment/Unit Based Charges

Student Technology Assistance	139,542.92
Connexus™ Annual License (EMS)	236,510.50
Internet Subsidy Payment Processing	3,251.62
Technical Support and Repairs	59,127.63
Tangible and Intangible Instructional Materials	545,765.31
Curriculum Postage	17,467.15
Enrollment and Records Management	21,172.30
Educational Resource Center	49,667.21
School Curriculum Supplies	8,810.46
Hardware/Software - Employees	11,701.36
Human Resources Support	24,377.84
Community Outreach	45,833.33
Accounting and Regulatory Reporting	19,709.21
Facility Support Services	1,640.38

1,184,577.22

Revenue Based Charges

Special Education Oversight and Liability	84,606.82
Special Education Direct Services	50,840.67
School Administration	203,056.38
Marketing Services	33,842.73
Treasury Services	50,764.09

423,110.69

Pass Through Expenses - Allocated

205,754.87

Pass Through Expenses

(442.78)

Short Term Substitute Teaching Services

9,249.04

Total Amount Due

\$ 3,599,193.14



Charges for the Following Period:

August 2018

Compensation Expenses

Salaries - Administration	\$	133,066.11
Benefits - Administration		32,601.20
Taxes - Administration		5,131.73
Salaries - Instructional		757,413.41
Benefits - Instructional		185,566.28
Taxes - Instructional		11,599.76

1,125,378.49

Enrollment/Unit Based Charges

Student Technology Assistance	139,542.92
Connexus™ Annual License (EMS)	236,510.50
Internet Subsidy Payment Processing	3,251.62
Technical Support and Repairs	59,127.63
Tangible and Intangible Instructional Materials	545,765.31
Curriculum Postage	17,467.15
Enrollment and Records Management	21,172.30
Educational Resource Center	49,667.21
School Curriculum Supplies	8,810.46
Hardware/Software - Employees	11,701.36
Human Resources Support	24,377.84
Community Outreach	45,833.33
Accounting and Regulatory Reporting	19,709.21
Facility Support Services	1,640.38

1,184,577.22

Revenue Based Charges

Special Education Oversight and Liability	84,606.82
Special Education Direct Services	50,840.67
School Administration	203,056.38
Marketing Services	33,842.73
Treasury Services	50,764.09

423,110.69

Pass Through Expenses - Allocated

229,612.61

Pass Through Expenses

2,594.21

Total Amount Due

\$ 2,965,273.22

Invoice	148248
Date	8/19/2018
Page	1

Connections Education LLC

10960 Grantchester Way
Columbia, MD 21044
Phone: (443)-873-1779

Invoice

California Connections Academy @ North Bay
Attn: Tim Batiuk, Treasurer
2150 Portola Avenue
Suite D-115
Livermore CA 94551

Please include invoice number(s)
in transmission

Purchase Order No.		Customer ID	Payment Terms	
2514471		0000954	NET30	
QTY	Item	Description	Unit Price	Ext. Price
6.00	SUMMER SCHOOL	Credit Recovery	\$55.00	\$330.00
2.00	SUMMER SCHOOL	Original Credit	\$324.00	\$648.00
			Discount	\$0.00
			Total	\$978.00

Please note invoice number 148248 on remittance. Thank you.

Make all checks payable to Connections Education and send to:
32369 Collection Center Dr
Chicago, IL 60693-0323

Invoice	148251
Date	8/20/2018
Page	1

Connections Education LLC

10960 Grantchester Way

Columbia, MD 21044

Phone: (443)-873-1779

Invoice

Central California Connections Academy

Attn: Tim Batiuk, Treasurer

4216 South Mooney

Suite 356

Visalia CA 93277

Please include invoice number(s)
in transmission

Purchase Order No.	Customer ID	Payment Terms
2514483	0000013	NET30

QTY	Item	Description	Unit Price	Ext. Price
13.00	SUMMER SCHOOL	Original Credit	\$324.00	\$4,212.00
13.00	SUMMER SCHOOL	Credit Recovery	\$55.00	\$715.00

Please note invoice number 148251 on remittance. Thank you.

Make all checks payable to Connections Education and send to:
32369 Collection Center Dr
Chicago, IL 60693-0323

Discount	\$0.00
Total	\$4,927.00

Invoice	148249
Date	8/20/2018
Page	1

Connections Education LLC

10960 Grantchester Way

Columbia, MD 21044

Phone: (443)-873-1779

Invoice

California Connections Academy @ Ripon
Attn: Paul Hedrick, Treasurer
580 North Wilma Avenue
Suite G
Ripon CA 95366

Please include invoice number(s)
in transmission

Purchase Order No.		Customer ID	Payment Terms	
2514475		0000557	NET30	
QTY	Item	Description	Unit Price	Ext. Price
43.00	SUMMER SCHOOL	Original Credit	\$324.00	\$13,932.00
47.00	SUMMER SCHOOL	Credit Recovery	\$55.00	\$2,585.00
			Discount	\$0.00
			Total	\$16,517.00

Please note invoice number 148249 on remittance. Thank you.

Make all checks payable to Connections Education and send to:
32369 Collection Center Dr
Chicago, IL 60693-0323

Invoice	148250
Date	8/20/2018
Page	1

Connections Education LLC

10960 Grantchester Way

Columbia, MD 21044

Phone: (443)-873-1779

Invoice

Capistrano Connections Academy
Mike Henjum
33272 Valle Road
San Juan Capistrano CA 92675

Please include invoice number(s)
in transmission

Purchase Order No.		Customer ID	Payment Terms	
2514461		0000010	NET30	
QTY	Item	Description	Unit Price	Ext. Price
152.00	SUMMER SCHOOL	Original Credit	\$324.00	\$49,248.00
7.00	SUMMER SCHOOL	Honors	\$346.50	\$2,425.50
155.00	SUMMER SCHOOL	Credit Recovery	\$55.00	\$8,525.00
			Discount	\$0.00
			Total	\$60,198.50

Please note invoice number 148250 on remittance. Thank you.

Make all checks payable to Connections Education and send to:
32369 Collection Center Dr
Chicago, IL 60693-0323

Document #	CREDIT0023304
Date	9/6/2018

Connections Education LLC

Credit Memo

Customer:

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

Customer ID	Description:	Amount
0000954	June 2018 Service Revenue Base = (\$2,390.41) Service Credit = (\$19,500.00)	(\$21,890.41)
		(Total Amount Due)
Current Amount		(\$21,890.41)



0000-11100-0500-003

Charges for the Following Period:

June 2018

Revenue Based Charges

Special Education Oversight and Liability	(543.27)
School Administration	(1,303.87)
Marketing Services	(217.31)
Treasury Services	(325.96)
	(2,390.41)

Service Credit

(19,500.00)

Total Amount Due

\$ (21,890.41)

Document #	CREDIT0023307
Date	9/6/2018

Connections Education LLC

Credit Memo

Customer:

Central California Connections Academy
33272 Valle Road
Can Juan Capistrano CA 92675

Customer ID	Description:	Amount
0000013	June 2018 Service Revenue Based = (\$7,592.88)	(\$7,592.88)
Current Amount		(\$7,592.88)



0000-11100-0500-003

Charges for the Following Period:

June 2018

Revenue Based Charges

Special Education Oversight and Liability	(1,725.65)
School Administration	(4,141.58)
Marketing Services	(690.26)
Treasury Services	(1,035.39)
	<hr/> (7,592.88)

Total Amount Due

\$	<hr/> (7,592.88) <hr/>
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0000-11100-0500-003

Charges for the Following Period:

June 2018

Revenue Based Charges

Special Education Oversight and Liability	(1,699.34)
School Administration	(4,078.42)
Marketing Services	(679.74)
Treasury Services	(1,019.61)
	<hr/> (7,477.11)

Service Credit

(59,600.00)

Total Amount Due

\$	<hr/> (67,077.11) <hr/>
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Document #	CREDIT0023306
Date	9/6/2018

Connections Education LLC

Credit Memo

Customer:

Capistrano Connections Academy
33272 Valle Road
San Juan Capistrano CA 92675

Customer ID	Description:		Amount
0000010	June 2018 Service Revenue Based = (\$72,814.07) Service Credit = (\$100,000.00)		(\$172,814.07)
Current Amount			(\$172,814.07)



0000-11100-0500-003

Charges for the Following Period:

June 2018

Revenue Based Charges

Special Education Oversight and Liability	(16,548.65)
School Administration	(39,716.77)
Marketing Services	(6,619.46)
Treasury Services	(9,929.19)
	<hr/> (72,814.07)

Service Credit

(100,000.00)

Total Amount Due

\$ (172,814.07)

California Connections Academy @ North Bay
Revenue and Expense Statement - Unaudited
Period Ended June 30, 2018

	June Actual	YTD Total	Budget Revised 10/24/2017	Forecast vs Budget
Forecasted Enrollment			179	5
Forecasted Funded Enrollment (P-2 ADA)			168	(0)
Revenue				
LCFF / General Purpose Block Grant - State	48,170.38	954,897.00	655,558.02	299,339
LCFF / General Purpose Block Grant - State EPA	5,660.66	33,494.00	30,000.00	3,494
LCFF / General Purpose Block Grant - Local	37,668.53	470,077.00	776,436.94	(306,360)
Subtotal	91,499.57	1,458,468.00	1,461,994.96	(3,527)
Lottery	5,467.89	34,833.76	31,708.42	3,125
Special Education Pass through funds - State	1,844.99	25,546.00	25,325.00	221
One Time State Funding	(2,069.12)	20,771.00	20,725.53	45
Mandated Cost Reimbursement	(6,924.00)	4,579.00	4,312.41	267
Total Pupil Funding	89,819.33	1,544,197.76	1,544,066.32	131
Star Testing Reimbursement	-	264.54	281.98	(17)
Federal Funding - Title I	317.00	19,894.00	21,000.00	(1,106)
Federal Funding - Title II	897.00	3,430.00	3,366.00	64
Federal Funding - IDEA	21,071.00	21,071.00	22,000.00	(929)
E-Rate Funds	-	202.99	3,000.00	(2,797)
MediCAL	-	-	-	-
Miscellaneous State Funds	-	536.52	36.52	500
Prior Year Adjustments - State Aid	444.00	444.00	-	444
Prior Year Adjustments - One Time Special Education	-	1,986.00	-	1,986
Prior Year Adjustments - Other State Revenues	-	-	-	-
Prior Year Adjustments - Local	-	-	-	-
Prior Year Adjustments - Federal	(56.00)	17.00	-	17
Interest	7.34	77.17	500.00	(423)
Subtotal	22,680.34	47,923.22	50,184.50	(2,261)
Total Revenue	112,499.67	1,592,120.98	1,594,250.82	(2,130)
Compensation Expense				
Salaries - Administration	15,353.02	81,204.41	78,859.26	(2,345)
Benefits - Administration	3,761.49	19,895.08	19,320.52	(575)
Taxes - Administration	604.72	3,474.54	3,682.17	208
Pension - Administration	1,414.13	6,890.71	5,094.39	(1,796)
Subtotal Administration	21,133.36	111,464.74	106,956.35	(4,508)
Salaries - Teachers	101,544.87	438,370.01	430,361.72	(8,008)
Benefits - Teachers	24,878.49	107,400.65	105,438.62	(1,962)
Taxes - Teachers	1,716.29	10,553.76	8,330.91	(2,223)
Pension - Teachers	13,164.81	62,450.30	49,357.64	(13,093)
Subtotal Instructional Staff	141,304.47	618,774.72	593,488.90	(25,286)
Total Compensation Expense	162,437.83	730,239.46	700,445.25	(29,794)
Enrollment/Unit Based Fees				
Educational Resource Center	1,980.51	23,197.86	22,586.76	(611)
Connexus™ Annual License (LMS)	9,431.00	110,466.00	107,556.00	(2,910)
Technical Support and Repairs	2,357.75	27,616.50	26,889.00	(728)
Accounting and Regulatory Reporting	785.92	9,205.50	8,963.00	(243)
Direct Course Instruction Support	276.30	3,305.76	2,977.09	(329)
Short Term Substitute Teaching	2,569.02	21,254.41	2,011.88	(19,243)
Hardware/Software - Employees	241.07	5,886.00	5,356.67	(529)
Voice Over IP Services	3,531.60	3,531.60	3,214.00	(318)
Human Resources Support	502.23	12,262.50	11,159.73	(1,103)
Facility Support Services	168.53	1,011.18	1,011.18	-
School Curriculum Supplies	170.70	4,365.00	3,956.80	(408)
Student Technology Assistance	5,989.58	71,875.00	100,050.00	28,175
Internet Subsidy Payment Processing	200.64	1,675.00	1,500.00	(175)
Enrollment and Records Management	826.67	9,920.00	9,800.00	(120)
Curriculum Postage	682.00	8,184.00	8,085.00	(99)
Tangible and Intangible Instructional Materials	21,616.67	259,400.00	255,825.00	(3,575)
Community Outreach	-	-	-	-
Total Enrollment/Unit Based Fees	51,330.19	573,156.31	570,942.11	(2,214)
Revenue Based Fees				
Treasury Services	1,876.50	23,181.41	23,196.39	15
Marketing Services	1,251.00	15,454.27	15,464.26	10
School Administration	7,505.96	92,725.62	92,785.55	60
Special Education Oversight and Liability	3,127.49	38,635.68	38,660.65	25
Special Education Direct Services	23,901.08	46,617.00	47,325.00	708
Total Revenue Based Fees	37,662.03	216,613.98	217,431.84	818

California Connections Academy @ North Bay
Revenue and Expense Statement - Unaudited
Period Ended June 30, 2018

	June Actual	YTD Total	Budget Revised 10/24/2017	Forecast vs Budget
<u>Pass-Through Expenses</u>				
Office Supplies	122.31	1,529.69	4,606.63	3,077
Expensed Furniture and Equipment	3.44	469.46	3,707.67	3,238
Copiers/Reproduction	(66.77)	529.98	834.23	304
Office Postage	36.21	1,344.72	2,662.78	1,318
ISP Payment Reimbursement	2,728.58	7,401.45	10,000.00	2,599
Student Testing & Assessment Facilities & Services	275.84	7,514.49	10,000.00	2,486
Student Testing & Assessment Travel	1,262.51	5,793.58	7,988.34	2,195
Student Testing Technology	-	-	5,000.00	5,000
Staff Recruiting / Background Checks	43.52	547.07	1,071.85	525
Staff Training / Prof. Dvlpmt.	3,703.87	13,950.15	14,500.00	550
Travel and Conferences - Teachers	80.45	747.96	2,359.43	1,611
Travel and Conferences - Administration	386.72	1,465.65	4,179.56	2,714
Team Building	153.95	861.01	1,449.36	588
Maintenance & Repair	106.89	1,304.28	1,954.95	651
High Speed Internet	55.42	1,096.82	1,802.30	705
Phone	46.73	921.11	1,516.77	596
Rent	842.16	9,908.27	11,281.33	1,373
Rent Storage Unit	23.13	335.30	300.00	(35)
Rent Operating Expense	192.39	1,330.38	1,253.31	(77)
Utilities	78.92	825.76	1,550.48	725
Expenses Pending Allocation	(5,446.64)	-	-	-
Total Pass-Through Expenses	4,629.63	57,877.13	88,019.00	30,142
<u>Other School Expenses</u>				
Banking fees	0.67	0.67	250.00	249
Financial Audit	-	8,162.50	9,000.00	838
District Oversight	1,018.25	14,584.68	17,373.66	2,789
STRS Reporting	79.60	991.97	991.97	-
District Administrative Fees	-	-	-	-
Student Activities	323.85	1,935.26	7,000.00	5,065
Graduation	447.64	1,128.14	4,000.00	2,872
Board Expenses	678.51	1,408.76	7,000.00	5,591
Dues - Staff	6.58	25.44	471.89	446
Dues - School	-	1,922.00	4,000.00	2,078
Other School Expense	-	1,097.47	404.47	(693)
Other Curriculum	2.60	86.10	1,247.13	1,161
College and Career	-	-	50,000.00	50,000
Science Lab	6.05	2,548.96	5,258.15	2,709
Science Lab - Contracted Services	235.91	2,068.12	4,200.00	2,132
Other School Contracted Services	2.21	68.90	1,051.63	983
Accreditation and Consulting	3.82	978.14	6,000.00	5,022
Insurance - D&O	-	-	-	-
AERIES	-	528.50	749.00	
Title I - SES Tutoring	-	-	2,500.00	2,500
Summer School	-	1,543.75	1,543.75	-
Math Time To Talk	495.00	495.00	2,300.00	1,805
Legal	51.58	1,195.46	5,000	3,805
Total Other School Expenses	3,352.27	40,769.82	130,341.65	89,572
<u>Adjustments and Credits</u>				
Contractual Service Credit	(7,000.00)	(27,000.00)	(113,000.00)	(86,000)
Total Adjustments and Credits	(7,000.00)	(27,000.00)	(113,000.00)	(86,000)
Total Program Expenses	252,411.95	1,591,656.70	1,594,179.84	2,523
Net Increase (Decrease)	(139,912.28)	464.28	70.97	393
Beginning fund balance		69,863.32		
Ending fund balance	70,327.60	70,327.60		

California Connections Academy @ North Bay
Balance Sheet
June 30, 2018

Assets:

Cash:

Checking	\$ 18,702.00
Savings	34,113.22
Total Cash	52,815.22

Accounts Receivable:

17-18 Funding Receivable	561,640.67
16-17 Funding Receivable	50,909.15
Total Accounts Receivable	612,549.82

Prepaid:

Prepaid Rent	1,291.70
Prepaid Rent Operating Expense	143.19
Total Prepaid	1,434.89

Indoff Incorporated - deposit for shelving system	523.20
Total Deposits	523.20

Total Assets	\$ 667,323.13
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Liabilities:

CA Payable:

CA Invoice March 2018	\$ 53,386.31
CA Invoice April 2018	139,570.90
CA Invoice May 2018	128,693.76
Math Time to Talk	495.00
CA Invoice June 2018	193,605.03
CA Invoice Adjustment June 2018	(21,890.41)
Total CA Payable	493,860.59

Due To/From Related Parties:

Capistrano Connections Academy	10,461.68
Central California Connections Academy	1,068.74
California Connections Academy @ Ripon	951.35
Total Due To/From Related Parties	12,481.77

Accrued Pension	10,707.87
Total Pension Payable	10,707.87

Accrued Expenses:

Accrued Payroll	70,696.13
Accrued Expenses	514.36
Total Accrued Expenses	71,210.49

Other Payables:

Oversight Payable to MUSD	8,650.01
STRS Reporting	84.81
Total Other Payables	8,734.82

Total Liabilities	596,995.53
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Fund Balance	70,327.60
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Total Liabilities and Fund Balance	\$ 667,323.13
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California Connections Academy @ Central
Revenue and Expense Statement - Unaudited
Period Ended June 30, 2018

	June Actual	YTD Total	Budget Revised 10/24/2017	Forecast vs Budget
Forecasted Enrollment			476	(24)
Forecasted Funded Enrollment (P-2 ADA)			439	(30)
Revenue				
LCFF / General Purpose Block Grant - State	168,054.22	2,798,722.00	3,160,794.83	(362,073)
LCFF / General Purpose Block Grant - State EPA	7,968.69	595,278.00	633,028.00	(37,750)
LCFF / General Purpose Block Grant - Local	18,067.64	195,107.00	92,128.27	102,979
Subtotal	194,090.55	3,589,107.00	3,885,951.10	(296,844)
Lottery	13,341.24	84,991.00	82,915.44	2,076
Special Education Pass through funds - State	5,536.12	76,654.00	75,988.00	666
One Time State Funding	6,596.41	62,324.00	62,188.35	136
Mandated Cost Reimbursement	-	12,271.00	11,486.73	784
Total Pupil Funding	219,564.32	3,825,347.00	4,118,529.62	(293,183)
Star Testing Reimbursement	-	1,075.74	846.10	230
Federal Funding - Title I	(3,866.00)	97,915.00	77,000.00	20,915
Federal Funding - Title II	7,265.00	14,296.00	14,035.00	261
Federal Funding - IDEA	63,224.00	63,224.00	64,000.00	(776)
E-Rate Funds	-	498.86	7,000.00	(6,501)
MediCAL	-	-	-	-
Miscellaneous State Funds	-	109.55	109.55	-
Prior Year Adjustments - State Aid	-	-	-	-
Prior Year Adjustments - One Time Special Education	(5,049.67)	2,399.33	-	2,399
Prior Year Adjustments - Other State Revenues	-	-	-	-
Prior Year Adjustments - Local Revenues	-	-	-	-
Prior Year Adjustments - Federal	(208.00)	(208.00)	-	(208)
Interest	35.59	2,126.06	477.32	1,649
Subtotal	61,400.92	181,436.54	163,467.97	17,969
Total Revenue	280,965.24	4,006,783.54	4,281,997.59	(275,214)
Compensation Expense				
Salaries - Administration	36,953.62	194,821.61	189,177.02	(5,645)
Benefits - Administration	9,053.64	47,731.29	46,348.37	(1,383)
Taxes - Administration	1,455.51	8,350.35	8,850.10	500
Pension - Administration	3,403.71	16,506.02	12,182.41	(4,324)
Subtotal Administration	50,866.48	267,409.26	256,557.89	(10,851)
Salaries - Teachers	239,114.80	1,048,389.90	1,095,355.35	46,965
Benefits - Teachers	58,583.13	256,855.53	268,362.07	11,507
Taxes - Teachers	4,041.47	25,556.31	21,242.01	(4,314)
Pension - Teachers	31,000.10	150,374.90	126,286.09	(24,089)
Subtotal Instructional Staff	332,739.50	1,481,176.64	1,511,245.52	30,069
Total Compensation Expense	383,605.98	1,748,585.90	1,767,803.41	19,218
Enrollment/Unit Based Fees				
Educational Resource Center	4,685.52	56,960.82	59,953.60	2,993
Connexus™ Annual License (LMS)	22,312.00	271,242.00	285,493.33	14,251
Technical Support and Repairs	5,578.00	67,810.50	71,373.33	3,563
Accounting and Regulatory Reporting	1,859.33	22,603.50	23,791.11	1,188
Direct Course Instruction Support	650.62	8,144.03	6,411.69	(1,732)
Short Term Substitute Teaching	6,049.46	52,261.94	4,842.86	(47,419)
Hardware/Software - Employees	275.24	13,860.00	14,218.51	359
Voice Over IP Services	8,316.00	8,316.00	8,531.11	215
Human Resources Support	573.42	28,875.00	29,621.89	747
Facility Support Services	405.57	2,433.45	2,433.45	-
School Curriculum Supplies	181.23	10,275.00	10,502.77	228
Student Technology Assistance	18,447.92	221,375.00	242,650.00	21,275
Internet Subsidy Payment Processing	338.47	5,425.00	5,850.00	425
Enrollment and Records Management	2,230.00	26,320.00	26,720.00	400
Curriculum Postage	1,839.75	21,714.00	22,044.00	330
Tangible and Intangible Instructional Materials	56,939.58	672,825.00	681,050.00	8,225
Community Outreach	2,083.33	25,000.00	25,000.00	-
Total Enrollment/Unit Based Fees	132,765.44	1,515,441.24	1,520,487.65	5,046
Revenue Based Fees				
Treasury Services	3,954.73	57,971.69	62,122.98	4,151
Marketing Services	2,636.49	38,647.79	41,415.32	2,768
School Administration	15,818.91	231,886.74	248,491.94	16,605
Special Education Oversight and Liability	6,591.22	96,619.48	103,538.31	6,919
Special Education Direct Services	71,717.42	139,878.00	139,988.00	110
Total Revenue Based Fees	100,718.77	565,003.70	595,556.55	30,553

California Connections Academy @ Central
Revenue and Expense Statement - Unaudited
Period Ended June 30, 2018

	June Actual	YTD Total	Budget Revised 10/24/2017	Forecast vs Budget
<u>Pass-Through Expenses</u>				
Office Supplies	296.34	3,783.48	5,069.70	1,286
Expensed Furniture and Equipment	8.10	1,129.60	8,922.66	7,793
Copiers/Reproduction	(160.28)	1,313.08	2,007.60	695
Office Postage	61.68	3,288.49	6,408.10	3,120
ISP Payment Reimbursement	8,280.72	24,141.90	31,000.00	6,858
Student Testing & Assessment Facilities & Services	2,224.05	9,169.31	14,000.00	4,831
Student Testing & Assessment Travel	3,022.67	14,441.94	19,224.29	4,782
Student Testing Technology	-	-	10,000.00	10,000
Staff Recruiting / Background Checks	105.59	1,339.26	2,579.46	1,240
Staff Training / Prof. Dvlpmt.	8,861.94	33,884.07	40,000.00	6,116
Travel and Conferences - Teachers	192.45	1,816.11	5,678.06	3,862
Travel and Conferences - Administration	1,062.97	3,815.60	10,058.28	6,243
Team Building	388.27	2,128.97	3,487.95	1,359
Maintenance & Repair	256.62	3,139.28	4,704.68	1,565
High Speed Internet	132.75	2,702.46	4,337.31	1,635
Phone	121.10	2,275.96	3,650.18	1,374
Rent	2,027.19	23,850.51	23,757.45	(93)
Rent Storage Unit	55.64	807.13	1,300.00	493
Rent Operating Expense	463.08	3,202.19	3,016.62	(186)
Utilities	189.83	1,988.50	3,731.30	1,743
Expenses Pending Allocation	(12,914.08)	-	-	-
Total Pass-Through Expenses	14,676.63	138,217.84	202,933.63	64,716
<u>Other School Expenses</u>				
Banking fees	31.62	436.62	600.00	163
Financial Audit	1,400.00	9,562.50	9,000.00	(563)
District Oversight	2,053.28	35,891.07	38,859.51	2,968
STRS Reporting	198.98	2,387.21	2,387.21	-
District Administrative Fees	833.37	10,000.00	10,000.00	-
Student Activities	2,885.80	9,478.81	13,000.00	3,521
Graduation	1,075.64	2,520.33	5,000.00	2,480
Board Expenses	-	2,112.72	7,000.00	4,887
Dues - Staff	15.84	62.46	1,135.61	1,073
Dues - School	-	4,835.00	5,500.00	665
Other School Expense	-	(2,843.63)	973.38	3,817
Other Curriculum	6.10	207.56	3,001.26	2,794
Prop 39 Clean Energy Planning	-	-	-	-
Science Lab	15.61	6,243.75	12,653.96	6,410
Science Lab - Other Contracted Services	555.31	5,083.79	5,000.00	(84)
College and Career Grant	-	-	36,000.00	
Other School Contracted Services	5.18	500.75	2,530.79	2,030
Accreditation and Consulting	10.40	2,406.77	4,000.00	1,593
Insurance - D&O	-	1,030.00	1,030.00	-
AERIES	-	1,585.50	1,802.50	
Title I - SES Tutoring	-	-	10,000.00	10,000
Summer School	-	3,988.75	3,988.75	-
Math Time to Talk	3,850.00	3,850.00	5,600.00	1,750
Legal	(18,103.60)	3,717.97	15,000	11,282
Total Other School Expenses	(5,166.47)	103,057.93	194,062.98	91,005
<u>Adjustments and Credits</u>				
Contractual Service Credit	-	-	-	-
Total Adjustments and Credits	-	-	-	-
Total Program Expenses	626,600.35	4,070,306.61	4,280,844.21	210,538
Net Increase (Decrease)	(345,635.11)	(63,523.07)	1,153.38	(64,676)
Beginning fund balance		104,274.80	130,216.80	
Ending fund balance	40,751.73	40,751.73	131,370.17	

California Connections Academy @ Central
Balance Sheet - Unaudited
June 30, 2018

Assets:

Cash:

Checking	\$ 23,010.07
Savings	31,364.14
Total Cash	54,374.21

Accounts Receivable:

16-17 Funding Receivable	3,600.07
17-18 Funding Receivable	693,068.14
Total Accounts Receivable	696,668.21

Prepaid:

Prepaid Rent	2,213.16
Prepaid Rent Operating Expense	245.35
Prepaid Storage Unit	1,780.00
Dinuba Junior Academy - science lab rental	2,400.00
Prepaid Support Services	1,390.00
Total Prepaid	8,028.51

Deposits:

Indoff Incorporated - deposit for shelving system	1,259.11
Utilities Deposit	100.00
Total Deposits	1,359.11

Total Assets	\$ 760,430.04
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California Connections Academy @ Central
Balance Sheet - Unaudited
June 30, 2018

Liabilities:

CA Payable:

CA Invoice June 2018	\$ 437,477.35
Math Time to Talk	3,850.00
CA Invoice June 2018 Adjustment	(7,592.88)
Total CA Payable	433,734.47

Due To/From Related Parties:

Capistrano Connections Academy	29,692.16
California Connections Academy @ Ripon	2,527.27
California Connections Academy @ North Bay	(1,068.74)
Total Due To/From Related Parties	31,150.69

Accrued Pension	30,098.94
Total Pension Payable	30,098.94

Accrued Expenses:

Accrued Payroll	167,075.92
Accrued Expenses	1,648.33
Total Accrued Expenses	168,724.25

Other Payables:

Barade Scholarship	200.00
STRS Reporting Fees	513.29
Oversight Payable to AUSD	35,891.07
AUSD Administration Payable	19,365.60
Total Other Payables	55,969.96

Total Liabilities	719,678.31
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Fund Balance	40,751.73
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Total Liabilities and Fund Balance	\$ 760,430.04
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California Connections Academy @ Ripon
Revenue and Expense Statement
Period Ended June 30, 2018

	June Actual	YTD Total	Budget Revised 3/05/2018	Forecast vs Budget
<u>Forecasted Enrollment</u>			1,219	(12)
<u>Forecasted Funded Enrollment (P-2 ADA)</u>			1,113	(21)
<u>Revenue</u>				
LCFF / General Purpose Block Grant - State	359,506.59	6,437,156.00	6,743,438.34	(306,282)
LCFF / General Purpose Block Grant - State EPA	154,397.02	1,580,680.00	1,537,311.00	43,369
LCFF / General Purpose Block Grant - Local	96,016.56	1,430,472.00	1,328,003.31	102,469
Subtotal	609,920.17	9,448,308.00	9,608,752.65	(160,445)
Lottery	35,658.04	227,163.04	210,387.78	16,775
Special Education Pass through funds - State	13,092.01	181,274.00	179,700.00	1,574
One Time State Funding	(1,561.33)	147,387.00	147,066.15	321
Mandated Cost Reimbursement	-	29,628.00	29,628.00	-
Total Pupil Funding	657,108.89	10,033,760.04	10,175,534.57	(141,775)
Star Testing Reimbursement	-	2,295.46	2,000.90	295
Federal Funding - Title I	25,009.00	155,508.00	153,000.00	2,508
Federal Funding - Title II	13,077.00	25,731.00	25,243.00	488
Federal Funding - Title IV	-	-	10,000.00	(10,000)
Federal Funding - IDEA	149,515.00	149,515.00	166,000.00	(16,485)
E-Rate Funds	-	1,349.30	15,000.00	(13,651)
MediCAL	-	-	-	-
Donations	-	1,300.00	950.00	350
Miscellaneous State Funds	-	1,940.23	-	1,940
Prior Year Adjustments - State Aid	-	3,726.00	-	3,726
Prior Year Adjustments - Other State Revenues	-	-	-	-
Prior Year Adjustments - One Time Special Education	-	16,671.00	16,671.00	-
Prior Year Adjustments - Federal	(466.00)	1,993.00	-	1,993
Interest	23.83	5,800.83	3,225.87	2,575
Subtotal	187,158.83	365,829.82	392,090.77	(26,261)
Total Revenue	844,267.72	10,399,589.86	10,567,625.34	(168,035)
<u>Compensation Expense</u>				
Salaries - Administration	102,175.96	539,775.55	535,110.24	(4,665)
Benefits - Administration	25,033.11	132,245.02	131,102.02	(1,143)
Taxes - Administration	4,024.47	23,110.49	24,856.78	1,746
Pension - Administration	9,411.19	45,776.90	42,701.48	(3,075)
Subtotal Administration	140,644.72	740,907.95	733,770.52	(7,137)
Salaries - Teachers	665,751.82	2,877,514.75	2,887,566.82	10,052
Benefits - Teachers	163,109.19	704,991.10	707,453.86	2,463
Taxes - Teachers	11,252.39	69,217.36	69,373.05	156
Pension - Teachers	86,311.58	410,329.14	399,819.57	(10,510)
Subtotal Instructional Staff	926,424.99	4,062,052.35	4,064,213.31	2,161
Total Compensation Expense	1,067,069.71	4,802,960.30	4,797,983.83	(4,976)
<u>Enrollment/Unit Based Fees</u>				
Educational Resource Center	11,783.62	152,089.56	153,640.34	1,551
Connexus™ Annual License (LMS)	56,112.50	724,236.00	731,620.67	7,385
Technical Support and Repairs	14,028.12	181,059.00	182,905.17	1,846
Accounting and Regulatory Reporting	4,676.04	60,353.00	60,968.39	615
Direct Course Instruction Support	1,811.48	21,880.17	21,580.92	(299)
Short Term Substitute Teaching	16,843.11	141,082.22	63,705.56	(77,377)
Hardware/Software - Employees	1,029.48	38,592.00	38,161.24	(431)
Voice Over IP Services	23,155.20	23,155.20	22,896.75	(258)
Human Resources Support	2,144.76	80,400.00	79,502.59	(897)
Facility Support Services	1,121.44	6,728.62	6,728.61	(0)
School Curriculum Supplies	700.25	28,610.00	28,302.92	(307)
Student Technology Assistance	45,952.08	551,425.00	529,575.00	(21,850)
Internet Subsidy Payment Processing	340.62	12,750.00	13,561.75	812
Enrollment and Records Management	5,963.33	70,680.00	69,800.00	(880)
Curriculum Postage	4,919.75	58,311.00	57,585.00	(726)
Tangible and Intangible Instructional Materials	152,814.58	1,812,875.00	1,791,675.00	(21,200)
Community Outreach	4,166.67	50,000.00	50,000.00	-
Total Enrollment/Unit Based Fees	347,563.03	4,014,226.77	3,902,209.91	(112,017)
<u>Revenue Based Fees</u>				
Treasury Services	12,155.61	150,925.50	153,016.18	2,091
Marketing Services	8,103.74	100,617.00	102,010.78	1,394
School Administration	48,622.45	603,702.00	612,064.71	8,363
Special Education Oversight and Liability	20,259.35	251,542.50	255,026.96	3,484
Special Education Direct Services	169,599.58	330,789.00	362,371.00	31,582
Total Revenue Based Fees	258,740.73	1,437,576.00	1,484,489.63	46,914

California Connections Academy @ Ripon
Revenue and Expense Statement
Period Ended June 30, 2018

	June Actual	YTD Total	Budget Revised 3/05/2018	Forecast vs Budget
<u>Pass-Through Expenses</u>				
Office Supplies	824.71	10,191.88	12,000.00	1,808
Expensed Furniture and Equipment	22.56	3,123.56	8,200.00	5,076
Copiers/Reproduction	(443.44)	3,519.61	5,551.11	2,032
Office Postage	213.86	8,897.86	13,500.00	4,602
ISP Payment Reimbursement	20,132.69	57,210.73	59,000.00	1,789
Student Testing & Assessment Facilities & Services	1,460.77	58,890.03	70,000.00	11,110
Student Testing & Assessment Travel	9,955.36	40,613.29	51,561.41	10,948
Student Testing Technology	220.00	220.00	25,000.00	24,780
Staff Recruiting / Background Checks	295.12	3,656.31	7,132.34	3,476
Staff Training / Prof. Dvlpmt.	25,017.87	93,232.48	92,807.95	(425)
Travel and Conferences - Teachers	535.76	4,961.33	15,700.11	10,739
Travel and Conferences - Administration	2,958.23	10,195.11	27,811.62	17,617
Team Building	1,083.84	5,804.47	9,644.35	3,840
Maintenance & Repair	542.24	8,511.06	13,008.66	4,498
High Speed Internet	543.20	7,458.70	11,992.87	4,534
Phone	341.13	6,113.69	10,092.93	3,979
Rent	5,605.02	65,944.48	65,687.12	(257)
Rent Storage Unit	153.86	2,231.70	3,250.00	1,018
Rent Operating Expense	1,280.41	8,854.08	8,340.96	(513)
Utilities	525.03	5,494.67	10,317.22	4,823
Expenses Pending Allocation	(36,060.10)	-	-	-
Total Pass-Through Expenses	35,208.12	405,125.04	520,598.65	115,474
<u>Other School Expenses</u>				
Banking fees	4.49	403.49	475.00	72
Financial Audit	-	9,525.00	8,225.00	(1,300)
District Oversight	6,581.78	94,483.08	96,087.53	1,604
STRS Reporting	620.00	7,792.73	7,500.00	(293)
District Administrative Fees	833.34	10,000.00	10,000.00	-
Student Activities	2,619.71	15,150.48	17,460.00	2,310
Graduation	3,556.30	9,000.82	7,275.00	(1,726)
Board Expenses	-	1,111.18	7,000.00	5,889
Dues - Staff	43.81	170.12	3,140.02	2,970
Dues - School	-	9,462.84	10,000.00	537
Other School Expense	-	27.22	2,691.45	2,664
Other Curriculum	16.99	572.95	8,298.63	7,726
Prop 39 Clean Energy Planning	-	15,486.25	10,000.00	(5,486)
Science Lab	43.71	16,684.52	25,000.00	8,315
Science Lab - Other Contracted Services	1,546.13	14,031.14	15,000.00	969
College and Career Grant	-	-	36,000.00	
Other School Contracted Services	114.43	542.61	6,997.76	6,455
Accreditation and Consulting	29.20	1,922.25	4,000.00	2,078
Insurance - D&O	-	1,852.00	1,852.00	-
AERIES	-	3,689.00	4,984.00	
Title I - SES Tutoring	-	-	2,000.00	2,000
Summer School	-	11,918.75	11,918.75	-
Math Time to Talk	9,900.00	9,900.00	15,300.00	5,400
Legal	231.56	10,031.63	15,000.00	4,968
Total Other School Expenses	26,141.45	243,758.06	326,205.14	82,447
<u>Adjustments and Credits</u>				
Contractual Service Credit	(204,100.00)	(504,100.00)	(464,000.00)	40,100
Total Adjustments and Credits	(204,100.00)	(504,100.00)	(464,000.00)	40,100
Total Program Expenses	1,530,623.04	10,399,546.18	10,567,487.16	167,941
Net Increase (Decrease)	(686,355.32)	43.68	138.18	(94)
Beginning fund balance		21,607.25		
Ending fund balance	21,650.94	21,650.94		

California Connections Academy @ Ripon
Balance Sheet
June 30, 2018

Assets:

Cash:

Checking	\$ 84,027.00
Savings	968,664.83
Petty Cash	215.97
Total Cash	1,052,907.80

Accounts Receivable:

14-15 Funding Receivable	62,931.83
15-16 Funding Receivable	999,329.00
16-17 Funding Receivable	1,332,665.77
17-18 Funding Receivable	2,888,806.86
Total Accounts Receivable	5,283,733.46

Prepaid:

Prepaid Rent	5,160.19
Prepaid Rent Operating Expense	572.05
Ripon Unified School District (check Hold)	300.00
Total Prepaid	6,032.24

Deposits:

Indoff Incorporated - deposit for shelving system	3,481.49
Total Deposits	3,481.49

Total Assets	\$ 6,346,154.99
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California Connections Academy @ Ripon
Balance Sheet
June 30, 2018

Liabilities:

CA Payable:

CA Invoice December 2017	\$ 369,554.46
CA Invoice January 2018	813,614.81
CA Invoice February 2018	571,830.56
CA Invoice March 2018	837,140.38
CA Invoice April 2018	919,565.48
CA Invoice May 2018	872,478.61
Math Time to Talk	9,900.00
CA Invoice June 2018	1,058,103.37
CA Invoice June 2018 Adjustment	(67,077.11)
Total CA Payable	5,385,110.56

Due To/From Related Parties:

Capistrano Connections Academy	56,332.49
Central California Connections Academy	(2,527.27)
California Connections Academy @ North Bay	(951.35)
Total Due To/From Related Parties	52,853.87

Accrued Pension	67,345.60
Total Pension Payable	67,345.60

Accrued Expenses

Accrued Payroll	464,642.95
Accrued Expenses	4,250.61
Total Accrued Expenses	468,893.56

Other Payables:

STRS Reporting Fees	870.96
Oversight Payable to AUSD	198,487.50
Administration Payable to RUSD	33,000.00
Total Other Payables	232,358.46

Prop 39 Clean Energy Funds	117,942.00
Total Deferred Revenue	117,942.00

Total Liabilities **6,324,504.05**

Fund Balance **21,650.94**

Total Liabilities and Fund Balance **\$ 6,346,154.99**

Capistrano California Connections Academy
Revenue and Expense Statement - Unaudited
Period Ended June 30, 2018

	June Actual	YTD Total	Budget Revised 10/24/2017	Forecast vs Budget
Forecasted Enrollment			3,898	(89)
Forecasted Funded Enrollment (P-2 ADA)			3,622	(118)
Revenue				
LCFF / General Purpose Block Grant - State	(366,158.48)	7,119,088.00	14,204,268.84	(7,085,181)
LCFF / General Purpose Block Grant - State EPA	125,751.78	700,974.00	620,000.00	80,974
LCFF / General Purpose Block Grant - Local	1,893,658.08	22,545,462.00	16,764,474.41	5,780,988
Subtotal	1,653,251.38	30,365,524.00	31,588,743.25	(1,223,219)
Lottery	114,434.05	729,013.00	684,633.89	44,379
Special Education Pass through funds - State	42,044.74	582,158.00	577,102.00	5,056
One Time State Funding	(4,675.85)	473,330.00	472,299.24	1,031
Mandated Cost Reimbursement	-	97,844.00	91,507.08	6,337
Total Pupil Funding	1,805,054.32	32,247,869.00	33,414,285.47	(1,166,416)
Star Testing Reimbursement	-	7,113.88	6,425.84	688
Federal Funding - Title I	117,029.00	475,776.00	428,000.00	47,776
Federal Funding - Title II	60,279.00	79,881.00	78,408.00	1,473
Federal Funding - IDEA	480,162.00	480,162.00	490,000.00	(9,838)
E-Rate Funds	-	4,230.69	24,000.00	(19,769)
MediCAL	-	-	-	-
Miscellaneous State Funds	-	-	-	-
Prior Year Adjustments - State Aid	-	-	-	-
Prior Year Adjustments - One Time Special Education	-	52,629.00	-	52,629
Prior Year Adjustments - Other State Revenues	-	-	-	-
Prior Year Adjustments - Federal	-	1,826.00	1,749.00	77
Donation	-	-	-	-
Interest	8,175.46	62,290.21	15,000.00	47,290
Subtotal	665,645.46	1,163,908.78	1,043,582.84	120,326
Total Revenue	2,470,699.78	33,411,777.78	34,457,868.31	(1,046,091)
Compensation Expense				
Salaries - Administration	301,070.30	1,591,803.42	1,545,815.56	(45,988)
Benefits - Administration	73,762.22	389,991.85	378,724.83	(11,267)
Taxes - Administration	11,858.44	68,123.22	72,194.82	4,072
Pension - Administration	27,730.87	135,050.15	99,824.64	(35,226)
Subtotal Administration	414,421.83	2,184,968.64	2,096,559.85	(88,409)
Salaries - Teachers	2,088,525.14	8,864,588.47	9,025,681.44	161,093
Benefits - Teachers	511,688.66	2,171,824.15	2,211,291.96	39,468
Taxes - Teachers	35,299.80	214,545.10	175,095.01	(39,450)
Pension - Teachers	270,767.42	1,271,414.95	1,041,658.99	(229,756)
Subtotal Instructional Staff	2,906,281.02	12,522,372.67	12,453,727.40	(68,645)
Total Compensation Expense	3,320,702.85	14,707,341.31	14,550,287.25	(157,054)
Enrollment/Unit Based Fees				
Educational Resource Center	39,110.40	479,913.84	491,093.82	11,180
Connexus™ Annual License (LMS)	186,240.00	2,285,304.00	2,338,542.00	53,238
Technical Support and Repairs	46,560.00	571,326.00	584,635.50	13,310
Accounting and Regulatory Reporting	15,520.00	190,442.00	194,878.50	4,437
Direct Course Instruction Support	5,682.74	67,945.33	52,236.57	(15,709)
Short Term Substitute Teaching	52,838.41	437,451.43	39,455.14	(397,996)
Hardware/Software - Employees	10,379.20	121,062.00	116,467.64	(4,594)
Voice Over IP Services	72,637.20	72,637.20	69,880.59	(2,757)
Human Resources Support	21,623.33	252,212.50	242,640.93	(9,572)
Facility Support Services	3,304.46	19,826.74	19,826.70	(0)
School Curriculum Supplies	7,510.31	89,750.00	86,031.03	(3,719)
Student Technology Assistance	129,470.83	1,553,650.00	1,749,725.00	196,075
Internet Subsidy Payment Processing	3,546.66	39,400.00	34,975.00	(4,425)
Enrollment and Records Management	17,836.67	213,160.00	207,760.00	(5,400)
Curriculum Postage	14,715.25	175,857.00	171,402.00	(4,455)
Tangible and Intangible Instructional Materials	460,462.50	5,503,275.00	5,367,325.00	(135,950)
Community Outreach	45,833.33	550,000.00	550,000.00	-
Total Enrollment/Unit Based Fees	1,133,271.29	12,623,213.04	12,316,875.42	(306,338)
Revenue Based Fees				
Treasury Services	34,538.32	484,307.52	500,636.49	16,329
Marketing Services	23,025.54	322,871.68	333,757.66	10,886
School Administration	138,153.26	1,937,230.08	2,002,545.98	65,316
Special Education Oversight and Liability	57,563.86	807,179.20	834,394.16	27,215
Special Education Direct Services	544,662.75	1,062,320.00	1,067,102.00	4,782
Total Revenue Based Fees	797,943.73	4,613,908.48	4,738,436.29	124,528

Capistrano California Connections Academy
Revenue and Expense Statement - Unaudited
Period Ended June 30, 2018

	June	YTD	Budget	Forecast vs
	Actual	Total	Revised 10/24/2017	Budget
<u>Pass-Through Expenses</u>				
Office Supplies	2,544.78	31,171.86	41,305.72	10,134
Expensed Furniture and Equipment	70.78	9,208.26	72,698.06	63,490
Copiers/Reproduction	(314.22)	10,849.25	16,357.06	5,508
Office Postage	1,458.38	27,149.38	52,210.43	25,061
ISP Payment Reimbursement	65,184.01	184,396.43	210,000.00	25,604
Student Testing & Assessment Facilities & Services	7,131.52	159,003.00	137,000.00	(22,003)
Student Testing & Assessment Travel	28,610.23	124,644.52	156,631.28	31,987
Student Testing Technology	650.00	650.00	60,000.00	59,350
Staff Recruiting / Background Checks	1,507.09	11,284.43	21,016.35	9,732
Staff Training / Prof. Dvlpmt.	76,270.16	282,078.78	260,000.00	(22,079)
Travel and Conferences - Teachers	1,660.66	15,003.93	46,262.40	31,258
Travel and Conferences - Administration	9,210.77	33,056.23	81,950.54	48,894
Team Building	3,306.35	19,655.99	28,418.33	8,762
Maintenance & Repair	2,108.93	25,605.22	38,331.71	12,726
High Speed Internet	3,205.35	22,484.99	35,338.53	12,854
Phone	1,860.77	18,936.73	29,740.12	10,803
Rent	16,515.66	194,311.19	193,552.91	(758)
Rent Storage Unit	453.37	6,575.80	6,500.00	(76)
Rent Operating Expense	3,772.84	26,089.34	24,577.50	(1,512)
Utilities	1,552.57	16,220.07	30,401.01	14,181
Expenses Pending Allocation	(106,214.16)	-	-	-
Total Pass-Through Expenses	120,545.84	1,218,375.40	1,542,291.95	323,917
<u>Other School Expenses</u>				
Banking fees	13.22	43.22	1,200.00	1,157
Financial Audit	-	12,375.00	9,500.00	(2,875)
District Oversight	19,108.85	303,655.24	315,887.43	12,232
STRS Reporting	1,620.83	19,449.96	19,449.96	-
District Administrative Fees	83.37	1,000.00	1,000.00	-
Student Activities	39,475.16	93,391.34	65,000.00	(28,391)
Graduation	10,729.07	37,821.76	36,000.00	(1,822)
Board Expenses	-	10,299.75	7,000.00	(3,300)
Dues - Staff	129.08	523.28	9,252.48	8,729
Dues - School	-	49,967.69	27,000.00	(22,968)
Other School Expense	-	(24,679.22)	7,930.70	32,610
Other Curriculum	53.30	1,694.82	24,452.98	22,758
Prop 39 Clean Energy Planning	-	23,520.00	22,750.00	(770)
Science Lab	133.89	50,377.84	103,099.07	52,721
Science Lab - Other Contracted Services	4,850.52	42,507.47	10,000.00	(32,507)
College and Career Grant	-	2,756.25	39,791.67	37,035
Other School Contracted Services	45.27	1,614.87	20,619.81	19,005
Accreditation and Consulting	88.22	2,671.71	4,000.00	1,328
Insurance - D&O	-	2,529.00	2,529.00	-
AERIES	-	11,676.00	14,686.00	
Title I - SES Tutoring	-	-	20,000.00	20,000
Summer School	-	91,438.75	91,438.75	-
Math Time to Talk	26,125.00	26,125.00	45,200.00	19,075
Legal	1,060.55	23,965.60	50,000	26,034
Total Other School Expenses	103,516.33	784,725.33	947,787.86	163,063
<u>Adjustments and Credits</u>				
Contractual Service Credit	(100,000.00)	(100,000.00)	-	100,000
Total Adjustments and Credits	(100,000.00)	(100,000.00)	-	100,000
Total Program Expenses	5,375,980.04	33,847,563.56	34,095,678.77	248,115
Net Increase (Decrease)	(2,905,280.26)	(435,785.79)	362,189.54	(797,975)
Beginning fund balance		807,784.71	1,032,913.71	
Ending fund balance	371,998.93	371,998.92	1,395,103.24	

Capistrano Connections Academy
Balance Sheet - Unaudited
June 30, 2018

Assets:

Cash:

Analysis Checking	\$ 281,817.65
Savings	7,778,704.03
MediCal	2,471.00
OCDE Cash Account	2,084,394.92
Petty Cash	300.00
Total Cash	10,147,687.60

Accounts Receivable:

16-17 Funding Receivable	30,105.23
17-18 Funding Receivable	2,570,860.85
Total Accounts Receivable	2,600,966.08

Due To/From Related Parties:

Central California Connections Academy	29,692.16
California Connections Academy @ Ripon	56,332.49
California Connections Academy @ North Bay	10,461.68
Total Due To/From Related Parties	96,486.33

Prepaid:

TPR Education, LLC - Tutoring Services	28,000.00
Prepaid Rent	15,789.69
Prepaid Rent Operating	1,750.41
Prepaid Rent Storage Unit	305.85
Total Prepaid	45,845.95

Deposits:

Indoff Incorporated - deposit for shelving system	10,258.70
Rent Deposit InterPres Corporation	20,287.30
Total Deposits	30,546.00

Total Assets	\$ 12,921,531.96
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Capistrano Connections Academy
Balance Sheet - Unaudited
June 30, 2018

Liabilities:

CA Payables:

March 2018 Invoice	\$ 1,109,944.16
April 2018 Invoice	2,876,070.21
May 2018 Invoice	2,701,631.21
Math Time to Talk	26,125.00
June 2018 Invoice	3,861,420.27
June 2018 Invoice Adjustment	<u>(172,814.07)</u>
Total CA Payable	10,402,376.78

Accrued Pension	<u>331,346.08</u>
Total Pension Payable	331,346.08

Accrued Expenses:

Accrued Payroll	1,442,975.19
Accrued Expenses	<u>18,640.48</u>
Total Accrued Expenses	1,461,615.67

Deferred Revenue:

Prop 39 Clean Energy Funds	<u>321,403.00</u>
Total Deferred Revenue	321,403.00

Other Payables:

District Oversight	12,474.26
District Administration	4,995.68
STRS Reporting	<u>15,321.57</u>
Total Other Payables	32,791.51

Total Liabilities	12,549,533.04
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Fund Balance	371,998.92
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Total Liabilities and Fund Balance	<u>\$ 12,921,531.96</u>
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CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2017 to June 30, 2018

CHARTER SCHOOL CERTIFICATION

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

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

For information regarding this report, please contact:

For County Fiscal Contact:	For Approving Entity:	For Charter School:
<u>Michelle Buell</u> Name	<u>Catherine Stone</u> Name	<u>Frances Sassin</u> Name
<u>Senior Director, Fiscal Services</u> Title	<u>Superintendent</u> Title	<u>Director of Business Services</u> Title
<u>707-262-4114</u> Telephone	<u>707-987-4100</u> Telephone	<u>949-306-8498</u> Telephone
<u>michelleb@lakecoe.org</u> E-mail address	<u>catherine.stone@middletownusd.org</u> E-mail address	<u>fsassin@calca.connectionsacademy.org</u> E-mail address

To the entity that approved the charter school:

(X) 2017-18 CHARTER SCHOOL UNAUDITED ACTUALS FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been approved, and is hereby filed by the charter school pursuant to *Education Code* Section 42100(b).

Signed: 
Charter School Official
(Original signature required)

Date: 9/13/18

Printed
Name: Frances Sassin

Title: Dir. of Bus. Serv.

To the County Superintendent of Schools:

(X) 2017-18 CHARTER SCHOOL UNAUDITED ACTUALS FINANCIAL REPORT -- ALTERNATIVE FORM: This report is hereby filed with the County Superintendent pursuant to *Education Code* Section 42100(a).

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

Date: _____

Printed
Name: _____

Title: _____

To the Superintendent of Public Instruction:

(X) 2017-18 CHARTER SCHOOL UNAUDITED ACTUALS FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been verified for mathematical accuracy by the County Superintendent of Schools pursuant to *Education Code* Section 42100(a).

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

Date: _____

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

July 1, 2017 to June 30, 2018

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

This charter school uses the following basis of accounting:

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

- ☐ **Accrual Basis** (Applicable Capital Assets/Interest on Long-Term Debt/Long-Term Liabilities/Net Position objects are 6900, 7438, 9400-9489, 9660-9669, 9796, and 9797)
- ☒ **Modified Accrual Basis** (Applicable Capital Outlay/Debt Service/Fund Balance objects are 6100-6170, 6200-6500, 7438, 7439, and 9711-9789)

Description	Object Code	Unrestricted	Restricted	Total
A. REVENUES				
1. LCFF Sources				
State Aid - Current Year	8011	954,897.00		954,897.00
Education Protection Account State Aid - Current Year	8012	33,494.00		33,494.00
State Aid - Prior Years	8019	444.00		444.00
Transfers to Charter Schools in Lieu of Property Taxes	8096	470,077.00		470,077.00
Other LCFF Transfers	8091, 8097	0.00		0.00
Total, LCFF Sources		1,458,912.00	0.00	1,458,912.00
2. Federal Revenues (see NOTE in Section L)				
No Child Left Behind/Every Student Succeeds Act	8290		23,341.00	23,341.00
Special Education - Federal	8181, 8182		21,071.00	21,071.00
Child Nutrition - Federal	8220		0.00	0.00
Donated Food Commodities	8221		0.00	0.00
Other Federal Revenues	8110, 8260-8299	203.00	0.00	203.00
Total, Federal Revenues		203.00	44,412.00	44,615.00
3. Other State Revenues				
Special Education - State	StateRevSE		27,532.00	27,532.00
All Other State Revenues	StateRevAO	51,739.00	9,246.00	60,985.00
Total, Other State Revenues		51,739.00	36,778.00	88,517.00
4. Other Local Revenues				
All Other Local Revenues	LocalRevAO	77.00	0.00	77.00
Total, Local Revenues		77.00	0.00	77.00
5. TOTAL REVENUES		1,510,931.00	81,190.00	1,592,121.00
B. EXPENDITURES (see NOTE in Section L)				
1. Certificated Salaries				
Certificated Teachers' Salaries	1100	351,397.00	51,264.00	402,661.00
Certificated Pupil Support Salaries	1200	30,408.00	5,301.00	35,709.00
Certificated Supervisors' and Administrators' Salaries	1300	41,820.00	9,802.00	51,622.00
Other Certificated Salaries	1900	0.00	0.00	0.00
Total, Certificated Salaries		423,625.00	66,367.00	489,992.00
2. Noncertificated Salaries				
Noncertificated Instructional Salaries	2100	0.00	0.00	0.00
Noncertificated Support Salaries	2200	0.00	0.00	0.00
Noncertificated Supervisors' and Administrators' Salaries	2300	0.00	0.00	0.00
Clerical and Office Salaries	2400	0.00	0.00	0.00
Other Noncertificated Salaries	2900	29,582.00	0.00	29,582.00
Total, Noncertificated Salaries		29,582.00	0.00	29,582.00

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

July 1, 2017 to June 30, 2018

Charter School Name: California Connections Academy @ North Bay

CDS #: 17640550129601

Description	Object Code	Unrestricted	Restricted	Total
3. Employee Benefits				
STRS	3101-3102	60,348.00	8,993.00	69,341.00
PERS	3201-3202	0.00	0.00	0.00
OASDI / Medicare / Alternative	3301-3302	8,406.00	962.00	9,368.00
Health and Welfare Benefits	3401-3402	95,221.00	19,081.00	114,302.00
Unemployment Insurance	3501-3502	6,118.00	896.00	7,014.00
Workers' Compensation Insurance	3601-3602	9,064.00	1,576.00	10,640.00
OPEB, Allocated	3701-3702	0.00	0.00	0.00
OPEB, Active Employees	3751-3752	0.00	0.00	0.00
Other Employee Benefits	3901-3902	0.00	0.00	0.00
Total, Employee Benefits		179,157.00	31,508.00	210,665.00
4. Books and Supplies				
Approved Textbooks and Core Curricula Materials	4100	0.00	9,246.00	9,246.00
Books and Other Reference Materials	4200	250,240.00	0.00	250,240.00
Materials and Supplies	4300	123,844.00	0.00	123,844.00
Noncapitalized Equipment	4400	71,875.00	0.00	71,875.00
Food	4700	0.00	0.00	0.00
Total, Books and Supplies		445,959.00	9,246.00	455,205.00
5. Services and Other Operating Expenditures				
Subagreements for Services	5100	212,136.00	85,253.00	297,389.00
Travel and Conferences	5200	5,558.00	0.00	5,558.00
Dues and Memberships	5300	1,947.00	0.00	1,947.00
Insurance	5400	0.00	0.00	0.00
Operations and Housekeeping Services	5500	1,304.00	0.00	1,304.00
Rentals, Leases, Repairs, and Noncap. Improvements	5600	12,930.00	0.00	12,930.00
Transfers of Direct Costs	5700-5799	0.00	0.00	0.00
Professional/Consulting Services and Operating Expend.	5800	61,188.00	3,417.00	64,605.00
Communications	5900	22,480.00	0.00	22,480.00
Total, Services and Other Operating Expenditures		317,543.00	88,670.00	406,213.00
6. Capital Outlay				
(Objects 6100-6170, 6200-6500 modified accrual basis only)				
Land and Land Improvements	6100-6170	0.00	0.00	0.00
Buildings and Improvements of Buildings	6200	0.00	0.00	0.00
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0.00	0.00	0.00
Equipment	6400	0.00	0.00	0.00
Equipment Replacement	6500	0.00	0.00	0.00
Depreciation Expense (accrual basis only)	6900	0.00	0.00	0.00
Total, Capital Outlay		0.00	0.00	0.00
7. Other Outgo				
Tuition to Other Schools	7110-7143	0.00	0.00	0.00
Transfers of Pass-Through Revenues to Other LEAs	7211-7213	0.00	0.00	0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0.00	0.00	0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0.00	0.00	0.00
All Other Transfers	7281-7299	0.00	0.00	0.00
Transfers of Indirect Costs	7300-7399	0.00	0.00	0.00
Debt Service:				
Interest	7438	0.00	0.00	0.00
Principal (for modified accrual basis only)	7439	0.00	0.00	0.00
Total Debt Service		0.00	0.00	0.00
Total, Other Outgo		0.00	0.00	0.00
8. TOTAL EXPENDITURES		1,395,866.00	195,791.00	1,591,657.00

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2017 to June 30, 2018**

Charter School Name: California Connections Academy @ North Bay

CDS #: 17640550129601

Description	Object Code	Unrestricted	Restricted	Total
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		115,065.00	(114,601.00)	464.00
D. OTHER FINANCING SOURCES / USES				
1. Other Sources	8930-8979	0.00	0.00	0.00
2. Less: Other Uses	7630-7699	0.00	0.00	0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	(114,601.00)	114,601.00	0.00
4. TOTAL OTHER FINANCING SOURCES / USES		(114,601.00)	114,601.00	0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE /NET POSITION (C+D4)		464.00	0.00	464.00
F. FUND BALANCE / NET POSITION				
1. Beginning Fund Balance/Net Position				
a. As of July 1	9791	69,924.00	0.00	69,924.00
b. Adjustments/Restatements	9793, 9795	(61.00)	0.00	(61.00)
c. Adjusted Beginning Fund Balance /Net Position		69,863.00	0.00	69,863.00
2. Ending Fund Balance /Net Position, June 30 (E+F1c)		70,327.00	0.00	70,327.00
Components of Ending Fund Balance (Modified Accrual Basis only)				
a. Nonspendable				
1. Revolving Cash (equals Object 9130)	9711			0.00
2. Stores (equals Object 9320)	9712			0.00
3. Prepaid Expenditures (equals Object 9330)	9713	1,435.00		1,435.00
4. All Others	9719			0.00
b. Restricted	9740		0.00	0.00
c. Committed				
1. Stabilization Arrangements	9750			0.00
2. Other Commitments	9760			0.00
d. Assigned	9780			0.00
e. Unassigned/Unappropriated				
1. Reserve for Economic Uncertainties	9789			0.00
2. Unassigned/Unappropriated Amount	9790M	68,892.00	0.00	68,892.00
3. Components of Ending Net Position (Accrual Basis only)				
a. Net Investment in Capital Assets	9796			0.00
b. Restricted Net Position	9797			0.00
c. Unrestricted Net Position	9790A			0.00

CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2017 to June 30, 2018

Charter School Name: California Connections Academy @ North Bay

CDS #: 17640550129601

Description	Object Code	Unrestricted	Restricted	Total
G. ASSETS				
1. Cash				
In County Treasury	9110	0.00	0.00	0.00
Fair Value Adjustment to Cash in County Treasury	9111	0.00	0.00	0.00
In Banks	9120	52,815.00	0.00	52,815.00
In Revolving Fund	9130	0.00	0.00	0.00
With Fiscal Agent/Trustee	9135	0.00	0.00	0.00
Collections Awaiting Deposit	9140	0.00	0.00	0.00
2. Investments	9150	0.00	0.00	0.00
3. Accounts Receivable	9200	0.00	0.00	0.00
4. Due from Grantor Governments	9290	612,550.00	0.00	612,550.00
5. Stores	9320	0.00	0.00	0.00
6. Prepaid Expenditures (Expenses)	9330	1,435.00	0.00	1,435.00
7. Other Current Assets	9340	523.00	0.00	523.00
8. Capital Assets (accrual basis only)	9400-9489			0.00
9. TOTAL ASSETS		667,323.00	0.00	667,323.00
H. DEFERRED OUTFLOWS OF RESOURCES				
1. Deferred Outflows of Resources	9490	0.00	0.00	0.00
2. TOTAL DEFERRED OUTFLOWS		0.00	0.00	0.00
I. LIABILITIES				
1. Accounts Payable	9500	588,261.00	0.00	588,261.00
2. Due to Grantor Governments	9590	8,735.00	0.00	8,735.00
3. Current Loans	9640	0.00	0.00	0.00
4. Unearned Revenue	9650	0.00	0.00	0.00
5. Long-Term Liabilities (accrual basis only)	9660-9669			0.00
6. TOTAL LIABILITIES		596,996.00	0.00	596,996.00
J. DEFERRED INFLOWS OF RESOURCES				
1. Deferred Inflows of Resources	9690	0.00	0.00	0.00
2. TOTAL DEFERRED INFLOWS		0.00	0.00	0.00
K. FUND BALANCE /NET POSITION				
Ending Fund Balance /Net Position, June 30 (G9 + H2) - (I6 + J2)				
(must agree with Line F2)		70,327.00	0.00	70,327.00

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2017 to June 30, 2018**

Charter School Name: California Connections Academy @ North Bay
CDS #: 17640550129601

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

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

1. Federal Revenue Used for Capital Outlay and Debt Service

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

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

2. Community Services Expenditures

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

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

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

July 1, 2017 to June 30, 2018

Charter School Name: California Connections Academy @ North Bay

CDS #: 17640550129601

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

Results of this calculation will be used for comparison with 2016-17 expenditures. Failure to maintain the required 90 percent expenditure level on either an aggregate or per capita expenditure basis may result in reduction to allocations for covered programs in 2019-20.

a. Total Expenditures (B8)	1,591,657.00
b. Less Federal Expenditures (Total A2) [Revenues are used as proxy for expenditures because most federal revenues are normally recognized in the period that qualifying expenditures are incurred]	44,615.00
c. Subtotal of State & Local Expenditures [a minus b]	1,547,042.00
d. Less Community Services [L2 Total]	0.00
e. Less Capital Outlay & Debt Service [Total B6 plus objects 7438 and 7439, less L1 Total]	0.00
TOTAL STATE & LOCAL EXPENDITURES SUBJECT TO MOE [c minus d minus e]	\$ 1,547,042.00

CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2017 to June 30, 2018

CHARTER SCHOOL CERTIFICATION

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

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

For information regarding this report, please contact:

For County Fiscal Contact:	For Approving Entity:	For Charter School:
<u>John Wilborn</u> Name	<u>Dr. Gary Mekeel</u> Name	<u>Frances Sassin</u> Name
<u>Director of External Business Services</u> Title	<u>Superintendent</u> Title	<u>Director of Business Services</u> Title
<u>559-733-6338</u> Telephone	<u>559-949-8413</u> Telephone	<u>949-306-8498</u> Telephone
<u>johnw@tcoe.org</u> E-mail address	<u>gmekeel@alpaugh.k12.ca.us</u> E-mail address	<u>fsassin@calca.connectionsacademy.org</u> E-mail address

To the entity that approved the charter school:

(X) 2017-18 CHARTER SCHOOL UNAUDITED ACTUALS FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been approved, and is hereby filed by the charter school pursuant to *Education Code* Section 42100(b).

Signed: 
Charter School Official
(Original signature required)

Date: 9/13/18

Printed
Name: Frances Sassin

Title: Dir. Of Bus. Serv.

To the County Superintendent of Schools:

(X) 2017-18 CHARTER SCHOOL UNAUDITED ACTUALS FINANCIAL REPORT -- ALTERNATIVE FORM: This report is hereby filed with the County Superintendent pursuant to *Education Code* Section 42100(a).

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

Date: _____

Printed
Name: _____

Title: _____

To the Superintendent of Public Instruction:

(X) 2017-18 CHARTER SCHOOL UNAUDITED ACTUALS FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been verified for mathematical accuracy by the County Superintendent of Schools pursuant to *Education Code* Section 42100(a).

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

Date: _____

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

July 1, 2017 to June 30, 2018

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

This charter school uses the following basis of accounting:

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

- ☐ **Accrual Basis** (Applicable Capital Assets/Interest on Long-Term Debt/Long-Term Liabilities/Net Position objects are 6900, 7438, 9400-9489, 9660-9669, 9796, and 9797)
- ☒ **Modified Accrual Basis** (Applicable Capital Outlay/Debt Service/Fund Balance objects are 6100-6170, 6200-6500, 7438, 7439, and 9711-9789)

Description	Object Code	Unrestricted	Restricted	Total
A. REVENUES				
1. LCFF Sources				
State Aid - Current Year	8011	2,798,722.00		2,798,722.00
Education Protection Account State Aid - Current Year	8012	595,278.00		595,278.00
State Aid - Prior Years	8019	0.00		0.00
Transfers to Charter Schools in Lieu of Property Taxes	8096	195,107.00		195,107.00
Other LCFF Transfers	8091, 8097	0.00	0.00	0.00
Total, LCFF Sources		3,589,107.00	0.00	3,589,107.00
2. Federal Revenues (see NOTE in Section L)				
No Child Left Behind/Every Student Succeeds Act	8290		112,003.00	112,003.00
Special Education - Federal	8181, 8182		63,224.00	63,224.00
Child Nutrition - Federal	8220		0.00	0.00
Donated Food Commodities	8221		0.00	0.00
Other Federal Revenues	8110, 8260-8299	499.00	0.00	499.00
Total, Federal Revenues		499.00	175,227.00	175,726.00
3. Other State Revenues				
Special Education - State	StateRevSE		79,053.00	79,053.00
All Other State Revenues	StateRevAO	138,212.00	22,559.00	160,771.00
Total, Other State Revenues		138,212.00	101,612.00	239,824.00
4. Other Local Revenues				
All Other Local Revenues	LocalRevAO	2,127.00	0.00	2,127.00
Total, Local Revenues		2,127.00	0.00	2,127.00
5. TOTAL REVENUES		3,729,945.00	276,839.00	4,006,784.00
B. EXPENDITURES (see NOTE in Section L)				
1. Certificated Salaries				
Certificated Teachers' Salaries	1100	838,833.00	123,805.00	962,638.00
Certificated Pupil Support Salaries	1200	72,667.00	13,085.00	85,752.00
Certificated Supervisors' and Administrators' Salaries	1300	100,027.00	23,593.00	123,620.00
Other Certificated Salaries	1900	0.00	0.00	0.00
Total, Certificated Salaries		1,011,527.00	160,483.00	1,172,010.00
2. Noncertificated Salaries				
Noncertificated Instructional Salaries	2100	0.00	0.00	0.00
Noncertificated Support Salaries	2200	0.00	0.00	0.00
Noncertificated Supervisors' and Administrators' Salaries	2300	0.00	0.00	0.00
Clerical and Office Salaries	2400	0.00	0.00	0.00
Other Noncertificated Salaries	2900	71,202.00	0.00	71,202.00
Total, Noncertificated Salaries		71,202.00	0.00	71,202.00

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

July 1, 2017 to June 30, 2018

Charter School Name: California Connections Academy @ Central

CDS #: 54718030112458

Description	Object Code	Unrestricted	Restricted	Total
3. Employee Benefits				
STRS	3101-3102	142,255.00	24,626.00	166,881.00
PERS	3201-3202	0.00	0.00	0.00
OASDI / Medicare / Alternative	3301-3302	20,114.00	2,327.00	22,441.00
Health and Welfare Benefits	3401-3402	227,683.00	46,105.00	273,788.00
Unemployment Insurance	3501-3502	14,617.00	2,167.00	16,784.00
Workers' Compensation Insurance	3601-3602	21,655.00	3,825.00	25,480.00
OPEB, Allocated	3701-3702	0.00	0.00	0.00
OPEB, Active Employees	3751-3752	0.00	0.00	0.00
Other Employee Benefits	3901-3902	0.00	0.00	0.00
Total, Employee Benefits		426,324.00	79,050.00	505,374.00
4. Books and Supplies				
Approved Textbooks and Core Curricula Materials	4100	0.00	22,559.00	22,559.00
Books and Other Reference Materials	4200	650,474.00	0.00	650,474.00
Materials and Supplies	4300	302,810.00	0.00	302,810.00
Noncapitalized Equipment	4400	205,741.00	15,634.00	221,375.00
Food	4700	0.00	0.00	0.00
Total, Books and Supplies		1,159,025.00	38,193.00	1,197,218.00
5. Services and Other Operating Expenditures				
Subagreements for Services	5100	618,916.00	236,498.00	855,414.00
Travel and Conferences	5200	17,223.00		17,223.00
Dues and Memberships	5300	4,897.00		4,897.00
Insurance	5400	1,030.00		1,030.00
Operations and Housekeeping Services	5500	3,139.00		3,139.00
Rentals, Leases, Repairs, and Noncap. Improvements	5600	31,161.00		31,161.00
Transfers of Direct Costs	5700-5799	0.00		0.00
Professional/Consulting Services and Operating Expend.	5800	127,088.00	22,112.00	149,200.00
Communications	5900	38,297.00	24,142.00	62,439.00
Total, Services and Other Operating Expenditures		841,751.00	282,752.00	1,124,503.00
6. Capital Outlay				
(Objects 6100-6170, 6200-6500 modified accrual basis only)				
Land and Land Improvements	6100-6170	0.00	0.00	0.00
Buildings and Improvements of Buildings	6200	0.00	0.00	0.00
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0.00	0.00	0.00
Equipment	6400	0.00	0.00	0.00
Equipment Replacement	6500	0.00	0.00	0.00
Depreciation Expense (accrual basis only)	6900			0.00
Total, Capital Outlay		0.00	0.00	0.00
7. Other Outgo				
Tuition to Other Schools	7110-7143	0.00	0.00	0.00
Transfers of Pass-Through Revenues to Other LEAs	7211-7213	0.00	0.00	0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE		0.00	0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0.00	0.00	0.00
All Other Transfers	7281-7299	0.00	0.00	0.00
Transfers of Indirect Costs	7300-7399	0.00	0.00	0.00
Debt Service:				
Interest	7438	0.00	0.00	0.00
Principal (for modified accrual basis only)	7439	0.00	0.00	0.00
Total Debt Service		0.00	0.00	0.00
Total, Other Outgo		0.00	0.00	0.00
8. TOTAL EXPENDITURES		3,509,829.00	560,478.00	4,070,307.00

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2017 to June 30, 2018**

Charter School Name: California Connections Academy @ Central

CDS #: 54718030112458

Description	Object Code	Unrestricted	Restricted	Total
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		220,116.00	(283,639.00)	(63,523.00)
D. OTHER FINANCING SOURCES / USES				
1. Other Sources	8930-8979	0.00	0.00	0.00
2. Less: Other Uses	7630-7699	0.00	0.00	0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	(283,639.00)	283,639.00	0.00
4. TOTAL OTHER FINANCING SOURCES / USES		(283,639.00)	283,639.00	0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE /NET POSITION (C+D4)		(63,523.00)	0.00	(63,523.00)
F. FUND BALANCE / NET POSITION				
1. Beginning Fund Balance/Net Position				
a. As of July 1	9791	104,276.00	0.00	104,276.00
b. Adjustments/Restatements	9793, 9795	0.00	0.00	0.00
c. Adjusted Beginning Fund Balance /Net Position		104,276.00	0.00	104,276.00
2. Ending Fund Balance /Net Position, June 30 (E+F1c)		40,753.00	0.00	40,753.00
Components of Ending Fund Balance (Modified Accrual Basis only)				
a. Nonspendable				
1. Revolving Cash (equals Object 9130)	9711			0.00
2. Stores (equals Object 9320)	9712			0.00
3. Prepaid Expenditures (equals Object 9330)	9713	8,029.00		8,029.00
4. All Others	9719	0.00	0.00	0.00
b. Restricted	9740		0.00	0.00
c. Committed				
1. Stabilization Arrangements	9750	0.00		0.00
2. Other Commitments	9760	0.00		0.00
d. Assigned	9780	0.00		0.00
e. Unassigned/Unappropriated				
1. Reserve for Economic Uncertainties	9789			0.00
2. Unassigned/Unappropriated Amount	9790M	32,724.00	0.00	32,724.00
3. Components of Ending Net Position (Accrual Basis only)				
a. Net Investment in Capital Assets	9796			0.00
b. Restricted Net Position	9797			0.00
c. Unrestricted Net Position	9790A			0.00

CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2017 to June 30, 2018

Charter School Name: California Connections Academy @ Central

CDS #: 54718030112458

Description	Object Code	Unrestricted	Restricted	Total
G. ASSETS				
1. Cash				
In County Treasury	9110	0.00	0.00	0.00
Fair Value Adjustment to Cash in County Treasury	9111	0.00	0.00	0.00
In Banks	9120	54,374.00	0.00	54,374.00
In Revolving Fund	9130	0.00	0.00	0.00
With Fiscal Agent/Trustee	9135	0.00	0.00	0.00
Collections Awaiting Deposit	9140	0.00	0.00	0.00
2. Investments	9150	0.00	0.00	0.00
3. Accounts Receivable	9200	0.00	0.00	0.00
4. Due from Grantor Governments	9290	696,668.00	0.00	696,668.00
5. Stores	9320	0.00	0.00	0.00
6. Prepaid Expenditures (Expenses)	9330	8,029.00	0.00	8,029.00
7. Other Current Assets	9340	1,359.00	0.00	1,359.00
8. Capital Assets (accrual basis only)	9400-9489			0.00
9. TOTAL ASSETS		760,430.00	0.00	760,430.00
H. DEFERRED OUTFLOWS OF RESOURCES				
1. Deferred Outflows of Resources	9490	0.00	0.00	0.00
2. TOTAL DEFERRED OUTFLOWS		0.00	0.00	0.00
I. LIABILITIES				
1. Accounts Payable	9500	663,707.00	0.00	663,707.00
2. Due to Grantor Governments	9590	55,970.00	0.00	55,970.00
3. Current Loans	9640	0.00	0.00	0.00
4. Unearned Revenue	9650	0.00	0.00	0.00
5. Long-Term Liabilities (accrual basis only)	9660-9669			0.00
6. TOTAL LIABILITIES		719,677.00	0.00	719,677.00
J. DEFERRED INFLOWS OF RESOURCES				
1. Deferred Inflows of Resources	9690	0.00	0.00	0.00
2. TOTAL DEFERRED INFLOWS		0.00	0.00	0.00
K. FUND BALANCE /NET POSITION				
Ending Fund Balance /Net Position, June 30 (G9 + H2) - (I6 + J2)				
(must agree with Line F2)		40,753.00	0.00	40,753.00

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2017 to June 30, 2018**

Charter School Name: California Connections Academy @ Central
CDS #: 54718030112458

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

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

1. Federal Revenue Used for Capital Outlay and Debt Service

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

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

2. Community Services Expenditures

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

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

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

July 1, 2017 to June 30, 2018

Charter School Name: California Connections Academy @ Central

CDS #: 54718030112458

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

Results of this calculation will be used for comparison with 2016-17 expenditures. Failure to maintain the required 90 percent expenditure level on either an aggregate or per capita expenditure basis may result in reduction to allocations for covered programs in 2019-20.

a. Total Expenditures (B8)	4,070,307.00
b. Less Federal Expenditures (Total A2) [Revenues are used as proxy for expenditures because most federal revenues are normally recognized in the period that qualifying expenditures are incurred]	175,726.00
c. Subtotal of State & Local Expenditures [a minus b]	3,894,581.00
d. Less Community Services [L2 Total]	0.00
e. Less Capital Outlay & Debt Service [Total B6 plus objects 7438 and 7439, less L1 Total]	0.00
TOTAL STATE & LOCAL EXPENDITURES SUBJECT TO MOE [c minus d minus e]	\$ 3,894,581.00

CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2017 to June 30, 2018

CHARTER SCHOOL CERTIFICATION

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

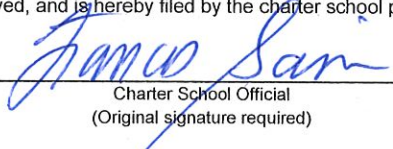
NOTE: An Alternative Form submitted to the California Department of Education will not be considered a valid submission if the following information is missing:

For information regarding this report, please contact:

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

To the entity that approved the charter school:

(X) 2017-18 CHARTER SCHOOL UNAUDITED ACTUALS FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been approved, and is hereby filed by the charter school pursuant to *Education Code* Section 42100(b).

Signed: 
Charter School Official
(Original signature required)

Date: 7/14/18

Printed
Name: Frances Sassin

Title: Dir. Of Bus. Serv.

To the County Superintendent of Schools:

(X) 2017-18 CHARTER SCHOOL UNAUDITED ACTUALS FINANCIAL REPORT -- ALTERNATIVE FORM: This report is hereby filed with the County Superintendent pursuant to *Education Code* Section 42100(a).

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

Date: _____

Printed
Name: _____

Title: _____

To the Superintendent of Public Instruction:

(X) 2017-18 CHARTER SCHOOL UNAUDITED ACTUALS FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been verified for mathematical accuracy by the County Superintendent of Schools pursuant to *Education Code* Section 42100(a).

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

Date: _____

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

July 1, 2017 to June 30, 2018

Charter School Name: California Connections Academy @ Ripon

CDS #: 39686500125849

Charter Approving Entity: Ripon Unified School District

County: San Joaquin

Charter #: 1398

This charter school uses the following basis of accounting:

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

☐ **Accrual Basis** (Applicable Capital Assets/Interest on Long-Term Debt/Long-Term Liabilities/Net Position objects are 6900, 7438, 9400-9489, 9660-9669, 9796, and 9797)

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

Description	Object Code	Unrestricted	Restricted	Total
A. REVENUES				
1. LCFF Sources				
State Aid - Current Year	8011	6,437,156.00		6,437,156.00
Education Protection Account State Aid - Current Year	8012	1,580,680.00		1,580,680.00
State Aid - Prior Years	8019	3,726.00		3,726.00
Transfers to Charter Schools in Lieu of Property Taxes	8096	1,430,472.00		1,430,472.00
Other LCFF Transfers	8091, 8097	0.00	0.00	0.00
Total, LCFF Sources		9,452,034.00	0.00	9,452,034.00
2. Federal Revenues (see NOTE in Section L)				
No Child Left Behind/Every Student Succeeds Act	8290		183,232.00	183,232.00
Special Education - Federal	8181, 8182		149,515.00	149,515.00
Child Nutrition - Federal	8220		0.00	0.00
Donated Food Commodities	8221		0.00	0.00
Other Federal Revenues	8110, 8260-8299	1,349.00	0.00	1,349.00
Total, Federal Revenues		1,349.00	332,747.00	334,096.00
3. Other State Revenues				
Special Education - State	StateRevSE		197,945.00	197,945.00
All Other State Revenues	StateRevAO	348,118.00	60,296.00	408,414.00
Total, Other State Revenues		348,118.00	258,241.00	606,359.00
4. Other Local Revenues				
All Other Local Revenues	LocalRevAO	7,101.00	0.00	7,101.00
Total, Local Revenues		7,101.00	0.00	7,101.00
5. TOTAL REVENUES		9,808,602.00	590,988.00	10,399,590.00
B. EXPENDITURES (see NOTE in Section L)				
1. Certificated Salaries				
Certificated Teachers' Salaries	1100	2,304,928.00	337,761.00	2,642,689.00
Certificated Pupil Support Salaries	1200	199,583.00	35,243.00	234,826.00
Certificated Supervisors' and Administrators' Salaries	1300	277,669.00	65,235.00	342,904.00
Other Certificated Salaries	1900	0.00	0.00	0.00
Total, Certificated Salaries		2,782,180.00	438,239.00	3,220,419.00
2. Noncertificated Salaries				
Noncertificated Instructional Salaries	2100	0.00	0.00	0.00
Noncertificated Support Salaries	2200	0.00	0.00	0.00
Noncertificated Supervisors' and Administrators' Salaries	2300	0.00	0.00	0.00
Clerical and Office Salaries	2400	0.00	0.00	0.00
Other Noncertificated Salaries	2900	196,872.00	0.00	196,872.00
Total, Noncertificated Salaries		196,872.00	0.00	196,872.00

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

July 1, 2017 to June 30, 2018

Charter School Name: California Connections Academy @ Ripon

CDS #: 39686500125849

Description	Object Code	Unrestricted	Restricted	Total
3. Employee Benefits				
STRS	3101-3102	389,341.00	66,765.00	456,106.00
PERS	3201-3202	0.00	0.00	0.00
OASDI / Medicare / Alternative	3301-3302	55,402.00	6,354.00	61,756.00
Health and Welfare Benefits	3401-3402	625,536.00	126,136.00	751,672.00
Unemployment Insurance	3501-3502	40,217.00	5,916.00	46,133.00
Workers' Compensation Insurance	3601-3602	59,581.00	10,422.00	70,003.00
OPEB, Allocated	3701-3702	0.00	0.00	0.00
OPEB, Active Employees	3751-3752	0.00	0.00	0.00
Other Employee Benefits	3901-3902	0.00	0.00	0.00
Total, Employee Benefits		1,170,077.00	215,593.00	1,385,670.00
4. Books and Supplies				
Approved Textbooks and Core Curricula Materials	4100	0.00	60,296.00	60,296.00
Books and Other Reference Materials	4200	1,753,152.00	0.00	1,753,152.00
Materials and Supplies	4300	813,754.00	0.00	813,754.00
Noncapitalized Equipment	4400	551,645.00	0.00	551,645.00
Food	4700	0.00	0.00	0.00
Total, Books and Supplies		3,118,551.00	60,296.00	3,178,847.00
5. Services and Other Operating Expenditures				
Subagreements for Services	5100	1,115,417.00	582,331.00	1,697,748.00
Travel and Conferences	5200	31,418.00	0.00	31,418.00
Dues and Memberships	5300	9,633.00	0.00	9,633.00
Insurance	5400	1,852.00	0.00	1,852.00
Operations and Housekeeping Services	5500	8,511.00	0.00	8,511.00
Rentals, Leases, Repairs, and Noncap. Improvements	5600	86,045.00	0.00	86,045.00
Transfers of Direct Costs	5700-5799	0.00	0.00	0.00
Professional/Consulting Services and Operating Expend.	5800	373,677.00	47,707.00	421,384.00
Communications	5900	161,147.00	0.00	161,147.00
Total, Services and Other Operating Expenditures		1,787,700.00	630,038.00	2,417,738.00
6. Capital Outlay				
(Objects 6100-6170, 6200-6500 modified accrual basis only)				
Land and Land Improvements	6100-6170	0.00	0.00	0.00
Buildings and Improvements of Buildings	6200	0.00	0.00	0.00
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0.00	0.00	0.00
Equipment	6400	0.00	0.00	0.00
Equipment Replacement	6500	0.00	0.00	0.00
Depreciation Expense (accrual basis only)	6900	0.00	0.00	0.00
Total, Capital Outlay		0.00	0.00	0.00
7. Other Outgo				
Tuition to Other Schools	7110-7143	0.00	0.00	0.00
Transfers of Pass-Through Revenues to Other LEAs	7211-7213	0.00	0.00	0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0.00	0.00	0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0.00	0.00	0.00
All Other Transfers	7281-7299	0.00	0.00	0.00
Transfers of Indirect Costs	7300-7399	0.00	0.00	0.00
Debt Service:				
Interest	7438	0.00	0.00	0.00
Principal (for modified accrual basis only)	7439	0.00	0.00	0.00
Total Debt Service		0.00	0.00	0.00
Total, Other Outgo		0.00	0.00	0.00
8. TOTAL EXPENDITURES		9,055,380.00	1,344,166.00	10,399,546.00

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2017 to June 30, 2018**

Charter School Name: California Connections Academy @ Ripon

CDS #: 39686500125849

Description	Object Code	Unrestricted	Restricted	Total
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		753,222.00	(753,178.00)	44.00
D. OTHER FINANCING SOURCES / USES				
1. Other Sources	8930-8979	0.00	0.00	0.00
2. Less: Other Uses	7630-7699	0.00	0.00	0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	(753,178.00)	753,178.00	0.00
4. TOTAL OTHER FINANCING SOURCES / USES		(753,178.00)	753,178.00	0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE /NET POSITION (C+D4)		44.00	0.00	44.00
F. FUND BALANCE / NET POSITION				
1. Beginning Fund Balance/Net Position				
a. As of July 1	9791	48,370.00	0.00	48,370.00
b. Adjustments/Restatements	9793, 9795	(26,763.00)	0.00	(26,763.00)
c. Adjusted Beginning Fund Balance /Net Position		21,607.00	0.00	21,607.00
2. Ending Fund Balance /Net Position, June 30 (E+F1c)		21,651.00	0.00	21,651.00
Components of Ending Fund Balance (Modified Accrual Basis only)				
a. Nonspendable				
1. Revolving Cash (equals Object 9130)	9711	216.00		216.00
2. Stores (equals Object 9320)	9712			0.00
3. Prepaid Expenditures (equals Object 9330)	9713	6,032.00		6,032.00
4. All Others	9719	0.00	0.00	0.00
b. Restricted	9740		0.00	0.00
c. Committed				
1. Stabilization Arrangements	9750	0.00		0.00
2. Other Commitments	9760	0.00		0.00
d. Assigned	9780	0.00		0.00
e. Unassigned/Unappropriated				
1. Reserve for Economic Uncertainties	9789			0.00
2. Unassigned/Unappropriated Amount	9790M	15,403.00	0.00	15,403.00
3. Components of Ending Net Position (Accrual Basis only)				
a. Net Investment in Capital Assets	9796			0.00
b. Restricted Net Position	9797			0.00
c. Unrestricted Net Position	9790A			0.00

CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2017 to June 30, 2018

Charter School Name: California Connections Academy @ Ripon

CDS #: 39686500125849

Description	Object Code	Unrestricted	Restricted	Total
G. ASSETS				
1. Cash				
In County Treasury	9110	0.00	0.00	0.00
Fair Value Adjustment to Cash in County Treasury	9111	0.00	0.00	0.00
In Banks	9120	1,052,692.00	0.00	1,052,692.00
In Revolving Fund	9130	216.00	0.00	216.00
With Fiscal Agent/Trustee	9135	0.00	0.00	0.00
Collections Awaiting Deposit	9140	0.00	0.00	0.00
2. Investments	9150	0.00	0.00	0.00
3. Accounts Receivable	9200	0.00	0.00	0.00
4. Due from Grantor Governments	9290	5,283,733.00	0.00	5,283,733.00
5. Stores	9320	0.00	0.00	0.00
6. Prepaid Expenditures (Expenses)	9330	6,032.00	0.00	6,032.00
7. Other Current Assets	9340	3,481.00	0.00	3,481.00
8. Capital Assets (accrual basis only)	9400-9489			0.00
9. TOTAL ASSETS		6,346,154.00	0.00	6,346,154.00
H. DEFERRED OUTFLOWS OF RESOURCES				
1. Deferred Outflows of Resources	9490	0.00	0.00	0.00
2. TOTAL DEFERRED OUTFLOWS		0.00	0.00	0.00
I. LIABILITIES				
1. Accounts Payable	9500	5,974,203.00	0.00	5,974,203.00
2. Due to Grantor Governments	9590	232,358.00	0.00	232,358.00
3. Current Loans	9640	0.00	0.00	0.00
4. Unearned Revenue	9650	117,942.00	0.00	117,942.00
5. Long-Term Liabilities (accrual basis only)	9660-9669			0.00
6. TOTAL LIABILITIES		6,324,503.00	0.00	6,324,503.00
J. DEFERRED INFLOWS OF RESOURCES				
1. Deferred Inflows of Resources	9690	0.00	0.00	0.00
2. TOTAL DEFERRED INFLOWS		0.00	0.00	0.00
K. FUND BALANCE /NET POSITION				
Ending Fund Balance /Net Position, June 30 (G9 + H2) - (I6 + J2)				
(must agree with Line F2)		21,651.00	0.00	21,651.00

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2017 to June 30, 2018**

Charter School Name: California Connections Academy @ Ripon
CDS #: 39686500125849

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

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

1. Federal Revenue Used for Capital Outlay and Debt Service

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

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

2. Community Services Expenditures

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

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

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

July 1, 2017 to June 30, 2018

Charter School Name: California Connections Academy @ Ripon

CDS #: 39686500125849

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

Results of this calculation will be used for comparison with 2016-17 expenditures. Failure to maintain the required 90 percent expenditure level on either an aggregate or per capita expenditure basis may result in reduction to allocations for covered programs in 2019-20.

a. Total Expenditures (B8)	10,399,546.00
b. Less Federal Expenditures (Total A2) [Revenues are used as proxy for expenditures because most federal revenues are normally recognized in the period that qualifying expenditures are incurred]	334,096.00
c. Subtotal of State & Local Expenditures [a minus b]	10,065,450.00
d. Less Community Services [L2 Total]	0.00
e. Less Capital Outlay & Debt Service [Total B6 plus objects 7438 and 7439, less L1 Total]	0.00
TOTAL STATE & LOCAL EXPENDITURES SUBJECT TO MOE [c minus d minus e]	\$ 10,065,450.00

CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2017 to June 30, 2018

CHARTER SCHOOL CERTIFICATION

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

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

For information regarding this report, please contact:

For County Fiscal Contact:

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

For Approving Entity:

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

For Charter School:

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

To the entity that approved the charter school:

(X) 2017-18 CHARTER SCHOOL UNAUDITED ACTUALS FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been approved, and is hereby filed by the charter school pursuant to *Education Code* Section 42100(b).

Signed: 
Charter School Official
(Original signature required)

Date: 9/14/18

Printed
Name: Frances Sassin

Title: Dir. Of Bus. Serv.

To the County Superintendent of Schools:

(X) 2017-18 CHARTER SCHOOL UNAUDITED ACTUALS FINANCIAL REPORT -- ALTERNATIVE FORM: This report is hereby filed with the County Superintendent pursuant to *Education Code* Section 42100(a).

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

Date: _____

Printed
Name: _____

Title: _____

To the Superintendent of Public Instruction:

(X) 2017-18 CHARTER SCHOOL UNAUDITED ACTUALS FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been verified for mathematical accuracy by the County Superintendent of Schools pursuant to *Education Code* Section 42100(a).

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

Date: _____

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

July 1, 2017 to June 30, 2018

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

This charter school uses the following basis of accounting:

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

- ☐ **Accrual Basis** (Applicable Capital Assets/Interest on Long-Term Debt/Long-Term Liabilities/Net Position objects are 6900, 7438, 9400-9489, 9660-9669, 9796, and 9797)
- ☒ **Modified Accrual Basis** (Applicable Capital Outlay/Debt Service/Fund Balance objects are 6100-6170, 6200-6500, 7438, 7439, and 9711-9789)

Description	Object Code	Unrestricted	Restricted	Total
A. REVENUES				
1. LCFF Sources				
State Aid - Current Year	8011	7,119,088.00		7,119,088.00
Education Protection Account State Aid - Current Year	8012	700,974.00		700,974.00
State Aid - Prior Years	8019	0.00		0.00
Transfers to Charter Schools in Lieu of Property Taxes	8096	22,545,462.00		22,545,462.00
Other LCFF Transfers	8091, 8097			0.00
Total, LCFF Sources		30,365,524.00	0.00	30,365,524.00
2. Federal Revenues (see NOTE in Section L)				
No Child Left Behind/Every Student Succeeds Act	8290		557,483.00	557,483.00
Special Education - Federal	8181, 8182		480,162.00	480,162.00
Child Nutrition - Federal	8220		0.00	0.00
Donated Food Commodities	8221		0.00	0.00
Other Federal Revenues	8110, 8260-8299	4,231.00	0.00	4,231.00
Total, Federal Revenues		4,231.00	1,037,645.00	1,041,876.00
3. Other State Revenues				
Special Education - State	StateRevSE		634,787.00	634,787.00
All Other State Revenues	StateRevAO	1,113,797.00	193,504.00	1,307,301.00
Total, Other State Revenues		1,113,797.00	828,291.00	1,942,088.00
4. Other Local Revenues				
All Other Local Revenues	LocalRevAO	62,290.00		62,290.00
Total, Local Revenues		62,290.00	0.00	62,290.00
5. TOTAL REVENUES		31,545,842.00	1,865,936.00	33,411,778.00
B. EXPENDITURES (see NOTE in Section L)				
1. Certificated Salaries				
Certificated Teachers' Salaries	1100	7,097,249.00	1,043,964.00	8,141,213.00
Certificated Pupil Support Salaries	1200	614,563.00	108,813.00	723,376.00
Certificated Supervisors' and Administrators' Salaries	1300	819,484.00	192,219.00	1,011,703.00
Other Certificated Salaries	1900	0.00	0.00	0.00
Total, Certificated Salaries		8,531,296.00	1,344,996.00	9,876,292.00
2. Noncertificated Salaries				
Noncertificated Instructional Salaries	2100	0.00	0.00	0.00
Noncertificated Support Salaries	2200	0.00	0.00	0.00
Noncertificated Supervisors' and Administrators' Salaries	2300	0.00	0.00	0.00
Clerical and Office Salaries	2400	0.00	0.00	0.00
Other Noncertificated Salaries	2900	580,100.00	0.00	580,100.00
Total, Noncertificated Salaries		580,100.00	0.00	580,100.00

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

July 1, 2017 to June 30, 2018

Charter School Name: Capistrano Connections Academy

CDS #: 30664640106765

Description	Object Code	Unrestricted	Restricted	Total
3. Employee Benefits				
STRS	3101-3102	1,213,995.00	192,470.00	1,406,465.00
PERS	3201-3202	0.00	0.00	0.00
OASDI / Medicare / Alternative	3301-3302	168,081.00	19,502.00	187,583.00
Health and Welfare Benefits	3401-3402	1,916,672.00	384,823.00	2,301,495.00
Unemployment Insurance	3501-3502	123,004.00	18,157.00	141,161.00
Workers' Compensation Insurance	3601-3602	182,228.00	32,017.00	214,245.00
OPEB, Allocated	3701-3702	0.00	0.00	0.00
OPEB, Active Employees	3751-3752	0.00	0.00	0.00
Other Employee Benefits	3901-3902	0.00	0.00	0.00
Total, Employee Benefits		3,603,980.00	646,969.00	4,250,949.00
4. Books and Supplies				
Approved Textbooks and Core Curricula Materials	4100	0.00	193,504.00	193,504.00
Books and Other Reference Materials	4200	5,311,466.00	0.00	5,311,466.00
Materials and Supplies	4300	2,574,318.00	0.00	2,574,318.00
Noncapitalized Equipment	4400	1,554,300.00	0.00	1,554,300.00
Food	4700	0.00	0.00	0.00
Total, Books and Supplies		9,440,084.00	193,504.00	9,633,588.00
5. Services and Other Operating Expenditures				
Subagreements for Services	5100	5,426,687.00	1,869,500.00	7,296,187.00
Travel and Conferences	5200	151,751.00	0.00	151,751.00
Dues and Memberships	5300	50,491.00	0.00	50,491.00
Insurance	5400	2,529.00	0.00	2,529.00
Operations and Housekeeping Services	5500	25,605.00	0.00	25,605.00
Rentals, Leases, Repairs, and Noncap. Improvements	5600	254,046.00	0.00	254,046.00
Transfers of Direct Costs	5700-5799	0.00	0.00	0.00
Professional/Consulting Services and Operating Expend.	5800	1,083,425.00	141,139.00	1,224,564.00
Communications	5900	501,462.00	0.00	501,462.00
Total, Services and Other Operating Expenditures		7,495,996.00	2,010,639.00	9,506,635.00
6. Capital Outlay				
(Objects 6100-6170, 6200-6500 modified accrual basis only)				
Land and Land Improvements	6100-6170	0.00	0.00	0.00
Buildings and Improvements of Buildings	6200	0.00	0.00	0.00
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0.00	0.00	0.00
Equipment	6400	0.00	0.00	0.00
Equipment Replacement	6500	0.00	0.00	0.00
Depreciation Expense (accrual basis only)	6900	0.00	0.00	0.00
Total, Capital Outlay		0.00	0.00	0.00
7. Other Outgo				
Tuition to Other Schools	7110-7143	0.00	0.00	0.00
Transfers of Pass-Through Revenues to Other LEAs	7211-7213	0.00	0.00	0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0.00	0.00	0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0.00	0.00	0.00
All Other Transfers	7281-7299	0.00	0.00	0.00
Transfers of Indirect Costs	7300-7399	0.00	0.00	0.00
Debt Service:				
Interest	7438	0.00	0.00	0.00
Principal (for modified accrual basis only)	7439	0.00	0.00	0.00
Total Debt Service		0.00	0.00	0.00
Total, Other Outgo		0.00	0.00	0.00
8. TOTAL EXPENDITURES		29,651,456.00	4,196,108.00	33,847,564.00

CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2017 to June 30, 2018

Charter School Name: Capistrano Connections Academy

CDS #: 30664640106765

Description	Object Code	Unrestricted	Restricted	Total
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		1,894,386.00	(2,330,172.00)	(435,786.00)
D. OTHER FINANCING SOURCES / USES				
1. Other Sources	8930-8979	0.00	0.00	0.00
2. Less: Other Uses	7630-7699	0.00	0.00	0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	(2,330,172.00)	2,330,172.00	0.00
4. TOTAL OTHER FINANCING SOURCES / USES		(2,330,172.00)	2,330,172.00	0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE /NET POSITION (C+D4)		(435,786.00)	0.00	(435,786.00)
F. FUND BALANCE / NET POSITION				
1. Beginning Fund Balance/Net Position				
a. As of July 1	9791	903,909.00	0.00	903,909.00
b. Adjustments/Restatements	9793, 9795	(96,124.00)	0.00	(96,124.00)
c. Adjusted Beginning Fund Balance /Net Position		807,785.00	0.00	807,785.00
2. Ending Fund Balance /Net Position, June 30 (E+F1c)		371,999.00	0.00	371,999.00
Components of Ending Fund Balance (Modified Accrual Basis only)				
a. Nonspendable				
1. Revolving Cash (equals Object 9130)	9711	300.00		300.00
2. Stores (equals Object 9320)	9712			0.00
3. Prepaid Expenditures (equals Object 9330)	9713	45,846.00		45,846.00
4. All Others	9719			0.00
b. Restricted	9740		0.00	0.00
c. Committed				
1. Stabilization Arrangements	9750			0.00
2. Other Commitments	9760			0.00
d. Assigned	9780			0.00
e. Unassigned/Unappropriated				
1. Reserve for Economic Uncertainties	9789			0.00
2. Unassigned/Unappropriated Amount	9790M	325,853.00	0.00	325,853.00
3. Components of Ending Net Position (Accrual Basis only)				
a. Net Investment in Capital Assets	9796			0.00
b. Restricted Net Position	9797			0.00
c. Unrestricted Net Position	9790A			0.00

CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2017 to June 30, 2018

Charter School Name: Capistrano Connections Academy

CDS #: 30664640106765

Description	Object Code	Unrestricted	Restricted	Total
G. ASSETS				
1. Cash				
In County Treasury	9110	2,084,395.00	0.00	2,084,395.00
Fair Value Adjustment to Cash in County Treasury	9111	0.00	0.00	0.00
In Banks	9120	8,062,993.00	0.00	8,062,993.00
In Revolving Fund	9130	300.00	0.00	300.00
With Fiscal Agent/Trustee	9135	0.00	0.00	0.00
Collections Awaiting Deposit	9140	0.00	0.00	0.00
2. Investments	9150	0.00	0.00	0.00
3. Accounts Receivable	9200	96,486.00	0.00	96,486.00
4. Due from Grantor Governments	9290	2,600,966.00	0.00	2,600,966.00
5. Stores	9320	0.00	0.00	0.00
6. Prepaid Expenditures (Expenses)	9330	45,846.00	0.00	45,846.00
7. Other Current Assets	9340	30,546.00	0.00	30,546.00
8. Capital Assets (accrual basis only)	9400-9489			0.00
9. TOTAL ASSETS		12,921,532.00	0.00	12,921,532.00
H. DEFERRED OUTFLOWS OF RESOURCES				
1. Deferred Outflows of Resources	9490	0.00	0.00	0.00
2. TOTAL DEFERRED OUTFLOWS		0.00	0.00	0.00
I. LIABILITIES				
1. Accounts Payable	9500	12,195,338.00	0.00	12,195,338.00
2. Due to Grantor Governments	9590	32,792.00	0.00	32,792.00
3. Current Loans	9640	0.00	0.00	0.00
4. Unearned Revenue	9650	321,403.00	0.00	321,403.00
5. Long-Term Liabilities (accrual basis only)	9660-9669			0.00
6. TOTAL LIABILITIES		12,549,533.00	0.00	12,549,533.00
J. DEFERRED INFLOWS OF RESOURCES				
1. Deferred Inflows of Resources	9690	0.00	0.00	0.00
2. TOTAL DEFERRED INFLOWS		0.00	0.00	0.00
K. FUND BALANCE /NET POSITION				
Ending Fund Balance /Net Position, June 30 (G9 + H2) - (I6 + J2) (must agree with Line F2)		371,999.00	0.00	371,999.00

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2017 to June 30, 2018**

Charter School Name: Capistrano Connections Academy
CDS #: 30664640106765

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

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

1. Federal Revenue Used for Capital Outlay and Debt Service

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

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

2. Community Services Expenditures

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

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

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

July 1, 2017 to June 30, 2018

Charter School Name: Capistrano Connections Academy

CDS #: 30664640106765

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

Results of this calculation will be used for comparison with 2016-17 expenditures. Failure to maintain the required 90 percent expenditure level on either an aggregate or per capita expenditure basis may result in reduction to allocations for covered programs in 2019-20.

a. Total Expenditures (B8)	33,847,564.00
b. Less Federal Expenditures (Total A2) [Revenues are used as proxy for expenditures because most federal revenues are normally recognized in the period that qualifying expenditures are incurred]	1,041,876.00
c. Subtotal of State & Local Expenditures [a minus b]	32,805,688.00
d. Less Community Services [L2 Total]	0.00
e. Less Capital Outlay & Debt Service [Total B6 plus objects 7438 and 7439, less L1 Total]	0.00
TOTAL STATE & LOCAL EXPENDITURES SUBJECT TO MOE [c minus d minus e]	\$ 32,805,688.00

September 7, 2018

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

Attached please find the updated Parent and Family Engagement Policy for the California Connections Academy schools. The revisions reflect changes based on the implementation of ESSA and consolidating four separate school policies into one. A redlined version showing where changes occurred is also attached. This policy is to fulfill the requirements for legal compliance under the regulations for the federal Title I, Part A program. Thank you.

Attachment: Parent and Family Engagement Policy
cc: Franci Sassin

Parent and Family Engagement Policy: California Connections Academy @-CentralSchools

GENERAL EXPECTATIONS

Introduction

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

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

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

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

A Description of How California Connections Academy @-CentralSchools Will Implements Required Parent and Family Engagement Policy Components

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

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

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

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

2. California Connections Academy @CentralSchools involves the entire school staff, parents, and students in the joint development of the Parent and Family Engagement Policy and School-

Parent Compact for improved student academic achievement under Section 1006 of the ESSA and to build and develop a partnership with parents in the process of school review and improvement to help children achieve the California's high standards under Section 1010 of the ESSA.

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

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

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

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

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

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

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

5. California Connections Academy @CentralSchools ensures that information related to the schools and parent- programs, meetings, and other activities, is sent to the parents of all participating children, including parents with limited English proficiency, parents with disabilities, and parents of migratory children, in a format and language parents can understand (including alternative formats upon request) and, to the extent practicable, in a language the parents can understand.

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

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

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

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

- Students have the opportunity to participate regularly in both face-to-face and virtual community activities. Face-to-face activities include field trips and community outings. Teachers use the telephone quite extensively in communicating with students and parents.
- WebMail is the proprietary private email system included in Connexus. WebMail is a "closed" system. Students, parents, and teachers may only use it to communicate with each other, and are protected from spam, contact from strangers, and other mainstream email issues.
- Once enrolled, families have access to an area of Connexus called the Message Boards. These boards contain moderated conversations between parents, students, teachers, and specialists. All members can access and review these boards. Parents can choose to limit their student's access to

the boards by going to the student's Student Information Form and making the appropriate adjustments.

- Other examples of support to be provided for parent involvement activities include, but are not limited to: providing multiple ways to attend meetings (face-to-face, phone, LiveLesson™ sessions, and recordings), a private regional Facebook page for parent interactions, translating materials upon request, and holding one-on-one meetings and so forth.

PART IV. ADOPTION

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

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

_____ (Signature of Authorized Official)

_____ (Date)

California Connections Academy @~~Central~~Schools Parent Compact

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

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

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

California Connections Academy @~~Central~~Schools Commitments

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

Parent/Guardian Commitments

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

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

Student Commitments

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

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



From: Amy Pymm
To: California Online Public School Board of Directors
Re: School-Specific Handbook Supplement for 2018-2019

Attached for board approval is an update to the “Escalation Status” section of the 2018-2019 School-Specific Handbook Supplement. Once board-approved, the Supplement will be posted on the Virtual Library.

For your convenience, a summary of the changes to your School-Specific Handbook Supplement is provided below.

4.3 ~~Attendance Status and Escalation Systems~~ Status

Enrolled students are in one of three ~~attendance-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: ~~General Portion,~~ 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-~~or~~/ she fails to communicate on a regular basis with the teacher, he ~~or~~/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 [attendance-escalation](#) status On-Track.

When a student is in the Approaching Alarm or Alarm status, he-~~er~~/ 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**. If a student is withdrawn from the school, 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.

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

MEMO

To: California Online Public School Board of Directors
From: Sarah Savage
Re: Employee Handbook

Attached for board approval is the policy “Student and Family Communications” in the “Electronic Communications, Telephone Communications and Access Control Security Policy” section contained within the School Employee Handbook. The updates have been carefully reviewed by your School Leader, and once approved, will be posted on the Virtual Library.

STUDENT AND FAMILY COMMUNICATIONS

All educational and/or school related communications with students and families are required to be conducted via the organization’s provided and approved tools and platforms. School staff are required to adhere to professional standards of conduct and must exercise good judgment and maintain professional boundaries when interacting with students and families. All communications must be appropriate and related to matters within the scope of the staff member’s professional responsibilities. A list of approved communication platforms and tools, and more information on communication methods may be found on the Virtual Library: [Home> Employee Resources> Legal Resources \(FERPA, consultants, IP\)> Guidelines for Appropriate Use of Provided Communication Technologies.](#)

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 CAPISTRANO
formerly known as CAPISTRANO CONNECTIONS ACADEMY

CHARTER RENEWAL

Submitted to

Capistrano Unified School District

On October 10, 2018

Charter originally approved on June 14, 2004

And Renewed on

May 11, 2009 and March 26, 2014

CONTACT:

Dr. Richard Savage, Executive Director

Capistrano Connections Academy

rsavage@calca.connectionsacademy.org

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The 15 Elements of a Charter Petition

Education Code section 47605 requires petitioners to provide a reasonably comprehensive description of the 15 elements outlined in the Education Code Section 47605(b)(5)(A-O)¹ and are listed in Figure 1.

Figure 1. 15 Elements of a Charter Petition

15 Elements Outlined in the Education Code	Location in the Charter Petition
1. The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.	Section II, especially II.B, II.C, and II.E
2. The measurable pupil outcomes identified for use by the school.	Section III – III.A – III.D
3. The method by which pupil progress in meeting those pupil outcomes is to be measured.	Section III.D
4. The school’s governance structure, including parental involvement.	Section IV
5. The qualifications to be met by individuals employed by the school.	Section V.A
6. Procedures to ensure health and safety of pupils and staff.	Section V.D
7. The means by which the school will achieve racial and ethnic balance among its pupils, reflective of the general population residing in the district.	Section VI.B
8. Admissions requirements, if applicable.	Section VI.A
9. The manner in which annual financial audits will be conducted, and the manner in which audit exceptions and deficiencies will be resolved.	Section VII.G
10. The procedures by which pupils may be suspended or expelled.	Section V.D
11. Provisions for employee coverage under the State Teachers Retirement System, the Public Employees Retirement System, or federal social security.	Section V.B
12. The public school alternatives for pupils residing within the district who choose not to attend charter schools.	Section VI.C
13. A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.	Section V.C
14. Dispute resolution process.	Section V.E
15. The procedures to be used if a charter school closes.	Section VII.H
Additional Required Information	
1. Budget and cash flow projections, including start-up costs, three-year operational budget and three years of cash flow statements	Section VII.A
2. Description of founding team	Section I.A
3. Facilities plan	Section VIII.A
4. Potential impact on the authorizer	Section IX
5. A declaration whether or not the charter school will be the exclusive public school employer of the charter school employees.	Section V.C., X.

¹ http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=47605.&lawCode=EDC



EXECUTIVE SUMMARY

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

More than an online school, CalCA Capistrano is a virtual learning community that connects students, teachers, and families through unique technology tools, as well as synchronous and one-on-one interaction. Students and their families can count on sophisticated support for their curriculum, technology, special education, and digital learning platform needs, so that they can focus on academic progress and achievement. Consistent with applicable law, as a virtual school, CalCA Capistrano serves students in grades K-12 in Orange, San Diego, San Bernardino, Riverside, and Los Angeles counties. Over the past fourteen years since first opening, CalCA Capistrano has provided an outstanding educational choice for families in Orange County and contiguous counties and will continue to do so, in addition to helping to build awareness of Capistrano Unified School District’s (“CUSD” or the “District’s”) innovative approach to learning.

CalCA Capistrano has met the threshold for charter renewal under California Education Code section 47607 and 52052(e)(4). Based on past performance under the previous accountability system, plus comparison data for the school under the new accountability system, and internal academic measures, the school has demonstrated increases in pupil academic achievement over its charter term, both schoolwide and by each numerically significant student subgroup.

CalCA Capistrano “serves highly mobile students with complex needs known to impact academic performance. Students benefit from instruction that is individualized, personalized, and flexible.

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

- Students whose families seek more involvement in their child’s education;
- Students who are medically homebound due to illness or disability;
- Exceptional students who are far ahead of or far behind their peers in school;
- Students pursuing artistic or athletic interests;
- Students who have been bullied;
- Students who require a flexible school schedule;
- Students in group homes or institutions; and
- Students at risk of academic failure who may particularly benefit from intensive, personalized instruction.



There are currently three other California Connections Academy (CalCA) virtual public schools in the charter network referred to as of California Connections Academy Schools²:

- California Connections Academy Central (CalCA Central) opened under a charter authorized by Alpaugh Unified School District in 2006 and serves approximately 450 students in the lower Central Valley,
- California Connections Academy Ripon (CalCA Ripon) opened under a charter authorized by Ripon Unified School District in 2012 and serves approximately 1,150 students in the upper Central Valley and Northern California regions including Sacramento and East Bay, and
- California Connections Academy North Bay (CalCA North Bay) opened under a charter authorized by Middletown Unified School District in 2014 and serves approximately 175 students in the North Bay region of Northern California.

CalCA Capistrano will contract with Connections Education, (referred to herein as (“Connections”)) for certain curriculum, technology, and services consistent with AB 406 during the term of the renewal charter.

CalCA Capistrano utilizes a developmentally appropriate curriculum which increases its integration of technology as students advance through the grades. Each course includes active learning elements (including online and/or offline activities) that address diverse learning styles and preferences, including textual, visual, auditory, and/or hands-on. Connections courses offer a wide range of resources supporting course content and different learning abilities. The courses include a variety of instructional resources, including over 1,800 Teachlet proprietary instructional movies and more than 1,000 primary source and instructional videos. Integrated iText electronic textbooks are licensed from a variety of leading publishers including Prentice Hall, McGraw Hill, Pearson, and others, while non-proprietary technology-based content is licensed from “best-of-breed” providers such as BrainPOP® videos, Grolier Online™, Study Island, and Compass. The instructional design includes interactive LiveLesson™ sessions and threaded discussions.

The curriculum is updated regularly, with updates and improvements communicated to the school’s Governing Board³, based on a rigorous analysis of student performance on state standards as measured by state testing results and internal assessments. Connexus facilitates the effective delivery of the curriculum via an optimal combination of technology and print media. CalCA Capistrano staff members facilitate enriching in-person community activities to round out the comprehensive learning experience.

² Each school operated by California Online Public Schools (CalOPS), a California public benefit corporation, will be updating its name to reflect a change to a unified name convention. The existing California Connections Academy @Central, the existing California Connections Academy @ Ripon and the existing California Connections Academy @ North Bay will be updated to remove the @ symbol from their names. Similarly, existing Capistrano Connections Academy will be updated to conform to this naming convention as California Connections Academy Capistrano as reflected in this charter renewal application.

³ In this document, use of the term “Board” or “Governing Board” refers to the Governing Board for the nonprofit public benefit corporation that operates CalCA Capistrano, California Online Public Schools (CalOPS), unless otherwise specifically indicated as the CUSD Board (the Capistrano Unified School District’s Board).



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

CalCA Capistrano’s highly trained and experienced California-certified teachers are integral to student and school success. Teachers are in regular contact with students via WebMail (Connections’ proprietary, closed-system email program), telephone, LiveLesson® sessions, discussion boards, message boards, and other channels. Teachers motivate, provide instruction, monitor and evaluate student progress, personalize the curriculum, intervene as needed to ensure student success, lead field trips, and clarify the curriculum for the students. Ongoing and comprehensive professional development in online learning pedagogy and curriculum with a focus on common core instructional shifts, data-driven instructional decisions, and the school’s adopted Core Competencies for Facilitating Student Learning is an integral part of teacher success with students. Additional California-focused professional development is also offered throughout the year.

CalCA Capistrano integrates school, community, and home. Another critical factor for success is the Learning Coach. The Learning Coach, a parent or other parent-designated caring adult, plays an active role in the learning process, providing input and communicating regularly with teachers. The CalCA Capistrano program integrates school, community, and home via online and face-to-face activities. School staff members in coordination with parent volunteers facilitate enriching in-person community activities and field trips to round out the comprehensive learning experience. Ninety-seven percent of CalCA Capistrano families report that their child/children are satisfied with the program and 95% report that the quality of the curriculum is good or excellent.

Students have access to a wide range of clubs and activities that provide social opportunities and support students’ academic progress in topics including language arts, reading, science, math, the arts, and more. Examples of clubs include: Art Club, Author’s Corner, Debate Club, *The Monitor*: Student Blog, Poetry Corner, ePals, and Science Sleuths. These activities encourage students to explore interests beyond the classroom, develop leadership skills, and make friends within their school and with students from other schools within the California Connections Academy network. The school also participates in established chapters of the National Honor Society and National Junior Honor Society, providing students with additional opportunities for developing social, leadership, and community involvement skills.

HISTORY AND ACCOMPLISHMENTS

CalCA Capistrano was first chartered in June 2004 by the Governing Board of CUSD and was renewed in 2009 and 2014. This renewal will be the third for the school.

CalCA Capistrano was originally chartered for students in grades K-8. However, during the first year of the school’s operation, it became apparent that there was a need for a high-quality virtual program that could serve high school students as well. CalCA Capistrano subsequently requested



and received charter amendments to add additional grades. CalCA Capistrano has served students in all grades K-12 as a non-classroom-based, independent charter school since 2008, with enrollment in the high school grade levels making up approximately 50% of the total enrollment.

In recognition of its effective and innovative educational approach, CalCA Capistrano has been accredited for grades K-12 by the Western Association of Schools and Colleges (WASC), while Connections Academy, which provides curriculum, technology, and school support services to CalCA Capistrano, is accredited by AdvancED.

The California Connections Academy Schools use the Connections curriculum and instructional program that has proven successful in communities across California as well as in other states, and was the first program of its kind to be nationally certified by AdvancED™⁴. During its most recent reaccreditation process in 2015, Connections' overall scores exceeded AdvancED's average score for all of the schools and corporations AdvancED accredits. AdvancED reviewers noted that "Connections Education's quality assurance processes and data-driven culture lead to systemic, systematic, and sustainable continuous improvement."

Since the charter opened, the school has grown dramatically. During its first school year, the school served approximately 100 students in grades K-8. As of October 2017, CalCA Capistrano was serving over 3,600 students in grades K-12. Since opening, the school has drawn students from throughout the Southern California area in the contiguous counties around Orange County. Students who reside within CUSD do attend CalCA Capistrano, but the number of district resident students compared to the total enrollment of the charter school has remained small, at approximately 180 in-district students during the 2017-18 school year.

CalCA Capistrano has experienced a steady increase in enrollment from year to year. School enrollment has increased by approximately 300 new students per year representing an average growth each year of 15% over the past six years.

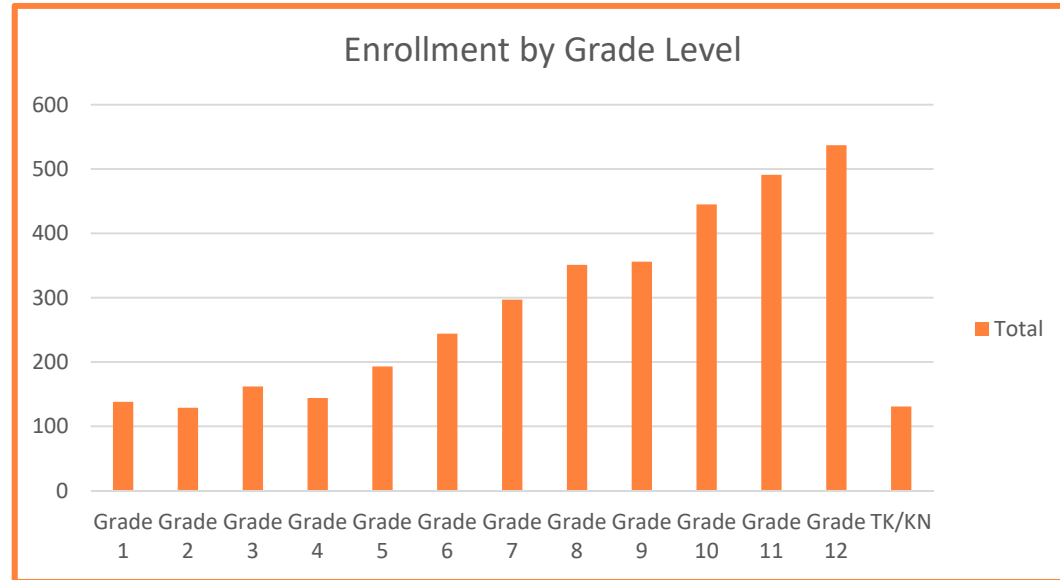
ENROLLMENT AND DEMOGRAPHICS

CalCA Capistrano serves a diverse population and has experienced steady enrollment growth. Figure 2 demonstrates the growth trends from school year 2004-05 through 2017-18 for the school in grades Transitional Kindergarten (TK/PK) through 12th grade:

⁴ Accreditation agency serving 32,000 public and private schools and districts <http://www.advanc-ed.org/>

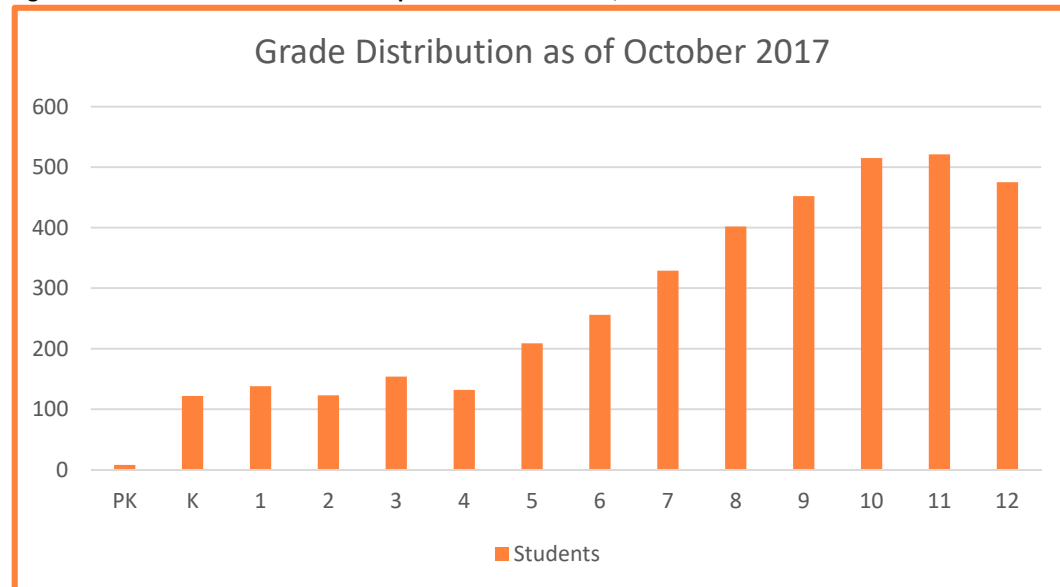


Figure 2. Enrollment based on October 4, 2017 census counts.



Each of the schools serves a diverse population and follows similar patterns. The following data points are compiled based on official state data from CalCA Capistrano. **Error! Reference source not found.** illustrates the grade distribution as of the census count (Fall 1 count) in October of 2017, with grades 9-12 representing the largest number of students.

Figure 3. Grade Distribution of CalCA Capistrano as of October, 2017

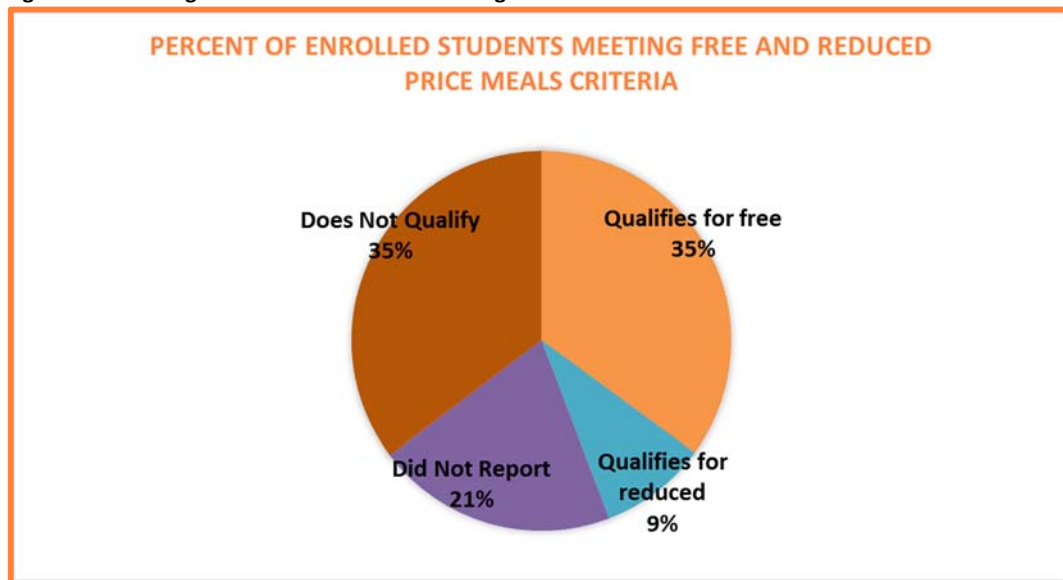


In addition, approximately 44% of the students served by CalCA Capistrano (as of October 2017) are socio-economically disadvantaged, when measured by family income eligibility (defined as income levels that would qualify for free or reduced price meal benefits under federal guidelines), as illustrated in



Figure 4. Please note that this number is most likely higher as 21% of families chose not to report this information.

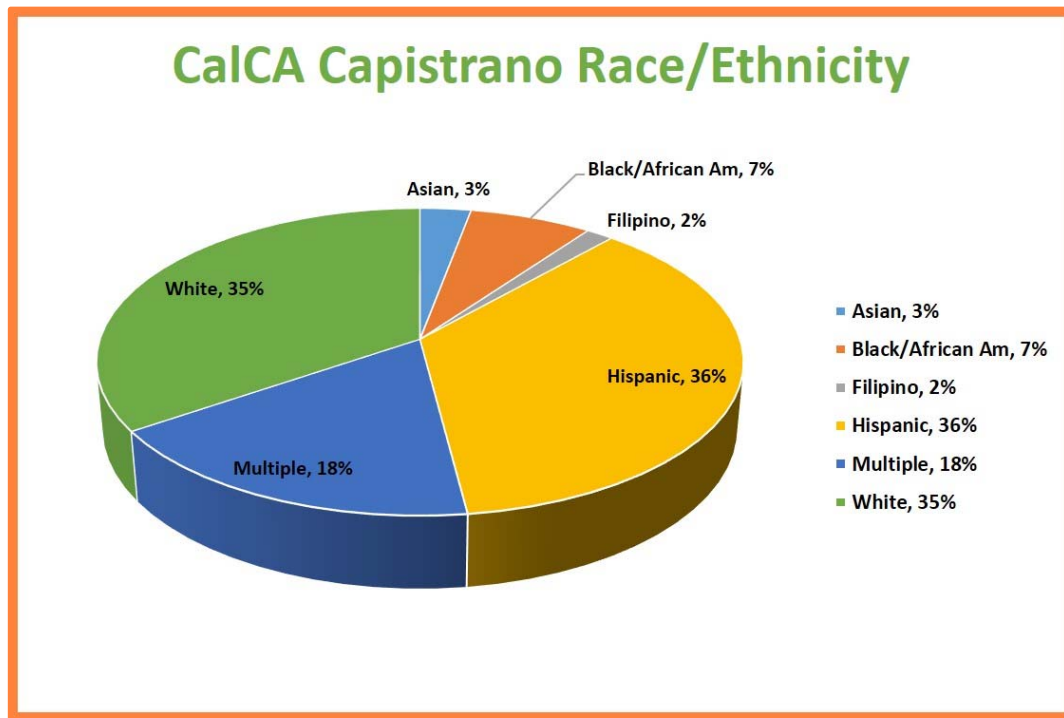
Figure 4. Percentage of Enrolled Students Meeting Free and Reduced Price Meals Criteria as of October 2017.



CalCA Capistrano also serves a diverse student population with 36% of students identifying as Hispanic/Latino, 18% of students identifying as Multiple Races, 3% of students identifying as Asian, and 7% of students identifying as African American, as of October 2017, as illustrated in Figure 5.

Figure 5. Ethnicity Breakdown of CalCA Capistrano as of October 2017.





ACADEMIC ACCOUNTABILITY

California Accountability

The law expressly encourages the renewal of a charter petition as long as the school meets one of the minimum academic standards. (Ed. Code, §§ 47607(a)(2); 47605(b).) Under California Education Code section 47607(b), and applied consistent with section 52052(e)(4), in order to qualify for renewal, a charter school must meet one of the minimum renewal criteria.

As shown below, California Connections Academy Capistrano meets at least one of the specific renewal criteria under both California Education Code section 47607 (b) and 52052(e)(4). Based on past performance under the previous accountability system, plus comparison data for the school under the new accountability system, and internal academic measures, the school has demonstrated pupil academic achievement over its charter term, both schoolwide and by numerically significant student subgroups. Since academic achievement must be the most important factor in a renewal under Education Code section 47607(b)(1), CalCA Capistrano qualifies for renewal of its charter.

The information shown in Figure 6 highlights how CalCA Capistrano has met the renewal criteria under California Education Code sections 47607(b)(2) and 47607(b)(3), and demonstrated



increases in pupil academic achievement, which is considered the most important factor in renewal under EC 47607 (a) (3) (A).

Figure 6. Historical Academic Performance on API.

	Academic Year	Overall API	Statewide Decile Rank	Similar Schools Rank
CalCA Capistrano (most recent three years)				
	2010-11	779	7	9
	2011-12	777	7	7
	2012-13	791	8	9

Using test data from the spring of 2017 (the most recent available for analysis), CalCA Capistrano students met or surpassed the state average in almost all grade levels in English Language Arts, and met the state average in math in 6th grade as shown in Figures 7–10. While other grade levels performed below the state average, some improvements were seen between 2015-16 and 2016-17, especially in grades 5 and 6. The middle school grades have the strongest math scores when compared to state averages.

Figure 7. SBAC English Language Arts/Literacy State Test Proficiency 2016-17.

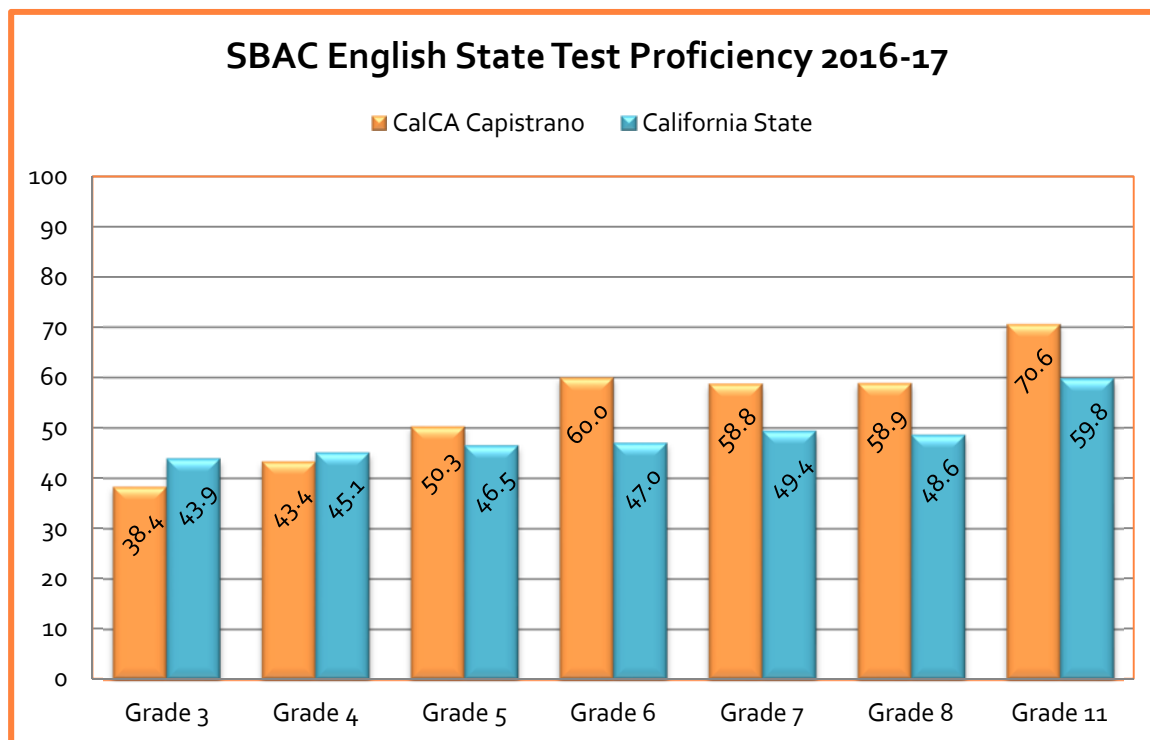


Figure 8. SBAC Math State Proficiency 2016-17.

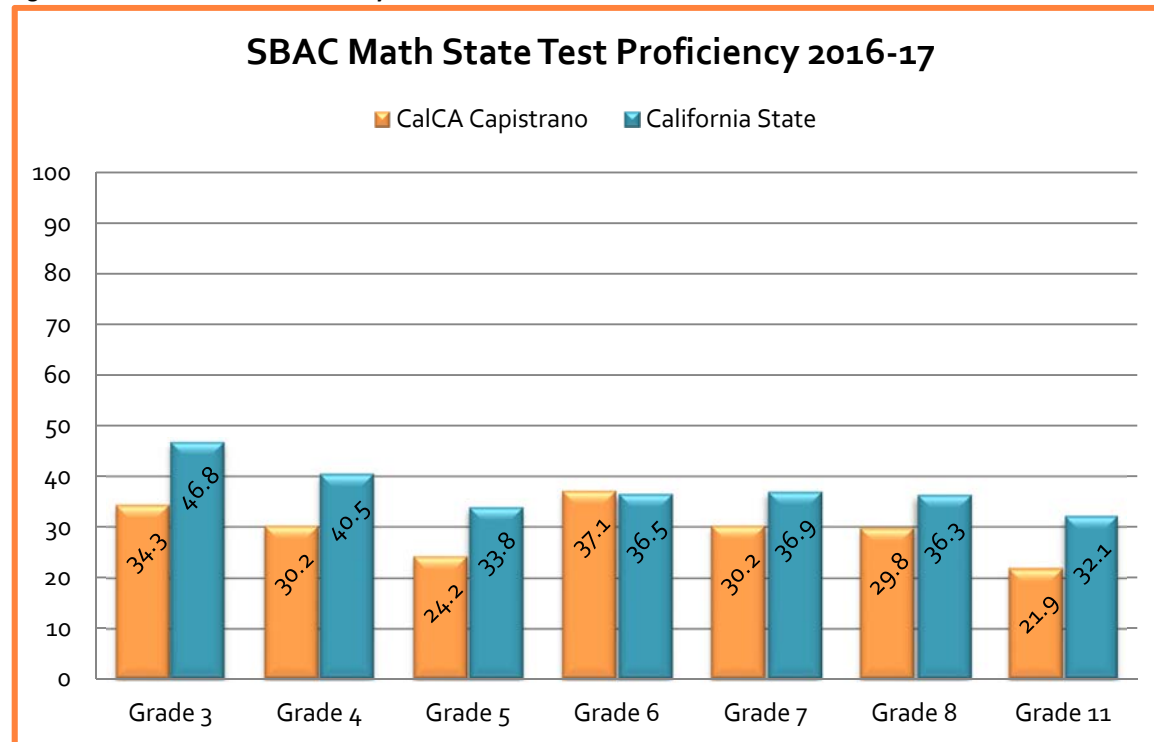


Figure 9. SBAC English Language Arts/Literacy Proficiency 2015-16 and 2016-17.

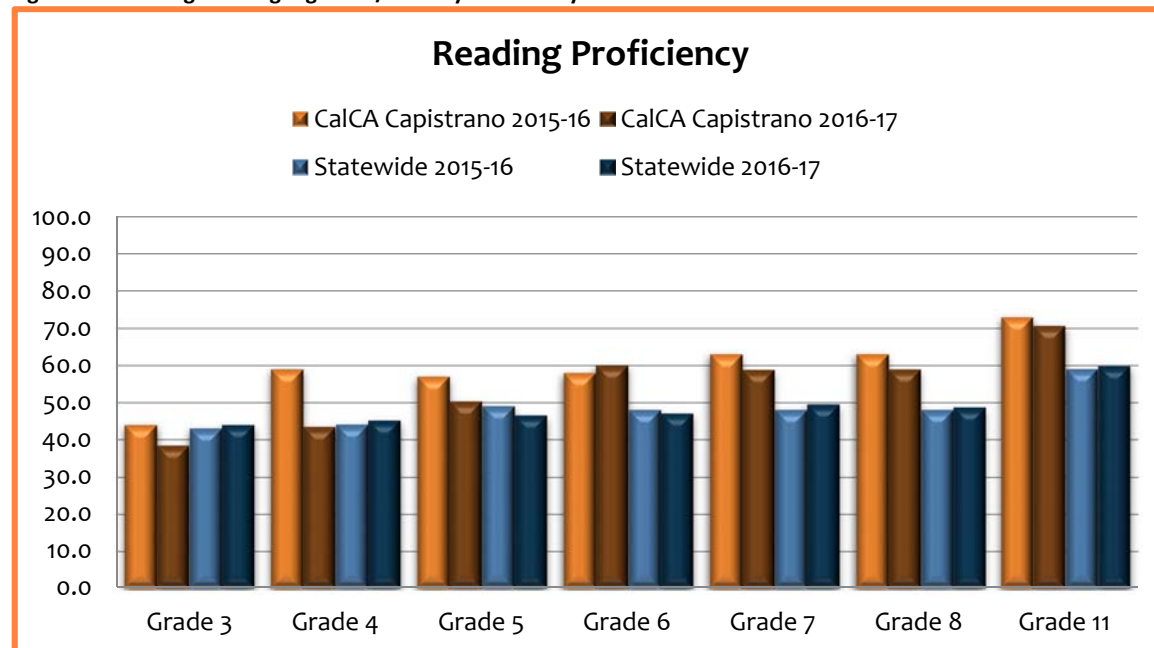
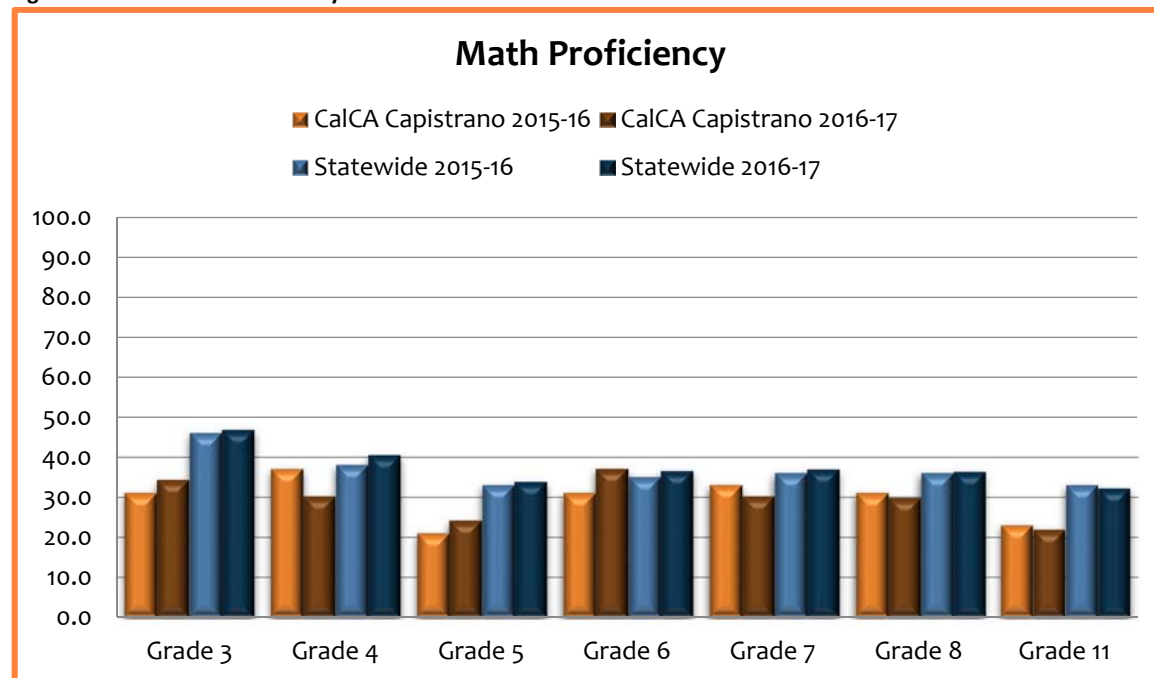


Figure 10. SBAC Math Proficiency 2015-16 and 2016-17.

One important factor to consider is how the school is performing relative to other schools that serve similar populations of students. There are not many public schools which serve students in all grades K-12 and which would therefore have comparable academic data. One previously available method used to analyze how a school is doing relative to other schools was the state's Similar Schools Ranking. CalCA Capistrano was consistently rated very high on this measure—ranging from 7 to 10, and obtaining a rank of 10, the highest possible, in multiple years. While the state has not yet devised a replacement for the similar schools ranking, it is expected that when data is available to compare CalCA Capistrano's academic performance to other schools which serve similar student populations, the school will be able to continue to demonstrate that they are doing well educationally with the students they are serving. The California Charter School Association has already begun comparing data between schools, including both charter schools and traditional public schools. Based on their complex analysis, CalCA Capistrano is currently scoring a 10, the highest possible decile rating, when compared to other public schools serving similar demographics.⁵

The California Charter Schools Association (CCSA) also prepares an annual report that focuses on charter accountability and renewal. As a component of the report, CCSA also prepares a detailed analysis of the Similar Students Measure (SSM) which compares a school's performance on the state tests to a predicted level of performance based upon the student profile. It is akin to the state's Similar Schools Criteria; however, it focuses more on student level data than school wide data. This is one of the measures used by CCSA to review charter school performance. The CCSA annual Academic Accountability Report reviews several additional accountability measures, and

⁵ http://www.ccsa.org/advocacy/accountability/index.html#tab-school_results



CalCA Capistrano meets the CCSA minimum criteria for renewal. The two most recent CCSA accountability reports are provided for CalCA Capistrano. **Error! Reference source not found.**, 12, and 13 are illustrations of these CCSA Accountability reports, which can also be found on the CCSA public website (www.ccsa.org/advocacy/accountability).



Figure 11. CalCA Capistrano CCSA Academic Accountability Report 2016-17.

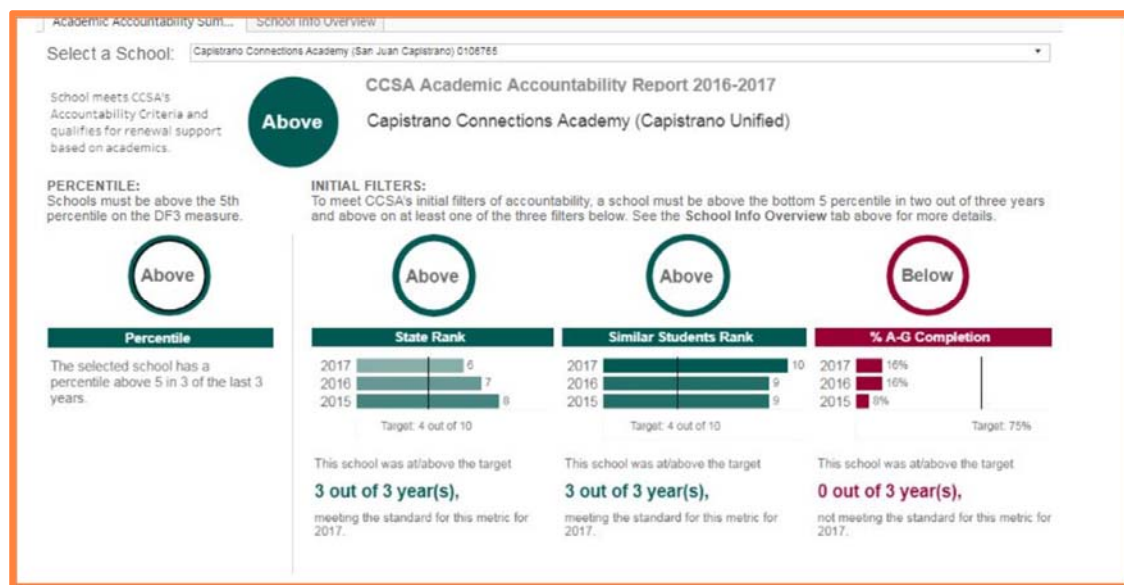


Figure 12. CalCA Capistrano CCSA Academic Accountability Report 2015-16.

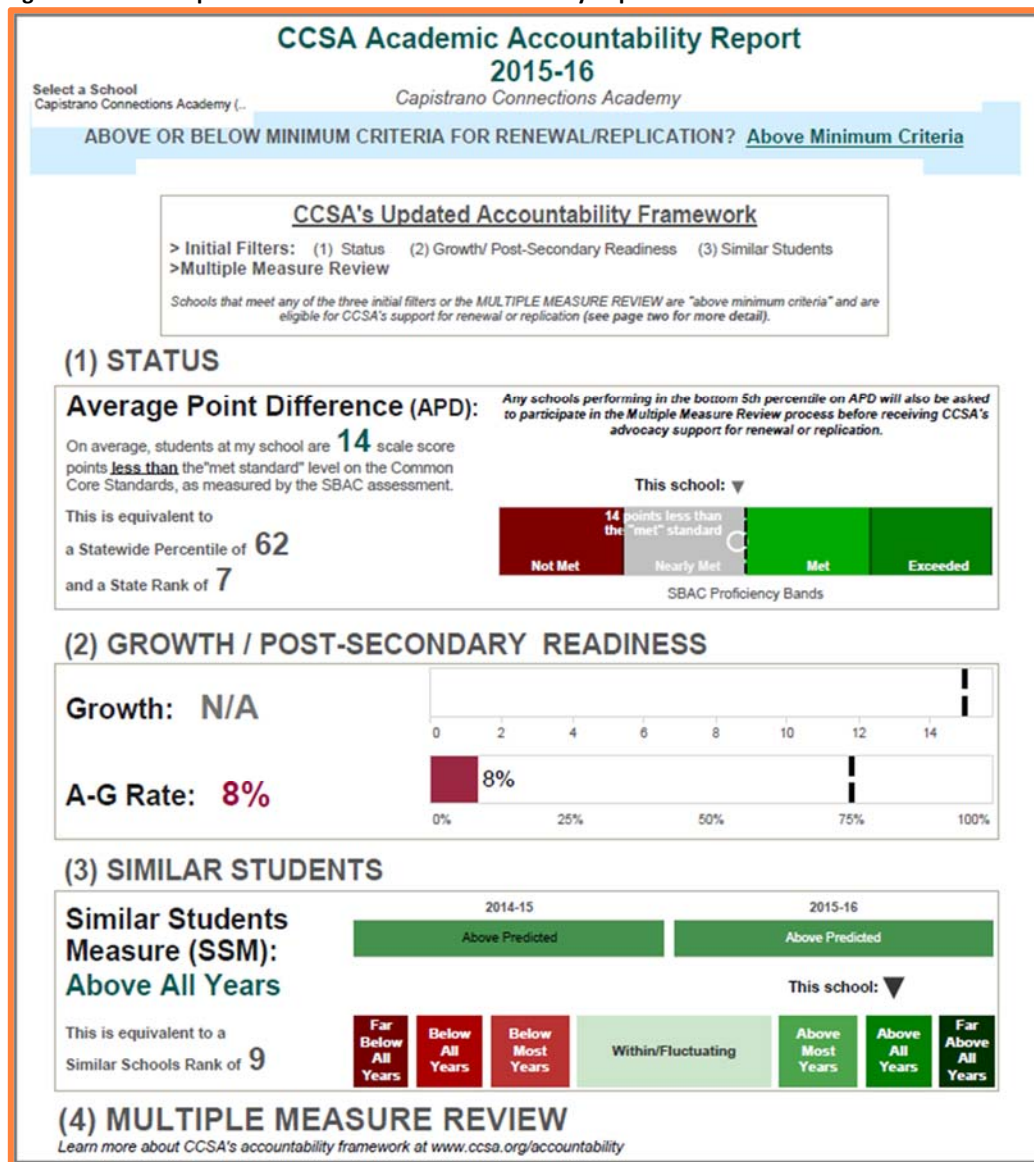
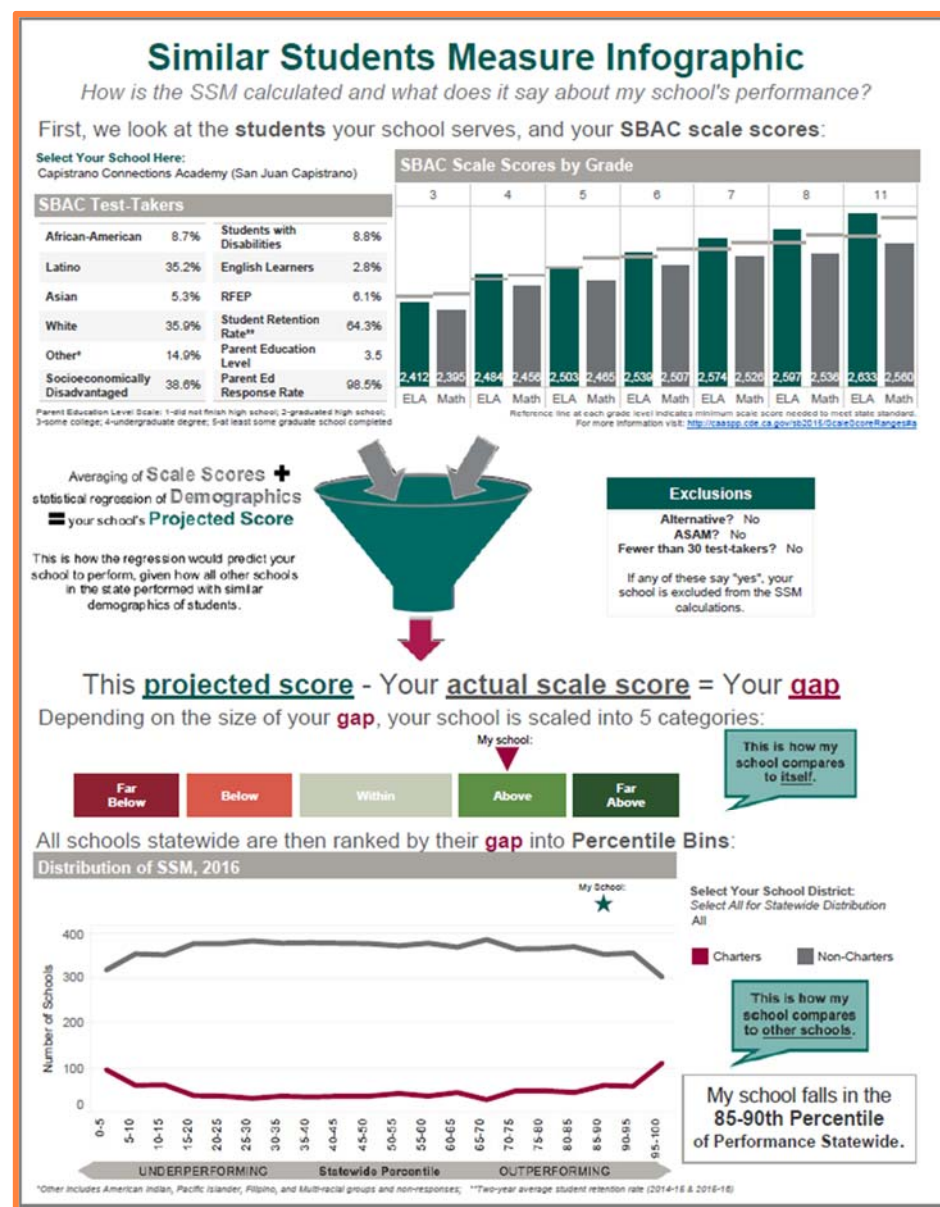


Figure 13. CalCA Capistrano CCSA SSM Infographic with 2015-16 data.



It is important to note that schoolwide standardized test scores may fluctuate from year to year. Student mobility and growth rate are important factors in analyzing academic performance. Due to the unique virtual school program offered, which uses an independent study model, virtual schools experience student turnover both during the year, as well as from year to year. Many students and families choose a virtual school program to serve a unique need for a particular period of time, i.e. medical reasons, sports, family move, bullying, and so forth. Their intent is to solve a family issue and enroll in a virtual school for a limited time.



In the context of the study conducted of representative Connections Academy schools for students enrolled during the 2013–2014 to 2015–2016 academic years, the following comparative statements about the efficacy of Connections Academy schools have been validated:⁶

- There was no statistical difference in percentage scoring proficient in math and reading between student cohorts in Connections Academy schools and cohorts in brick-and-mortar schools that were matched on prior achievement; and after adjusting for district-mean student mobility and school-mean student socioeconomic status and other demographic factors.
- Student cohorts in Connections Academy schools statistically outperformed (by 7.9 percentage points) cohorts in other virtual schools (matched on prior achievement) in terms of the percentage scoring proficient in reading on state assessments.
- There was no statistical difference in percentage scoring proficient in math between student cohorts in Connections Academy schools and cohorts in other virtual schools that were matched on prior achievement.

In addition, the state has used several methods in calculating the school's scores on the CAASPP tests that create a negative impact for any student who does not participate. For example, those students may be assigned the lowest possible score when calculating the school's overall academic performance. Due to the challenges of setting up in-person testing locations, as well as the challenge of many parents who elect to "opt out" of state testing, the school's test scores may be negatively impacted by these methods of calculation in use by the CDE.

Student academic achievement is the highest priority for CalCA Capistrano. Over the past several years, the school has put in place several significant interventions to ensure that student performance exceeds the growth targets, especially among the subgroup populations. These activities have been included in the school's improvement planning, including the Western Association of Schools and Colleges (WASC) Action Plan and the Local Control and Accountability Plan (LCAP). These include:

- Implementing Math We've Got This! and Math Time to Talk;
- Analyzing in-depth assessment data on individual students, which is now even more readily available to teachers and school leadership at the click of a button;
- Targeting intervention courses for students who are underperforming;
- Adding specialized staff dedicated to providing intervention type instruction;
- Expanding the existing intervention programs;
- Implementing Professional Learning Communities (PLCs) within the faculty;

⁶ <https://www.pearson.com/content/dam/one-dot-com/one-dot-com/global/Files/efficacy-and-research/reports/audited/Connections-Academy-research-report.pdf>



- Adding targeted professional development for teachers aimed at areas of greatest student need; and
- Adding academic resources and supplemental materials for students who are struggling, especially in math.

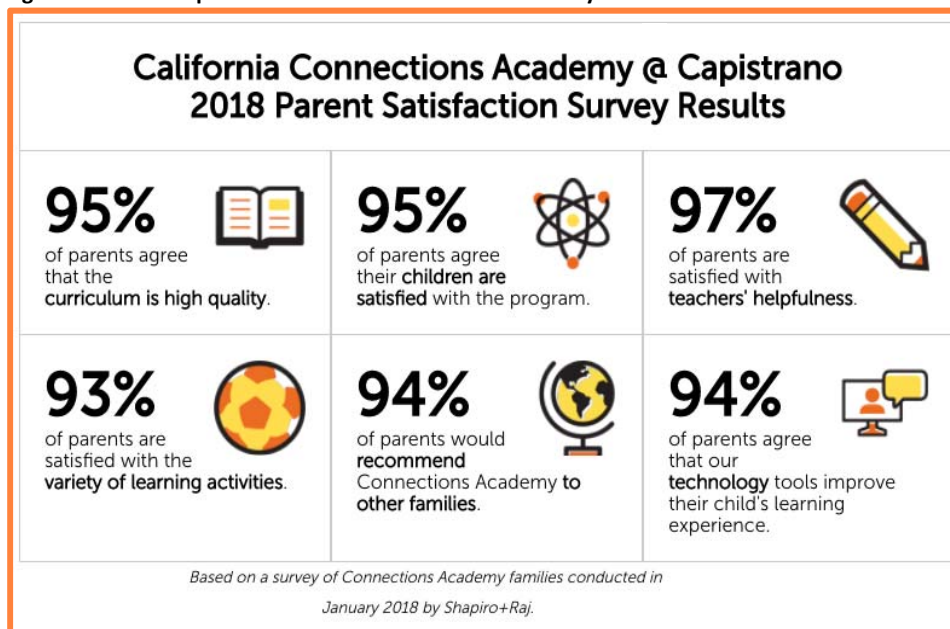
Regularly evaluating the academic performance of students, using student performance data to drive changes and improvements to the school program, increasing use of PLCs, and developing annual goals and plans to increase student academic achievement all demonstrate a dedication and focus on student performance.

PARENT SATISFACTION

Error! Reference source not found.14 presents the most recently compiled parent satisfaction survey results from CalCA Capistrano. The school has consistently received high ratings on annual parent surveys. Parents are surveyed annually; the results are compiled by an independent third-party research firm, and presented to the school staff and its Board. The results over the past three years demonstrate that the school is meeting the parent satisfaction goal laid out in the charter in Section III.A.

Parent surveys provide quantifiable data by which the school leadership can work towards improving various aspects of the school. It also provides a valuable source of parent input into the planning process for school improvement, such as the development of the LCAP. Over the past several years, the percent of parents who have responded to the survey has varied from 35% to 50%. Therefore, these results are considered reflective of the overall experience of the families.

Figure 14. CalCA Capistrano 2018 Parent Satisfaction Survey Results.



The following testimonials are from students and parents enrolled in the CalCA Capistrano school. The testimonials were unsolicited and represent a sample of the kudos that the teachers and schools receive on an ongoing basis. Some of the testimonials have been slightly revised for privacy purposes.

Connections Academy Makes Learning Fun

I love California Connections Academy because I like the hard work and learning a lot. I learn next to my brother and have fun learning time at home with my family. I can also have free time, too.

– Capistrano Connections Academy student

Supporting Exceptional Students

What an amazing 1st year our family has had with CA. My son is thriving (now) since being a student with CA. He has had the most amazing and supportive teachers!! Thank you to them all as well as the support staff for an incredible year! Now on to high school with CA.

– Capistrano Connections Academy parent

Students Have Extra Time for Special Projects

I love California Connections Academy because I have fun learning with Mom. I have fun times and free time, and I make projects.

– Capistrano Connections Academy student

Good Fit for Family and Lifestyle

We chose an online school because it fits well with our family and lifestyle. We like being able to participate in our children's education and having the organization, flexibility, and structure California Connections Academy provides. We are able to spend more time on a subject if needed, or advance more quickly. We also feel secure knowing that our children are protected from negative outside influences, including bullying.

– Capistrano Connections Academy parent

The Best of Both Worlds

Thanks to Connections Academy, I was able to get the best of both worlds: accomplishing my dream as a recording artist and focusing on my grades that will get me into college.

– Capistrano Connections Academy student

Flexible Student Schedules

Attending California Connections Academy, I have the flexibility to organize my schedule and my time. I like having the mixture of working at home and having interaction with teachers and other students.

– Capistrano Connections Academy student



Credentialed and Certified Teachers Supporting Students

When my son started middle school, we encountered many issues with the traditional bricks-and-mortar school. It was a very unsafe and hostile environment for any student, and he was becoming unmotivated to write. We wanted to support him and our daughter by finding a better school environment, so we searched the Internet and found several online schools and their presentations. We decided to enroll him in California Connections Academy because of its teachers' credentials, certifications, and enrichment curriculum; it was a relief to have found this school.

He likes Connections Academy for the flexibility of the school; he likes that it's a mixture of homeschool and interaction with students and teachers. He really is on task with school, without being distracted. It gives him the flexibility to organize his schedule and time. He can take classes even when he travels. He likes most of his classes, but his favorite is math, because it helps him to rest his mind from other subjects.

– Capistrano Connections Academy parent

Appreciating Our Teachers

I just wanted to drop you a little note to thank you and tell you I appreciate you for all the work and extra effort you put in. I wanted to let you know I appreciate you. Thank you very much for all the extra help and effort you put in to the job you do. You do a wonderful job and our family appreciates everything you do.

– Capistrano Connections Academy parent

ACCOMPLISHMENTS

CalCA Capistrano is proud of its accomplishments:

Academic and Educational Achievements

- CalCA Capistrano students exceeded the state average on the 2017 CAASPP tests in English Language Arts in grades 5 through 8 and grade 11.
- CalCA Capistrano enrolls many high school students who are credit deficient or who have been out of school altogether for a period of time. While this creates a group of students who are off their cohort for graduation, the school is able to successfully support many of these students so that they are ultimately able to graduate. This population of students causes the four-year cohort graduation rates for CalCA Capistrano to be low compared to state averages, however, when five- and six-year cohort rates are calculated, the schools have met the expected graduation targets. In response to the needs of the students served, the school has significantly enhanced its credit recovery program over the past several years.
- When compared to other schools serving similar demographic populations, the California Connections Academy Schools show that they outperform these comparator schools. This was evident in the similar schools' rankings given by the state in past years. Since that



ranking has been discontinued, the comparisons done by CCSA have continued to show that the California Connections Academy Schools are providing a high quality education for the students served, based on high Similar Student Measure rankings and CCSA's similar school ranking metric (see also the Academic Accountability section).

- CalCA Capistrano joined the Tulare SELPA in 2011 and has been successfully managing its Special Education program through its own Local Education Agency (LEA) membership in that Special Education Local Plan Area (SELPA).
- California Connections Academy Schools implement a quality Special Education program in a virtual environment, which includes having a Special Education Director and multiple Education Specialists on the school staff. On the most recent parent satisfaction survey, 84% of parents agree that they are satisfied with special education services provided through CalCA Capistrano. Survey responses were provided by 390 parents of children who were diagnosed with a learning disability and have an IEP.
- California Connections Academy Schools successfully implement and have expanded programs for Gifted and Talented students (GATE).
- California Connections Academy Schools have improved and expanded on the English Learner (EL) program, including introducing credit bearing courses for high school EL students in the fall of 2017.
- The California Connections Academy Schools have shown success with the EL students served. For EL students who took the CELDT test two years in a row, 83% showed improvement in scores from 2013-14 to 2014-15, 55% improved between 2014-15 and 2015-16 and 71% of those tested improved between 2015-16 and 2016-17. (NOTE: Because of changes in the state language test, comparisons were not conducted during 2017-18) In addition, the percent of EL students who were reclassified to fluent was approximately 13% between the fall of 2016 to the fall of 2017 and approximately 16% from the fall of 2015 to the fall of 2016.
- CalCA Capistrano has received positive reports from the Western Association of Schools and Colleges (WASC) during its self-study and mid-cycle reviews. In the most recent mid-cycle review, conducted in spring of 2018 by a WASC Coordinator from the Southern California office, the school received affirmation of all aspects of its program as well as for its ongoing and consistent efforts towards school improvement
- California Connections Academy Schools have implemented an Advancement via Individual Determination (AVID) program to support students in grades 6–11 in order to further prepare them for college and other post-secondary options. Grade 12 along with a credit bearing AVID course will be added in 2018-19.
- The CalCA Capistrano 2018 spring graduating class included 34 students graduating with the highest honors with GPAs of 4.0 or higher, as well as 144 additional students graduating with honors (GPA 3.0 to 3.99).
- The CalCA Capistrano graduating class grew from 50 graduates in June 2010 to 389 graduates in June 2018.



- More than eighty courses offered by CalCA Capistrano meet National Collegiate Athletic Association (NCAA) approval.
- CalCA Capistrano has an extensive and growing approved “a-g” course list, since Connections/Pearson Online & Blended Learning are University of California (UC) approved providers, and the school has over 100 courses on the approved “a-g” course list, covering all four core content areas, as well as many electives. California Connections Academy Schools are able to integrate in-person wet labs into science courses, thereby meeting the “a-g” requirements for lab science courses.
- Recently, over 40 Career Tech Education (CTE) and Visual/Performing Arts courses received “a-g” approval, allowing CalCA Capistrano students to more easily meet the “a-g” requirements while enrolled in an online school setting.
- California Connections Academy Schools implement and continuously improve instructional materials, methods, strategies, technology, and course offerings in the virtual setting.
- California Connections Academy Schools hire, retain, and promote excellent staff with all teachers meeting state and federal credentialing requirements.
- California Connections Academy schools consistently increase the offerings and effectiveness of staff training and professional development.
- Graduates from the California Connections Academy Schools in 2016-17 were awarded \$1,179,984 in scholarships.
- Students who graduated from CalCA Capistrano in 2018 have been accepted at the colleges listed in Figure 15.

Figure 15. College Acceptances.

College Acceptances for CalCA Capistrano 2018 Graduates		
<ul style="list-style-type: none"> • American Musical and Dramatic Academy • Arizona State University • Art Center College of Design • Azusa Pacific University • Benedictine College • Boise State University • Boston University • Brigham Young University • Butler University • California State Polytechnic University: San Luis Obispo • California State University: Fullerton • Chaffey College • Chapman University • Coast College • Dominican University of California 	<ul style="list-style-type: none"> • Los Angeles Valley College • Mount San Jacinto College • New Mexico Highlands University • Northern Arizona University • Oakwood University • Occidental College • Oral Roberts University • Orange Coast College • Pasadena City College • Pasadena Community College • Point Loma Nazarene University • Portland State University • Rio Hongo Community College • Riverside Community College • Saddlebrook College • Saddlebrook Community College • San Diego Mesa College 	<ul style="list-style-type: none"> • Southeastern Baptist Theological Seminary • Santiago Canyon College • School of Visual Arts • Southwestern College • St. Mary's College of California • University of Alaska Southeast • University of Arizona • University of California: Berkeley, Irvine, Los Angeles • University of Colorado at Boulder • University of Denver • University of Illinois at Urbana-Champaign • University of La Verne • University of Montana • University of New Orleans • University of Portland • University of Utah



College Acceptances for CalCA Capistrano 2018 Graduates		
<ul style="list-style-type: none"> Embry-Riddle Aeronautical University Glendale Community College Goldenwest College Grossmont College Irvine Valley Community College 	<ul style="list-style-type: none"> Santa Ana Community College Santa Barbara Community College Santa Monica College 	<ul style="list-style-type: none"> Wake Forest University West LA College Westmont College Western Governor's University

Other Achievements

- 96.8% of CalCA Capistrano parents were satisfied with helpfulness of their teachers according to the 2018 Parent Satisfaction Survey.
- School climate and culture are strong at CalCA Capistrano. Multiple indicators, aligned with the state's educational priorities, demonstrate this. For example, both staff members and families report a very positive experience with the school. Annual surveys show that CalCA Capistrano earns a high level of parent, staff, and student satisfaction.
- California Connections Academy Schools have increased the number, location, and type of field trips offered to families each year. During the 2017-18 school year, there were over 278 field trip events and 5,790 family members across California attended. CalCA Capistrano had 117 field trips with over 3,900 family members in attendance.
- California Connections Academy Schools host in-person graduation ceremonies each year for their graduates. In 2017-18, there were approximately 260 senior graduates that attended a commencement ceremony. Total attendance with families was approximately 2,300, not including staff. In-person 8th grade promotion ceremonies are also offered.
- High school students have the opportunity to attend a senior prom and Grad Night. During the 2017-18 school year, 148 students attended prom and seventy attended f the winter formal. Sixty-eight students attended Grad Night.
- Families attend multiple school functions, such as picnics and celebrations.
- The school typically offers three picnic events each year to allow family members to meet each other and to meet staff in person.
- The California Connections Academy Schools have an active chapter of both the National Honor Society (NHS) and National Junior Honor Society (NJHS) to further enhance opportunities for both students as well as the communities served by the school.
- School suspension rates are very low at CalCA Capistrano — in some years there are no suspensions for disciplinary reasons — and there have been no expulsions since inception. The School Dashboard shows a “blue” performance ranking on the suspension indicator.
- CalCA Capistrano serves socioeconomically, racially, ethnically, and geographically diverse student populations.



- CalCA Capistrano builds a strong school community through both face-to-face and virtual interactions.
- CalCA Capistrano enjoys a strong partnership with the existing California Connections Academy non-classroom-based “sister” charter schools located in other areas of the state, which allows the allocation of various resources to maximize access for all students to a comprehensive, full service program, while minimizing fiscal impact.
- CalCA Capistrano performs outreach and participates in many community events, and also collaborates with community organizations. Examples of community involvement include:
- CalCA Capistrano has participated in food drives and provided volunteers for the Second Harvest Food Bank of Orange County, Los Angeles Rescue Mission, and Riverside County Food Bank. The school has participated in multiple community events such as the Los Angeles Times Festival of Books, the San Diego EarthWorks Earth Fair, the Riverside Municipal Airport Airshow, the Orange County Book Festival, the Carlsbad Chalk Festival, the Redlands Market Night, and the Juvenile Diabetes Research Foundation awareness events.
- School staff members routinely speak at conferences on online learning as well as other charter school topics. For example, administrators from the school presented at several conferences in recent years, including the Educating for Careers conference and the International Conference on Learning, the Advanced Placement Annual Conference, and the California Charter Schools Association conference.
- CalCA Capistrano is fiscally stable as evidenced by balanced budgets, adequate cash flow, and stable reserve balances.
- Each of the annual audit reports for CalCA Capistrano since inception have been completed with no findings.
- CalCA Capistrano implements thorough attendance accounting procedures to allow accurate recording of student attendance in a non-classroom based school.
- CalCA Capistrano complies with the requirements of state and federal law as applicable to charter schools.
- CalCA Capistrano complies with the terms of its charter including, but not limited to such areas as Governing Board composition and Governing Board policy, health and safety, human resources, financial reporting, insurance, audits, educational offerings, academic outcomes, and so forth.



I. FOUNDING GROUP

Describe the founding group for the proposed charter school, providing evidence that the applicant(s) possess(es) the necessary background in the following areas critical to the charter school's success and/or that the founders have a plan to secure the services of individuals who have the necessary background in these areas:

- Curriculum, instruction and assessment;
- Finance, facilities, and business management; and
- Organization, governance, and administration

I.A GOVERNING BOARD

CalCA Capistrano is governed by the non-profit Governing Board, California Online Public Schools (CalOPS). The Governing Board has extensive experience functioning as a charter school Governing Board as well as expertise in business, education, technology, and finance. The Governing Board currently consists of the following individuals:

- **Elaine Pavlich, Board President:** Elaine Pavlich is a transplant to California over 20 years ago from Pennsylvania. She graduated from Reading High School and worked for The Gap in several locations in a management capacity. Upon moving to Southern California, she met her now-husband and continued to work as Store Manager for The Gap in Huntington Beach until leaving on maternity leave in 1999. Being a stay-at-home mom to Wynnter was Ms. Pavlich's true passion. Wynnter had been enrolled in the local brick-and-mortar elementary school for first grade and while Ms. Pavlich helped both in the classroom and with lunch tables and recess monitoring, as well as on the School Site Council and with the PTA, she felt that she would rather teach Wynnter at home. That brought the Pavlich Family to Capistrano Connections Academy very soon after the school first opened.

Wynnter graduated from CalCA Capistrano in 2017 and is pursuing a career as a make-up artist. During Wynnter's 11 years enrolled in CalCA Capistrano, Ms. Pavlich was a proud and devoted Learning Coach. She has been on the Governing Board of CalCA Capistrano for about 10 years, serving at various times in the roles of Secretary, Treasurer, and now President. She also served in past years on the CalCA Ripon's Board as the Secretary. She has proudly been to graduation/promotion ceremonies on behalf of the board and assisted with handing out diplomas to both the eighth graders and seniors. Ms. Pavlich also volunteers with the marketing team to communicate with newly enrolled or families interested in enrolling with a California Connections Academy school to learn the perspective of the Learning Coach. This communication is done either by email, phone, online LiveLessons, or in-person meetings.

- **Mr. Michael Henjum, Board Vice President:** Mike Henjum is a life-long educator, serving in various private schools in Orange County for the past 26 years as a teacher, coach, and principal. He is currently the Head of Advancement at Saddleback Valley Christian School



in San Juan Capistrano. Mr. Henjum earned his B.A. from Vanguard University, M.Ed. in Educational Leadership from Grand Canyon University, and has completed additional post-graduate work at Portland State University and UC Irvine. Mr. Henjum chose to join this board because of his dedication to schools that provide a rigorous, college-prep curriculum to students and his belief that school choice is an effective way to achieve greater student achievement, with charter schools being one of the most effective vehicles to accomplish this goal. He has also served as Treasurer in past years.

- **Mr. Tim Batiuk, Board Treasurer:** Tim Batiuk has worked in education for 45 years as a teacher, counselor, and administrator in Napa, San Mateo, and Orange Counties. Most of his experience has been working in Alternative Education to develop and implement programs to enable at-risk kids to stay in school and achieve their full potential. Mr. Batiuk was the Director of Alternative Education in Napa and San Mateo where he helped launch numerous programs that provided safety nets for kids that otherwise may have dropped out. He previously served on the Community Day School Network Executive Board in Sacramento as well as on several California Connections Academy Boards in various roles, including Board President. During his 45-year career as an educator, Mr. Batiuk has consistently believed that all kids can achieve success in school and life when provided with the proper fit for their education needs and that is up to the school leaders to fulfill those needs for all kids.
- **Mr. Dave Souza, Board Secretary:** Dave Souza has extensive experience in business management. He earned an Associate's degree in Business Marketing and an Associate's degree in Fire Science from Chabot College. Mr. Souza continued his education with Cal State University, receiving his Bachelor's Degree in Business Administration. Throughout his professional career, Mr. Souza was a firefighter for four years, a Facilities Manager at Renaissance Old World, an Outside Sales Manager for Settco, Inc. in Fresno, and Director of Operations for Tesei Petroleum in Madera for ten years. He has served on a California Connections Academy Board for the past ten years and has served as Board President. He recently agreed to fill the role of Board Secretary.
- **Ms. Diana Rivas, Board Member:** Diana Rivas is an involved parent representative to two children currently enrolled in the California Connections Academy program. She has a wealth of experience as a manager, team leader, and motivator, including experience in the food service industry. Ms. Rivas has dedicated her life to serving the community, including a local Girl Scout Troop, Venture Crew, local youth sports, church groups, and serving food to those less fortunate. As a Learning Coach, Ms. Rivas understands how children learn differently and how they correlate their growing knowledge to the world around them. Her goal is to continue representing the needs and interests of students and parents. Ms. Rivas joined started serving as a parent representative in the spring of 2017.
- **Mr. Paul Hedrick, Board Member:** Paul Hedrick is a public high school math teacher who has been in education for 17 years. He graduated from Brigham Young University with a Bachelor's Degree in Mathematics and then earned a teaching credential in the state of California through Chapman University. He received a Master's in Education with an



emphasis on Educational Technology from National University. He has worked in the Natomas Unified School District and is currently employed in the San Juan Unified School District. Mr. Hedrick has participated in textbook adoptions and with leadership groups as part of his educational career. His desire to serve on the Board comes from the feeling that students need multiple options in regards to education.

- **Veronica Schreiver, Board Member:** Veronica Schreiver earned her Bachelor of Science in Biology from Keene State College in Keene, NH. She started her career in banking while in college in New Hampshire and moved up to Operations Manager prior to moving to the west coast. She began working at E*TRADE in California where she worked more than seven years as an Active Trading Manager and became an Options and Trading principal, as well as passing her Series 7 and 63 licenses. She then moved on to Fidelity Investments where she has been 11 years and is a Financial Consultant and Vice President working directly with high net worth clients (over \$520 M in net assets). In March 2018 she became a certified financial planner. Ms. Schreiver loves her work helping clients realize their retirement goals and needs. Ms. Schreiver chose to serve on the board to use her expertise in business/education/parent to help make the California Connections Academy program the best it can be.
- **Sarah Bossenbroek, Board Member:** Sarah Bossenbroek graduated from the University of Wisconsin-Madison with degrees in Journalism and History, then moved to the west coast, where she worked in publishing for many years. From editorial assistant to managing editor to travel editor for online and print publications, she learned the business thoroughly, then went freelance when her children were small. After navigating the IEP process for her older son, she became interested in alternative education and different methodologies of teaching. She currently works as the assistant to the director at a play-based, nonprofit private preschool. Continuing to expand on her interest in education, she started with a California Connections Academy Board in 2017.
- **Adam Pulsipher, Board Member:** Adam Pulsipher is currently serving as the Assistant Administrator for the California Department of Veterans Affairs- Lancaster Home. He has been working with disabled Veterans since 2015. He has enjoyed a career in the operations of Healthcare Facilities for nearly 20 years. He is small business owner and received his Master's in Business Administration in 2015. As a father of five children, quality education is a key part of his family's life. Mr. Pulsipher chose to serve on the Board of Directors to stay connected with the changes in curriculum, teaching styles and modalities, and as a way to serve in his local community. He has been a Board member since 2017.
- **Brooke Watkins, Board Member:** Brooke Watkins is the mother of four children, and was formerly a Learning Coach to one of her children who was a Connections Academy student. Ms. Watson holds a Bachelor of Science degree in School Health from California State University, Long Beach, and has experience working as a Dental Assistant. She also



has experience volunteering for the Cub Scouts as a Webelos Den Leader where she helped boys achieve their Arrow of Light awards, and volunteering as an adult leader for a local church where she currently plans lessons and activities to teach leadership skills to young girls.

I.B SCHOOL LEADERSHIP

CalCA Capistrano has a strong and experienced leadership team to serve students. The following individuals demonstrate the quality of the leadership team who are responsible for creating high expectations for student achievement and collaboration among all stakeholders.

- **Dr. Richard Savage, Executive Director:** Dr. Savage is the Executive Director of CalOPS and the California Connections Academy Schools. Prior to joining the organization, he served as a Principal for three years at Calistoga Junior-Senior High School (CJSHS), a small rural school located at the northern end of the Napa Valley for students in grades 7–12. At CJSHS, Dr. Savage coordinated a Distinguished School Award, a successful six-year Accreditation from WASC, and a school-wide Project Based Learning implementation. CJSHS had an 80% Free and Reduced Lunch and 50% limited English proficient (LEP) student population. Dr. Savage taught high school Spanish and coached soccer and volleyball for five years. He served as a Vice Principal at an urban socioeconomically challenged high school in Southern California for six years. Dr. Savage earned his Bachelor's degree in Spanish Secondary Education with a minor in Physical Education and Coaching at Brigham Young University. He earned a Master's degree in Education Administration at California State University, Bakersfield and earned a Doctorate Degree in Organizational Leadership at the University of La Verne.
- **Kara Mannix, High School Principal:** Ms. Mannix serves as the High School Principal for the California Connections Academy Schools. Her background in education is diverse, with teaching experience in grades 3–12, and administrative experience at elementary, middle, and high school levels. She began her teaching career with Teach for America, and served as a high school Spanish teacher in rural Louisiana. Upon returning to California, Ms. Mannix taught grade 3 in East Palo Alto. She was a middle school math teacher and later an administrator with KIPP Bay Area Schools, and most recently, served as the Vice Principal in Calistoga at both the high school and elementary level. She earned her Bachelor's degree in Psychology from University of California, Davis and her Master's degree in Educational Psychology from Columbia University.
- **Leslie Dombek, High School Assistant Principal:** Ms. Dombek serves as one of the High School Assistant Principals for the California Connections Academy Schools. She has been part of the school organization for over a decade. She began her teaching career at CalCA Capistrano in Southern California in 2005 as an elementary school teacher, teaching grades K–5, and has held several leadership roles within the school, including Master Teacher. She was also previously an Assistant Principal for grades K–8. She earned a Bachelor of Arts degree and her teaching credential from the University of California, Riverside.



- **Scott Ervin, High School Assistant Principal:** Mr. Ervin serves as one of the High School Assistant Principals for the California Connections Academy Schools. Mr. Ervin is a graduate of California State University, Fresno where he earned his Bachelor's degree in English. He earned his teaching credential from Chapman University. His first teaching position was in a self-contained grade 7 class for one year and he then went on to teach high school English for seven years. Mr. Ervin then went back to California State University, Fresno to earn his Master's degree in Educational Leadership and his Administrative credential. After earning his Administrative credential, Mr. Ervin spent three years as an Assistant Principal at the middle school level, before beginning work for California Connections Academy.
- **Lauren Cunningham, High School Assistant Principal:** Ms. Cunningham serves as one of the High School Assistant Principals for California Connections Academy Schools. Ms. Cunningham has been involved in education for over 12 years. She began her teaching career working in the brick and mortar setting as a 2nd and 5th grade teacher in Capistrano Unified School District. She joined California Connections Academy in August of 2008 and taught 3rd grade, including gifted and talented, for nine years. During her time at California Connections Academy, she moved up the positions on the career ladder as a lead, coordinating, and then master teacher. Ms. Cunningham earned two Bachelor's degrees in Psychology and Sociology from University of California, Santa Barbara, her Multiple-Subject Teaching Credential and Reading Certificate from Cal State Fullerton, and is currently working on earning her Master's degree in Educational Leadership from National University.
- **Heather Tamayo, Middle School Principal:** Ms. Tamayo is the Middle School Principal for the California Connections Academy Schools. Prior to joining the organization, Ms. Tamayo spent the previous seven years working at the middle school level with Palm Springs Unified School District. In that time, she worked largely with English Learners of every stage in language acquisition. She found herself in many different roles, her most rewarding one being in the classroom with the students, forming relationships with them and watching them become fluent English speakers. She earned a Bachelor's degree in History from California State University, Long Beach, and a Master's degree in Educational Administration from California State University, San Bernardino, and a Master's degree in Cross-Cultural Education from National University.
- **Tracy Pinckney, Middle School Assistant Principal:** Ms. Pinckney is the Middle School Assistant Principal for the California Connections Academy Schools. She started her career as a High School English and AVID teacher as well as a coach in Fresno. She then transitioned into administration, holding several positions such as Dean of Curriculum and Instruction and Student Activities Director, and then most recently as a High School Assistant Principal for five years in Northern California. She takes great pride in the work she has done helping to implement intervention programs and Professional Learning Communities within her schools. One of the most rewarding aspects of her career so far is working with the AVID program and watching students transform into college students before her eyes.



Ms. Pinckney earned her Bachelor's degree in Communications from California State University, Fresno and her Master's degree in Educational Administration from National University.

- **Marcus White, Elementary School Principal:** Mr. White is the Elementary School Principal for the California Connections Academy Schools. He was principal of Burton Elementary School in California's Central Valley for three years where he worked to improve student test scores on the California state tests by 20%. He also led his staff to develop a systematic benchmark testing process and provided software training in data analysis to his staff. Mr. White also served as a Vice Principal for two years and was an elementary classroom teacher for three years. In addition, he coached youth sports for six years. Mr. White earned his Bachelor's degree from Chapman University before earning a teaching credential. He earned a Master's degree in Teaching from Chapman to more effectively drive student achievement.
- **Marissa Carter, Elementary School Assistant Principal:** Ms. Carter is a member of the California Connections Academy Schools' leadership team as the Elementary Assistant Principal. Ms. Carter started her teaching career at a blended school in San Diego County and was hired as a teacher with CalCA Capistrano in 2009. As a California Connections Academy teacher, Ms. Carter taught grades 4 and 5, taught the PACE (Program for All Children to Excel) program for language arts and math, served as an Elementary Master Teacher, and was the California Connections Academy's Director of State Testing for California Connections Academy Schools. Ms. Carter has been impressed with the opportunities teachers at California Connections Academy Schools have to support students and families on an individual basis, and to form strong relationships with them. Ms. Carter earned her Bachelor's degree in Library Arts from San Diego State University and her Multiple Subject Teaching Credential from National University.
- **Mia Hardy, Director of Counseling Services:** When Ms. Hardy joined the California Connections Academy schools, she brought extensive school counseling experience at every level: elementary, middle, high school, and post-secondary education. She earned a Master's degree in Educational Counseling and Guidance from California State University, San Bernardino and, in support of her degree, she earned a Pupil Personnel Services (P.P.S.) credential. Ms. Hardy takes proactive therapeutic approaches in order to promote academic, social, and behavior development among all students. She is skilled in working with students of diverse backgrounds, including underrepresented student populations such as African American students, Native American students, and Hispanic/Latino students from elementary school through undergraduate levels of education. She specializes in program planning and implementation, college readiness, and group counseling.
- **Tanya Gustin, Director of Student Services (Special Education/504/English Learners):** Ms. Gustin has worked in the field of Special Education for over 20 years. She started her career as a behavior technician at a non-public school for students with Autism. Ms.



Gustin earned a Bachelor's degree from Sacramento State University, and a Master's degree in Special Education from National University. Over the course of her career, Ms. Gustin has held many positions in the Special Education field including paraprofessional, in-home Applied Behavior Analysis tutor, and Special Day Class Teacher for students with Autism from preschool to postsecondary settings. As an administrator, Ms. Gustin served as a Program Specialist at the Special Education Local Plan Area (SELPA) level. In this role, Ms. Gustin worked closely with multiple agencies to create programs for students in her community with special needs, such as the Collaborative Autism Diagnostic Clinic which is associated with the North Bay Regional Center. Ms. Gustin brings a wealth of knowledge on various special education topics, allowing her to provide ongoing trainings at many levels and present at conferences, such as the statewide Association of California School Administrator (ACSA) conference for Special Education. Just prior to joining the staff of CalOPS, she was Principal for an alternative small school that provided intensive academic and behavior supports for students with Autism and other social/emotional disorders. Her philosophy of special education is that teaching independence and creating independent learners opens doors and opportunities for all students. She encourages compassion, resiliency, grit and positivity in her staff, colleagues, her students and their families.

- **Dr. Richie Romero, Director of Student Achievement:** Dr. Romero is the Director of Student Achievement for California Connections Academy Schools. Prior to joining the team, he spent 20 years serving communities as a high school science teacher, high school co-administrator, and middle and high school principal. Most recently, Dr. Romero served as the principal of William J. "Pete" Knight High School for three years, a large high school with 3,000 students, 80% of whom receive free or reduced lunch. During his tenure there, Dr. Romero and his team were able to achieve revalidation as an AVID National Demonstration School. In addition, the school's Career Technical Education academy was recognized by Advance CTE as the best STEM based program in the nation for 2018. Before Knight High School, Dr. Romero was the principal of Keppel Academy Middle School for five years. This is a small rural middle school, also with 80% of its students receiving free or reduced lunch. In 2010, when Dr. Romero arrived, the school was on the brink of state sanctions. In 2015, the school was honored as a Gold Ribbon School. Dr. Romero earned his Bachelor's degree in Chemistry from the University of California, Irvine. He earned a Master's degree in Educational Administration from California State University, Bakersfield. Most recently, he earned his doctorate in Organizational Leadership from the University of La Verne. He also currently serves as an adjunct professor for ULV in the Secondary Education Department teaching in the credentialing program.
- **A.J. Schultz, Assistant Director of Student Services:** Mr. Schultz became engaged in the field of Special Education very early, at the age of 16, working with an autistic cousin. He went on to earn his Bachelor's degree from California State University, San Bernardino, and a Master's degree in Special Education from Azusa Pacific University. Over the course of his career, Mr. Schultz has held many positions in the Special Education field,



including Applied Behavior Analysis Case Manager, Special Education Teacher, Special Education Preschool Teacher, Resource Specialist Program teacher, Special Day Class Teacher, and Intervention Program Specialist. Just prior to joining the staff of CalOPS, he was a SELPA coordinator in Los Angeles County. Mr. Shultz also earned a Master's degree in Educational Leadership from Azusa Pacific and is currently working on a Doctorate in Educational Leadership at Cal Poly Pomona. His philosophy of special education is that each individual with a disability is entitled to the support necessary to maximize their potential. He encourages all students to understand and celebrate the differences that make each individual special. He believes that understanding diversity is an important skill, not only as part of a classroom, but also as part of a community and as a citizen of the world.

- **Ashley Silver, Assistant Director of Student Services:** Ms. Silver received her Bachelor's degree and Master's degree from California State University, Fullerton. She is beginning her sixth school year at CalOPS working in the world of virtual education. Prior to her current role, Ms. Silver worked as an Applied Behavior Analysis (ABA) case manager, special education teacher, and instructional assistant. While at California Connections Academy, Ms. Silver has taught K–8 reading, writing, basic math, and pre-algebra. Ms. Silver was an integral player in co-designing and implementing the school's inclusion plan for students in grades K–12 in online classrooms. She continues to provide training and mentorship in the area of inclusion to online special educators across the nation.
- **Dr. Frances Sassin, Director of Business Services:** Before joining CalOPS, Dr. Sassin performed financial and compliance consulting work for over ten years for three charter schools, including the California Connections Academy schools. Dr. Sassin began her professional career as a veterinarian. After becoming a parent, however, she began directing her energy into the field of education and has been working with charter schools for over 18 years. Dr. Sassin was one of the founders of the first start-up charter school in Orange County, and was subsequently employed as the school's Business and Operations Manager for two and a half years. Dr. Sassin also served several terms on the Board of Directors of that charter, including terms as President and Treasurer. She earned her Bachelor's degree from the University of California, San Diego and a Doctor of Veterinary Medicine (DVM) degree from the University of California, Davis and continues to provide veterinary services to her community through volunteer activities.

I.C OTHER SUPPORT

- Assisting the Governing Board will be the legal team at **Procopio, Cory, Hargreaves and Savitch, LLP**, a law firm with extensive experience in charter school law. Lead counsel is Greg Moser, Esq. Mr. Moser and the other attorneys at Procopio have many years of experience in public agency law as well as non-profit corporation law. In addition, Mr. Moser is one of the foremost experts in charter school law in the state. He has been a



legal advisor to the California Charter Schools Association since its inception. He leads a team of attorneys who specialize in charter school law and who provide expert assistance on a wide variety of matters that affect the school.

- **Clifton Larsen Allen, LLP:** Also providing assistance for the Governing Board is the audit firm of Clifton Larson Allen. Clifton Larson Allen employs more than 5,400 people, including more than 700 principals and 2,300 CPAs, in more than 110 locations across the United States. The firm is approved by the California Department of Education to audit charter schools and has extensive experience with non-profit accounting and auditing.
- Capistrano Connections Academy is a member of both California Charter School Association (CCSA) and Charter School Development Center (CSDC) and accesses many resources for charter operators from both of these statewide charter support organizations.

II. EDUCATIONAL PHILOSOPHY AND PROGRAM

II.A MISSION

*Provide a clear and concise mission statement that defines the purposes and nature of the charter school. Describe here, as well as within other applicable elements of the application, how the charter will improve learning for the targeted population and increase learning opportunities for its students. **This statement should be written for understanding by the charter authorizer and the general public.***
[Ref. Criteria for Review; CCR-5, §11967.5.1(f)(1)(B)]

California Connections Academy educates to empower compassionate global citizens by leveraging 21st century education resources on behalf of students who need a more personalized approach to learning to maximize these students' potential and meet the highest performance standards. This mission is accomplished through a uniquely individualized learning program that combines the best in virtual education with real connections among students, family, teachers, and the community to promote academic and emotional success for every learner. Every student has a Personalized Learning Plan and an entire team of experts committed to the student's successful fulfillment of that plan. CalCA Capistrano is a high-quality, high-tech, high-interaction virtual "school without walls" that brings out the best in every student through Personalized Performance Learning.



II.B EDUCATIONAL PHILOSOPHY

Describe the educational program of the proposed charter school:

- *Identify those whom the school is attempting to educate;*
- *Describe what it means to be an “educated person” in the 21st century; and*
- *Provide the applicant’s view of how learning best occurs.*

The goals identified in the educational program must include the objective of enabling students to become self-motivated, competent, and lifelong learners. [Ref. California Education Code §47605 (b)(5)(A)(i)]

Definition of Terms and Elements: CalCA Capistrano’s instructional methods, educational philosophy, and program include unique elements provided by Connections through a Statement of Agreement. Connections provides specific educational products and services, always with the oversight and approval of the Governing Board. The following section provides descriptions of Connections’ unique core model elements that explain how the needs of the student population will be met, and also explains terminology used throughout this application. Connections has shown that it is always committed to continual improvement. Accordingly, Connections’ systems and techniques are routinely updated to incorporate best practices and lessons learned. Connections continually improves its offering to ensure the needs of students and families are being met.

- **Assessment Objective Performance Reports (AOPR):** These reports provide real-time student performance data on essential skills and standards based upon individual math, language arts, and science assessment items. They identify the objectives students should master by the end of that grade level based upon the California Common Core State Standards as well as the Next Generation Science Standards and display students’ performance against the objectives. Data can be sorted to identify students who have or have not mastered specific objectives.
- **Collaboration Among Students:** Using Adobe Connect™ in LiveLesson® sessions, teachers group students in break-out rooms to allow collaboration. Teachers then "visit" each room to observe student collaboration and provide instruction. This audio/video web conferencing tool allows teachers the flexibility to group students, conduct small group instruction, utilize a whiteboard for illustration, and allows students to work together in a collaborative space. Additionally, for each section of students that a teacher teaches in a course, the teacher will create a section message board. On the section message board, teachers assign additional collaboration opportunities or have students work together in the online space to share information, post documents, and respond to one another. Students are graded on both the content of the projects and their participation in collaborative activities.



- **Curriculum-Based Assessments:** Teachers use curriculum-based assessments (CBAs), via telephone conversation or through one on one LiveLessons, as a quick and effective way to gather information on students' understanding of concepts. Diagnostic curriculum-based assessments (DCBAs) pinpoint strengths and weaknesses in student mastery of concepts. Verification curriculum-based assessments (VCBAs) gauge authentic student learning of concepts previously graded as successfully completed with scores of B or higher.
- **Connexus® Education Management System (EMS):** Connexus is the platform for organizing the school's entire educational environment. This proprietary, web-based software delivers every assignment and tracks every activity (whether conducted online or offline) while monitoring the completion of individual lessons as well as mastery of discrete skills and knowledge. Connexus operates within a secure, robust technology infrastructure protecting data from loss and intrusion while maintaining a safe environment. Parents and students access Connexus to organize, document, and interact, ensuring an unprecedented level of time-on-task documentation. All new releases and updates of Connexus are automatically provided.
- **Longitudinal Evaluation of Academic Progress (LEAP):** This assessment tool is currently used for students in grades K-8 as a technology-facilitated pre- and post-test. It provides essential diagnostic information for developing and planning instruction. It provides an early read on a student's performance on state-mandated tests and reports key accountability data on student progress for the academic year.
- **Learning Coach:** Parents or other parent-designated caring adults will serve as Learning Coaches and play an active role in the learning process, providing input, and communicating regularly with teachers. CalCA Capistrano will promote this significant role of parents by providing a wide array of resources for parents and multiple avenues for communication. Learning Coaches will complete an online orientation designed to familiarize them with the important role they play in supporting their student as a learner. As part of the California Connections Academy program, the Learning Coach Program Development Team offers supports for Learning Coaches.
- **LiveLesson Session:** A real-time web conferencing tool, LiveLesson sessions allow teachers to work synchronously and directly with individuals or groups of students using voice-over IP, chat, electronic whiteboard, and shared web surfing based on Adobe® Connect. LiveLesson sessions can be recorded for students to watch later as well.
- **Multi-tiered Instruction:** The school employs a multi-tiered instruction framework based upon the Response to Intervention (RTI) model that deeply links curriculum, standards, assessments, and interventions that have a direct impact on student mastery and resulting standardized test performance. The RTI model targets essential skills/standards by subject/grade level, uses specified assessments within the curriculum to measure student mastery of these skills and standards, provides tiered interventions for non-mastered skills and standards, and then tracks students' response to the implemented interventions by skill/standard. Through this model every student has access to the



resources they need to be successful: Tier I Core Curriculum with Differentiation, Tier II Supplemental Instructional Supports (two to three times per week), and Tier III Supplemental Instructional Supports (four to five times per week). Student Support and IEP teams meet regularly to develop an intervention plan and strategies for improvement for students who are struggling.

- ***Personalized Performance Learning™ (PPL)***: This instructional process creates a unique learning experience for each student. During enrollment, academic placement advisors and/or School Counselors review students' past records and performance to properly place them in the school. A Personalized Learning Plan (PLP) is then developed collaboratively by the teacher, Learning Coach, and student to maximize achievement and to tailor curriculum and instruction. Throughout the year, teachers monitor students' progress and adjust their learning programs to focus on areas where students need to improve and areas in which they can build on their strengths.
- ***Progression Plan***: As students advance to high school, teachers, and counselors begin using Progression Plans. A Progression Plan, automated in Connexus, defines and tracks requirements that must be accomplished to meet a goal. Teachers and counselors use four-year academic progression plans for students to ensure they are on target for graduation and for meeting their college and career goals.
- ***Scantron Performance Series® (SPS)***: Students in grades 9–11 are currently assessed with the Scantron Performance Series. The Scantron assessment is a valid, reliable, current test that measures student proficiency in reading and mathematics and provides a scaled score that can be used to measure academic growth. It therefore serves as a useful tool in assessing student curricular needs. The online test is a computer-adaptive assessment which automatically adjusts to each student's ability level, generating more difficult questions if the student is answering correctly and easier ones if the student is answering incorrectly. It provides a valid and reliable scale score in math and reading so that student learning growth can be tracked over time. The version that CalCA Capistrano currently uses is aligned with the California Common Core State Standards and provides teachers with reports and information to address individual student needs.
- ***StarTrack™***: This integrated rating system allows every student, Learning Coach, and teacher to rate each lesson in which they engage from a low of one star to a high of five stars and give detailed feedback. Ratings and comments are used by the curriculum staff to ensure continuous feedback and to identify areas of needed improvement as well as curriculum approaches that work especially well.



- ***Student Status/Escalation Process:*** The school tracks and reports ongoing student progress based on the objective quantitative data generated by Connexus. Staff members analyze attendance, participation, performance, assessment submissions, and teacher contact. The student status is displayed on the home page for instant identification of potential problem areas. The Escalation Process goes into effect when students are in statuses other than “On-Track” in order to ensure students continue to gain the full benefits of this educational option and are being educated appropriately through this unique school choice.
- ***Synchronous Contact:*** In a virtual school setting, synchronous contact is defined as a live interaction occurring in real time between teachers and students which allows for real time communication and helps to build a relationship between teachers and students. Teachers schedule LiveLesson sessions, in addition to other synchronous interaction (e.g., phone calls), for students. Teachers document all synchronous contact with a student within the student’s log in Connexus.
- ***Teacher:*** The school employs fully qualified, California-credentialed teachers, as required by applicable law, who are also specially trained in online delivery and personalized instruction. Teachers primarily work remotely to deliver instruction to an online classroom of students and work one-on-one with students through highly interactive, technology-facilitated communication tools. Teachers maintain a one-on-one relationship with each student.
- ***Teacher Feedback Notification:*** This feature in Connexus sends auto-generated WebMail notifications to students and their Learning Coaches when teachers enter feedback in all assessments. Automatic WebMail notifications direct students and Learning Coaches to the specific assessments for which the feedback is provided creating a continuous loop of communication on student learning.
- ***Teachlet® Tutorials:*** Teachlet tutorials are proprietary, interactive, asynchronous graphic/video/audio tutorials, and are incorporated into lessons to provide students a dynamic, fun, and engaging way to learn the concepts they need in order to master learning objectives and standards.
- ***WebMail:*** This proprietary email system is securely located within Connexus. Students, Learning Coaches, and teachers may only use it to communicate with each other, protecting them from spam, contact from strangers, and other mainstream email issues.



What is an “educated person” in the 21st century?

Children in the 21st century must become literate and articulate, mathematically competent, scientifically and technologically adept, and have the opportunity to develop their creative and physical abilities. CalCA Capistrano recognizes its responsibility to generate enthusiasm and excitement for the lifelong process of learning by providing a curriculum that is relevant, integrated, and age-appropriate, and at the same time aligned to California Common Core State Standards.

Students, including many who have not thrived in the traditional classroom, engage in a challenging learning program tailored to their individual needs and focused on equipping them for success in the 21st century. The curriculum and instructional programs fulfill all of the frameworks put forth by the Partnership for 21st Century Learning⁷ which are:

- **Mastery of key subjects:** Students master the key subjects which include English, reading/language arts; world languages; arts; mathematics; economics; science; geography; history; and government and civics.
- **Incorporation of 21st century interdisciplinary themes into academic content:** The curriculum incorporates global awareness; financial, economic, business and entrepreneurial literacy; civic literacy; health literacy; and environmental literacy.
- **Use 21st century tools to develop learning and innovation skills:** As the Partnership recommends, students develop proficiency in creativity and innovation; critical thinking and problem solving; and communication and collaboration.
- **Use 21st century tools to develop information, media, and technology skills:** Students develop information literacy; media literacy; information, communication, and technology literacy.
- **Students will develop life and career skills:** Students develop adequate life and career skills, including flexibility and adaptability; initiative and self-direction; social and cross-cultural skills; productivity and accountability; and leadership and responsibility.
- **Use 21st century support systems to ensure student mastery of 21st century skills:** 21st century standards, assessments, curriculum and instruction, professional development, and learning environments are aligned to produce a support system that produces 21st century outcomes for today’s students.

The individualized and supported educational program facilitates the development of self-direction and personal responsibility among its students. In these ways, CalCA Capistrano meets the objective of producing students who are self-motivated, competent, lifelong learners.

⁷ The Partnership for 21st Century Skills, “Framework for 21st Century Learning,” May 2015, <http://www.p21.org>



How does learning best occur?

Children learn best in a safe, positive environment in which they are respected, accepted, valued, and nurtured as unique individuals and are challenged to achieve their full potential.

From this, it follows that students learn best when the instruction is tailored to their unique needs and when they are supported by adults who are committed to their success.

Personalized Learning Plan

The centerpiece of instruction at CalCA Capistrano is the Personalized Learning Plan (PLP) which provides for individualized instruction tailored to the learning needs of each student. The PLP is an extensive document that is developed by the California-credentialed teacher in consultation with the student and the student's Learning Coach (usually the parents/guardians).

The PLP is built from a combination of baseline assessments of both academic skills/knowledge and learning modalities, information gathered from the Learning Coach, and input directly from the student. Learning needs that go beyond the purely academic (such as study habits and interpersonal skills) are addressed in the PLP as well. The PLP then guides the student's course through the California Common Core State Standards-based Connections curriculum. All daily lessons are provided to students and families online. Learning Coach Guides are provided digitally for grades K-5. Lessons direct students step-by-step through use of the comprehensive set of textbooks, trade books, manipulatives, and consumables that are shipped to them or provided online (see Exhibit A for examples of a PLP).

Key Facets of Instructional Model

An individualized and supported educational program facilitates the development of self-direction and personal responsibility among its students. CalCA Capistrano implements the California Connections Academy instructional model which incorporates key facets such as 1) the Learning Triad (teachers, Learning Coaches, and curriculum); 2) Counseling Support; and 3) Student Motivation.

- 1) **The Learning Triad:** The California Connections Academy instructional model relies on the support of a) fully qualified teachers, b) supportive Learning Coaches, and c) a high-quality, standards-aligned curriculum. The Learning Triad, consisting of these three elements, is illustrated in Figure 16. Each student has a staff of experts, including California-certified teachers, working together to leverage the school's myriad resources — technological, instructional, and interpersonal — for success. Learning Coaches are also encouraged to, and typically function as, an integral part of the student's learning team.
 - a. **Fully Qualified Teachers** — Student learning benefits from committed educators who, in collaboration with parents, provide total support. Each student has certified California teachers specially trained in teaching in an online environment, the California Connections Academy curriculum, and specific instructional methods. In each of the elementary grade levels or secondary level core subjects, students are taught by a certified teacher with expertise in a particular grade level or content area.



Teachers work closely with each student on a one-on-one basis using innovative technology tools. The teacher is responsible for teaching, evaluating assignments and work products, providing instructional assistance, assigning and scoring assessment activities, and providing feedback on the student's performance. Based on a student's demonstrated mastery of the material, teachers add, expand, or replace assignments; they also grade students in each subject for the Grade Book, and make promotion or retention decisions. Depending on the needs of the learner, teacher direct contact — via telephone, LiveLesson session, and/or WebMail — with the student and Learning Coach may be as frequent as several times a day, and at minimum twice per month. Teachers view the student's attendance, participation, and performance on a daily basis via the Connexus teacher's home page. Teachers do not wait to be contacted; they are proactive participants in their students' learning plans. Teachers in virtual schools often comment that they understand their students better in the virtual environment than in a traditional classroom since they work with students one-on-one.



Figure 16. Learning Triad.



- b) **Supportive Learning Coaches** — Each student has a Learning Coach who is encouraged to work in person with the student. Typically, a Learning Coach helps keep students motivated and on track and regularly communicates with the students' California-certified teachers. At the high school level, the Learning Coach is less involved with daily instruction but is encouraged to continue serving in an important supervisory role for the student.
 - c) **A high quality, standards-aligned curriculum** — The California Connections Academy curriculum is aligned to the California Common Core State Standards and Next Generation Science Standards. The developmentally appropriate curriculum increases its integration of technology as students advance through the grades.
- 2) **Counseling Support:** Students in high school are assigned a credentialed counselor who provides an extra layer of monitoring for the whole student. This educator, in collaboration with the Learning Coach, contributes to the PLP for each student, develops progression plans for high school students, and closely tracks students' overall academic progress. Counselors work with students via the phone, WebMail, and LiveLesson sessions to help students overcome nonacademic barriers to learning and to create and implement postsecondary plans. Student academic progress can be tracked on a daily basis via online discussions, quizzes, tests, science labs, and portfolio items to ascertain mastery of the material. Other parameters of student success, such as attendance and participation, are also tracked regularly. The credentialed counselors can also provide support in non-academic areas, such as social-emotional support, to help ensure student success. Counseling support is also available to students in grades K-8 on a referral and/or consultative basis. For students in middle school, an Advisory teacher is assigned who develops the PLP and then monitors student progress and attendance regularly. At the elementary level, the student's primary teacher is known as the homeroom teacher and fulfills these responsibilities in addition to their role in instruction in core subject areas.
- 3) **Student Motivation**⁸: Teachers are trained to apply three engagement strategies to their instruction to create a motivational online learning environment by 1) making instruction fun and engaging, 2) providing a safe way to respond, and 3) helping students succeed.
- o **Make Instruction Fun and Engaging:** Teachers are trained to make synchronous learning sessions fun and engaging by using games, music, and virtual collaboration tools (e.g., virtual whiteboard, polls, and breakout rooms).
 - o **Provide a Safe Way to Respond:** Teachers are shown how to create a welcoming and safe online environment where students can feel free to express their ideas and needs without being judged. The more comfortable the student feels, the more productive and engaged he or she will be.

⁸ <http://www.connectionsacademy.com/blog/posts/2015-02-11/The-Fundamentals-of-Online-Classroom-Motivation.aspx>



- **Help Students Succeed:** It is incredibly rewarding for teachers to witness their students succeed! They know firsthand how gratified a student feels when he or she grasps a challenging concept or subject, or does well on an assignment. Celebrating student success and achievement increases student motivation.

Asynchronous Model with Synchronous Support

CalCA Capistrano utilizes the California Connections Academy program which provides an asynchronous model that uses synchronous support.⁹ In synchronous learning, students and teachers work together at the same time in the same virtual place (e.g., LiveLesson sessions). Typical synchronous instruction involves teacher-facilitated lessons, targeted small group lessons to teach difficult concepts, group projects, and class discussions. In asynchronous learning, students work at their own pace and place, completing coursework within defined time limits. Students and instructors are not necessarily interacting in real time. Schoolwork that students perform on their own time typically includes:

- Viewing pre-recorded online classroom sessions¹⁰ at home;
- Reviewing course materials online or offline;
- Completing lessons and course assessments; and
- Collaborating with other students via secure message and discussion boards.

Some students thrive with one-on-one attention while others crave the space to work through problems independently at their own pace. Offering a combination of the two learning approaches allows virtual schools to create a more personalized learning experience¹¹ that supports different learning styles.

There are many benefits to asynchronous learning. Through asynchronous instruction and materials, students are provided the flexibility to:

- Learn at their own pace, place, and peak times, unconstrained by schedules of others;
- Work at their own level, moving as quickly or slowly through course materials as needed;
- Review difficult materials as often as needed; and
- Explore resources that may be unavailable in the traditional classroom.

There are also several benefits to synchronous learning. Interactivity is the key to synchronous instruction allowing:

- Students to demonstrate their knowledge and practice their communication skills;
- Students to ask questions to deepen their understanding;
- Students to build relationships with their teacher and fellow classmates;
- Teachers to engage students in discussions, problem solving, and group projects;

⁹ <http://www.connectionsacademy.com/blog/posts/2014-09-26/Real-Time-or-Anytime-Learning-Synchronous-and-Asynchronous-Learning-Explained.aspx>

¹⁰ <https://www.connectionsacademy.com/online-school/technology/classroom-demo>

¹¹ <http://blog.connectionsacademy.com/the-secret-of-individualized-education/>



- Teachers to focus class time on bridging skills gaps; and
- Teachers to build one-on-one relationships with students.

Teachers record class discussions and instructional sessions as asynchronous materials to reinforce learning or accommodate student scheduling conflicts. Together, these two approaches provide teachers and students the best of real-time and any-time learning.

Learning Coaches

Parents or other parent-designated caring adults will serve as Learning Coaches and play an active role in the learning process, providing input, and communicating regularly with teachers. CalCA Capistrano will promote the significant role of parents by providing a wide array of resources for parents and multiple avenues for communication. Learning Coaches complete an online orientation designed to familiarize them with the important role they play in supporting their student as a learner. As part of California Connections Academy program, the Learning Coach Program Development Team offers supports for Learning Coaches.

- **Get Started!** - Enrolling with a new school raises many questions – Get Started! offers both assistance and reassurance by providing extensive information about online education. The program helps families prepare for a successful school year through such resources as the Learning Coach Central website, teacher welcome calls, an orientation course for Learning Coaches, in-person gatherings, and the Learning Coach Success Series.
 - **Learning Coach Success Series** - To prepare for their new role as Learning Coach and the school year, new Learning Coaches can “Get Started” by participating in this onboarding series of live, webinar-style sessions. In addition to open Q&A sessions, this series helps families plan, organize, and gain confidence as they prepare for their first days of school. Sessions include *Virtual School Basics*, *Getting Ready for the First Day*, *First Days: What to Expect*, and *Beyond the First Days: Tips for Success*.
- **Get Coaching!** -The program is dedicated to the ongoing support of Learning Coaches by helping them understand their role, providing them with easy access to resources, and ensuring that they are equipped with the tools and strategies needed to motivate and assist their students.
 - **Learning Coach Central** – This award-winning website, accessed from the Learning Coach Home Page in Connexus, provides multiple resource documents, tutorials, video Quick Clips, and helpful links that support Learning Coaches in their role and providing instructional support to their student.
 - **Learning Coach Link** – This online monthly communication is sent to Learning Coaches with articles on instructional best practices, Connexus updates, tips and strategies, and information about upcoming Learning Coach Success Series sessions.



- **Learning Coach Success Series** – These online sessions are designed to not only support new Learning Coaches through the Get Started! program, but also provide strategies for all Learning Coaches to work with and support their students. Sample session topics include the curriculum, online clubs and activities, motivation, learning principles, college and career, and the exceptional learner.
- **Get Connected!** - This program assists students and parents who are interested in finding opportunities to connect with other school families. In addition to in-person field trips and online clubs and activities, this program offers socialization tips for online school families, increased opportunities for students to interact online with classmates and teachers, and private Facebook groups where parents and Learning Coaches can “meet” to arrange study groups and other informal gatherings.

II.C HIGH SCHOOL PROGRAMS

If the proposed charter school will serve high school students (any of grades nine through twelve), the petition must describe how the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. [Ref. California Education Code, §47605(b)(5)(A)(iii)]

As required by law, CalCA Capistrano notifies parents annually, via the School Handbook (See Exhibit B), of the transferability of courses to other high schools as well as the eligibility of courses to meet college entrance requirements.

Since CalCA Capistrano is accredited by WASC, all of its high school courses are considered transferable to other California high schools. CalCA Capistrano is listed as an online charter school by the University of California Office of the President on the UC Doorways website, following their extensive process to receive approval for online programs. CalCA Capistrano has an extensive list of high school courses that have received “a-g” approval, offering more than 100 courses in all core content areas, including electives. Connections Academy has previously been approved as an online course provider, and each course is pre-approved and then can be added to the school’s approved course list.

Most courses are also approved through the National Collegiate Athletic Association (NCAA) through a rigorous approval process to meet requirements for initial-eligibility for college athletes. The NCAA Eligibility Center has certified more than 80 of the Connections high school core and elective courses as meeting NCAA Eligibility Center requirements. Because the school has partnered with Connections and follows the Connections Academy instructional model, and is included in the Connections Academy “district” with the NCAA, it is able to offer these courses to its student athletes.¹²

¹² <https://www.connectionsacademy.com/Portals/4/ca/documents/pdfs/NCAA-Approved-Course-List-CA-POBL-INACA-2017-18-FINAL-082817.pdf>



The NCAA Eligibility Center approves courses in the areas of language arts, math, science, social studies, and electives that are needed to meet NCAA graduation requirements (a total of 16 core courses are required).

The University of California “a-g” course list currently includes more than 100 high school courses and electives.¹³

II.D STUDENTS TO BE SERVED

Identify the proposed charter school’s target student population, including, at a minimum, grade levels, approximate numbers of students, and specific educational interests, backgrounds, or challenges. [Ref. California Education Code §47605 (b)(5)(A)(i) and Criteria for Review; CCR-5, §11967.5.1(f)(1)(A)]

CalCA Capistrano’s virtual educational model serves students in grades K–12 who reside throughout Orange, San Bernardino, Riverside, San Diego, and Los Angeles counties. Total enrollment for all students served throughout the 2017-18 school year exceeded 5,000 students. Initial enrollment for the first day of the 2018-19 school year was over 3,400 students, and the school plans to continue to grow steadily, but responsibly, in subsequent years. Enrollment targets notwithstanding, CalCA Capistrano makes every effort to serve as many students as possible who apply.

CalCA Capistrano addresses a growing need for students to be educated outside of traditional brick-and-mortar schools. This need is substantiated by the dramatic growth of charter schools and other alternative educational programs, including non-classroom based schools, in California. There are many reasons why students seek education outside of traditional brick-and-mortar schools: they may be gifted and need very challenging curriculum and faster pacing; be struggling academically; be homebound; be grappling with social, discipline, and/or other issues; or they may be elite athletes or performers needing flexible scheduling for education.

Since its model has broad appeal among mainstream California families — and yet offers an engaging, teacher-facilitated learning experience for those already exploring the virtual charter option — CalCA Capistrano’s demographics typically mirror both the region’s and state’s school-age population. The age and demographic makeup of CalCA Capistrano was previously shown in **Error! Reference source not found.** and

Figure 5.

CalCA Capistrano’s families include many of modest means (with approximately 44% meeting the federal income guidelines for free- or reduced-price meal benefits) as well as single parent/dual-working parent households who participate in this program. See also Figure 4. For more information about tracking demographic data, see Section VI.B.

¹³ <https://hs-articulation.ucop.edu/agcourselist#/list/details/1459/>



II.E CURRICULUM AND INSTRUCTIONAL DESIGN

Include a framework for instructional design that is aligned with the needs of the pupils that the charter school has identified as its target student population. Describe the basic learning environment (e.g., site-based matriculation, independent study, technology-based education). Discuss how the chosen instructional approach will enable the school's students to achieve the objectives specified in the charter and master the academic content standards in core curriculum areas as adopted by the State Board of Education pursuant to Education Code Section 60605. The discussion of instructional design should include, but not be limited to, curriculum, teaching methods, materials, and technology. [Ref. Ref. California Education Code §47605 (b)(5)(A)(i) and Criteria for Review; CCR-5, §11967.5.1(f)(1)(C-E)]

CalCA Capistrano's instructional model is built upon the core components of the Personalized Performance Learning (PPL) Model. The three primary components are:

- 1) Parent involvement;
- 2) Individualized instruction; and
- 3) High-quality teaching.

CalCA Capistrano provides a learning environment that is well-supported by both the Learning Triad and by a sophisticated technology component. This basic foundation is further enhanced by a proven curriculum, a focus on high-quality teaching, and ongoing staff training and professional development opportunities.

Supporting Research for the Personalized Performance Learning Model

Support for the need to expose students to online learning is evident in the 2015 article, *The Effectiveness of Online Learning: Beyond No Significant Difference and Future Horizons*, when Tuan Nguyen states "... about 92% of all distance and online education studies find that distance and online education is at least as effective, if not better, than traditional education."¹⁴

High-quality Teaching: Teachers are equipped with skills and technology to maximize student learning. Research, focusing on online learning, echoes the critical importance of teacher quality and preparation. In November 2015, Mary F. Rice, Theron (Bill) East and Daryl F. Mellard published a study (*Teacher Preparation and Promising Practices in Online Learning*¹⁵) which analyzed effective teacher preparation and practice for the online learning environment. In the study, "...administrators indicated teacher preparation and ongoing support (e.g., coaching and professional development) was very critical. In fact, they agreed this topic was one of the most critical of all topics covered in the forum. Administrators considered teacher preparation and support very important because they believed that teachers are the most important component of successful online learning once devices are in students' hands and working properly."

¹⁴ Nguyen, Tuan (2015). "The Effectiveness of Online Learning: Beyond No Significant Difference and Future Horizons," MERLOT Journal of Online Learning and Teaching, 11(2). http://jolt.merlot.org/Vol11no2/Nguyen_0615.pdf

¹⁵ http://centeronlinelearning.org/wp-content/uploads/Superintendent_Topic_7_Summary_November2015.pdf



Through Connections' award-winning Professional Learning model,¹⁶ teachers gain an understanding of their role as facilitator, distinguishing changes to the online environment and its impact on student learning, and adapting to those changes while transitioning to their role as an online instructor at CalCA Capistrano. Throughout each level of professional learning, teachers engage in reflection opportunities and share their reflections with colleagues and school leaders. According to Rick DuFour and Douglas Reeves in their article, *Professional Learning Communities Still Work (If Done Right)* (October 2015),¹⁷ educators "...prefer professional development that helps them plan and improve their instruction, is teacher-driven, includes hands-on strategies relevant to their classrooms, is sustained over time, and recognizes that teachers are professionals with valuable insights." Teachers are most satisfied when they are part of a learning community focusing on lesson planning, using data to personalize instruction, designing engaging content, and ensuring that all curriculum is aligned to state and national standards.

Timely and Actionable Feedback: The unique ability of an online teacher to communicate one-on-one with students and offer timely and actionable feedback is key to student success in an online learning environment. According to a 2014 study,¹⁸ 77% of students view face-to-face comments as "very" or "extremely effective." Whether the teaching is online or face-to-face, as described in this study, feedback is a critical element in supporting student learning. Professional learning topics delve deeply into ways that teachers can reach students individually at CalCA Capistrano, so that students are receiving timely and actionable feedback. Teachers at CalCA Capistrano use collaboration in professional learning to discuss topics such as "...the main purpose of feedback is to improve the student's ability to perform tasks he or she has not yet attempted...In other words, we need to start from where the learner is, not where we would like the learner to be. We need to use the information we obtain from looking at the student's work—even though that information may be less than perfect—and give feedback that will move the student's learning forward."¹⁹ In his 2012 article, *Seven Keys to Effective Feedback*, Grant Wiggins notes, "helpful feedback is goal-referenced; tangible and transparent; actionable; user-friendly (specific and personalized); timely; ongoing; and consistent."²⁰ These qualities and instructional strategies are characteristic of the type of feedback that teachers provide to students.

Personalized Instruction: Students clearly benefit from instruction that is personalized in terms of pace, content, sequence, and style. In a study published in 2016,²¹ students in a developmental math class experienced between a 13% and 27% increase in course completion using personalized learning in a digital platform. Robert Marzano and Michael D. Toth explain that "Within classrooms, there should be ample evidence of students wrestling with new content as they build the stamina required to reach higher levels of thinking. Without the opportunity to struggle with a problem or decision, for instance, students may attain surface-level knowledge of a concept, but be unable to utilize that knowledge in meaningful ways."²² A goal of

¹⁶ In April 2015, the Connections Professional Development Model was recognized with a silver award for Best Practices for Distance Learning Programming by the United States Distance Learning Association (USDLA). In May 2016 Connections was recognized as a Codie Award finalist for Best Professional Learning Solution for K-20 Faculty and Administrative Staff.

¹⁷ <http://www.edweek.org/tm/articles/2015/10/02/professional-learning-communities-still-work-if-done.html>

¹⁸ Turnitin.com (2014). Instructor Feedback Writ Large: Student Perceptions on Effective Feedback

¹⁹ <http://www.ascd.org/publications/books/111001/chapters/Setting-Objectives-and-Providing-Feedback.aspx>

²⁰ <http://www.ascd.org/publications/educational-leadership/sept12/vol70/num01/Seven-Keys-to-Effective-Feedback.aspx>

²¹ "Using personalized learning, a developmental math professor increases her course passing rate". Website blog. Pearson Education Blog. Pearson Education, 2016.

²² www.marzanocenter.com/files/Teaching-for-Rigor-20140318.pdf



personalization via online instruction is for the student to demonstrate increased content knowledge and critical thinking. Instruction is personalized for every student every day, and professional learning supports teachers in implementing instructional practices that maximize student performance. Students work together on collaborative projects as well.

Data-Driven Instruction: Research on data-driven decision making states “...educators should consult and factor in multiple sources and types of student data to get a more complete view of student progress or achievement. These additional sources of data may be formal (e.g., chapter tests, class projects, or performance assessments) or informal (e.g., class discussions, homework assignments, or formative assessments). Looking at a broader array of data can help teachers avoid putting too much weight on a single measure of student performance and, therefore, reduce the risk of making inaccurate and invalid decisions about student learning and teaching effectiveness.”²³ Training and professional development guides teachers through this process and helps ensure teachers are comfortable with the importance of using data to personalize instruction. At CalCA Capistrano, teachers are provided with tools and clear guidance on how to analyze and use student performance data to provide targeted instruction, intervention, lesson modifications, remediation, and enrichment.

Parent Involvement: According to the 2015 study *Parent and Student Perceptions of Parent Engagement at a Cyber Charter High School*,²⁴ Borup and Stevens identify five primary types of parental engagement: nurturing relationships and interactions (with both their students and the teachers); advising and mentoring; organizing; monitoring and motivating; and instructing. The study also provides several examples of how parent engagement can be enhanced in a virtual school setting, especially when parents are given the additional tools to help reinforce the engagement. CalCA Capistrano provides Learning Coaches with tools (e.g., orientations, tutorials, synchronous webinar-type sessions, recordings, and more) to better engage with their students. Based on the intimate knowledge parents have of their students, they are better able to offer their students a continuum of assistance, as needed in varying degrees, and be more strategic in how to help and engage with them.²⁵

²³ Mertler, Craig A. Introduction to Data-Driven Educational Decision Making (2014), http://www.ascd.org/publications/books/sf114082/chapters/Introduction_to_Data-Driven_Educational_Decision_Making.aspx

²⁴ <http://files.eric.ed.gov/fulltext/EJ1085792.pdf>

²⁵ Borup, J. & Stevens, M.A. (2015). Parent and Student Perceptions of Parent Engagement at a Cyber Charter High School, Online Learning, Volume 19, Issue 5, pp. 75-83.



Curriculum and Instructional Design Principles

The CalCA Capistrano research-based²⁶ curriculum uses the following proven instructional principles:

- Curriculum fosters breadth and depth of understanding in subject area;
- Content is aligned to the California Common Core State Standards, and the Next Generation Science Standards;
- Curriculum is supported by quality, reputable, recently published textbooks and/or proven instructional resources and materials;
- Content and assessments are accurate and unbiased;
- Content is current, relevant, and provides real-world applications;
- Content is appropriate for the learner (age, ability, background, reading level, style);
- Instructional design is adaptable and flexible to meet individual needs;
- Instructional design provides students opportunities to improve learning skills using technology (virtual labs and instruments, Teachlet tutorials, business software, online calculator);
- Navigation is intuitive and age-appropriate;
- Scope of course is appropriate with regard to amount of content, length of course and lessons, and course requirements;
- Lesson introduction is effective and presents lesson objectives, accesses prior knowledge, sets expectations, and motivates;
- Background information prepares students to access new content, skills, and strategies;
- Curriculum includes opportunities for developing problem-solving and critical thinking skills and real-world applications, collaboration and independent study, and developing oral and written communication skills;
- Curriculum incorporates ongoing formative assessment and provides timely and appropriate feedback to students and teachers; and
- Curriculum promotes active learning through interactive elements in each course (including online and/or offline interaction) that address diverse learning styles and preferences, including textual, visual, auditory, and/or hands-on.

Curriculum Development Framework

Connections utilizes ADDIE, a five-phase iterative curriculum development model consisting of Analysis, Design, Development, Implementation, and Evaluation to guide and inform curriculum development and maintenance as shown in Figure 17.

²⁶ American Psychological Association's Learner-Centered Psychological Principles: A Framework for School Reform and Redesign
<http://www.apa.org/ed/governance/bea/learner-centered.pdf>



Figure 17. ADDIE – Curriculum Development Framework.



In ADDIE, each step has an outcome that feeds into the next step in the sequence.

- *Analysis* – During analysis, the curriculum team identifies the goals and objectives, the audience’s needs, existing knowledge, and any other relevant characteristics. This step also considers the learning environment, any constraints, the delivery options, and the timeline for the project.
- *Design* – During this systematic process of specifying learning objectives, detailed storyboards and prototypes are often made and the look and feel, graphic design, user-interface, and content are determined.
- *Development* – In this step, production and actual creation of the content, assessments, and learning materials based on the Design phase occurs. A backward-mapping content design approach is used which includes the identification of key assessed concepts followed by the development of units, lessons, and activities that support student mastery of these concepts.
- *Implementation* – During implementation, the plan is put into action and a procedure for training the learner and teacher is developed. Materials are delivered or distributed to the student group. After delivery, the effectiveness of the training materials is evaluated.
- *Evaluation* – This phase consists of (1) formative and (2) summative evaluation. Formative evaluation is present in each stage of the ADDIE process. Summative evaluation consists of tests designed for criterion-related referenced items and providing opportunities for feedback from the users. Revisions are made as necessary.

The curriculum and instructional design is in close keeping with leading research and national standards on effective online instruction. The research underscores the importance of integration of tools for student-to-teacher and student-to-student interaction and the central role of fully



qualified, specially trained professional teachers.²⁷ In addition, the National Standards for Quality Online Teaching²⁸ focus on teachers' use of assessments, data, and ongoing communication to bring out the best in each unique online learner.

The curriculum and instructional design accommodates the range of learning styles and is designed for individualized pacing, balanced with optimum interaction. The rigorous program includes both fundamental skills and higher-order thinking, which together prepare students for further education as well as lifelong, independent learning.

Input from students, parents, and teachers is gathered on an ongoing basis via StarTrack for lessons. On every lesson in the curriculum, and on the home page for each Learning Coach, is a StarTrack box inviting ratings on a five-star scale and an opportunity to provide text feedback. Data gathered from this feedback is examined carefully and acted upon by school staff and by Connections. Since the StarTrack tool was launched, parents and students in schools supported by Connections have provided millions of lesson ratings. For the 2017-18 school year, 1,017,974 lesson ratings were submitted by parents and students attending schools supported by Connections Academy, with an average rating of 4.31 out of five stars.

Overview of Curriculum, Technology, and Materials

CalCA Capistrano combines proven and rigorous educational content and materials with the best in technology-enhanced learning such that a significant portion of the curriculum is delivered through the Internet and other electronic means. The curriculum is aligned with California Common Core State Standards and Next Generation Science Standards. In addition to initial development of state standards alignment by the Connections curriculum specialists, the teaching staff at CalCA Capistrano collaborate on an ongoing basis to review the California Common Core State Standards for each core course (as applicable) and provide additional material or lessons to fully meet standards or address areas that need additional support based on a student's previous school or course performance.

The curriculum is updated regularly, based on a rigorous analysis of student performance on state standards as measured by state testing results and internal assessments. The Governing Board annually reviews and approves the major elements of and changes to the curriculum. The curriculum as described herein represents the most recent curriculum developed for the 2018-19 school year.

Elementary and Middle School Curriculum

The program of instruction for students in grades K–8 has the ability to be individualized, personalized, and delivered in a non-traditional environment to give students the best pathways to success. The high-quality proprietary curriculum integrates textbooks, instructional activities, and other content from a variety of leading publishers. In addition to high-quality virtual and print

²⁷ Smith, Rosina, Clark, Tom, and Blomeyer, Robert, *A Synthesis of New Research on K-12 Online Learning*, Learning Point Associates/North Central Regional Educational Laboratory; Naperville, IL; 2005 at https://www.researchgate.net/publication/304827914_A_Synthesis_of_New_Research_on_K-12_Online_Learning

²⁸ The National Standards for Quality Online Teaching v2, International Association for K-12 Online Learning (iNACOL), <https://www.inacol.org/resource/inacol-national-standards-for-quality-online-teaching-v2/> October 2011.



textbook resources, the curriculum features technology-based content. The school uses a variety of multimedia and interactive practices to reinforce standards for language arts and math at each grade level. The proprietary and highly effective online Teachlet tutorials, which introduce challenging topics and provide interactive practice, are also included along with proprietary interactive online tools and simulations. Depending on grade level, these may include a virtual rock and mineral kit, pan balance, geoboard, and interactive math practice activities. LiveLesson sessions provide for real-time direct instruction with individuals and small groups of students using voice-over IP, chat, electronic whiteboard, and shared web surfing. These sessions allow teachers and students to interact with one another in real time in an online classroom. In addition, LiveLesson sessions may be recorded and saved for students to revisit at a later date if they have scheduling conflicts or want to refresh themselves on the topics covered.

CalCA Capistrano focuses on developing and nurturing a culture of math acceptance and empowerment. With a focus on student engagement and learning, activities and practices combine to create an awareness of and appreciation for math in the students' everyday lives; make math more approachable for students, parents, and teachers; build pride and confidence in math effort and achievements; and make math connections with college and career planning. Specific activities include student reflection and goal setting activities in math courses, certificates of effort and achievement, parent book clubs and resource sessions, teacher training sessions, and highlighting math connections in everyday school and life activities.

World language instruction is available, including Spanish, Chinese, and Sign Language for students in grades K–8. Advanced middle school students also have the option to take high school level Spanish, French, German, Japanese, Latin, American Sign Language, and Mandarin Chinese. Language courses integrate proven-effective online materials with a unique audio recording tool that allows teachers to hear and grade actual student speech. Courses may also include LiveLesson session direct instruction for maximum student-to-teacher and student-to-student interaction.

The curriculum also includes unique electives such as Home Life which provides fun, hands-on, skill-building projects in which the whole family can participate. These activities include cooking, crafts, sewing, home maintenance, family outings, and genealogy. New Home Life modules are added periodically, including such recent additions as The Name of the Game: Discovering and Designing Board Games; What It Means to Be Green: Creating a Positive Impact on the Environment; Model Bridge Building; and Orienteering (navigation with map and compass).

Educational Technology courses are available for students in grades K–8. These courses provide not only a comprehensive set of technology skills ranging from basic productivity tools to web page development, but also reinforce national and state academic standards, online study skills, and Internet safety.

A popular elective amongst elementary school students is music. Offered for different grade and experience levels, this elective is aligned to the National Core Arts Standards. With audio, visual, and interactive technologies, the K–8 music courses provide a unique and advanced learning experience. Students use critical listening skills to analyze music while participating in interactive experiences. This elective expands the student's knowledge of the foundations of music.



Gifted and Talented Courses (Grades 3-8)

CalCA Capistrano also offers a selection of Gifted and Talented (GATE) courses in math, science, and language arts. With individualized lessons, special GATE courses, and specialized teachers, an environment is created where talents are nurtured and potential is realized. The gifted and talented experts also create programs for "twice-exceptional" students, those who are gifted but also have special education needs.

CalCA Capistrano provides gifted students the opportunities and challenges they need to be successful while learning at their own pace. Gifted and Talented courses incorporate the same educational standards as the standard offering, but also include enrichment activities that expand upon lesson topics and promote higher-level thinking and understanding. These courses allow students greater opportunities to interact with the teacher and other students, explore above grade-level content, and participate in extension projects that promote higher-level learning.

High School Curriculum

CalCA Capistrano provides a balanced, challenging high school experience focused on students pursuing paths that lead to success, whether via college or an immediate career choice. A student's personalized path is monitored along the way by the student, parents, teachers, and their school counselor as appropriate.

CalCA Capistrano provides a comprehensive program with four levels of academic coursework: Foundations, Standard, Honors, and Advanced Placement. While all levels are designed to meet standards and provide students rigorous courses, the different levels enable differentiation based on student needs and college and career goals. Students work with their school counselor to determine proper course level placement. The high school curriculum currently consists of approximately 250 courses, including a wide variety of electives and intensive world language instruction from Spanish to Mandarin Chinese.

High school courses integrate digital versions of textbooks from major publishers with enhanced multimedia, interactive materials and resources, discussions, and communication/conferencing tools. In addition, students have offline assignments, projects, and practice work.

High school courses include extensive use of Teachlet tutorials, the highly interactive, asynchronous tutorials that incorporate graphics, video, and audio to engage students with the concepts and ideas they need to complete the lessons. Along with the use of LiveLesson sessions, Teachlet tutorials increase the effectiveness of the secondary school instructional model. In addition, the high school courses incorporate graded asynchronous online discussions. These assessments create important opportunities for collaboration and interaction among students, increase writing skills, and provide opportunities for a "real-world" audience.

Honors and Advanced Placement® (AP) courses are also available for high school students. High school students have access to rigorous college preparatory courses and are able to choose from dozens of Honors courses and more than 15 College Board–approved online AP courses. By enrolling in these demanding college-level courses, students demonstrate their commitment to higher education, which may give them a competitive advantage during the college application process.



The CalCA Capistrano high school program also includes a host of services and procedures to address credits, transcripts, and counseling. It is important for students to start planning early on for graduation and post-secondary education or the world of work. Without early planning, students run the risk of missing crucial courses that might thwart their plans or aspirations.

Course Selection and Credit Transfer

CalCA Capistrano is accredited by the WASC, allowing its courses to be transferable among other California schools. For students transferring into CalCA Capistrano, school counselors carefully analyze student transcripts and educational history to provide the maximum allowable “transfer credit” into the program. Upon graduation or withdrawal, students receive their CalCA Capistrano transcript detailing both the credits earned at CalCA Capistrano as well as any transfer credits which have been verified. The curriculum uses a standard whereby one credit equals approximately 180 hours of instruction (this is equivalent to a full-year course in a traditional high school and is sometimes also referred to as Carnegie Units).

CalCA Capistrano families have access to a detailed Course Selection Guide with specific school information during the enrollment process. Parents and students then have an opportunity to select the courses based on their student’s academic level, previously completed high school level courses, and plans for higher education and/or career. These selections are analyzed along with the student’s prior academic record by the school counselors who then either accept these selections or recommend some modifications.

Instructional Delivery and Scheduling

CalCA Capistrano students who enroll in the K–8 program and elect to continue into high school will notice that the high school introduces increased structure and a pacing system that encourages all the students in a single class to move forward at a similar speed. The high school program includes a significant amount of computer-facilitated learning. While hardcopy textbooks are provided in some courses (generally along with an enhanced online version of the text as well), students may also take several courses that are completely online. Unlike the K–8 program which is largely asynchronous/user scheduled (parents set the schedule and lessons can be done in any sequence and pace), in high school, the pacing for core courses may follow an asynchronous/fixed schedule (the schedule is fixed and students all move at a similar pace). This does not take away the ability of teachers to personalize the curriculum for students; however, it does add accountability, structure, and significant peer interaction that is necessary for a quality high school program.

Area and Subject Requirements

Each CalCA Capistrano student must successfully complete a minimum of 22 credits in order to graduate. Credits completed will meet or exceed the California graduation requirements. The subject area graduation requirements are reviewed annually to ensure the school remains in compliance with state requirements, and the requirements are also approved by the Governing Board and incorporated into the School Handbook.



Promotion, Graduation, and Passing Grades

Students in grades 9–12 are typically enrolled in at least five credits over the course of the school year, as the CalCA Capistrano program is a full-time public school program (see the School Handbook Supplement in Exhibit B for more information). A typical high school student has six courses or the equivalent of six credits per academic year. To stay on track for graduation in four years, prior to grade 10, students should have earned (or transferred) a minimum of 5 credits, prior to grade 11 students should have earned (or transferred) a minimum of 10 total credits and prior to grade 12 students should have earned (or transferred) a minimum of 16 total credits. Students only receive credit for classes passed with a grade of “D” or better. To graduate and receive a diploma from CalCA Capistrano, a student must be enrolled during the semester immediately prior to graduation, must have earned a minimum number of credits at CalCA Capistrano and must have met any applicable state requirements for a diploma. Each student must successfully complete a minimum of 22 credits to graduate.

These enrollment and promotion policies, including additional details and any future changes, have been incorporated into the School Handbook and approved by the Governing Board.

Technology and Socialization

In addition to working with the curriculum materials, students have the opportunity to participate regularly in both face-to-face and virtual community activities. Face-to-face activities include field trips, college tours, and community outings facilitated by both CalCA Capistrano faculty and parent volunteers such as Club Orange members. Club Orange brings together parents of students attending schools supported by Connections across the country. Club Orange members are encouraged to reach out to engage with their local communities.

The counseling team implements weekly national LiveLesson sessions for high school students focused on academic achievement, personal/social growth and college and career readiness topics throughout the school year. These are also currently offered monthly for middle school students. Nationally, several other college and career readiness-focused LiveLesson sessions are offered; there is always time before and after for socialization via chat pods.

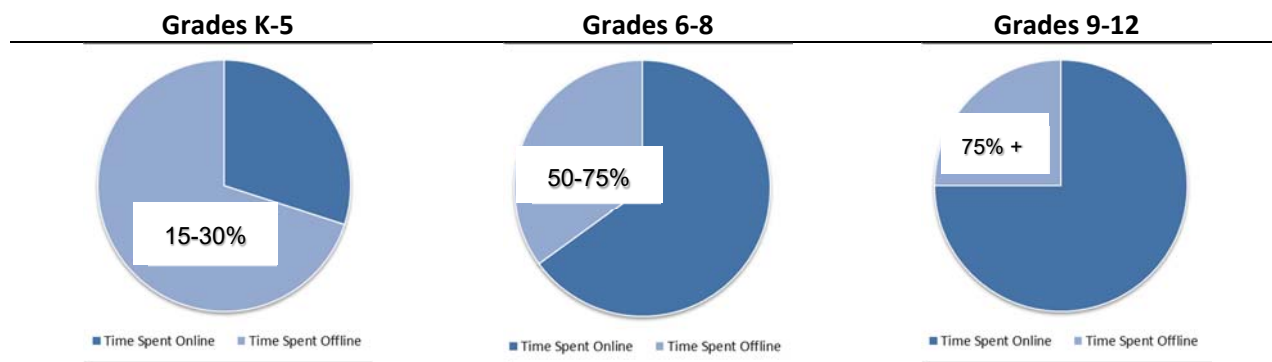
CalCA Capistrano’s technology-based activities include online bulletin boards/forums (such as “Math Problem of the Week”); book chats; teacher-led small-group discussions using real-time “groupware” technology that integrates electronic whiteboard and voice-over IP; learning-focused WebMail; and student communication through WebMail regarding virtual group projects. All of the collaborative online activities and communications tools are restricted for use only by members of the California Connections Academy community; parents can feel comfortable that their children are experiencing this technology safely within the protected environment of CalCA Capistrano.



The Get Connected! program (as described in Section II.B) was developed to assist students and parents who are interested in finding opportunities to connect with other school families. In addition to in-person field trips and online clubs and activities, this program offers socialization tips for virtual school families, increased opportunities for students to interact online with classmates and teachers, the Club Orange parent booster organization, and private Facebook groups where parents and Learning Coaches can “meet” to arrange study groups and other informal gatherings.

Given the balance of modes and media for learning at CalCA Capistrano, actual time spent working online for students varies according to each student’s developmental level, learning needs, and learning styles. As illustrated in Figure 18, students in grades K–5 may spend 15-30% of their school day online; students in grades 6–8 may spend about 50-75% of their school day online; and students in grades 9–12 may spend 75+% of time online.

Figure 18. Time Spent Online by Grade Span.



Clubs and Activities

As an integral part of the academic program, students are also offered access to a wide range of national clubs and activities throughout the school year. From Arts and Crafts to Debate Club, CalCA Capistrano has something to spark every student’s interest at all grade levels. Participation in these virtual clubs and activities enhances students’ feeling of connectedness, provides socialization opportunities, and improves academic achievement and school retention rates. All clubs and activities are non-credit and have no impact on student grades.

Students who participate in clubs are involved in events similar to a brick-and-mortar school such as First in Math, chess matches, a student-managed blog, guest speakers, and college and career planning. Some of the clubs last throughout the school year, while others act as special “pop-up” events that range in duration and subject matter.

The following provides a sampling* of some of the clubs currently offered:

- **Art Club** is designed to spark a student's creativity by exploring two-dimensional and three-dimensional art, photography, and graphic design through techniques and styles associated with each medium. Students have the opportunity to create original designs



and artwork, share their artwork with peers, learn about appropriate critique guidelines, and provide feedback to other club members. (Grades: 6–12)

- **Arts and Crafts** encourages students to create crafts using materials found at home and in nature. Through the topics of culture, science, and math, students work on projects from the course as well as monthly special craft challenges. (Grades: K–8)
- **Author's Corner** students have the opportunity to create and share original stories in LiveLesson sessions and on the Message board. Students can also collaborate on the message boards to give critiques of student writing, create round robin stories, and discuss favorite book genres. (Grades: K–12)
- **Brainteasers Club** members solve puzzles, including anagrams, riddles, and word scrambles to work their brain 'muscles' too. Students are also encouraged to create their own brainteasers and share them on message boards and in student-made publications. (Grades: K–12)
- **Career Club** encourages middle and high school students to learn about potential careers and explore fields that interest them. Members identify and develop skills that will help them be successful in middle school, high school, college, and professionally. The club enables middle school students to enter high school with more direction in mind, making them more likely to embrace and succeed in a high school program that prepares them for pursuing their career interests. The club allows high school students to better focus on their goals after high school, including applying to appropriate colleges or applying for jobs which align with their interests and goals. (Grades: 6–12)
- **Chess Clubs: Introduction and Advanced** members learn, socialize, and play in an atmosphere of friendly competition using an exclusive gaming site. After completing a tutorial, students are matched with competitors of the same skill level, and the online games begin. There are also monthly presentations by a Grandmaster from the University of Maryland, Baltimore County in our advanced club, and an end-of-year tournament for all skill levels. (Grades: K–12)
- **College Planning Club** is designed for high school students who are considering college. Members are guided through the college preparation and admissions process including: college planning, building and producing a resume, identifying career interests and potential majors, researching colleges, completing applications and identifying financial aid and scholarship opportunities. Members develop a portfolio that focuses on elements sought by college admissions committees. (Grades: 9–12)
- **Debate Club** members learn best practices and put them into practice during LiveLesson sessions. Members learn the art of public speaking and critical thinking while working in collaborative teams. Research, reasoning, and understanding opposing perspectives form the foundation for real time debates. (Grades: 6–12)



- **ePals** provides a classic way to build friendships. Students develop their skills in letter or WebMail writing and written expression, and, in some cases, penmanship while making friends with other students across the country. (Grades: K–12)
- **Gaming and Technology Club** allows students who have an affinity for technology and gaming to explore and discuss gaming styles and genres, careers in the gaming and technology industry, and share their original work in LiveLesson sessions. Individual and collaborative projects may include creating elements of video games and investigating Internet safety and virtual threats. (Grades: 6–12)
- **Math Club I** allows members take part in a math competition by playing interactive games on the First in Math website. The online play reinforces a wide range of skills, from simple addition to solving for x- and y-variables. Students work at their own pace, and earn points as they master various concepts and practice test-prep exercises geared to appropriate grade levels. (Grades: K–8)
- **The Monitor: Student Blog** members produce Connections’ student-managed, student-staffed blog. The writers and editors work together to write and organize content for sections of the newspaper including news, entertainment, sports, and advice. (Grades: 6–12)
- **Poetry Corner** allows middle and high school writers to work together in exploring the language of poetry. Regular forums are held to share and critique work. Students also have the opportunity to share and collaborate on various Message Board threads. (Grades: 6–12)
- **Robotics Club** members learn how robots are used in popular culture, scientific studies, and commercial enterprises. Their creativity is encouraged as they plan, design, and submit drawings of their ultimate robots. No previous computer coding experience is required, and no materials are required for participation. (Grades: K–12)
- **Science Sleuths: Weird Science** members are elementary students who want to investigate the weirder side of science. Students complete hands-on activities that will amaze. Club members can also collaborate through discussions and sharing experiment results on the message boards. (Grades: K–5)
- **Science Sleuths: Wild Weather** members are elementary students who want investigate weather’s wild side. Students complete hands-on weather experiments and learn how to prepare in emergencies. Club members can also collaborate through discussions and sharing results on the message board. (Grades: K–5)

Other available activities include an online yearbook organized through Connections, in which all students from all schools are encouraged to participate. Additionally, CalCA Capistrano students are also able to participate in the established chapters of both National Honor Society and National Junior Honor Society.

**Specific club offerings are subject to change.*



Connexus, the Education Management System

Connexus is the platform for monitoring the entire educational environment. It is an online Education Management System developed by Connections specifically for virtual school use. This proprietary, web-based software allows CalCA Capistrano to deliver every assignment, track every activity, and monitor the completion of individual lessons, as well as mastery of discrete skills and knowledge.

Connexus operates within Connections' secure and robust technology infrastructure which protects all data from loss and intrusion while maintaining a safe environment in which students, parents, and teachers can interact with each other. Connexus is proprietary software developed by Connections. The software is based on Microsoft's .Net Framework and is written in C#. Connections provides Connexus on an Active Server Page (ASP) basis – hosting the software, automatically installing all updates, and ensuring continuously updated support.

Connexus is fine-tuned on a regular basis throughout the school year with a comprehensive update each year prior to the beginning of school.

Connexus has been engineered for growth, flexibility, and scalability. The system has readily accommodated growth both nationally and internationally in student enrollment from its launch in 2002. Additional hardware and software extensions are added as required so that the system does not have any restrictions on its ability to serve added users.

Connexus is available 24/7/365 (except for normal off-hour scheduled maintenance periods) to CalCA Capistrano students and their families and to other authorized users according to their permissions. With this system, CalCA Capistrano provides an unprecedented level of time-on-task detail while benefiting from robust communication, collaboration, and course delivery tools.

California-Credentialed Teachers

Each student is assigned at least one California-credentialed program teacher specially trained in the California Connections Academy curriculum and instructional methods. In the secondary grades, each student is typically assigned to more than one fully qualified subject teacher depending on the courses taken. These teachers are responsible for evaluating assignments and work products, providing instructional assistance, assigning and scoring assessment activities in the program, and providing feedback on the student's performance. Based on a student's demonstrated mastery of the material, teachers can add, expand, or replace assignments; they also grade students in each subject for the student report cards and make promotion or retention decisions.

Depending on the needs of the learner, teacher contact with the student and Learning Coach — most often via telephone or email — may be as frequent as several times a day and at minimum once every two weeks. Teachers do not wait to be contacted; they are proactive participants in their students' learning plans. Teachers also interact with students during synchronous Live Lessons, field trips, community activities and during proctored test sessions. CalCA Capistrano also has California-credentialed special education teachers on staff to assist in the implementation of the school's special education program.



Supporting the program teachers in their work are Connections curriculum specialists, who are highly trained in online instruction methodologies and the best practices in online curriculum development. In addition to the regular curriculum specialists, Connections provides specialists who are credentialed in special education and can serve as resources for program teachers as they develop/adjust IEPs for students with disabilities in the CalCA Capistrano program. Curriculum specialists are available by telephone, email, and instant messaging to the CalCA Capistrano teachers during regular school hours for assistance in addressing particular curriculum topics or in customizing curriculum for particular student needs.

School Day, School Calendar, and Instructional Minutes

CalCA Capistrano follows a traditional school year calendar that has always included 180 days during which instruction is provided by school staff (surpassing the current minimum requirement of 175 days). The curriculum is notably rigorous, and the time commitment it requires of students is comparable to that of a traditional school day. Since learners do not face the distractions and interruptions of a typical school setting — from lining up in the hallway to waiting while the teacher handles disruptive peers — they may use their learning time much more efficiently.

The in-depth application of concepts that is often relegated to homework in a conventional school setting is an integrated part of the learning day; discrete skills and extended projects, remedial and enrichment activities are all part of the daily routine for students and their Learning Coaches. The program provides for and offers more than the legally mandated minimum instructional minutes for every grade.

Independent Study

CalCA Capistrano adheres to all applicable California Independent Study Regulations in accordance with CCR Title 5, Sections 11700-11705. This includes creating and executing Master Agreements (see Exhibit C for a sample Master Agreement), creating and adopting Governing Board policies regarding independent study, appropriately maintaining work products, staffing that complies with the required pupil to teacher ratios and compliance with the geographic limitations on the place of residence of the pupils. In addition, CalCA Capistrano complies with California Education Code provisions regarding Independent Study, including section 51747.3, and therefore does not provide any “thing of value” to pupils that a school district could not legally provide to its pupils.



II.F PLAN FOR STUDENTS WHO ARE ACADEMICALLY LOW-ACHIEVING

Indicate how the charter school will identify and respond to the needs of students who are not achieving at or above expected levels. [Ref. Criteria for Review; CCR-5, §11967.5.1(f)(1)(F)]

CalCA Capistrano is well-equipped to respond to the needs of students who are lagging academically. Experience has shown that appropriate placement is critical for student success in an online environment so that academic gaps can be addressed immediately. Therefore, the first step is the placement process, where these students are provided with the curriculum materials and teaching resources appropriate to their achievement level as a starting point for learning, with the goal of attaining at least one year's academic progress within the school year.

Teachers also implement the Response to Intervention (RTI) Model, a systematic approach to instruction, ensuring that all students receive the necessary level of instructional and behavioral supports throughout the learning process. Beginning with identified essential skills and standards based on the California Common Core State Standards and the Next Generation Science Standards, teachers can easily see what students should know and be able to do by the end of a specific grade in each of the core area subjects.

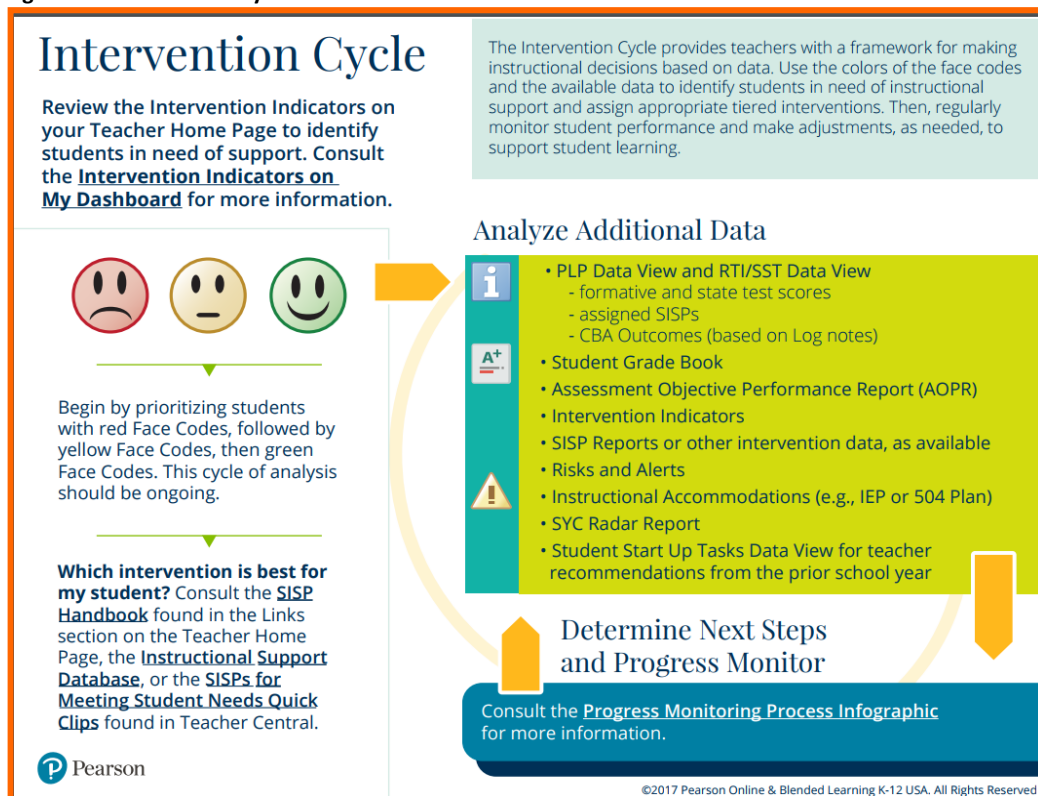
Intervention Indicators

A key component of the RTI Model is the incorporation of Intervention Indicators. Intervention Indicators are displayed in Connexus, on the Teacher home page, to facilitate a teacher's identification of students who may be in need of additional instruction or intervention in math, reading, or both. These indicators are data-driven codes and are the first step of multi-tiered instruction. The indicators facilitate teachers' abilities to ensure that all students learn at high levels of achievement. Intervention Indicator codes are used to identify students who may be at-risk of failure, assist teachers in determining and implementing appropriate instructional interventions, and monitor the effectiveness of interventions.



Figure 19 illustrates the Intervention Cycle and explains the “face codes” used to communicate a student’s status. The Intervention Indicator face codes are updated during each school year, based on formative pre, mid, and post assessments.

Figure 19. Intervention Cycle.



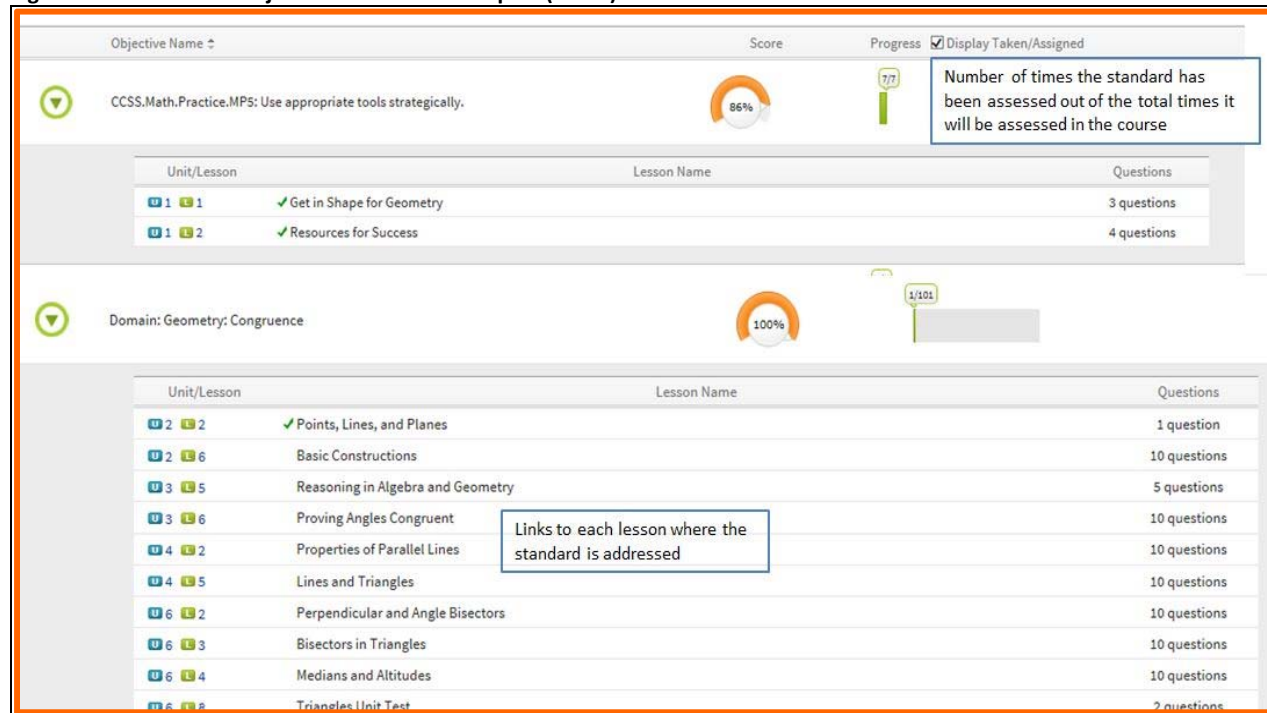
In addition, at both the section and individual student levels for students in grades 6-12, Assessment Objective Performance Reports (AOPR), as shown in Figure 20, can be generated displaying not only the essential skills and standards for a course but also exactly where in the curriculum each of these is assessed and how a student is performing on the standards. Real-time student performance on each of the essential skills and standards is displayed based upon individual assessment items that measure standards-based objectives that students should master by the end of that grade level. Data can be sorted to identify students who have mastered or not mastered specific objectives. Teachers can run this report as frequently as they like to see exactly how students are progressing with regard to each of the skills and standards for that subject and grade. This method accomplishes the following:

- Enhances the multi-tiered instruction model through the use of real-time data to determine mastery/proficiency;
- Identifies essential skills and standards by subject/grade level;
- Identifies how and where these essential skills and standards are assessed within the program;
- Incorporates data-driven decisions throughout instruction;



- Maximizes use of the instructional support programs, resources, and data;
- Identifies the need for tiered interventions for non-mastered/proficient skills and standards; and
- Identifies students' response to the implemented interventions.

Figure 20. Assessment Objective Performance Report (AOPR)



Students who are working below grade level based on performance on state standardized assessments also benefit from intervention programs that focus on building proficiency in reading and math skills. Parents are notified if their students qualify for these programs, and their cooperation is secured for a series of intensive LiveLesson sessions with the student and their teacher focusing on areas needing improvement. The student continues in the regular curriculum while receiving intervention as the LiveLesson sessions allow for focused remediation on topics likely to be problematic on the next state standardized assessment.

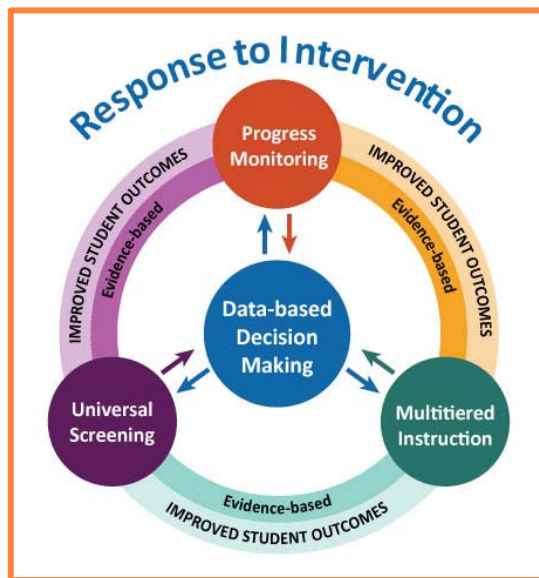
Response to Intervention (RTI)

Data is used throughout the school year to implement, for all students, an RTI model. Students who are struggling with the curriculum are identified by teachers and provided Tier I support (differentiation within the core curriculum), Tier II interventions (more intensive instruction with frequent progress monitoring), or Tier III interventions and support (most intensive and frequent level of instructional support). The provision of Tier II and III interventions are decisions made in the cooperation with the school's Student Support Team (SST). If the SST determines the student is in need of Tier III support, a special education teacher becomes part of the team to assist with interpreting data, making recommendations, and possibly recommending a referral for an assessment.



The SST is part of the RTI process that is illustrated in Figure 21. Connexus provides teachers with real-time data and reports to implement a multi-tiered instruction model in language arts and/or math so that every student has access to the resources they need to be successful using Tier I Core Curriculum with Differentiation, Tier II Supplemental Instructional Supports, and Tier III Supplemental Instructional Supports with increased frequency and intensity. The process of identifying student intervention needs, assigning interventions, tracking their success, and communicating with parents, is ongoing. All efforts are made to meet each student's needs within the general education program.

Figure 21. Response to Intervention



A sample of the visual information available for the Intervention Indicators is provided in Figure 22 and 23.

Figure 22. Visual of the Intervention Indicators

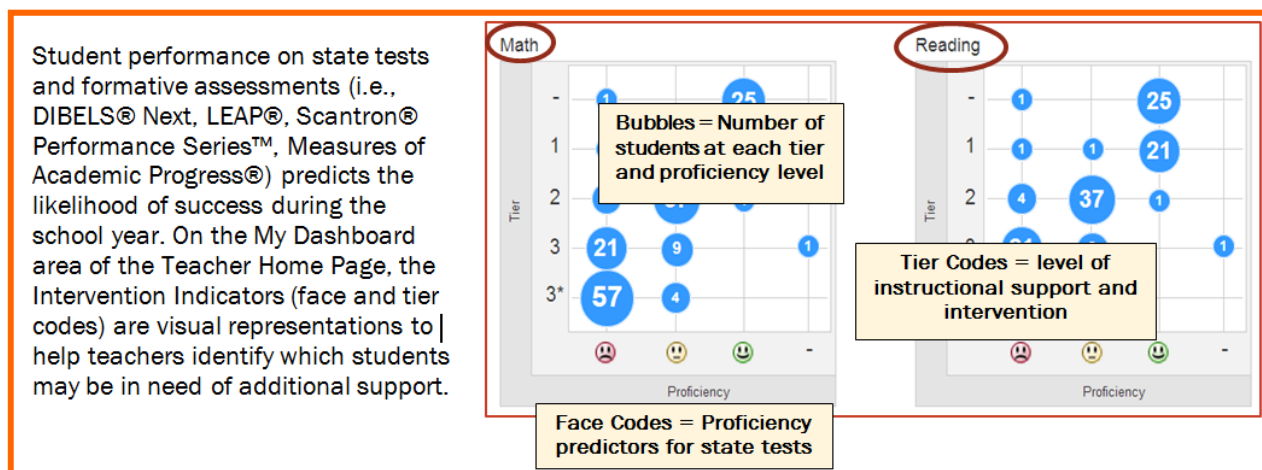




Figure 24. Explanation of Codes

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In a virtual environment, students working below grade level are shielded from the negative social attention that struggling students often face in a brick-and-mortar environment and are thus able to concentrate on intensive learning. Taking advantage of Connections' track record in experience in remediation for mastery of essential skills, CalCA Capistrano has access to all needed data and expertise in addressing the needs of low-achieving students.

II.G PLAN FOR STUDENTS WHO ARE ACADEMICALLY HIGH-ACHIEVING

Indicate how the charter school will identify and respond to the needs of students who are academically high achieving. [Ref. Criteria for Review; CCR-5, §11967.5.1(f)(1)(G)]

Just as the personalized learning approach benefits struggling students, high achievers also thrive at CalCA Capistrano. High achievers may include students working above grade level, or those who have been identified as gifted at their previous school, or they may be identified by their teachers due to high scores on standardized test and/or a high GPA. CalCA Capistrano implements the robust Connections Gifted and Talented program for students in grades 3–8 and offers Honors and Advanced Placement (AP) options for high school students.

The Gifted and Talented courses are offered in math, science, and language arts. Honors and AP courses are offered across all subject areas. With individualized lessons, special courses for Gifted and Talented students, and specialized teachers - an environment is created where talents are nurtured and student potential is realized. The Gifted and Talented experts also create programs for "twice-exceptional" students, those who are gifted but also have special education needs.

The placement process provides gifted learners with the most appropriate curriculum, pacing, and teaching approach from day one. Teachers work closely with curriculum specialists and Learning Coaches to ensure a steady flow of enrichment activities for students working above grade level. In a virtual environment, students are able to work significantly above grade level without fear of ostracism or other negative social repercussions that gifted students sometimes face in a more traditional school setting.

The Gifted and Talented program provides gifted students in grades 3–8 the opportunities and challenges they need to be successful while learning at their own pace. Students are identified as gifted through formal evaluation in the areas of intellectual ability, subject matter aptitude/achievement, creativity/divergent thinking, and problem solving/critical thinking. Once identified, students are provided the services necessary for the fulfillment of their exceptional potentials. The Gifted and Talented program incorporates the same educational standards as the standard offering but also includes enrichment activities that expand upon lesson topics, explore above grade-level content, and participate in extension projects that promote higher-level thinking and understanding. Gifted learners are grouped together and given opportunities for group interaction through LiveLesson sessions.



The Gifted and Talented program offers a great level of flexibility, as gifted students may be placed in different curriculum levels for different subjects to support a specific need. For example, a sixth grader with a high aptitude in math could be placed in Gifted and Talented Math 6 where students engage in eighth grade math content, while continuing to take sixth grade level courses in other subjects.

Students who have not been formally identified as Gifted and Talented are allowed to take advantage of the program, with monitoring to insure appropriate placement.

CalCA Capistrano also offers an exclusive online version of Junior Great Books® where students enjoy age-appropriate works and participate in online literary shared inquiry as well as discussions with other high-ability students. In addition, students are able to choose from a wide variety of electives and club activities to supplement their learning. For students identified as highly gifted through formal evaluation, whole grade acceleration, and acceleration in individual subjects may also be considered.

The high school program offers a rigorous college preparatory curriculum that provides an opportunity for students to enroll in Honors/AP courses. High school students may choose from dozens of Honors/AP courses. Honors courses offer advanced students opportunities to participate in extension projects, investigations, and activities that require integrated skills application and higher-level thinking. Counselors carefully review each student's transcript to determine when an Honors or AP course is appropriate. Course selection is made in close consultation with students and their parents. Administrators monitor the success of intellectually gifted students by reviewing and assessing performance on state assessments, internal assessments, AP exams, ACT/SAT tests, and by tracking college applications and acceptances of high school seniors.

II.H PLAN FOR ENGLISH LEARNERS

Indicate how the charter school will identify and respond to the needs of English Learners. [Ref. Criteria for Review; CCR-5, §11967.5.1(f)(1)(G)]

CalCA Capistrano uses state-required criteria and procedures to identify English Learner (EL) students. All incoming students are required to fill out the California Home Language Survey. Based on the information in this form, students may be referred for further language testing to identify their specific level of English proficiency. The testing and placement occurs using tests required by California (such as the English Language Proficiency Assessments for California (ELPAC)) using trained test administrators. CalCA Capistrano also reviews the past school history for evidence that a student has been identified as EL in a previous school, and then conducts assessments and provides support accordingly.

In a virtual school, students with special learning needs, including English Learners, enjoy individualized instruction without being isolated from the mainstream curriculum or their peers. The individualized pace of the program allows students to move more quickly through subjects where language is less of a factor and spend more time on reading and writing activities. An EL specialist with ESL/LEP/EL training works with CalCA Capistrano teachers,



Learning Coaches, and students to adapt the core material for EL students. The instructional framework known as the Sheltered Instruction Observation Protocol (SIOP) framework is used to instruct ELs, and EL teachers also provide appropriate supplemental resources, including various technologies that can facilitate language acquisition while supporting academic advancement.

The California Connections Academy schools have recently added credit bearing courses for EL students in high school, and believe these will further assist the older EL students, including students categorized at Long Term English Learners (LTEL), to be reclassified as fluent in English while earning high school credit.

The Connections curriculum provides quality instructional, social, and academic language instruction based on scientific research for English acquisition. Children who are becoming fluent in English, as well as Long-Term English Learners, are simultaneously learning academic content, so that they are not left behind. Based on their identified level of proficiency and needs, students receive a planned program of English as a Second Language instruction (ESL) to facilitate the acquisition of English language skills and provide an instructional program appropriate to the student's developmental and instructional level.

To meet the needs of EL students with less English speaking proficiency, CalCA Capistrano deploys a comprehensive instructional approach, including adapted materials as well as special training for teachers with California ESL endorsement (CLAD/BCLAD).

LiveLesson sessions are used in this effort as well. The program provides specially designed academic instruction in English (SDAIE) to address the language acquisition needs of students in a virtual learning environment through the integration of technology and the support of credentialed teachers. Instructional support helps students attain proficiency in listening, speaking, reading, and writing. Services include teacher consultation with Learning Coaches to guide instructional practice, teacher modification of content lessons and/or assessments, and direct instruction via LiveLesson sessions.

The school has policies in place for determining when an EL student should be considered for re-designation as fluent in English. Multiple factors are taken into account, including current language testing results, academic performance, state test results, teacher feedback, and parental input. Once the student has been re-designated as fluent, the student is closely monitored for two years, and additional supports are provided as deemed necessary. For example, for re-designated elementary grade students, the school's EL team pays particular attention to students flagged for Tier II and Tier III interventions. For re-designated students in middle school and high school, the EL team pays particular attention to the list of students who are in "escalation" status.

CalCA Capistrano conducts the required ongoing assessments of progress regarding English proficiency for its EL students. All mandated state tests for EL students are administered as required by law. Support for families of EL students includes coordinating written translations of school documents or an interpreter to act as a liaison between the school and the family in their home language when needed.



II.I PLAN FOR SPECIAL EDUCATION

Indicate how the charter school will identify and respond to the needs of students with disabilities. Fully describe the charter school's special education plan, including, but not limited to, the following:

- *The means by which the charter school will comply with the provisions of Education Code Section 47641;*
- *The process to be used to identify students who qualify for special education programs and services;*
- *How the school will provide or access special education programs and services;*
- *The school's understanding of its legal responsibilities for special education students; and*
- *How the school intends to meet those obligations.*

CalCA Capistrano is committed to serving students with disabilities whether such students are currently or newly identified as having an exceptionality. Through a combination of appropriate certifications among core California-based teaching staff and contracted specialized providers, CalCA Capistrano effectively coordinates with its SELPA resources to meet the needs of special learners.

CalCA Capistrano enrolls all students who meet admission requirements as stated in this charter. The school does not deny admission to students on the basis of disability; any student with an IEP who otherwise qualifies for enrollment eligibility may apply and be enrolled. CalCA Capistrano complies with and follows California Education Code § 51745 (c) which states that an individual with exceptional needs shall not participate in independent study unless the student's Individualized Education Program (IEP) indicates that independent study is an appropriate educational setting. Therefore, the IEP team, including parents, may need to meet to discuss, determine, and document placement in a virtual independent program as appropriate based on student need, which may include amending the student's IEP to reflect independent study. Similarly, if an enrolled student's existing IEP does not provide for independent study, CalCA Capistrano will convene an IEP meeting to discuss the student's needs and determine whether independent study is appropriate. CalCA Capistrano has elected the option under California Education Code section 47641 to be deemed an LEA for Special Education purposes. The school has provided verifiable assurances of its ability to fulfill all obligations in this capacity, as well as assurances that it participates in the Tulare County/District SELPA which is approved by the State Board of Education. CalCA Capistrano is a member of the Tulare County/District SELPA as an LEA. CalCA Capistrano reserves the right to request membership in another SELPA if it deems that a different SELPA would better serve the needs of the students and the school.

Since CalCA Capistrano is a program focused on individualization, flexibility, and personalization, it is often a good fit for students with special needs. Thus, CalCA Capistrano can be an appropriate setting for students with special needs by providing:

- Individualized instruction;
- A team of adults focused on student success;
- Ongoing consultation with educators, credentialed teachers, and curriculum specialists to assist with adapting and modifying assignments to meet specific student needs;
- Personalized Learning Plans;
- A safe and directed environment;



- Reduced environmental distractions;
- Frequent progress checks, evaluations, and reports;
- Flexible schedule that allows for students to move at their own pace;
- Ability to separate academics from socialization;
- Recommendations for/provision of software (e.g., keyboarding or speech recognition software) or other technology to facilitate communication, organization and skill development and to address special needs; and
- Supplemental, research-based online reading and math programs to address skill deficit areas at the student's instructional level.

When a student enrolls, CalCA Capistrano secures the additional services required including, but not limited to designated instructional services (DIS) service providers near the individual students' home. The school works with the SELPA and local counties, districts, and other agencies when needed to secure these services.

As a public school, CalCA Capistrano, through its policies and procedures, complies with all applicable state and federal laws in serving students with disabilities, including, but not limited to AB 602, the Individuals with Disabilities Education Improvement Act, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and any other civil rights enforced by the U.S. Department of Education Office of Civil Rights (OCR). As its own LEA, CalCA Capistrano, not the authorizing district, is responsible for the charter school's compliance with all applicable state and federal laws. To support enrolled students with IEPs, CalCA Capistrano:

- Holds Annual Reviews of the IEP including a review of student progress within the existing IEP, creation of new IEP goals, and obtains parent consent for and approval of new IEP.
- Employs a Director of Student Services who is a qualified administrator to oversee all elements of the Special Education program.
- Conducts Triennial Reviews, in which students may be formally reassessed, or, if no new data is needed, then a review of the records may take place.
- Holds IEP meetings when a student has received an initial assessment; when a student demonstrates a lack of anticipated progress; or when a parent or teacher requests a meeting to develop, review, or revise a student's Individualized Education Program.
- Conducts an IEP meeting within 30 days of enrollment when a student identified with disabilities transfers into CalCA Capistrano.
- Invites appropriate SELPA staff and/or staff from the student's resident district to participate in this process, when needed.
- Provides and/or arranges for related services per the IEP.



Referring Students for Special Education Services

When the school suspects that a student requires Special Education services, the following procedures are initiated. If needed, coordination with the appropriate SELPA staff may also occur.

- The program teacher consults with the school's student services team and implements suggested accommodations, modifications, lesson adaptations, and alternative instructional strategies. The program teacher documents all accommodations and modifications and the student's level of success with each. The parent of any student suspected of needing or qualifying for special education services may also make a referral for an evaluation at any time.
- The student is then referred to the Student Support Team (SST) to brainstorm and implement additional Response to Intervention strategies for student success and to monitor the progress of those interventions. The school's SST meets and discusses what interventions have been tried, what worked, what didn't, and what new interventions should be implemented. If deemed appropriate by the team and a disability is suspected, the SST invites a member of the student services team (or designee) to the meeting to discuss their concerns. If the student is making good progress and responding well to the interventions, the general education program and appropriate supports remains in place with further suggested interventions.
- If CalCA Capistrano concludes that an assessment is appropriate, parental consent for the student evaluation is requested via an assessment plan. Parents are sent a copy of Procedural Safeguards. Assessments to determine eligibility are performed only upon receipt of written parent permission. When the assessment plan is returned, the appropriate evaluations based on suspected student need are arranged. Assessment procedures are conducted in the student's primary language, and an interpreter is provided if needed. The parent is invited to the IEP team meeting to review the assessment results. The team determines if the student has a disability and whether the student requires supports and services in the Least-Restrictive Environment (LRE).
- The IEP team, including the parent, develops goals to meet student need, determines corresponding services, and agrees upon an offer of Free and Public Education (FAPE). After IEP goals are formulated and service time is determined, the IEP is implemented. A copy of the IEP is given to the parent in accordance with state laws and SELPA policies.
- If a parent requests a special education evaluation, the process typically occurs concurrently with the SST/RTI process in order to support the student in the greatest area of need.

Special Education services are provided in several ways including, but not limited to consultative services by phone or videoconference, direct instruction via LiveLesson session, collaboration utilizing our general education staff and Education Specialists together in LiveLesson sessions, and DIS services which may be provided online or in person depending on what is appropriate and available near the student. All Special Education services are typically provided by CalCA Capistrano's Special Education team or by contracted DIS providers as appropriate. The Director



of Student Services oversees all DIS service providers and ensures that student needs are being met and services are being delivered.

CalCA Capistrano places each student with an IEP in the LRE to maximize the student's time within the general education setting and with typical peers. Education Specialists partner with identified general education teachers and collaborate to ensure accommodations and service minutes are delivered to students with IEPs in a supported environment with their general education peers. Students may also receive additional service minutes directly from their special education teacher in a small group or one-on-one setting according to the students' IEP.

In order to make efficient use of staff resources, IEP meetings are generally conducted using teleconferencing or through LiveLesson sessions in order to allow all parties to participate. IEP meetings may also be held at the school office or another location. Specific arrangements are made on a case-by-case basis and are in accordance with all applicable law. CalCA Capistrano maintains responsibility for tracking and implementing IEP timelines and requirements as per the appropriate laws and regulations for charter schools and in accordance with SELPA policies.

CalCA Capistrano, in association with the SELPA, provides FAPE to students with disabilities including, but not limited to, identifying, evaluating, planning educational programs, and implementing placements in accordance with applicable federal and state laws.

Services under Section 504

CalCA Capistrano is solely responsible for compliance with Section 504 of the Rehabilitation Act of 1973 (Section 504) and the Americans with Disabilities Act (ADA) with respect to eligible students. CalCA Capistrano develops, maintains, and implements policies and procedures to ensure identification of and service to students who may require Section 504 accommodation(s)/modification(s), and/or placement and related services. Parents are an integral part of the Section 504 team. Parents are provided documentation and Procedural Safeguards regularly and after each meeting. CalCA Capistrano also provides professional development to assist teachers with identification and support of students with 504 plans.

III. ASSESSMENT AND USE OF DATA

III.A MEASURABLE STUDENT OUTCOMES

Describe the measurable student outcomes that will be used by the charter school. "Student outcomes," for the purposes of this part, means the extent to which all students enrolled in the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school's educational program. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school. [Ref. California Education Code § 47605 (b)(5)(B) and 47605 (b)(5)(A)(ii)]



A crucial part of CalCA Capistrano's plan for overall excellence is the establishment of clear academic and related goals for each student and for the school, as well as clear ways to measure progress toward those goals. The outcomes and goals described herein are intended to be achieved over the term of the charter. The school tracks progress annually towards these long term goals. Recognizing that California is still undergoing a major change in assessment and accountability, CalCA Capistrano complies with all new regulations and expectations regarding the Local Control and Accountability Plan (LCAP). The required components are substantially addressed by CalCA Capistrano in this charter and in the school's day-to-day operations and planning.

In addition, the school's LCAP was developed to be consistent with current state guidelines and requirements, including the legal requirements in California Education Code section 47606.5 and associated regulations, for both content and timing, and is updated annually. The LCAP may therefore be used to provide further detail on annual goals for student achievement, among other things. However, the LCAP and its annual updates do not require a material amendment to the charter, as the required state priorities applicable to CalCA Capistrano are integral parts of this charter.

- **Academic outcomes:** CalCA Capistrano has established several core academic goals, measurements, and performance criteria. These are in alignment with the state's pupil achievement priorities as well as the mission and purpose of the school.
 - **Goal I: School Performance:** CalCA Capistrano uses standardized testing to calibrate student performance and improvement on a yearly basis. CalCA Capistrano is fully accountable for its students' achievement in keeping with current California accountability laws, including California Education Code § 52052, as well as in applicable federal law and any other applicable statutory achievement requirements for charter schools.

Measurement: CalCA Capistrano expects and encourages students to participate in all state-mandated testing, primarily including the standardized assessments based on the California Common Core State Standards, known as the California Assessment of Student Performance and Progress (CAASPP). Participation in standardized testing is addressed in the Parent/Legal Guardian (Caretaker) Acknowledgment (see Exhibit D) and/or the Master Agreement (see sample in Exhibit C).

Performance Criteria: CalCA Capistrano actively works to meet or exceed academic performance of demographically comparable schools, as well as to increase pupil academic achievement both schoolwide and for numerically significant subgroups. In addition, CalCA Capistrano actively works to meet any other applicable standardized test performance targets established for charter schools.

- **Goal II: Student Progress.** Based on a value-added model of academic growth, each student should demonstrate a year of academic growth for each year in school. While not every student starts or ends the year at the same place on the ladder, all should climb the same number of rungs during the time they are with our school. Students master a set of learning objectives in the core subject areas outlined for each grade level and aligned with California Common Core State Standards. Students reach this



level of achievement with a mastery loop approach—that is, when students do not meet initial performance targets, CalCA Capistrano intervenes and provides additional support until an acceptable level of achievement is reached.

Measurement: Students enrolled in the applicable grade levels for two consecutive calendar years of state testing (enrolled by October 1 or on the October state census date of the first year and enrolled through testing the second year) are measured by review of their performance bands on the state’s standardized assessments.

Performance Criteria: CalCA Capistrano actively works towards the goal that more than 75% of its students, including each numerically significant pupil subgroup, demonstrate a year of academic growth on an annual basis. A year of academic growth is defined as movement up at least one performance band (e.g., from “Standard Not Met” to “Standard Nearly Met”) on the state’s standardized assessments (in the grades for which comparisons are possible). Students who do not improve at least one performance band but who have either “Met Standard” or “Exceeded Standard” are also considered to have achieved a year of academic growth. For subgroup calculations, this performance measure only applies to subgroups that have sufficient numbers as defined in California Education Code § 52052 (or its successors).

- **Goal III: Graduation and Post-Secondary Plans.** Based on Post-Secondary Plans, students are prepared to pursue educational/career opportunities after graduation.

Measurement: CalCA Capistrano works to ensure that full academic year students in grade 12 (students who are enrolled in CalCA Capistrano by the October state census date) are prepared to enter two- and/or four-year colleges or universities, and/or accredited vocational schools, and/or military service branches. Developing a post-secondary plan that is tailored to the circumstances of the student will help demonstrate this career and college readiness.

Performance Criteria: 90% of full academic year students in grade 12 will complete their post-secondary plan prior to the end of the school year.

- **Non-academic outcomes:** CalCA Capistrano has also established important goals for aspects of the school that go beyond core academic learning activities but clearly support student achievement and are in alignment with the state priorities for student achievement.

- **Goal IV: Attendance:** CalCA Capistrano students will maintain high attendance. Attendance is a measure of student and parent engagement and can be an indicator of success in the school.

Measurement: CalCA Capistrano integrates multiple methods for tracking attendance, including instructional days completed, time-on-task, teacher contact, lesson completion, and completed work products. Attendance is tracked via a parent attendance log in Connexus as well as a teacher attendance log of the final attendance credit awarded to each student each school month. Intervention strategies are implemented if a student’s attendance falls below the expected target. Different



grade bands have different attendance rates, with attendance rates typically decreasing as the students enter high school.

Performance Criteria: CalCA Capistrano targets an average school attendance rate of 93% over the school year.

- **Goal V: High-Quality Teaching:** CalCA Capistrano provides its students with excellent teaching by teachers dedicated to a specific teaching task and who, for the most part, work together in a professional facility.

Measurement: Teacher recruitment, retention, qualifications, and performance on staff evaluations.

Performance Criteria: CalCA Capistrano makes every effort to hire only teachers that meet all of the qualification guidelines established by the charter. CalCA Capistrano makes every effort to hire teachers who meet all state credentialing guidelines for charter schools and who are assigned to teach the subject matter in alignment with their credential(s) under Every Student Succeeds Act (ESSA). CalCA Capistrano sets very high standards in its evaluation of teachers. As an example, using the current system, “Effective” is an excellent rating and only a handful of teachers each year are rated “Highly Effective.” CalCA Capistrano actively works to ensure that retention of “Effective” or “Highly Effective” teachers meets or exceeds 90% each year, and that the overall teacher performance ratings on the CalCA Capistrano evaluation system in place that year provide evidence of a strong teaching faculty (at least 90% of returning teachers have “Effective” or “Highly Effective” ratings on the current evaluation system).

- **Goal VI: Parent Satisfaction:** CalCA Capistrano parents and students are satisfied with their school experience, community, and culture.

Measurement: In order to understand the perception of parents and students and to include their input in making decisions for CalCA Capistrano each year, families will participate in a parent satisfaction survey administered by an independent, third-party firm with results reported to all stakeholders.

Performance Criteria: CalCA Capistrano will work to ensure that families report an average of 85% or more positive responses across the 21 Parent Satisfaction Survey questions that are most directly affected by school staff. These 21 questions are included each year as part of an annual, independent parent satisfaction survey.

III.B ACADEMIC ACCOUNTABILITY SYSTEM

Where applicable, include a plan for attaining improvement in pupil outcomes and addressing the state’s evaluation rubrics.

CalCA Capistrano complies with all applicable state laws regarding academic accountability for public schools, including the CAASPP standardized assessments which are based on the California Common Core State Standards. California has a new accountability system that is based on multiple measures. The state has selected these measures as a way to determine the charter



school's progress toward meeting the needs of its students. The measures are based on factors that contribute to a quality education, including high school graduation rates, college/career readiness, student test scores, English Learner progress, suspension rates, and parent engagement. With the implementation of the new California School Dashboard (the Dashboard), CalCA Capistrano receives ratings on multiple areas each year based on the status and growth of any given measure, and based on both state and local indicators. The performance on the state indicators is determined by the California Department of Education. CalCA Capistrano participates in all assessments and report all data needed to generate the Dashboard results.

Part of each year's evaluation of the school program by the Governing Board, in coordination with school leadership, includes information on whether CalCA Capistrano attained its stated accountability targets. The staff of teachers, education specialists, and administrators annually evaluate whether the CalCA Capistrano program needs to make any adjustments in order to meet its targets. A report is presented annually to the school's Governing Board regarding student performance on state standardized testing as well as the Dashboard results and other relevant metrics. Based on the results, the school leadership team creates school goals for the upcoming year and presents those goals to the Governing Board as part of the School Improvement Cycle. Following approval or modification, this plan is then implemented for the upcoming school year. The annual update for the LCAP is also considered part of the School Improvement Cycle, and LCAP goals and actions are developed using results from an analysis of school needs.



III.C METHOD(S) OF ASSESSMENT

Describe the proposed method(s) by which student progress in meeting the desired student outcomes will be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card [Ref. California Education Code §47605(b)(5)(C)].

The school's plan should describe a variety of assessment tools that are appropriate to the grade level, subject matter, skills, knowledge, and/or attitudes being assessed, including, at a minimum, tools that employ objective means of assessment that are frequent and sufficiently detailed enough to determine whether students are making satisfactory progress.

Assessments should include annual results from the California Assessment of Student Performance and Progress (CAASPP) program and any other statewide standards or student assessments applicable to students in non-charter public schools, including, but not limited to, the California English Language Development Test or English Language Proficiency Assessments for California (ELPAC), and the physical performance test. [Ref. Criteria for Review; CCR-5 §11967.5.1(f)(2)(A), §11967.5.1(f)(3)(A-B) and California Education Code §47605(c)(1) and §47605(b)(5)(B)].

Student Assessment Strategies

CalCA Capistrano adheres to the same accountability measures, administers the same state assessments, and follows the same proficiency measures as all public charter schools in California, in addition to using its own internal assessment tools. CalCA Capistrano's various assessments combine with top-quality curriculum and instruction to improve student achievement and maintain a high level of accountability.

CalCA Capistrano's assessment efforts begin with a thorough placement process and progress review, including online placements tests, where indicated, which help to customize the student's academic program and formulate the Personalized Learning Plan. CalCA Capistrano also utilizes ongoing online and offline assessments to measure student progress on the curriculum and a technology-based assessment tool to measure student gains over the school year. The following describes the specific assessments CalCA Capistrano uses to evaluate the progress of students.

- **Assessment Objective Performance Report (AOPR):** This report provides real-time student performance data on essential skills and standards based upon individual math, language arts, and science assessment items. The report identifies the objectives students should master by the end of that grade level based upon the California Common Core State Standards and displays students' performance against the objectives. Data can be sorted to identify students who have or have not mastered specific objectives.
 - **Placement:** During enrollment in the program, each new student takes part in a placement process that includes review of previous school records and assessment results, review with parents, and use of placement tests as needed. The school's Counselors, with the assistance of Connections' Academic Placement Advisors, then determine a grade-level and/or course placement in consultation with parents/guardians.



- **Yearly Progress:** Two internal assessments help identify academic growth during the school year. LEAP (currently used for students in grades K–8) provides essential diagnostic information for developing the PLP and planning instruction. It provides an early predictor of performance on mandated state tests and reports key accountability data on progress throughout the academic year. It is also helpful for assessing students who are either significantly ahead of or behind their grade level peers. CalCA Capistrano currently uses the SPS assessment (see below) for students in grades 9–11 for pre- and post-testing. Connections has conducted an internal analysis of the relationship between academic growth, as assessed by LEAP and the SPS, and state test proficiency. Results indicated that growth as assessed by both assessments displayed a statistically significant relationship (through a logistic regressions analysis) with state test scores. For both reading and math, the presence of growth during the year on LEAP and SPS was associated with proficiency on state assessments in the spring. (Note: The school may replace the LEAP or SPS tests with a comparable pre- and post-assessment of student progress if a superior assessment tool is found.)

- **Longitudinal Evaluation of Academic Progress (LEAP)**

LEAP is the proprietary, diagnostic tool CalCA Capistrano uses to help assess students' academic strengths and weaknesses. Assessment results are used to help individualize a student's academic program to his or her individual needs. There are separate criterion-referenced reading and mathematics assessments. All students in grades K–8 take the LEAP math assessment and students in grades 2–8 take the LEAP reading assessment through Connexus. Students are given these tests twice during the school year: once in the fall and once in the spring. The test was revised to incorporate new items, many of which utilize higher-order thinking skills.

Results are available to teachers through Connexus as students complete the assessment. Teachers have access to student's overall scores, scores within content areas, and information based on the student's overall score that highlights the extent to which a student is at-risk for struggling academically.

- **Scantron Performance Series (SPS)**

These tests are online adaptive assessments that CalCA Capistrano uses as a pre- and post-test academic assessment. The SPS assessments are managed by Global Scholar and align with the curriculum as well as state standards. High school students, in grades 9–11, are given these tests twice during the school year: once in the fall and once in the spring. There are separate tests for reading and math. Students are assigned the tests that align with their enrolled curriculum.

As with the LEAP assessment, SPS results are available to teachers through Connexus as students complete the assessment. Teachers have access to students' overall scores, scores within content areas, and information based on the student's overall score that highlights the extent to which a student is at-risk for struggling academically.



- **Ongoing Informal Assessments:** Students engage in several formative assessments that tap into all levels of student learning such as scored daily assignments and daily checks for understanding which require students to apply and integrate new skills in a thoughtful manner. Other more subjective assessment activities include written journal responses and group discussions.
- **Unit Assessments and Offline and Online Portfolio Assignments:** Throughout each logical unit of study, students are required to complete a series of offline and online assessments. Offline assessments include written compositions, science lab reports, short-answer questions, essays, book responses, and a variety of work samples. These assessments require direct teacher evaluation. Online assessments include quizzes and unit tests. While the quizzes are brief and frequent (occurring after every third or fourth lesson), the more comprehensive unit tests occur at the end of an entire unit. Online assessments provide students and families with immediate objective feedback while offline assessments provide valuable reflection, feedback, and expertise from credentialed teachers. Student progress reports and grades include a combination of quizzes, tests, work samples, and teacher feedback.
- **Curriculum-Based Assessments:** CalCA Capistrano uses curriculum-based assessments (CBAs) as a quick and effective way to gather additional information on students' understanding of concepts through telephone conversation. Diagnostic curriculum-based assessments (DCBAs) pinpoint strengths and weaknesses in student mastery of concepts. Verification curriculum-based assessments (VCBAs) authenticate student learning of concepts previously graded as completed with scores of B or higher.
- **Baseline Achievement Data:** Whenever possible, standardized test results are integrated into an incoming student's basic information in Connexus. Likewise, results for the state's standardized tests that students take while enrolled at CalCA Capistrano, which are proctored face-to-face at a physical location, are included in Connexus along with internal pre- and post-test data. This data is used to track student progress from year to year and within the year and to inform course placement and instructional needs of students.
- **State-mandated assessments:** CalCA Capistrano is dedicated to meeting and exceeding all of California's goals and grade level requirements. At in-person, proctored locations, CalCA Capistrano students participate in proficiency (CAASPP) tests and all other assessments required by California. Results of these annual assessments are reported through the CDE as well as communicated directly to parents when required. Participation in the state testing program allows for comparisons between schools statewide. Because the tests must be administered face to face, and because a significant percentage of parents exercise their right to opt out their students, participation rates in state testing can be a challenge for the school.



School Assessment Policies

Responsibility for monitoring, evaluating, adjusting, and adhering to the school's assessment policies and practices follows a traditional model. Teachers have primary responsibility for administering assessments and providing feedback to administrators.

The Executive Director and Principals oversee the assessment program and work with the Leadership Team as well as education specialists in evaluating and making recommendations for changes.

Connections also evaluates the assessment component and makes recommendations to the Executive Director and the Governing Board. The Governing Board has ultimate responsibility for ensuring that the school is fulfilling the expectations and obligations under charter school law, the charter, and approved school policy.

CalCA Capistrano's assessment program utilizes solid baseline security, as described below, and integrates a variety of forms of assessments – offline as well as online, qualitative as well as quantitative, direct and indirect, informal and formal. The school has multiple opportunities to ensure that students are doing their own work and are not being inappropriately helped by a parent or other family member.

Basic security is provided by the Parent/Legal Guardian (Caretaker) Acknowledgement (see Exhibit D) which requires signed assurances of academic integrity, and also through a unique user name and password provided to each student, distinctive from that of parents and Learning Coaches, which assures proper access to online assessments. Students are instructed about the school's Honor Code, as laid out in the School Handbook (see Exhibit B), and are reminded of and acknowledge their agreement to submit original work at the start of each online assessment.

CalCA Capistrano uses plagiarism-prevention tools like CheckMyWork, a plagiarism-checking tool (based on UniCheck™) to help teachers and students identify and correct inappropriate re-use of content. Following established guidelines, students may be required by their teacher to run their essays and other authentic assessment documents through CheckMyWork before submitting these assignments to the teacher and attaching the CheckMyWork report URL to their submissions. This gives students an opportunity to correct any unintentional plagiarism and allows teachers to see at a glance where academic integrity issues may exist.

The variety of assessment forms also promotes security. A student's work at CalCA Capistrano begins with a placement process, providing the teacher with a solid baseline against which to compare online assessments to follow. Frequent online quizzes, periodic online and offline unit tests, (some of which are randomized and/or timed), CBAs, and the standardized pre-and post-tests are compared against the student's portfolio samples to detect any mismatches. Teachers are specially trained in telephone and WebMail message questioning techniques to evaluate student mastery of concepts.

Students and parents suspected of inappropriate assessment behavior are confronted immediately and subjected to standard disciplinary action as specified in the School Handbook (see Exhibit B). All students are required to sign the school Honor Code indicating their understanding of the expectations of academic honesty. Cheating, plagiarizing, or other acts of academic dishonesty are directly counter to the principles of academic excellence and harm most



those students who engage in such activities — they cheat themselves of the opportunity to fully develop their intellectual abilities. The Honor Code serves to reinforce students' commitment to academic excellence, and all students acknowledge the Honor Code.

School-wide Assessment Strategies

In addition to assessment of students, CalCA Capistrano uses a variety of measures for determining the success of the overall school program.

School self-assessment/evaluation: CalCA Capistrano has very specific and measurable objectives for success, based upon the academic progress of its students and the school's performance on several non-academic measures. The school administration uses Connexus to watch each of these variables very closely to monitor the school's overall success. The Executive Director, in collaboration with the staff and with the school Leadership Team, develops a list of measurable annual school goals that are designed to ensure continuous school improvement. The Governing Board approves these school goals.

Teacher and administrator evaluation: The purpose of the performance evaluation system is to create a high performance school by encouraging staff to put forth their best effort, focusing everyone on the school's main goals (as determined by the school leadership in collaboration with the Governing Board and based on the school's charter), rewarding and retaining staff based on outcomes/results, and providing continuous feedback for professional development.

Teachers and administrators normally receive a formal mid-year review in December or January, and a formal end-of-year review in May or June. They also receive periodic feedback both formally and informally from their manager throughout the school year.

Teachers and administrators are evaluated based on competencies. The professional competencies align with the core standards for teaching, and may vary by type of teaching position (e.g., Special Education) or administrative position (e.g., Principal). Competencies are reviewed with staff and are available for viewing and comment throughout the school year.

The core teaching competencies typically include the following (additional competencies may be assigned based on position, responsibilities, and job level):

- Ensure high quality instruction;
- Personalize students' programs;
- Monitor student performance and provide timely feedback and intervention;
- Monitor student participation;
- Communicate frequently;
- Conduct and document all required contacts; and
- Collaborate and develop professionally.

Competencies are evaluated in the context of the school's goals, which evaluate student growth and achievement metrics, and observations of a teacher's or administrator's proficiency within each competency are evaluated using various methods including parent and student feedback,



observations of lessons and interactions, and review of relevant documentation and data. Competencies are evaluated using the following scale and include comments from the supervisor:

- Highly Effective
- Effective
- Needs Improvement
- Ineffective

Teachers and administrators may receive an Overall Individual Rating on the end-of-year review based on evaluation of the competencies. All compensation increases, after an initial salary offer, are based on performance. Teachers and administrators may receive an annual merit increase and may be eligible for an annual bonus incentive, both based on evaluation of competencies, and the Overall Individual Rating, as well as the school's overall achievement of its performance goals.

The outcome of an individual's evaluation may affect future decisions regarding staff retention, promotional opportunities, or disciplinary action and termination decisions. A teacher or administrator needing improvement is placed on an individualized Performance Improvement Plan (PIP) and given opportunities for professional development, specifically in the areas requiring improvement.

III.D. USE AND REPORTING OF DATA

Outline the plan for collecting, analyzing, and reporting data on student achievement to school staff, parents, and guardians. Also describe the plan for utilizing the data continuously to monitor and improve the charter school's educational program.

Connexus captures all needed data about students, including information about their participation and their performance. This data is accessible for viewing by school staff, teachers, and parents/guardians on a moment-by-moment, day-by-day basis. In addition, this data is used for formal reporting to various stakeholders on the students' — and the school's — instructional progress.

Grade Books and Data Tools

Both Learning Coaches and teachers have access to an electronic Grade Book that tracks all results and serves as the basis for changes in the student's learning plan. A key aspect to assessments is the detailed feedback provided by the teachers beyond the simple right/wrong grading of many traditional assessment vehicles. CalCA Capistrano also utilizes a variety of advanced data visualization tools that provides students, parents, teachers, school administrators, district partners, regulators, and researchers with views of how students are performing.

In addition to formal graded assignments, teachers continuously monitor student work via Connexus. Teachers note performance on computer-graded quizzes and checks for understanding. Teachers may also reach out to students via synchronous telephone or LiveLesson



session based CBAs to verify student work and/or diagnose difficulties in mastering discrete skills and concepts. Connexus tracks teacher response time and teacher-student/teacher-parent communications. Connexus provides the school leaders with rich, actionable data on this key aspect of teacher performance.

Also, a feature in Connexus sends auto-generated WebMail notifications to students and their Learning Coaches when teachers enter feedback in all assessments. Automatic WebMail notifications direct students and Learning Coaches to the specific assessments for which the feedback is provided, creating a continuous loop of communication on student learning.

Figure 25 is the teacher's homepage where they can track whether or not students are on target. In a more detailed view of the class, shown in Figure 26, teachers can see if students have overdue lessons and are falling behind. Figure 27 shows a specific student's Grade Book.

Figure 25. Teacher's Homepage

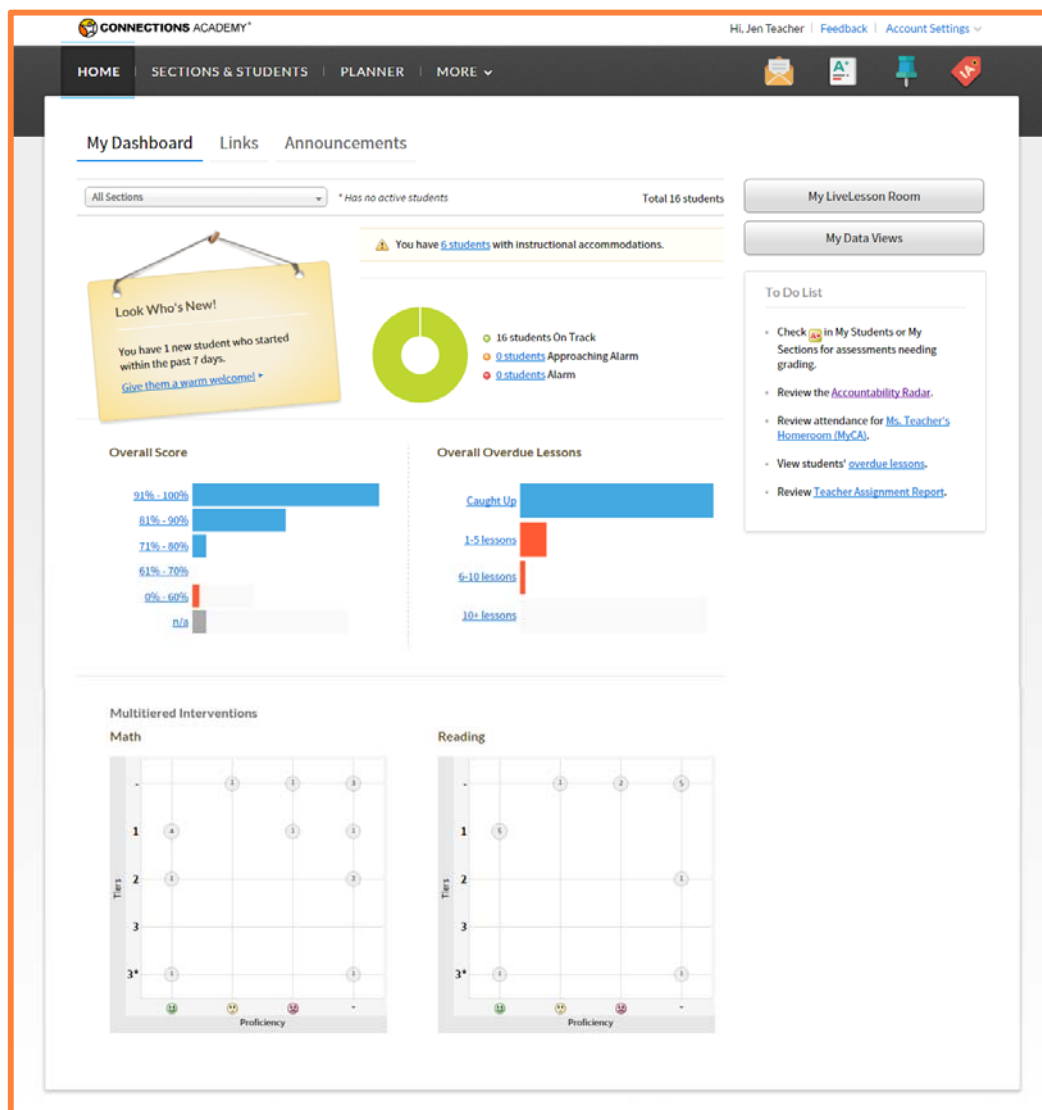
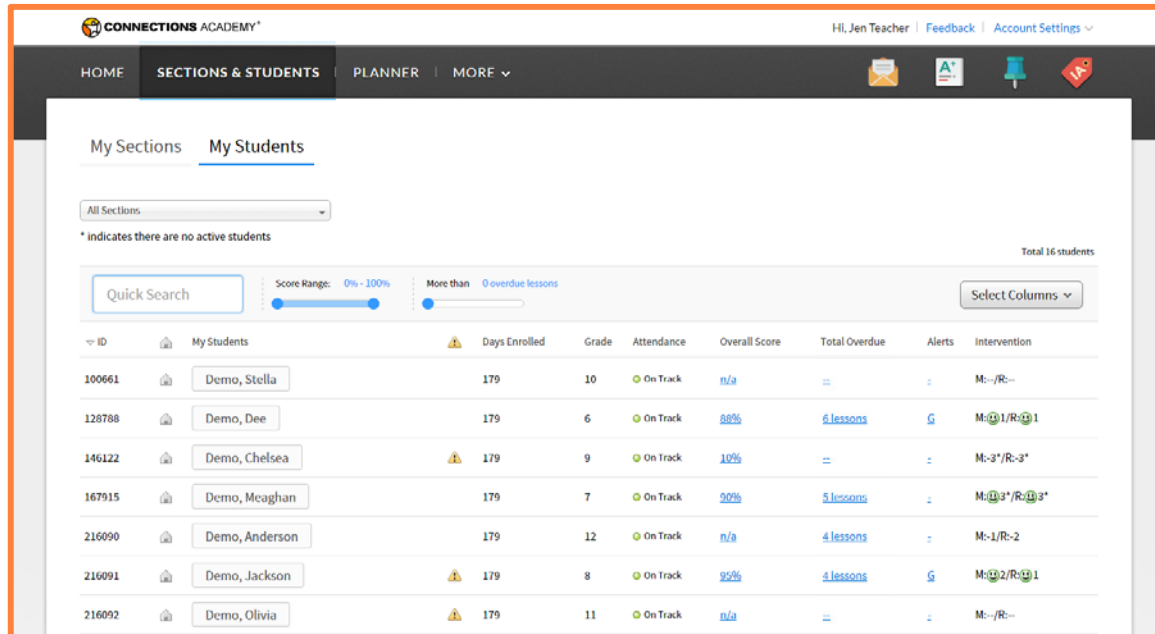


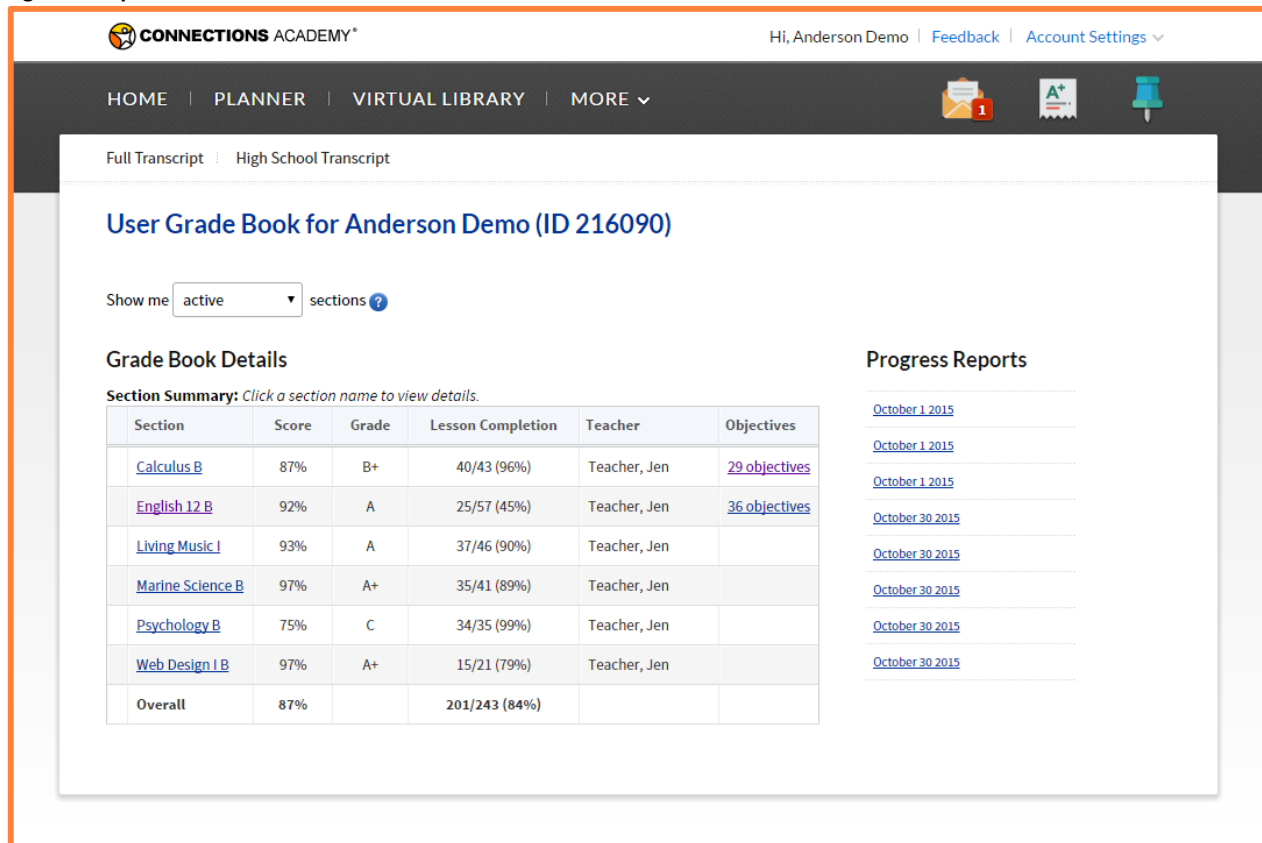
Figure 26. Students with Overdue Lessons



The screenshot shows the 'My Students' tab in the Connections Academy interface. A table lists 8 students with columns for ID, Name, Days Enrolled, Grade, Attendance, Overall Score, Total Overdue, Alerts, and Intervention. The 'Total Overdue' column shows the number of overdue lessons for each student.

ID	My Students	Days Enrolled	Grade	Attendance	Overall Score	Total Overdue	Alerts	Intervention
100661	Demo, Stella	179	10	On Track	n/a	0	0	M-/R-
128788	Demo, Dee	179	6	On Track	88%	6 lessons	0	M-/R-/1
146122	Demo, Chelsea	179	9	On Track	10%	0	0	M-/R-/3*
167915	Demo, Mcaghan	179	7	On Track	90%	5 lessons	0	M-/R-/3*
216090	Demo, Anderson	179	12	On Track	n/a	4 lessons	0	M-/R-/2
216091	Demo, Jackson	179	8	On Track	95%	4 lessons	0	M-/R-/1
216092	Demo, Olivia	179	11	On Track	n/a	0	0	M-/R-

Figure 27. Specific Student Grade Book



The screenshot shows the 'User Grade Book for Anderson Demo (ID 216090)'. It includes a 'Section Summary' table with columns for Section, Score, Grade, Lesson Completion, Teacher, and Objectives. To the right, there is a 'Progress Reports' section with a list of dates from October 1, 2015, to October 30, 2015.

Section	Score	Grade	Lesson Completion	Teacher	Objectives
Calculus B	87%	B+	40/43 (96%)	Teacher, Jen	29 objectives
English 12 B	92%	A	25/57 (45%)	Teacher, Jen	36 objectives
Living Music I	93%	A	37/46 (90%)	Teacher, Jen	
Marine Science B	97%	A+	35/41 (89%)	Teacher, Jen	
Psychology B	75%	C	34/35 (99%)	Teacher, Jen	
Web Design I B	97%	A+	15/21 (79%)	Teacher, Jen	
Overall	87%		201/243 (84%)		

Progress Reports

- [October 1 2015](#)
- [October 1 2015](#)
- [October 1 2015](#)
- [October 30 2015](#)
- [October 30 2015](#)
- [October 30 2015](#)
- [October 30 2015](#)
- [October 30 2015](#)

Local Control and Accountability Plan (LCAP)

Annually, in accordance with the legal and regulatory requirements for charter schools, the school accounts for its progress against its performance measures to its stakeholders through updates to the Local Control and Accountability Plan (LCAP), submitted to the charter school Governing Board for input and approval, and then to CUSD and the County Office of Education. (See also Sections III.A and VIII.A).

All Required Reports

Connexus is fully customizable to meet school, district, county, state and federal reporting needs in the form best suited for integration with existing information systems. By using Connexus, school leaders can gather, monitor, analyze, and report more granular data about the virtual school's effectiveness than most traditional, brick-and-mortar schools find necessary.

Connexus was designed specifically for a full-time virtual school and is intended to provide 360-degree accountability through comprehensive data collection, analysis, and reporting to all stakeholders.

For example, the School Accountability Report Card (SARC) is developed annually by CalCA Capistrano staff using data collected from Connexus and is then made available to the Governing Board, parents, district staff, and members of the public through a posting on the school and state public websites.

In addition, the school reports student data to CALPADS (California Longitudinal Pupil Achievement Data System) as required, using a state approved student information system which is populated with data from Connexus. CalCA Capistrano fully complies with its CALPADS obligations, submitting information independently of the District.

The school maintains student records in accordance with state, local, and federal requirements. All student record information is the sole property of the school and subject to applicable law. Student cumulative files are maintained both electronically and at the school office and are processed in accordance with applicable legal requirements and school policies.

CalCA Capistrano fully complies with the requirements of the Family Educational Rights and Privacy Act (FERPA), a federal law that gives parents/legal guardians and students certain rights regarding the student's education records. Included is the right to the protection of a student's personally identifiable information in their education records from unauthorized disclosure. In addition to the requirements of FERPA, the Individuals with Disabilities Education Act (IDEA) may provide additional privacy protections for students who are receiving special education and related services. Part B of the IDEA incorporates and cross-references FERPA. CalCA Capistrano is aware of the cooperation between FERPA and IDEA and adheres to the applicable requirements of both. CalCA Capistrano complies with the Protection of Pupil Rights Amendment (PPRA) and the Children's Online Privacy Protection Act of 1998 (COPPA).



IV. GOVERNANCE

Describe the planned governance structure of the school, including the process to be followed by the school to ensure the involvement of parents and guardians on behalf of the school's students. [Ref. California Education Code §47605(b)(5)(D)] and Ref. Criteria for Review; CCR-5, §11967.5.1(f)(4)] Specifically illustrate how the school will be organized – and how that structure is designed to support student success. Describe respective roles of the board and administration, the domains for which each will be responsible, and how their relationship will be managed. In addition, provide details of how the charter school's board will be developed, in terms of supplementing necessary skills and providing training in effective board practices.

Describe how the design of the governance structure reflects a seriousness of purpose necessary to ensure that: (1) the charter school will become and remain a viable enterprise; (2) there will be active and effective representation of interested parties, including, but not limited to parents and/or guardians; and (3) the educational program will be successful. Evidence of the organization's incorporation should be provided as an Attachment, as necessary. [Ref. Criteria for Review; CCR-5, §11967.5.1(f)(4)]

IV.A GOVERNANCE STRUCTURE

Corporate Status

Pursuant to California Education Code section 47604(a), CalCA Capistrano is operated by California Online Public Schools (CalOPS)²⁹, a California non-profit public benefit corporation. CalOPS shall comply with all provisions of the charter petition, as approved by CUSD, with respect to all activities and operations of the charter school. CalOPS may, consistent with its Articles of Incorporation and charitable purposes for which it was formed, carry out other activities which are complementary with, supportive of and not inconsistent with its charter school's operations.

The Articles of Incorporation, the Bylaws, and applicable law allow CalOPS the ability to govern multiple charter schools. CalOPS will oversee and operate at least five other charter schools, with additional schools possible in the future. CalOPS is an organization determined to be tax-exempt under Section 501(C)(3) of the Internal Revenue Code (see Exhibit E for the California Online Public Schools Articles of Incorporation, Bylaws, and IRS affirmation letter regarding the corporation's tax exempt determination). CalOPS bylaws provide a full description of the organization of the corporation.

CalCA Capistrano shall provide written notice to the District Superintendent of any proposed revisions to the corporation's Articles of Incorporation and/or Bylaws no less than ten business days prior to the effective date of any changes. Should the District Superintendent or designee reasonably determine that the District considers the revision(s) to be a material revision to the charter petition, the District shall so notify CalCA Capistrano in writing and the changes shall not

²⁹ Capistrano Connections Academy and Friends of California Virtual Education, both California nonprofit public benefit corporations, were merged into Alpaugh Academies, also a California non-profit public benefit corporation, and surviving corporation's name is "California Online Public Schools."



take effect until a material revision is approved through the process set forth in Education Code § 47607 for material revision to the charter document.

Roles and Responsibilities

The Governing Board³⁰ governs the charter school. The Board sets policy and is responsible for assuring that all aspects of the financial and programmatic accountability systems fulfill CalCA Capistrano's charter with CUSD as well as its obligations to the California Department of Education. CUSD shall not be responsible or liable for the operations of CalOPS. The school will be governed pursuant to this charter (current Bylaws and Articles of Incorporation are attached in Exhibit E). The Governing Board adopts all policies as required for the independent study program of CalCA Capistrano.

The roles and responsibilities of the Governing Board include, but are not limited to:

- Protecting the legal interests of the charter school;
- Determining the vision/mission of the school;
- Setting Board policy;
- Managing and governing the operations of the school;
- Exercising sound legal and ethical practices and policies;
- Managing liabilities wisely;
- Advocating good external relations with the community, school districts, media, neighbors, parents, and students;
- Hiring and evaluating the Executive Director (also referred to as the Lead School Administrator);
- Providing oversight and/or approval of major contracts as consistent with the Governing Board's responsibilities and the school's policies and procedures;
- Complying with state and federal reporting requirements;
- Practicing strategic planning;
- Approving an annual budget and interim reports as required by law;
- Ensuring adequate resources and managing them effectively; and
- Assessing the organization's performance.

The Board has contracted with Connections to provide certain services to the school under the terms of a "Statement of Agreement." The contract was designed to have a term that coincides with the term of the charter, consequently, following charter approval, the Board plans to proceed with negotiation of a renewal of the Statement of Agreement with Connections for the

³⁰ In this document, use of the term "Board" or "Governing Board" refers to the California Online Public School (CalOPS) Governing Board (the school's Board) unless otherwise specifically indicated as the CUSD Board (the district's Board).



next five years, consistent with AB 406. The current Statement of Agreement is included as Exhibit F. The Board is responsible for ensuring the performance of Connections or its successor in accordance with its obligations under the Statement of Agreement. Further information about the Statement of Agreement is provided in Sections IV.C and VII.I.

The Board currently holds nine regular meetings per school year. The Board meetings are posted and typically held at the local CalCA Capistrano office and/or telephonically in compliance with California Government Code § 54953. Pursuant to the Ralph M. Brown Act (Open Meeting Laws), the agenda for regular meetings are publicly posted at least 72 hours in advance of the meeting, including a public posting on the school website. The public may directly address the Board at meetings, and members of the public, including parents, are also able to attend Board meetings via teleconference upon request or from any teleconference location.

CalCA Capistrano shall provide to the District Superintendent (or designee) copies of all of its Governing Board and Board Committee agendas (including open session backup materials at the time they are available to the Governing Board) as respects the operation of the school at or before the time required for posting of such agendas in compliance with the Ralph M. Brown Act.

Board Composition

The members and officers of the Governing Board are selected in compliance with the Bylaws. The Governing Board, in selecting future Board Members, strives to ensure potential members are committed to the school's mission, are willing to actively support and promote the organization (both the corporation and any of its charter schools), and are dedicated to its educational endeavors.

In addition, the Board evaluates the potential members' credibility and integrity within the community. The Governing Board actively recruits Board Members who have professional skills that complement or add to the existing Board composition. The Board endeavors to seat at least one board member who a representative of each charter school operated by the corporation, such as someone who resides in the local area and/or a county served by that charter school, as well as a community leader in the area served by the school(s) operated by the corporation. The Board also considers members' professional, educational, and practical experience. The Board also makes an effort to seat someone with expertise in education. In order to ensure parental involvement in the governance of the school, the Board also makes efforts to recruit a qualified parent of a current or former student who is/are/were enrolled in a charter school operated by the corporation to serve as a Board member. One board member may satisfy multiple categories.

As per the Bylaws, the Board members vote to fill positions with new or continuing Board Members, with a majority vote required. The sponsoring district of any charter governed by the Governing Board may add a representative to the Board (reference California Education Code § 47604(b)). CUSD may choose instead to select a Board liaison who would be included in all meeting notifications, meeting agendas and open session materials, and who may also have time allocated on the agenda to provide CUSD updates to the charter school Board.

Any current employee of CalCA Capistrano, or any current employee of any of the other charter schools governed by the corporation, are not eligible to serve on the Governing Board. No employees of Connections are eligible to serve on the Governing Board.



Board Training

In order to ensure smooth operations and effective Board practices, the Governing Board members may participate in various training sessions in state (Annual California Charter Schools Conference) and national (National Charter Schools Conference and National School Boards Association) conferences, as well as other training opportunities provided by the Charter Schools Development Center (<http://www.chartercenter.org/>) and California Charter Schools Association (<http://www.ccsa.org/>). In the recent past, the Board participated in two in-person retreats, a training in December 2017, and a strategic planning session in March 2018. Additional sessions such as there are planned periodically.

Training topics include charter school basics, non-profit management, conflict of interest, budgeting and financial oversight, effective meetings, policy development and human resources oversight. In addition, when Board Members participate in the California and National Charter School conferences and workshops they are able to network with other charter Board members and access additional resources in order to further their development as effective Board members.

Compliance with Corporate Law

The Board adheres to all applicable laws for non-profit public benefit corporations operating charter schools including, but not limited to the laws regarding interested parties and conflict of interest. In addition, since the Governing Board assumes responsibility for a public charter school, the Board agrees to conduct its business in compliance with the relevant sections of the Ralph M. Brown Act. CalOPS shall conduct all operations of CalCA Capistrano including Board meetings in accordance with the Ralph M. Brown Act as set forth in California Government Code § 54950, *et seq.* and applicable provisions of the Education Code.

The Board has adopted and regularly updates a Conflict of Interest Code consistent with the Political Reform Act. The Conflict of Interest Code requires Board members and designated employees to annually file financial disclosure statements (known as the Form 700).

CalOPS' Conflict of Interest Code adopts the California Fair Political Practices Commission's Model Code and is approved by the CalOPS Board and is also sent to the Fair Political Practices Commission (FPPC) for final approval, will be submitted to the District Superintendent or designee following approval by the FPPC. CalOPS' Conflict of Interest Code shall comply with the Political Reform Act and will reflect CalCA Capistrano's full commitment to financial transparency and service. CalCA Capistrano shall be subject to applicable sections of Government Code § 1090 *et seq.*, if the California legislature mandates as such.

CalCA Capistrano and CalOPS shall be subject to the Political Reform Act of 1974 (Government Code § 87100, *et seq.*, the "PRA") and any attendant regulations as they may be amended from time to time, and all conflict of interest laws and prohibitions applicable to California non-profit corporations and/or California charter schools. Biannually, CalOPS shall review and update its Conflict of Interest Code, which is aligned with the Fair Political Practices Commission's Model Conflict of Interest Code, pursuant to California Code of Regulations, title 2, § 18739, including the formal designation of reporters and reporting categories and the forms to be filed annually,



and will review, revise and maintain that Code as current throughout the term of the Charter., CalCA Capistrano will provide a copy of the current Conflict of Interest Code and the documentation of Governing Board action adopting it or updating it to the District (and any revisions made), and will require all affected CalCA Capistrano staff members, officers and Governing Board members to comply with the adopted Conflict of Interest Code.

Operating Structure

The operating structure of the school is similar to a traditional educational environment with school principals who supervise an administrative staff and teachers. The school principals act according to the policies and procedures as approved by the Board. The principals also act in an information and advisory capacity to the Board, and are responsible for implementing Board policies in the day-to-day operation of the school. The day-to-day management of the principals is the responsibility of the Executive Director who reports to the Board.

IV.B PARENTAL AND STUDENT INVOLVEMENT IN DECISION-MAKING

To promote student success, CalCA Capistrano strives for a high level of parental involvement. This extends beyond the central role parents play in their own children's day-to-day learning and allows parents/guardians to also be integrally involved in shaping CalCA Capistrano and making certain that it fulfills its overall mission. Parents have the opportunity to serve on the Governing Board. Parents, staff, and students may also serve in ad hoc work groups and committees as needed to advise the Board or the school administration on specific matters of interest and concern, including through their membership in Club Orange, a parent support organization for schools supported by Connections. While parental involvement is highly encouraged and critical to student success, parental involvement is not a requirement for acceptance to, or continued enrollment at, CalCA Capistrano.

In keeping with the state's new accountability strategies under the LCAP Funding Formula, CalCA Capistrano engages the school community in the development and review of the school's LCAP. This process includes soliciting feedback from parents. One route for parent feedback is the annual Parent Satisfaction Survey (More information is provided in Section VIII.A).

Since the school's goal is to provide all parents with the opportunity to be informed about and participate in school level decision-making, information about the Board meetings, agendas, and activities are readily available to all families. For example, all agendas, as well as contact information for Board members, are posted on the school website. In addition, CalCA Capistrano provides for ongoing interaction with parents via electronic feedback tools and regular parent surveys. The Governing Board typically holds its meetings at the school office in Orange County as well as telephonically to ensure that the community has the ability to easily attend meetings. Parents and members of the public can attend the Board meetings via teleconference. Regular meetings of the Board are held according to the schedule adopted by the Board, and the agenda for regular meetings is posted on the website and at any physical location (or teleconference location if required) where the meeting will be held at least 72 hours in advance.



Additional details of the various ways that parents participate in CalCA Capistrano, include:

- **Parents Involved in Planning:** Parents of students are offered multiple ways to provide input on the planning of the school programs. Parents are represented on the School Advisory Committee, which is designed to gather input from parents on key school issues such as the Local Control and Accountability Plan, as well as the specialized academic programs such as the English Learner and academic intervention programs.
- **Parent Representation on the Board:** The bylaws provide for position to be held by a parent. The parent position could be a parent or guardian of a student currently enrolled, formerly enrolled, or intending to enroll at the school. These parent members benefit from intensive Board training geared toward making them optimally effective representatives of parent interests. Parent Board members are encouraged to seek officer positions and may be appointed to provide close review/feedback on key documents such as the School Handbook, Parent/Learning Coach Agreements, and other materials for parents before full Board action.
- **Public Comment:** Parents (as well as other members of the public) may attend and make public comments during the public portions of all Board meetings.
- **Parent Volunteers:** The school may create volunteer positions for parents called Community Coordinators. In either this more formal volunteer role, or through informal engagement between families, parent volunteers play a critical role in the school by developing a vibrant and active school community to serve the needs of families distributed across a wide geographic region. In addition to facilitating family get-togethers and participating in formal field trips, the parent volunteers and/or Community Coordinators serve as an important communication link between families and the school, ensuring that school staff are attuned to parent community needs and vice versa. Volunteering is never a requirement for any parent.
- **Parent Club:** Parents can also join an exciting club that brings together parents of students who reach out to their local communities to spread the word about CalCA Capistrano and provide support and encouragement to other parents. This Parent Club, Club Orange, has similarities to a Parent Teacher Organization (PTO) in a traditional school setting.
- **StarTrack and Course Ratings and Parent Surveys:** As mentioned previously, parent input is gathered on an ongoing basis via StarTrack ratings for lessons and courses. On every lesson in the curriculum, and on the home page for each Learning Coach, is a StarTrack rating box inviting ratings on a five-star scale and an opportunity to provide text feedback. Parent surveys are administered annually by an outside third party administrator.

IV.C SCHOOL SERVICES CONTRACT

CalCA Capistrano contracts with Connections for certain services. A new Statement of Agreement for this renewal charter term, will be negotiated consistent with AB 406. The existing Statement of Agreement is attached as Exhibit F. The non-profit Board operates the charter school and maintains responsibility for ensuring that the charter school program meets all educational, fiscal, and programmatic goals laid out in this charter.



The non-profit Board regularly reviews Connections' services to ensure it is meeting the required accountability standards. The non-profit Board is a completely independent entity from Connections. The IRS conducted a rigorous review of the organization in order to make the decision to award tax exempt status to the charter school corporation (see Exhibit E). By conferring this status to the non-profit Board, the IRS validated the independence of the school and its Governing Board from Connections.

CalCA Capistrano will provide the District with the final executed version of the Statement of Agreement within thirty calendar days of the Board's approval of the final agreement.

IV.D GOVERNANCE FOR SUCCESS

The governance structure was designed to ensure success for CalCA Capistrano. The non-profit is the legal entity that holds the charter. This independent non-profit Board has overall governance authority over the charter school. The Board adds additional members based on the criteria outlined in the Bylaws. The Board Members embrace the roles and responsibilities of an effective charter school Board. The Governing Board represents a diverse array of experiences and qualifications including parents, educators, business and community leaders who are committed to delivering high-quality, highly accountable virtual schools in California.

The Board ensures that the school receives input in decision making from all stakeholders: the authorizing district, parents, staff, and other community members.

CalCA Capistrano has provided a stable high quality virtual educational choice for families in Orange County and the surrounding counties and seeks to continue to do so under this renewal charter.

V. HUMAN RESOURCES AND SAFETY

V.A QUALIFICATIONS OF SCHOOL EMPLOYEES

Describe the standards that will be used in hiring teachers, administrators, and other school staff, including, but not limited to the general qualifications for the various categories of employees the school anticipates hiring and the desired professional backgrounds, depth of experience, and other qualities to be sought in their selection. [Ref. California Education Code §47605(b)(5)(E)] Show how those qualities will help the school implement its vision, and how they will satisfy any requirements for fully qualified teachers under state or federal law. The qualifications should be sufficient to ensure the health and safety of the school's faculty, staff, and students. Identify positions that will be regarded as "key" in each category and specify the additional qualifications expected of individuals assigned to those positions.

Include an assurance that all requirements for employment set forth in applicable provisions of law will be met, including, but not limited to credentials. [Ref. Criteria for Review; CCR-5, §11967.5.1(f)(5)]



CalCA Capistrano strives to offer a work environment that provides opportunities for each employee to maximize his or her potential and meet the highest performance standards. Incorporated in this organizational culture are core values:

- We value creativity in all aspects. We expect and support employees to be creative with their ideas, their work environment, and their approach to their jobs.
- We value the health and comfort of our employees.
- We recognize and reward exceptional performance.
- We are available to answer questions or take suggestions from any employee.
- We appreciate employees' ideas. We firmly believe the person doing a job is in the best position to think of ways of doing it more easily, efficiently, and effectively.
- We value and support education and expect everyone to undertake life-long learning.
- We expect everyone to work very hard, but we value family above all else. We will always work to make sure that we provide the flexibility and support in our work environment so that our employees can attend to family emergencies and educational needs.

Teacher Certification

The school employs teaching staff who hold appropriate California teaching certificates, permits, or other documents issued by the Commission on Teacher Credentialing, as required by state law for charter schools. The school also monitors and, when required, adheres to California's implementation of federal qualification guidelines for teachers under Every Student Succeeds Act (ESSA) or its successors. These teachers teach the core academic courses in mathematics, language arts, science, and history/social studies. These teachers are responsible for overseeing the students' academic progress in the core subjects and for monitoring grading and matriculation decisions as specified in the school's operational policies.

All credential documents are maintained on file at all times and are available, upon authorizer request, for inspection.

In limited circumstances, such as when a student or small group of students select a course that does not warrant a full-time teacher, CalCA Capistrano may utilize the teaching resources of International Connections Academy (iNaCA), a fully accredited online private school. The school may also employ non-California-credentialed instructional support staff in any case where a prospective staff member has an appropriate mix of subject matter expertise, professional experience, and the demonstrated capacity to work successfully in the virtual environment. Instructional staff without California credentials may assign grades and evaluate student progress in non-core or non-college preparatory courses and activities, such as some electives, or if retained as a short term substitute. In addition, instructional support staff may provide support for a credentialed teacher, such as when implementing in person lab instruction. All staff members possess experience and expertise appropriate for their position within the school, as outlined in the school's staffing plan and the school's adopted personnel policies.



Staff Recruitment

The school recruits staff through a variety of channels, including traditional methods for posting job opportunities, plus networking with area colleges, charter schools and charter school organizations; outreach via enrolled families; and special outreach to teachers and administrators who are seeking a more flexible or alternative environment.

Human Resource Issues

In accordance with applicable law and in keeping with its goals of providing exceptional talent in the service of California children and their families, CalCA Capistrano assures adherence to clear guidelines regarding such human resource issues as equal opportunity employment, harassment, personnel files, and other legally required issues. All of these issues are documented in the Employee Handbook that is available to staff as part of the hiring process, as well as available at any time through Connexus.

Staff Qualifications

CalCA Capistrano has set the following experience and qualifications standards for personnel:

- **Principal and/or Site Administrator** – This professional should hold an advanced degree and an administrative credential. He or she should have a minimum of three years management or administrative experience; a former principal or teacher is ideal. This professional must be technology literate and have good communication skills. He or she must be able to build consensus and inspire teachers to teach, students to learn, and parents to engage in their child’s learning while following the mission of the school.
- **Teaching Staff** – Teachers in core college preparatory subjects hold an active California teaching credential (or other document issued by the California Commission on Teacher Credentialing) as required by state law for charter schools. Teachers must have a Bachelor’s degree. The school prefers to hire teachers with teaching experience, ideally three or more years. Teachers must be skilled at teaching a standards-based curriculum and incorporating innovative approaches to instruction. Teachers should demonstrate good communication skills and be technology literate. The school pays special attention to applicants who have experience in individualized instruction, virtual teams, and distance education. Teachers responsible for providing Special Education services have experience and/or hold a valid California certification in Special Education. Additionally, EL teachers are qualified to teach EL students, as required by applicable state law, and have experience teaching EL students. EL teachers are also sought who are bilingual.
- **Administrative Support Staff** – These staff members are responsible for daily administrative tasks such as answering phones and emails, receiving visitors, entering data into the online student information system, scheduling appointments, generating reports, performing enrollment, attendance and registrar duties, executing state reporting duties, assisting administrators and teachers with administrative tasks, filing, and other duties as assigned. These staff members must have excellent communication and interpersonal skills and work well as part of a team.



Virtual Education Support Center

Teachers have access to a variety of curriculum and instructional resources and support staff through Connections' virtual Education Support Center (also known as the Education Resource Center or ERC). This support system includes a mix of dedicated and shared-use personnel who deliver support to CalCA Capistrano. These individuals all receive specialized training in the skills and techniques required for effective virtual education and geographically dispersed teams. This support not only provides the CalCA Capistrano community with unparalleled level of educational expertise and experience, but also enables CalCA Capistrano to expand support for students and parents beyond the traditional school day.

The array of services includes:

- School support helpdesk to answer teacher questions regarding the platform, curriculum, assessments, or general instructional support questions;
- Curriculum consultation for reading, mathematics, science, language arts, social studies, physical education, the arts and poetry;
- Instructional consultation to address multiple learning styles, effective instructional approaches, behavior management and student motivation;
- Special needs consultation to assist students with disabilities, English Learners, or gifted students, or to deploy assistive technology;
- Instructional consultation support for teachers in personalizing learning, implementing multi-tiered instruction, using supplemental instructional support programs, engaging and motivating students, and differentiating instruction; and
- Assessment support services including assistance with the selection of testing instruments, test creation, test preparation strategies, and the analysis and use of test data.

Staffing Plans

CalCA Capistrano has developed staffing plans and recruits and hires sufficient staff so that the school can meet any legally required student-to-teacher ratios for California. The projected budget is developed each year based on the required student-to-teacher ratio in place for that year. The school complies with applicable California regulations regarding the student-teacher ratio. The staffing plans also identify how many administrative and support positions are available at the school each year and lays out the allocation of staff between all of the California Connections Academy schools for that year.

Staff Training

Prior to the opening of school each year, CalCA Capistrano, with support from Connections, provides a complete training program for program teachers, the school Leadership Team, and other staff who have direct contact with students. Training topics include the curriculum, technology, monitoring student performance, and virtual school instructional techniques.



Throughout the year, staff members have multiple opportunities to participate in professional development activities for the school, as well as opportunities to collaborate with teachers at other schools supported by Connections nationally. Teachers have daily access to curriculum specialists for “just-in-time” training on particular curriculum issues.

Since various groups of teachers and administrators work closely together in teams, they are also able to provide their own informal ongoing professional development, such as during regular department meetings or annual planning retreats. Additional training in health and safety areas may be included as needed to comply with the school’s health and safety policies and/or applicable law. School staff members may also access outside professional development opportunities, with approval of the school leadership.

Onboarding and Ongoing Training

CalCA Capistrano’s newly hired teachers participate in a series of synchronous and asynchronous sessions to transition from teaching in a brick-and-mortar school to teaching in a virtual school. Teachers learn about the school year cycle and associated tasks, and become familiar with instructional tools, reports, and resources in Connexus® that are used to engage and support learners. Returning teachers have courses assigned to them that provide updates on tools and resources, and engage them in deeper learning about how to be an effective teacher in an online school environment.

Ongoing Professional Learning

Research on effective professional learning indicates that it must be intensive, ongoing, and connected to practice. Teachers need to try out new ideas and strategies with their students and to reflect on the results of these strategies. Intensive professional learning, especially when it includes application of knowledge to planning and instruction, has a greater chance of influencing teaching practices, and in turn, leading to gains in student learning.

Professional learning is:

- **Intensive** – Participants identify the purpose of educational practices and examine how they can be implemented in the virtual environment. Participants collaboratively discuss strategies that can be implemented with students.
- **Ongoing** – New instructional strategies and the latest learning science research are connected to topics presented and discussed in prior sessions to demonstrate how specific educational practices form the “big picture” of effective instruction. Further discussion and exploration at the school level strengthens these connections.
- **Connected to Practice** – Following each session, participants apply what they have learned to their professional practice. They integrate precise, targeted strategies into their planning and instruction, and reflect on the outcomes through the Teacher ePortfolio data view, a virtual portfolio which allows them to document their attendance and upload resources related to their professional learning.



CalCA Capistrano teachers are provided with ongoing professional learning activities throughout the year, delivered by the Connections' Academic Training team. Teachers are required to attend monthly sessions virtually on topics such as:

- Implementing specific research-based instructional strategies;
- Using effective teaching practices and communication skills for a virtual environment;
- Utilizing the state and national standards to inform instruction;
- Using technology to engage students in collaborative learning activities; and
- Using data to guide instruction.

The school's Leadership Team also develops a systematic plan to approach professional learning for all staff. Topics for professional learning are selected based on school goals, student performance data, national initiatives in education, legal requirements, and research-based best practices.

All professional learning sessions include an opportunity for feedback and evaluation to ensure that session content and resources are relevant and useful. Additionally, audits, evaluations, and in person meetings are used to gauge the effectiveness of all training and to ensure initiatives are implemented with high fidelity.

Connections takes a "flipped learning" approach to professional learning which requires teachers to view a video and/or read an article or complete a pre-session activity prior to attending the synchronous session. This "flipped model" approach provides teachers with background on the session topic so that the actual session can focus on practice and application of new skills and concepts. After each session, teachers upload an "artifact" to their professional learning e-Portfolio demonstrating how they are using their professional learning to personalize instruction, implement new instructional strategies, make data-driven decisions, and reflect on their teaching practices. The e-Portfolio requires teachers to provide evidence of their learning, based on the objectives of the professional development session. School leaders and supervisors provide teachers with feedback on their artifacts following the sessions.

Descriptions of Professional Learning Sessions (PL 100, PL 200 and PL 300)

Second year teachers participate in Connections' Professional Learning (PL) 100 series which focuses on:

- Making data-driven instructional decisions;
- Identifying risk factors that may require more intensive instructional interventions;
- Monitoring student performance based on data available at different points in the school year; and
- Providing teachers with strategies for giving effective feedback to students and evaluating evidence of learning.



Sessions emphasizes the “instructional shifts” required to support the level of rigor demanded by the California Common Core State Standards, Next Generation assessments, and college and career readiness expectations. During these sessions, teachers are placed into virtual groups (e.g., chat pods, breakout rooms) for discussion and application activities with grade level/subject area teachers, when possible.

After completing PL 100, teachers and administrators participate in the Professional Learning (PL) 200 series. The PL 200 series focuses on the learning sciences—deliberate practice, meaningful feedback, student engagement and motivation, multi-tiered intervention, and the role of mastery and transfer. PL 200 sessions engage teachers in thinking more critically about the topics presenting during the PL 100 sessions and provide additional opportunities for application of skills and strategies that impact student achievement across all grade levels and subject areas.

In the PL 300 series, teachers are grouped for professional learning by content area or grade level bands: Grades 6-12 are grouped by grade band; K-2 and 3-5 instead of by subject area, since most teachers in these grades are teaching all subject areas. CalCA Capistrano also provides time during the PL 300 sessions to focus on specific content areas. A facilitator is able to guide discussions by asking targeted questions for content areas such as math and science. Teachers discuss research and strategies for topics such as: providing feedback, engagement, developing grit, and motivating students.

In addition to these required professional learning sessions, CalCA Capistrano takes advantage of a number of “Optional Professional Learning sessions” offered by Connections. These sessions are made available to all teachers who seek to expand their professional knowledge. Each topic is designed for specific content area teachers and grade level teams and includes strategies for effectively and actively engaging students in the learning process. These sessions are delivered synchronously, but are recorded and available to any teachers who are not able to attend the session during the scheduled time.

Facilitating Learning

Teaching in a virtual environment offers flexibility and allows for a greater level of professional learning throughout the school year. Teachers have multiple opportunities for seeking assistance and support with instructional strategies for engaging students and families, making decisions based on data, and completing school year cycle tasks in a timely and efficient manner. CalCA Capistrano receives multiple levels of support from the Connections team, including the School Support Teacher Help Desk. A team of specialists is dedicated to meeting the needs of the school on a daily basis.

Professional Learning Communities (PLCs)

As a continuation of synchronous online professional learning sessions, CalCA Capistrano implements school-based Professional Learning Communities (PLCs) through which teachers are expected to continue the conversation within their vertical and horizontal teams. This allows for true application of new strategies and resources as teachers strive to personalize instruction and make data-driven decisions.



In addition to the systematic approach toward onboarding, training, and professional learning, the school has a virtual, robust portal called Teacher Central which lists professional development opportunities, information about recorded LiveLesson sessions, shared resources, and more. The portal is dedicated to shared values and vision, collaboration, shared decision-making, collective creativity, and supportive and shared leadership. Teachers connect to the latest educational conferences, webinars, online courses, professional organizations, and research/education updates. Teachers follow pertinent school news and announcements through weekly issues from Connections' Human Resources' Communications team.

Additional Instructional Resources

During the school year, ongoing professional development sessions are also offered based on teacher feedback from surveys completed after professional learning sessions, and other needs as identified by the School Leadership Team at CalCA Capistrano. In addition, the following resources are available to all school staff to support their professional goals and growth plans:

- **The School Interactive Program Handbook:** The Program Handbook is a resource for teachers and school personnel to use all year. It contains policies, procedures, and “how to” components that aid the teachers on a day-to-day basis. These “how to” components also have accompanying on-line tutorial segments that visually demonstrate each process.
- **Teacher Central:** Teacher Central is a website that is easy to navigate and serves as a one-stop shop for teachers and staff to find guidance on instructional practices, professional learning, and training resources. Each section contains links to resources to support teacher effectiveness, best practices, and tools designed to personalize the learning experience for students.
- **Shared Content:** Shared Content is a collection of libraries sorted by content area that contain teacher-created instructional resources. These resources are tagged by course, grade, unit title, lesson title, key words, and other relevant data so teachers can easily upload or download them for implementation with students.
- **Instructional Support Database:** The Instructional Support database provides teachers with resources that provide students with additional practice with the skills and standards covered in the curriculum. These resources can be used with students at any intervention level when skill deficiencies become evident in English Language Arts/Reading, Math, Science, and Social Studies.
- **The Scoop:** All teachers receive a weekly electronic newsletter that highlights improvements to the curriculum and Connexus, teacher tasks associated with the School Year Cycle, new procedures, shared tips, and community-building activities.

Additional training in health and safety areas may be included as needed to comply with the school's health and safety policies and/or with state law.



V.B COMPENSATION AND BENEFITS

Provide an explanation of how the school will structure employee compensation. Describe the manner by which staff members of the charter school will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, and/or federal social security; or how the school will create a system of its own to accommodate employees' retirement funding. Include the specific positions to be covered under each system and the staff designated to ensure that appropriate arrangements for that coverage are made. [Ref. California Education Code §47605(b)(5)(K) and Criteria for Review; CCR-5, §11967.5.1(f)(11)]

The Governing Board has approved a compensation plan for teaching staff. The plan includes the base salary as well as additional compensation incentives. A salary range for the various teaching positions is determined and re-evaluated regularly based on research of market compensation and financial considerations. Employment offers are based on specific criteria including years of experience, education, and other relevant skills/qualifications. After the initial hire, compensation increases are based on the factors described herein.

The staffing plan is approved annually as part of the budget, and then in addition, the Board also reviews and ratifies changes to the staffing plan as necessary.

Teaching Positions

Teachers may receive an annual salary increase and incentives contingent upon performance of the individual and the school. The Board has the ability to adjust annual increase percentages in the event that the school does not meet financial expectations, state allocations are reduced, or required spending targets are not being met.

Teachers can also apply or re-apply for the following career ladder roles annually. The career ladder levels which earn additional compensation are as follows:

- Coordinator Teacher – base plus 4%
- Lead Teacher – base plus 9%
- Specialist Teacher—base plus 12%
- Master Teacher – base plus 15%

Non-Teaching and Administrative Positions

A salary range for non-teaching positions is determined and re-evaluated regularly based upon research of market compensation and financial considerations. Initial employment offers are based on specific criteria, including years of experience, education, and other relevant skills/qualifications. After the initial hire, compensation increases and incentives are based upon performance.



Shared Services

The non-profit corporation employs a wide range of staff, who may be shared across all its other schools as needed. All staff costs are allocated to each school on a pro-rata basis in order to accurately allocate costs to each charter school operated by the corporation for the appropriate amount for staffing. Under this arrangement, staff serving CalCA Capistrano students may be located outside of the counties served by CalCA Capistrano, since staff members primarily interact with families virtually. This maximizes the school's ability to offer a wide range of online offerings and to employ the highest quality, geographically diverse and experienced staff. Administrators routinely travel between the schools. This staffing plan maximizes quality, increases course offerings, maximizes resources, allows flexibility in staffing, and assures the financial stability of the school.

Retirement

The Board has elected to participate in the State Teachers' Retirement System (CalSTRS) for credentialed staff, including credentialed teachers and credentialed administrative positions which support the instructional program (eligibility for participation in CalSTRS is based on CalSTRS guidelines). The Board and administration coordinate such participation, as appropriate, with the social security system or other reciprocal systems. For participation in the CalSTRS systems, CalCA Capistrano makes appropriate arrangements with a county office of education to ensure proper reporting and pays that county office a reasonable fee for the provision of such services. The Orange County Department of Education currently handles CalSTRS reporting for California Connections Academy schools.

The current option for other staff at CalCA Capistrano is participation in the federal Social Security system. This option may be required by law for any staff members who are not eligible to participate in a state retirement system that is a replacement for social security (such as STRS). Staff members may also have access to other school-sponsored retirement plans according to policies developed by the Governing Board and adopted as the school's employment policies. The Board retains the option to elect participation in the Public Employees' Retirement System, but has no plans to do so at this time.

The school and Board also retain the right to create its own retirement system, within the parameters allowed by law, to provide equivalent retirement benefits to its employees.

The Board ensures that there is a process to identify which staff qualify for which retirement systems and ensures that all staff members are fairly covered.

Benefits

CalCA Capistrano provides an extensive benefits package which currently includes:

- Comprehensive health benefits (medical, dental, vision, prescription drug coverage);
- Health Care Flexible Spending Account and Dependent Care Flexible Spending Account;



- Employer paid life insurance, accidental death and dismemberment insurance, short term disability insurance, long term disability insurance, and business travel accident insurance;
- Voluntary supplemental programs (life insurance, critical illness, accident insurance, discounted auto insurance, discounted homeowners insurance, discounted renters insurance, pet care discount program);
- Paid time off;
- Employee Assistance Program (resources for seniors, emotional well-being, parenting and child care, and pet care among other resources);
- Retirement savings plan with an employer match;
- Tuition reimbursement programs (currently up to \$5,250 per calendar year);
- Identity theft program; and
- Health advocate (a resource for employees to find health specialists, help transfer medical records and explain coverage among other services).

This robust benefits package is provided to eligible full time teachers and administrative staff. Other benefits for employees are detailed in the Employee Handbook and Benefits Guide, published annually. The Board retains the right to review and revise the benefits offered to its employees as may be necessary and/or appropriate from time to time.

V.C RIGHTS OF SCHOOL DISTRICT EMPLOYEES

Provide, as applicable, a description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school. [Ref. California Education Code §47605(b)(5)(M) and Criteria for Review; CCR-5, §11967.5.1(f)(13)]

Return Rights

If an employee leaves district employment to work at the charter school, the collective bargaining agreements and Board policies of that district will govern the return rights of such employees.

CalCA Capistrano may negotiate with a district to “loan” employees who would then retain their status and benefits through the district, but who would work under CalCA Capistrano’s employment policies. Neither the district nor the charter school are obligated to agree to such a loan, but may do so if mutually agreeable. If a district employee is working at CalCA Capistrano, the school will notify the district prior to March 15 of each year, if any such employee is not going to be re-employed by the school the following year.



Exclusive Public Employer

The non-profit corporation, California Online Public Schools (CalOPS), which operates CalCA Capistrano, is deemed the exclusive public school employer of the employees of the charter school for the purposes of Educational Employment Act [Chapter 10.7 (commencing with section 3540) of Division 4 of Title 4 of Title 1 of the Government Code] [Ref. California Education Code section 47605(b)(6)].

V.D HEALTH AND SAFETY

Describe the procedures that the school will follow to ensure the health and safety of students and staff, including how the school will provide for proper immunization, as well as vision, hearing, and scoliosis screening for students; and the steps the school will take to ensure that criminal background checks are collected from all school personnel. [Ref. California Education Code §47605(b)(5)(F) and Criteria for Review; CCR-5, §11967.5.1(f)(6)]

Describe how the school will maintain safety on the school campus, including, but not limited to, disaster preparedness, visitor procedures/security and emergency drills. Also describe how the school will maintain a learning environment free of sexual harassment in accordance with applicable federal requirements. If district facilities will be requested for use by the charter school, include a statement that the school will require that all students and parents comply with school district safety policies on the school campus, and that the school will enforce the policies to the full extent possible. Describe how staff will receive training and how safety-related information will be communicated to parents and students.

The Governing Board for CalCA Capistrano has adopted a comprehensive set of health, safety, and risk management policies, which have been implemented by the school. These policies are reviewed regularly by the Governing Board to ensure they meet the needs of the school.

The policies and procedures address and/or include, but are not limited to, the following topics:

- A requirement that all enrolling students provide records documenting immunizations to the extent required for enrollment in an independent study program of a California public school;
- Policies and procedures for response at the school office facility to natural disasters and emergencies, including fires and earthquakes;
- Policies relating to preventing contact with blood-borne pathogens and providing training to employees on such prevention;
- A policy regarding staff requirements and training in CPR, first aid and/or emergency response;
- Policies relating to the administration of prescription drugs and other medicines;



- A policy that if the school has a permanent classroom facility, it will have received state Fire Marshal approval and will have been evaluated by a qualified structural engineer who has determined that the facilities present no substantial seismic safety hazard, and that the school will maintain appropriate facility compliance documents on file;
- A policy establishing that the school functions as a drug, alcohol, and tobacco free workplace;
- A requirement to comply with the employee criminal background check requirements for employees, contractors, and volunteers, per California Education Code sections 44237, 45125.1 and 35021.1;
- A policy regarding health screenings for students, such as vision, hearing, etc.;
- Policies regarding visitors to any school facility and/or school activities, and other school security issues;
- Policies to ensure the school is in compliance with federal sexual harassment prevention guidelines and is maintaining a learning and work environment that is free from sexual harassment;
- Policies regarding safe student use of the Internet and prevention of cyberbullying; and
- A policy requiring mandatory annual training for school staff, and other persons working on behalf of the school who are mandated reporters, on child abuse, which shall occur within the first six weeks of each school year, or within the first six weeks of a person's employment if employed after the beginning of the school year, in accordance with the requirements of AB 1432 and per California Education Code section 44691.

These policies have been incorporated, as appropriate, into the school's student and staff handbooks and are reviewed on an ongoing basis in the school's staff development efforts and Governing Board policies. Staff members receive regular training regarding safety issues, including Internet safety, child abuse, and harassment prevention. The Health and Safety Policies are available at any time from the school upon request. CalCA Capistrano posts information about Title IX on its website, per Education Code Section 221.6. In addition, the Governing Board has adopted a Suicide Prevention Policy.

V.E DISPUTE RESOLUTION

Provide a description of the procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter. Describe how the costs of such a dispute resolution process, if needed, will be funded. [Ref. California Code §47605(b)(5)(N) and Criteria for Review; CCR-5, §11967.5.1(f)(14)]

In the event of a dispute between CalCA Capistrano and CUSD regarding the terms of this charter or any other issue regarding the school and district relationship, both parties agree to apprise the other, in writing, of the specific disputed issue(s). In the event the initiating party believes the dispute relates to an issue that could potentially lead to revocation of the charter, CalCA Capistrano requests that this will be specifically noted in the written dispute statement. However,



participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a prerequisite to CUSD's ability to proceed with revocation in accordance with Education Code Section 47607.

Within 30 days of sending written correspondence, or longer, if both parties agree, the Executive Director of CalCA Capistrano and the CUSD Superintendent, or their designees, will meet and confer in an attempt to resolve the dispute. The designees must be identified and confirmed in writing ahead of time, and the parties' initial responses to the dispute should be included in this written correspondence. If this joint meeting fails to resolve the dispute, the charter representative and the district representative will meet again within 15 days, or longer if both parties agree, to identify a neutral, third party mediator to assist in dispute resolution. The mediation will incorporate informal rules of evidence and procedure unless both parties agree otherwise. Unless jointly agreed, the process involving assistance of a third party mediator will conclude within 45 days from selection of the mediator.

All mediation costs and all other costs associated with dispute resolution will be shared equally by CalCA Capistrano and CUSD, except that each party shall bear and be solely responsible for all of its own attorneys' fees and costs.

In the event the third-party mediation process does not result in resolution of the dispute, both parties agree to continue good faith negotiations. If the dispute remains unresolved, either party may pursue any remedy available under law. If the district indicates in writing that the violation constitutes a severe and imminent threat to the health and safety of the school's pupils, the district reserves the right to take any action it deems appropriate to ensure the safety of students. The school reserves the right to seek legal redress for any such actions under the law.

The school is entitled to receive funds throughout the term of the charter. In the event of a dispute between the school and CUSD, CUSD will not be permitted to withhold, as a remedy or otherwise, any funds received on behalf of the charter school.

This dispute resolution process may be clarified as needed. Any and all necessary additional details may be included in the Memorandum of Understanding (MOU) with CUSD (See Exhibit G).

Internal Disputes

In addition to these processes, the Governing Board has developed, adopted, and maintained updated policies and procedures for resolving internal and other disputes. These procedures are included in the School and Employee Handbooks. The school has adopted a Uniform Complaint Procedure, the school's formal complaint procedure, which is posted on the school website and referenced in the School Handbook (see Exhibit B).

CUSD agrees to refer all complaints regarding the school's operations which are not related to a possible violation the charter to the CalCA Capistrano staff and/or Governing Board for resolution in accordance with the school's adopted policies.



All disputes or complaints that are not resolved by the school in accordance with its complaint procedures and which are related to the school's provision of Special Education services, including complaints regarding the initial placement or enrollment of students with disabilities in the school, will include notification to the school's SELPA, which is currently the Tulare County/District SELPA.

VI. STUDENT ADMISSIONS, ATTENDANCE, AND SUSPENSION / EXPULSION POLICIES

VI.A STUDENT ADMISSION POLICIES AND PROCEDURES

Describe the policies and procedures the school will develop and implement for the admission and enrollment of students, including any proposed timetable or calendar and the extent to which the school will develop a random lottery process, where applicable. Include assurance that the charter school will be nonsectarian in its programs, admission policies, employment practices, and all other operations, and will not charge tuition nor discriminate against any student based on ethnicity, national origin, gender, or disability. [Ref. California Education Code §47605(b)(5)(H), §47605(d) and Criteria for Review; CCR-5, §11967.5.1(f)(8)]

Outreach and Recruitment

CalCA Capistrano actively recruits families that represent the full cultural, demographic, and socioeconomic range of California communities. In order to leverage the additional visibility of other CalCA schools and to address the mobility of 21st century families, the school may use the name "California Connections Academy" or "CalCA" for outreach purposes. In order to best inform parents, the school may also use a geographical reference such as (but not limited to) "Southern California" or "Capistrano" along with the California Connections Academy name.

CalCA Capistrano uses a variety of means to inform families about its services and provide them an opportunity to enroll including:

- **Website:** Connections, as one of the services provided to the school, maintains a website (www.connectionsacademy.com) with a special link to CalCA Capistrano school information (<https://www.connectionsacademy.com/california-online-school/about/capistrano>). The website contains information about the school, its learning approach, and its curriculum. The site also contains a regularly updated set of Frequently Asked Questions and their answers. The site includes enrollment information and procedures, required postings such as the LCAP and a link to the SARC, and many useful tools for prospective students and their families.



- **Telephone/e-mail information service:** CalCA Capistrano, through its contract with Connections, maintains a toll-free information line (800-382-6010) and an email information service (info@connectionsacademy.com) to answer parents' questions about the charter school.
- **Information Sessions:** CalCA Capistrano conducts multiple Information Sessions for families throughout the counties served to assure that families from a variety of communities are able to attend. Some or all of these Information Sessions may be virtual, meaning that families attend the session from home via their computers. CalCA Capistrano uses these sessions to provide a complete array of information about its program including its curriculum, teaching methods, technology resources, and testing requirements.
- **Direct outreach:** CalCA Capistrano may conduct direct mail campaigns announcing the charter school to families with children throughout Orange County and its contiguous counties. In a typical mailing, CalCA Capistrano sends out a postcard inviting parents to attend an Information Session, visit the website, and/or contact the call center. CalCA Capistrano also uses email to communicate with people who approach CalCA Capistrano and request information. Email correspondence includes valuable information to help prospective families understand if the program is right for them.
- **Community and youth services partnerships:** As part of its outreach process, CalCA Capistrano provides information about the charter school to community, family, and youth-serving organizations such as Boys and Girls Clubs and seeks partnerships with parent groups and organizations for young actors, dancers, and athletes.
- **School district referrals and outreach:** CalCA Capistrano takes every opportunity to brief school district administrators and guidance personnel on CalCA Capistrano as an alternative for students who might benefit from individualized instruction in a non-classroom setting.
- **Media outreach:** CalCA Capistrano makes use of paid media, including television, radio, digital and/or print advertisements. The school also takes full advantage of the local media's interest in promoting community events relevant to residents in order to inform parents about informational sessions for the California Connections Academy schools, celebrate the accomplishments of the students, and to raise awareness of the school.
- **Parent referrals:** Parent referrals are important to the enrollment at CalCA Capistrano, and the school works closely with families so they can share their positive experiences with their friends and neighbors. More than 94% of CalCA Capistrano parents reported that they recommend the program to other parents they know.
- **Online and Social Media Marketing:** CalCA Capistrano utilizes search engine marketing such as paid search "pay-per-click" advertising, online display advertising, and search engine optimization. The school also uses social media opportunities such as blogging and social networks such as Facebook, Instagram, and Pinterest to interact with families with an interest in learning from home.



Nondiscrimination in Admissions

CalCA Capistrano does not discriminate against pupils on the basis of gender, gender identity, gender expression, race, ethnicity, religion, national origin, immigration status, ancestry, creed, pregnancy or parenting status, marital status, sexual orientation, or physical, mental, emotional, learning disability or handicap, or any other characteristics referenced in California Education Code section 220 in its education programs or activities including its admissions policies and procedures.

No Tuition

As a public school, CalCA Capistrano does not charge tuition or any fees that are prohibited. CalCA Capistrano complies at all times with the terms and requirements of the free schools' guarantee of the California Constitution, Article IX, Section 5, in all aspects of the CalCA Capistrano program. Outreach communications and the School Handbook inform families that the school is tuition-free. The School Handbook (see Exhibit B) contains Board-approved policies regarding fees including statements about any allowable fees, as well as explanations about how the school provides a free public school program.

Non-sectarian

As a public school, the charter is non-sectarian in its programs, admission policies, employment practices, and all other operations.

Place of Residence

Admission to the charter school is not determined according to the place of residence of any pupil, or their parent or guardian, within California, except for such restrictions or preferences that are required or allowed by law. As an independent study school, geographic restrictions are required and are followed by the school. Students are considered eligible to attend if they provide evidence of residency within the counties served by the school. Students are eligible to enroll in CalCA Capistrano if they reside in one of the following counties: Orange, San Diego, San Bernardino, Riverside, and Los Angeles counties.

Admission Methods and Eligibility Criteria

Through its recruitment/marketing and application guidance activities, CalCA Capistrano regularly discloses full details about its program and encourages families to carefully consider its academic rigor and practical implications before applying. CalCA Capistrano also provides tools (such as an online self-quiz, contact with other parents and contact with a Connections counselor if desired) to help parents decide whether CalCA Capistrano is truly the right fit for their children and themselves.



Admissions requirements include the expectation that parents complete all enrollment and placement activities in a timely and complete fashion. This includes signing and upholding all necessary school-family agreements (such as an Independent Study Master Agreement as shown in Exhibit C and/or the PLCA in Exhibit D). Students are subject to the age and geographic restrictions for California public school admission and funding. The school's policies regarding age eligibility are included in the School Handbook (see Exhibit B).

CalCA Capistrano complies with all laws establishing the minimum and maximum age for public school enrollment for purposes of ADA funding. Students with an existing IEP are subject to Education Code § 51745 (c) which requires that the IEP state that independent study is an appropriate educational setting for the student.

Timetable/Lottery

As a non-classroom based school, CalCA Capistrano is able to accommodate all eligible students who may wish to attend. Enrollment for the following school year generally opens on or around March 1, and enrollment for the current school year closes around that same time. The CalCA Capistrano enrollment team assists parents in completing the required enrollment tasks and in meeting any state-mandated enrollment requirements. On or around June 1 of each year, parents are able to confirm their intent to enroll in the school, and the student's enrollment can be completed. However, if demand for enrollment exceeds the school resources, the Board ensures that students are admitted in a fair and transparent manner. In order to accomplish this, the Board may set an enrollment cap and then develop and implement a detailed public lottery procedure in accordance with California Education Code section 47605 (d)(2)(B). The Board also would address any applicable federal requirements for the lottery process.

In accordance with California Education Code section 47605 (d)(2)(A) and section 47605 (d)(2)(C), CalCA Capistrano, in partnership with CUSD, makes every reasonable attempt to accommodate all the students who wish to attend the charter school. Since the school anticipates that it is able to accommodate all eligible students who apply during the enrollment window, development of a more detailed public lottery process is not necessary at this time. If the school adopts a lottery process, it will conform to all applicable federal and state requirements regarding how to weight or exempt various types of applicants and how to hold the lottery.

Once enrolled, students are considered "existing pupils of the charter school" for purposes of any lottery. They therefore have admission priority as enrolled students and are exempt from any lottery, as long as they submit all updated registration documents in a timely manner and continue to meet the school's eligibility requirements in subsequent enrollment periods.

Enrollment Window

The Board may annually select a date to close enrollment to the charter school. Typically, enrollment for the school year closes shortly after the beginning of the second semester. The school reserves the right to admit a student to the school after enrollment closes, upon approval of the exception by the Executive Director or designee. For example, students moving from another geographic area who attend a different California Connections Academy school may be allowed to transfer after enrollment has closed.



VI.B NON-DISCRIMINATION AND RACIAL BALANCE

Describe how the charter school will ensure a racial and ethnic balance among its students that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. [Ref. California Education Code §47605(b)(5)(G) and Criteria for Review; CCR-5, §11967.5.1(f)(7)]

The California Connections Academy schools typically reflect the statewide racial and ethnic balance, and CalCA Capistrano actively works to do the same. Through extensive community outreach and full disclosure about the school's program, CalCA Capistrano attracts those students and families who are most committed to student success in a virtual school setting. The eligibility requirements for admission do not discriminate, and allow any family access to the school.

In addition, CalCA Capistrano has developed administrative procedures to ensure that the school's outreach, recruitment, and enrollment procedures do not discriminate against students based on physical, mental, emotional, learning disability or handicap, or any other legally protected classification. As part of that process, CalCA Capistrano provides parents with a clear and accurate picture of the CalCA Capistrano learning experience so they can make the most appropriate choices for their children.

CalCA Capistrano utilizes a broad reaching student recruiting effort, thereby ensuring outreach to families with a wide variety of racial, ethnic, and socioeconomic backgrounds. In addition, certain subgroups may be targeted for extra recruitment efforts in order to achieve a pool of potential students that reflects a balanced student population. Partnerships and outreach efforts using a variety of community and youth organizations aid in this process.

Connexus allows accurate collection and analysis of the school's demographic data. The data collected in this way are used to generate reports to the Board, CUSD, and the California Department of Education. It may also be used to evaluate and modify the school's outreach and recruiting strategies when necessary.

VI.C PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

As applicable, describe the public school attendance alternatives for students in the district who choose not to attend the charter school. At a minimum, specify that the parent or guardian of each student enrolled in the charter school will be informed that the students have no right to admission in a particular school of any local education agency as a consequence of enrollment in the charter school, except to the extent that such a right is extended by the local education agency. [Ref. California Education Code §47605(b)(5)(L) and Criteria for Review; CCR-5, §11967.5.1(f)(12)]

District students who choose not to attend the charter school may attend other district schools or may pursue an inter-district transfer in accordance with existing district enrollment and transfer policies. More information about district attendance alternatives is available from the district administrative offices. No CUSD student will be required to attend CalCA Capistrano.



If a pupil who is subject to compulsory full-time education pursuant to Education Code § 48200 leaves the charter school without graduating or completing the school year for any reason, CalCA Capistrano notifies the Superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information.

Students enrolled in the charter school have no right to admission in a particular school of any local education agency as a consequence of enrollment in the charter school, except to the extent that such a right is extended by the local education agency.

VI.D SUSPENSION/EXPULSION PROCEDURES

Describe the procedures by which students can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present his or her side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).. [Ref. California Education Code §47605(b)(5)(J)] Include a preliminary list of the offenses for which students in the charter school must (where non-discretionary) and may (where discretionary) be suspended or expelled, respectively. Identify the procedure by which students can be suspended or expelled and the process by which parents/guardians and students will be informed about the reasons for any such actions and their due process rights. Explain how the charter school will take into account the rights of students with disabilities in regard to suspension and expulsion. Outline how policies and procedures regarding suspension and expulsion will be periodically reviewed and, when necessary, modified. Outline the process for notifying the school district in the case of suspension or expulsion of a student. [Ref. Criteria for Review; CCR-5, §11967.5.1(f)(10)]



CalCA Capistrano has established suspension and expulsion policies. As part of final confirmation during enrollment for both new and returning students, parents/guardians check a signature box confirming they have been provided access to and agree they are bound by the terms of the handbooks, including suspension/expulsion procedures.

Handbooks (general and supplement applicable to CalCA Capistrano—see Exhibit B) are available in Connexus and updated as needed. The policies may be modified at any time, as necessary, by action of the Board. The school's discipline, suspension, and expulsion policies are in accordance with students' rights and with applicable law.

As a charter school, the delineated suspension and expulsion offenses contained in California Education Code section 48900 et. seq. are not applicable to the school. However, the Board has reviewed those sections of California Education Code and utilized similar guidelines when they were deemed appropriate to the desired disciplinary environment of the school.

Code of Conduct

Appropriate conduct is expected of all students. The student's code of conduct is explained in the School Handbook (see Exhibit B) and includes steps to be followed in the event of misbehavior.

Academic Honesty

The school regards academic honesty as key to its mission, and academic honesty is essential in the virtual environment. Academic Honesty is detailed in the General Handbook and California Connections Academy Schools Handbook Supplement (see Exhibit B). It is expected that students adhere to the Honor Code throughout the year and that all schoolwork submitted in order to meet course or class requirements represents the original work of the student.

All individuals involved with the school are important contributors to upholding the academic honesty of the school and are held accountable for violations of the principles of academic integrity. Any form of academic dishonesty can cause a student to be subject to disciplinary action. The following principles are critical to maintaining academic honesty:

- Students must not submit work of any kind that is not their own work.
- Students must not plagiarize in any work (written, multimedia, oral, creative, etc.).
- Students must not post assessments, assignments, answers to assessments or assignments, or any other Connections curricular materials on any media that can be seen by other students or other third parties.
- Students must not give or receive unauthorized assistance on assessments.
- Learning Coaches must not give excessive assistance on assessments.
- Students must not present any forged document or signature to the school.
- Learning Coaches must not present any forged document or signature to the school.



Board Policies

CalCA Capistrano follows formal due process procedures to deal with the discipline of students. Students are guaranteed due process of law as required by the Fourteenth Amendment to the Constitution. The discipline policies have been developed to identify the types of conduct subject to discipline, to offer an opportunity for a hearing in which the student may present evidence to defend his/her actions, and to ensure due process for the student. The School Handbook (see Exhibit B), including the discipline policies, has been approved by the Board and is reviewed regularly. The Board reviews the policies to be sure they are within all current legal guidelines and that they are consistent with the school's mission and educational program.

CalCA Capistrano does not discipline pupils protected under Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. 794 (sec. 504), the Individuals with Disabilities in Education Act, 20 U.S.C. 1400 et. seq. (IDEA), the American with Disabilities Act, 42 U.S.C. 12101 et. seq. (ADA) unless CalCA Capistrano complies with the requirements of those acts.

Suspensions or expulsions for children designated as exceptional follow all appropriate state and federal policies, regulations, and laws. If a student with a disability violates a code of conduct, they will be disciplined according to the discipline measures described herein. Upon subsequent violations that result in suspensions that exceed ten days per school year or upon any recommendation for expulsion, the school determines if the behavior manifested from the student's disability. If the school determines that the violation is not a manifestation of the student's disability, the school will apply the discipline procedures to the student in the same manner and for the same duration as the procedures would be applied to students without disabilities. However, if it is determined that the violation manifested from the student's disability, the school will conduct a functional behavior assessment and develop a behavior plan to address the behavior violation so that it does not recur.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student, but does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff, or other persons or to prevent damage to school property.

Suspension (not more than nine days)

The Executive Director or grade level principal, following the due process protocol, may suspend students for up to nine days. A suspension consists of removal or restriction of access to school activities, including access to Connexus. The student is expected to continue their schoolwork during this time. Violations that may lead to suspension include, but are not limited to the following breaches of conduct, whether committed electronically or in person:

- Bullying or harassment;
- Abusive or threatening language or conduct;
- Vandalism;
- Theft and robbery;
- Harassment or sexual harassment;



- Violation of academic honesty code;
- Unexcused absence due to truancy;
- Violation of acceptable use policy; and
- Repeated violations of any discipline issue.

The due process protocol that is included in the School Handbook includes first convening an informal hearing with the student, parent/caretaker, grade level principal or assistant principal, and other staff members as appropriate. The grade level principal (or assistant principal if designated) informs the student and parent/caretaker of the allegations and provides an explanation of the evidence that supports the allegations. The student is provided with an opportunity to present his or her version of the occurrence.

If the principal (or assistant principal if designated) determines that the incident(s) justifies suspension, written notice will be provided to the student and their parent/caretaker. The student will be provided all due process as required by law. The principal (or assistant principal if designated) has the authority to make a decision to suspend a student for up to nine days. The exact protocols to ensure due process are subject to change via changes to the Board-approved School Handbook and/or Board-approved discipline policies.

Expulsion

For more serious violations (see below) or for conduct that warrants suspension of ten or more days or expulsion, the following process is used. A student may be expelled by the Executive Director after providing an opportunity for a hearing before a neutral school official appointed by the school's Governing Board (the "Hearing Officer"). At a minimum, the Hearing Officer will comply with the "neutral officer" requirements under Education Code section 47605(b)(5)(J)(ii)(II). Suspensions or expulsions for children designated as exceptional will follow all appropriate state and federal policies, regulations, and laws.

Violations that may lead to expulsion include, but are not limited to any behavior that indicates that a student is a serious threat to the safety of others in the school, including possession of firearms, dangerous weapons, bombs, or explosives, criminal behavior, arson, possession of or sale of controlled substances or paraphernalia at the school (including through online communication) or at any school-sponsored event.

The due process protocol for expulsions as described here has been incorporated in the School Handbook. The process starts with the grade level principal. If the grade level principal believes that a student has committed an offense that may lead to expulsion, the principal may suspend the student for up to nine days pending further proceedings and/or a hearing. During this time, the principal will refer the case to the Executive Director, who may then request a hearing by the Hearing Officer to discuss the possible expulsion of the student. Upon a recommendation for expulsion, the Executive Director or grade level principal will determine whether the suspension should be extended while the expulsion process continues.



If the Executive Director determines that a student's conduct may warrant expulsion, the Executive Director will provide timely written notice to the parent/caretaker of the student of its determination and an explanation of the student's basic rights, including the right to a hearing.

Such notice includes:

- (1) the date, time and location of hearing;
- (2) a description of the incident(s) and charge(s) that is are subject of the hearing;
- (3) a description of student's right to a fair opportunity to present their version of the incident(s), present testimony and evidence, call witnesses, cross-examine witnesses and be represented by counsel or an advocate;
- (4) notice that the student and/or Caretaker have a right to review the student's school records prior to the hearing; and
- (5) a description of the hearing process, which shall be adjudicated by a neutral officer, and explanation of the consequences of an expulsion.

At this hearing, the allegations and supporting evidence will be reviewed. As described in the above notice, at the hearing, the student will have the right and a fair opportunity to present their version of the incident(s), present testimony and evidence, call witnesses, cross-examine witnesses and be represented by counsel or an advocate.

The Hearing Officer, through the Executive Director, will provide notification to the student and parent/caretaker of the Hearing Officer's decision and discipline determination. The decision of the Hearing Officer is final.

The exact protocols to ensure due process for expulsions are subject to change via changes to the Board-approved School Handbook and/or Board-approved discipline policies.

Due Process

The School Handbook (see Exhibit B) and Board policies lay out the due process for students with disciplinary issues. The discipline process has three levels: Warning, Suspension, and Expulsion. A warning is issued when a student has demonstrated a breach of conduct that is not as serious as those listed for suspension or expulsion. A warning ultimately results in written documentation. Due process for suspensions and expulsions includes informing students and parents of the charges, of their rights, and of the due process protocols, holding hearing(s) with appropriate persons/parties, allowing the student and parents to present their version of the occurrence, and written documentation of the results. Examples of the current due process protocols are described previously in this application.

In compliance with Education Code § 47605(b)(5)(J), no student shall be involuntarily removed (e.g., dis-enrolled, dismissed, transferred, or terminated) by the school unless the parent or guardian of the student has been provided written notice of the intent to remove at least five school days before the effective date of the action. The written notice shall inform him or her of the right to request a hearing before the effective date of the action. If a hearing is requested, the student will remain enrolled until the school issues a final decision.



Notification

The Board is notified, in closed session or confidential correspondence as appropriate, of any expulsion decisions. Designated school district staff is notified in a timely way of any expulsions by a designated member of the CalCA Capistrano staff. In addition, the school includes data regarding suspensions and expulsions in reports to the state. Documentation of student discipline is maintained in the student's school records.

VII. FINANCIAL PLANNING, REPORTING, AND ACCOUNTABILITY

VII.A BUDGETS

Provide a detailed proposed first-year operational budget, including startup costs, that includes: Reasonable estimates of all anticipated revenues and expenditures necessary to operate the school – including special education; Budget notes that clearly describe assumptions or revenue estimates, including, but not limited to the basis for average daily attendance estimates and staffing levels, including salary and benefit assumptions. Also provide cash flow and financial projections for the first three years of operation; and plans for establishment of a reserve. [Ref. California Education Code §47605(g) and Criteria for Review; CCR-5, §11967.5.1(c)(3)(B)]

CalCA Capistrano annually develops a budget which is submitted each year of operation to CUSD and the County Office of Education by the deadline established in Education Code. An alternate deadline may be developed mutually between the charter and the district to allow adequate time for review, and may be earlier if mutually agreed to, but in no case will it be later than July 1 each year, in accordance with California Education Code section 47604.33. CalCA Capistrano adheres to the charter school requirements of the state's Local Control Funding Formula (LCFF) statutes including compliance with LCAP requirements (see also Section VIII.A.).

Budget Development

The Executive Director, working with the school's Director of Business Services, prepares and submits a proposed budget for the upcoming fiscal year to the Governing Board at a public meeting. The Board reviews and modifies the budget as needed. Following Board approval, this preliminary budget is submitted to CUSD staff in keeping with timelines outlined in the MOU and any legally required timelines. A copy of the preliminary budget is also submitted to the County Office of Education following approval by the Governing Board. A revised school budget is typically developed, adopted, and submitted to CUSD following the start of the new school year.



Fiscal Year

The fiscal year for CalCA Capistrano is July 1 through June 30, as stated in the corporation Bylaws (see Exhibit E).

Budget Highlights and Assumptions

The attached three-year budget, which starts with the 2019-20 school year, demonstrates a school with sound financial planning (see Exhibit H).

Cash Inflows and Reserves

Revenue is based on conservative estimates of available ADA funding and conservative attendance estimates. Enrollment figures are based on the projections for school growth based upon enrollment history for CalCA Capistrano, enrollment history for other California Connections Academy schools, and thorough market analysis.

Under the state Local Control Funding Formula (LCFF), the general purpose revenue includes three sources: the Education Protection Act funds, the state aid portion, and the local in-lieu of property tax payments. The LCFF revenue amount for the 2019-20 school year budget has been derived from the current projections for per pupil funding rates, any future cost of living adjustments, and the school's projected demographics.

Estimates of the rates and the methods of calculation of LCFF revenue are obtained from agencies such as the California Department of Education, the California Charter School Association, the Fiscal Crisis and Management Assistance Team, and School Services of California. Lottery funds are estimated conservatively. CalCA Capistrano is eligible for Federal Title funds and plans to access these programs annually. When federal funds are received, CalCA Capistrano then insures compliance with any applicable portions of the Every Student Succeeds (ESSA) Act. Since the school is a member of the Tulare County/District SELPA, the school receives state and federal special education revenue directly from the SELPA. If other state categorical programs are available, the school will apply for those whenever eligible. Current funding sources outside of LCFF revenues are included in the budget (see Exhibit H).

A cumulative reserve has been projected based on the current financial status of the school and the projected budgets for future years. The reserve, as projected, would build slowly through the term of the charter, assuming the revenue amounts are stable through that time period. The reserve can help buffer any changes in revenue that may occur in future years.

Use of Funds

General purpose entitlement funding under LCFF received by the charter school shall be used exclusively for public school purposes determined by the Governing Board per Education Code § 47633(c). Public funds received by the charter school from the State of California shall be used in a manner consistent with the provisions of Article 16, section 6 of the California Constitution and the charitable purposes of the corporation.



Cash Outflows

Expenditure distributions are designed to ensure that the majority of funds are spent on instruction related costs, and therefore meet the requirements for full funding.

The program provides for the following:

- **Teaching and administrative staff:** Staff budgets and staffing numbers are prepared to meet requirements for full funding. This budget provides for a student to teacher ratio of 25:1 or less. This ratio aligns with the state's charter school pupil-to-teacher ratio for an independent study program. Should these ratios require that an adjustment be made, the Governing Board reserves the right to apply for a waiver with the appropriate agencies. Complete benefit packages are assumed at 24.5% of salary. Payroll taxes and STRS contributions are also included, using the state's current STRS contribution rate chart. The costs for teaching and administrative services, including salary and benefits, are allocated as appropriate with CalCA Capistrano's sister schools through the employment arrangements.
- **High quality instructional program including materials and technology tools:** Costs for these items are determined through the Statement of Agreement and the annually adopted fee schedule for instructional materials supplied by Connections. A number of the school's expenses are directly drawn from the fee schedule which is fairly stable from year to year. The fee schedule includes fees for all of the instructional materials. In addition to complete lesson plans provided for every subject, additional materials are provided, which may include such items as high-quality electronic textbooks, online licensed content, interactive lesson components, synchronous instruction tools, science and art kits, and state of the art technology training, test preparation, and assessment tools. Note that due to fluctuations in available funding in California and funding allocation requirements, certain adjustments may have to be made to the regular Connections program. These are determined annually by agreement between the Governing Board and Connections. Connections provides Connexus that includes, among other things, a student information system, lesson scheduling tools, accountability tools, webmail, instant messaging, chat, video and audio streaming for selected lessons and a school and local activities message board/forum.
- **Facility:** The school has a local office, currently in San Juan Capistrano. Upon approval by the grade level principal, teachers may work from the office, however, most teachers work from locations other than the office in accordance with the school's work at home policy. The school office facility also includes work spaces for the site administrator and administrative staff. California Connections Academy provides Internet access and technical support for staff while they are in the office and provides laptop computers that can be used from the office or from home. The lease costs are shown in the budget along with all utilities, including phone and Internet, which are budgeted separately due to the higher cost of these services in a virtual school.



- **Special Education:** The CalCA Capistrano budget includes expenditure items to provide for special education staff and services to fully meet the needs of students with disabilities. The charter is an LEA in the Tulare County/District SELPA and works with that SELPA regarding fiscal arrangements and reporting.
- **Administrative costs:** The school has a full range of administrators and administrative support staff as employees, and in addition, the school contracts with Connections for many administrative services. These services are shown in categories in the budget and include such general administrative services as enrollment, records management, human resources, payroll services, accounting, facility management, regulatory reporting support, general administration and oversight, marketing services, financing services, student and parent satisfaction assessment, Board support and resource services, authorizer liaison services, etc. In addition to the high-quality, turn-key educational program, Connections offers a wide range of administrative support services to assist the school. Examples of items covered in the educational administrative services are: education program design, analysis, and revision; curriculum planning and selection services; school handbook development; professional development planning; school leader development; and so forth.
- **Other operational costs:** The school budgets for many other expenses necessary for school success such as teacher professional development, copier costs, student testing and assessment, loaned technology for students, technology support costs, insurance, audit fees, legal fees, banking costs, dues and memberships, STRS reporting fees, Board training, district oversight fees, and so forth. Each of these is shown in detail on the budget. The audit fees include the cost of annual tax filing for the 501(c)(3) corporation.
- **Oversight fees:** Expenses related to the sponsoring District include the 1% District oversight fee. The details of the fiscal arrangement and the distribution of responsibilities are included in the MOU with CUSD (See Exhibit G), along with any District services that may be agreed upon on a fee-for-service basis. The District shall charge CalCA Capistrano for supervisory oversight of CalCA Capistrano, up to any maximum permitted by law (currently described and limited in Education Code § 47613), currently set at 1%. CalCA Capistrano acknowledges that the District's actual costs in conducting its oversight obligations could meet or exceed the maximum percentage permitted by law and the District shall not be required to submit documentation of its actual oversight costs.

The budget is prepared to maximize cost efficiency and to leverage the resources available through CalCA Capistrano's relationship with Connections, as well as through the relationship with the other California Connections Academy schools, with the goal of maximizing the amount of funds that are spent on items that directly support student learning. All items in the budget are directly linked to essential elements of the educational program described in this charter and are components of a successful virtual school model. The majority of the school's resources are directed to the places where they have the most impact on students (i.e., applied to the teaching staff and to the curriculum).



Overall Cash Flow

The school contracts with Connections to provide human resources, administrative, financial, accounting, and payroll services. The services that are provided are explained in the Statement of Agreement between CalCA Capistrano and Connections. Since this is provided as a turn-key program, many of the school's expenses are either paid to Connections (such as fees for access to Connexus, curriculum, and so forth), are paid for salary and benefits under the allocation model with the other California Connections Academy schools, or are reimbursed by the school to Connections (such as travel, facility costs, and so forth). The charter school is invoiced monthly by Connections for all of the agreed upon costs. The invoices are reviewed by the Governing Board Treasurer and the Director of Business Services prior to payment to Connections and are also approved by the full Governing Board as part of the regular Board agenda.

Connections has considerable experience supporting public virtual schools and has gained expertise in dealing with the unique aspects of public school funding including funding in California. In order to protect the CalCA Capistrano charter school from experiencing cash flow problems as a result of delays in state or local funding, arrangements have been made to allow the charter school to pay the invoices *only if the school has sufficient funds available at that time*. The school must pay for services rendered as soon as funds become available, but there is no demand for payment if sufficient funds have not yet been received by the school. Therefore, due to this favorable arrangement between the charter school and its partner, any additional delays in state payments, such as have been imposed in the past by California on all public schools, have limited negative effect on the charter school.

The Governing Board and school leadership are aware of the challenges of the state's past multiple and complex deferrals of payments which may be applied to public schools, including charter schools. However, for the reasons listed herein, rather than needing to develop detailed cash flow analyses and seek outside financing, the charter school relies on its arrangement with Connections to provide short term financing during times when cash is not received from the public revenue sources. This ability to obtain financing at a reasonable rate is one of many advantages offered to the school through its contract with Connections.

Due to potential variability of state and federal funding and the annual expenditures of the charter school, CalCA Capistrano and Connections agree to negotiate, in good faith, a reduction in the fees, as needed. If the school's expenditures are projected to exceed its funding and would result in a cumulative net asset deficit on its audited financial statements, with the negotiated reduction in fees, the school will maintain overall positive net assets. Any reduction in fees is limited to the year for which such reduction is negotiated, except if otherwise agreed.

Funding Determination

As is required of all non-classroom-based programs, CalCA Capistrano continues to submit a funding determination application to the California Department of Education (CDE) by the mandated deadlines. CalCA Capistrano most recently received a five year funding determination from CDE, which is in effect until the end of the 2021-22 school year. The budgets are always prepared to meet or exceed all of the tests required for full funding. In the



event that full funding is not granted at any point, the school will work with the California Advisory Commission on Charter Schools and the CDE staff to modify the budget so that the school can receive full funding.

Alternatively, the school may modify its revenue and/or expenditure assumptions to ensure a balanced budget. In the event that full funding is not granted, CalCA Capistrano will submit a revised budget to CUSD for approval by July 1 for the following fiscal year. The CalCA Capistrano educational program, as outlined in the charter petition, is of the highest quality. CalCA Capistrano is committed to providing this full program to its students and also to ensuring that funds are spent to carry out the mission of the school.

VII.B FINANCIAL REPORTING

Describe the systems and processes by which the school will keep track of financial data and compile information needed for the annual statement of receipts and expenditures that is due to the school district.

Financial Reports

CalCA Capistrano's Director of Business Services, with support from Connections, provides regular financial reports to the Board. Following review by the Board, financial data is reported to the District and the County Office of Education in a manner and timeline detailed in the MOU and in accordance with existing charter school law and district and state policy. CalCA Capistrano submits all documents, reports, and information to the District and County Office of Education as required by law, including but not limited to, all reports required pursuant to Education Code § 47604.33.

In accordance with current legally mandated timelines, the first interim report, which reports on budget and actuals through October 31, is submitted annually to the District and the County Office of Education no later than December 15 each year. The second interim report, which reports on budget and actuals through January 31, is submitted annually to the District and the County Office of Education office no later than March 15 each year. An annual update of certain school expenditures is provided on or before July 1 as part of the LCAP, in accordance with California Education Code sections 47605.33(a) and 47606.5.

As per California Education Code section 42100, the school will prepare, in the format prescribed by the State Superintendent of Public Instruction, an unaudited annual statement of all receipts and expenditures for the preceding fiscal year. This statement is then filed with CUSD and the County Office of Education by September 15 and sent to the California Department of Education following certification by CUSD.



Financial data for the charter school is reported to the state via the District, except in cases where the law requires charter schools to report directly to the state. For example, the year-end unaudited actual financial report is submitted by CalCA Capistrano to CUSD by the agreed upon deadlines each year, who in turn submits it to the county Office of Education and the state. In other situations, such as the annual independent audit, the school submits copies directly to the District, the County Office of Education, and the California Department of Education, among other parties, as required by law.

School financial records are accessible to CUSD as the authorizing agency at any time, upon request. The school responds promptly to such requests.

Fiscal Policies

The Board creates and adopts strong fiscal policies, including adequate internal control policies, and requires that Connections maintain adequate internal control policies and practices. In order to ensure responsible fiscal management, CalCA Capistrano consults with its independent auditor and with district fiscal staff over the design of these policies. As part of the Board's responsibilities, oversight over these policies and the internal controls occurs.

Attendance Accounting

Accurate attendance accounting is crucial to the fiscal well-being of an independent study charter school. CalCA Capistrano maintains accurate and current written records that document all pupil attendance and makes these records available for audit and inspection. In order to minimize risks to the school's revenue, CalCA Capistrano utilizes accurate and sophisticated systems for documenting student attendance. CalCA Capistrano's attendance accounting procedures comply with California Independent Study requirements, and with the district's requirements for certifying the charter school's ADA. In addition, CalCA Capistrano transfers all attendance data to a state approved attendance accounting program (e.g., Aeries) in order to generate the data required for the state's Principal Apportionment Data Collection forms. Alternatively, the attendance accounting data may be supplied in a format and level of detail similar to the Aeries program to allow efficient certification of the charter school's ADA.

VII.C INSURANCE

Agree that the school will acquire and finance general liability, workers compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance, and provide evidence that the cost and availability of such insurance has been researched by the petitioners. [Ref. Criteria for Review; CCR-5, §11967.5.1(c)(3)(C)]

Insurance

The school will have the levels of coverage, as described below, at a minimum. The Board has obtained a Directors & Officers Liability policy that provides \$1,000,000 in coverage. The sample certificate of insurance is included in Exhibit I.



Annually CUSD will also be issued a certificate of insurance as an additional named insured (see Exhibit I for samples of the current certificates of insurance):

California Online Public Schools (CalOPS) shall purchase and maintain, in full force and effect at all times during the term of this charter, insurance in amounts and types specified herein and subject to review by the District's risk manager. CalOPS obligations to acquire and maintain insurance as provided in this section of the charter shall survive the revocation, expiration, termination, or cancellation of this charter or any other act or event that would end CalCA Capistrano's right to operate as a charter school pursuant to this charter or cause CalCA Capistrano to cease operations until CalCA Capistrano and/or CalOPS have fully complied with the Closure Protocol set forth in this charter.

Without limiting this charter and/or the defense, indemnity, and hold-harmless obligations of CalOPS throughout the life of the charter, CalOPS shall obtain, pay for, and maintain in full force and effect insurance coverage or policies issued by an insurer or insurers admitted by the California Insurance Commissioner to do business in the State of California and rated not less than "A or A-VII" by A.M. Best Insurance Rating Guide, or, in the case of self-insurance, with a California Joint Powers Authority, a memorandum or memoranda of coverage providing coverage as follows:

1. **COMMERCIAL GENERAL LIABILITY** insurance and/or coverage, which shall include coverage for: "bodily injury", "property damage", "damage to rented premises", "advertising injury", and "personal injury", including, but not limited to, coverage for products and completed operations, and sexual abuse/molestation with combined single limits of not less than \$5,000,000 per occurrence and \$20,000,000 in the aggregate. These limits may be met through a combination of primary and umbrella/excess insurance. The deductible or self-insured retention applicable to this insurance shall be subject to the review of the District Risk Manager.
2. **COMMERCIAL AUTO LIABILITY** insurance and/or coverage, which shall include coverage for owned, non-owned, and hired autos, with bodily injury and property damage liability limits not less than \$1,000,000 per accident. These limits may be met through a combination of primary and umbrella/excess insurance. The deductible or self-insured retention applicable to this insurance shall be subject to the review of the District Risk Manager.
3. **WORKER'S COMPENSATION** insurance and/or coverage, as required by applicable law, with not less than statutory limits.
4. **PROPERTY INSURANCE** and/or coverage, which shall include: (a) coverage for real property on an open or special perils basis with full replacement cost coverage and code upgrade coverage, and (b) Business Personal Property, for all furniture, equipment and supplies of CalOPS and /or CalCA Capistrano. If any District property is leased, rented or borrowed by CalOPS and/or CalCA Capistrano, it shall also be insured by CalOPS and/or in the same manner as (a), (b), and (c) previously. The deductible or self-insured retention applicable to this insurance shall be subject to the review of the District Risk Manager.



5. **PROFESSIONAL LIABILITY** insurance and/or coverage, which may also be called Educator's Legal Liability Insurance, in an amount not less than a professional aggregate limit of \$3,000,000. These limits may be met through a combination of primary and umbrella/excess insurance. The deductible or self-insured retention applicable to this insurance shall be subject to the review of the District Risk Manager.

CalOPS shall provide to the District each certificate(s) of insurance required by the foregoing provisions of this charter, which shall be submitted for review by the District upon request. The procuring of such insurance and/or coverage or the delivery of copies shall in no way be construed as a limitation of the obligation(s) of CalOPS to defend, indemnify, and hold harmless the District and its Board of Trustees, Board Members, officers, administrators, and employees.

CalOPS shall promptly respond to all inquiries from the District regarding any claims against CalCA Capistrano and/or any obligation of CalOPS under the foregoing provisions of this charter.

CalCA Capistrano and its vendors will continue to maintain and keep in force such insurance, or self-insurance, as Worker's Compensation, Liability and Property Damage, as will protect it from claims under Worker's Compensation Acts and also such insurance, or self-insurance as will protect CalCA Capistrano from any other claims for damages for personal injury, including death, and claims for damages to any property of CalCA Capistrano, or of the public, which may arise from school operations, whether such operations be by CalCA Capistrano or by any subcontractor or anyone directly or indirectly employed by any of them.

VII.D ADMINISTRATIVE SERVICES

Describe the structure for providing business/administrative services (including, at a minimum, personnel transactions, attendance accounting; accounting, and payroll) that reflects an understanding of school business practices and expertise needed to carry out administrative services or a reasonable plan and timeline to develop and assemble such practices and expertise. For any contract services planned to serve the school, describe the criteria and procedures for the selection of contractors. [Ref. California Education Code §47605(g) and Criteria for the Review; CCR-5, §11967.5.1(c)(3)(A)]

The Executive Director, with the assistance of Principals, manages the school's day to day operations as its administrative manager, including supervising certificated and non-certificated personnel. The Director of Business Services and the Board Treasurer manage budgeting and accounting for the school. The CalOPS administrative team may utilize contracted data management technology and related services from Connections, as consistent with the Statement of Agreement.



VII.E FACILITIES

Describe the types and potential location of any facility/ies needed to operate the size and scope of educational program proposed in the charter. If (a) specific facility/ies has/have not been identified, provide evidence of the type and projected cost of the facility/ies that may be available in the location of the proposed charter school(s). Facilities plans must reflect reasonable costs for the acquisition or leasing of facilities to house the charter school. [Ref. California Education Code §47605(g) and Criteria for Review; CCR-5, §11967.5.1(c)(3)(D)]

As a virtual charter school, CalCA Capistrano does not require a physical facility for day-to-day learning. Students can work from the setting of their families' choice, such as the home or a supervised community location. The school may also arrange for the use of temporary facilities for short term face to face activities, such as state testing. As a non-classroom-based charter, the school is not eligible to request facilities from the District under Proposition 39 regulations.

CalCA Capistrano leases permanent office space for its administrative and teaching staff, and to house student records, and which may also serve on occasion as a testing or resource center for students. The facility is in an attractive and safe area, providing good access for administrators and teachers and any students or parents who visit the school. The facility has a certificate of occupancy, is air-conditioned, heated and illuminated appropriately, provides male, female, and gender neutral bathrooms, at least 50 percent of the restrooms are stocked with feminine hygiene products at all times, is handicapped accessible, provides parking, and is fully equipped with sprinklers and other fire safety equipment. Since 2014, the school has leased a commercial office facility in San Juan Capistrano, and the lease is in effect through July of 2019. The school plans to extend this lease for an additional term.

The facility provides the necessary infrastructure to support the required computer network. Should there be a need for further renovations, they will be made in compliance with applicable building and safety codes.

The CalCA Capistrano budget includes funds for lease and operations of such a facility, based on the current lease agreement. Facility and janitorial maintenance are currently also the responsibility of the school.

CalCA Capistrano has located its office facility within the geographic boundaries of CUSD. The facility is accessible from major roadways, allowing students and staff to reach it easily. Staff members who work from remote locations report to a grade level principal or department director. Since the technological infrastructure is in place, providing long distance support is both effective and efficient.

In addition, in the future, the school reserves the right under Education Code § 47605.1 (c), to open additional resource centers if there is a need for them as determined by input of staff and families. CalCA Capistrano shall comply with all applicable laws for establishing resource centers, including any jurisdictional limitations to locations of its facilities. CalCA Capistrano will provide all required notification to the district and county of all facilities that it operates.



VII.F TRANSPORTATION

Provide a description of the arrangements, if any, to be made for transportation of students, including expected level of need, proposed contracts, and adequate types and levels of insurance.

Students at CalCA Capistrano do not require transportation services for regular school activities. While the school helps facilitate local extracurricular and recreational activities among CalCA Capistrano students and their families, the families are responsible for providing their own transportation for these activities. The school assists families with arranging transportation to the greatest extent possible, and complies with all legal requirements that may apply for transportation for students with special needs in order to access special education services. The only school event that requires students to report somewhere other than their home or immediate neighborhood is state- or school-mandated examinations, which students must take at proctored locations.

If CalCA Capistrano provides transportation for any special event, school administrators will assure that such transportation meets all applicable safety standards and bears any motor vehicle insurance required under California state law. Any parent or guardian (or their designee) transporting students in their car to school organized events will sign appropriate waivers/release forms if required by school policy. The School Handbook (Exhibit B) also discusses parental responsibility for transportation to school events.



VII.G AUDITS

Describe the manner in which annual, independent financial audits, as required by law, will be completed by December 15 following the close of each fiscal year, and the anticipated timeline in which audit exceptions and deficiencies (if any) will be resolved to the satisfaction of the school district. [Ref. California Education Code §47605(b)(5)(I) and Criteria for Review; CCR-5, §11967.5.1(f)(9)] Additionally, describe who will be responsible for contracting and overseeing the independent audit, including a specification that the auditor will have experience in education finance. Outline, as applicable, the process for providing audit reports to the State Board of Education, California Department of Education, or other agency as the State Board of Education may designate. [Ref. Criteria for Review §11967.5.1(f)(9)]

Annual Independent Audit

CalCA Capistrano is audited annually by an independent, certified public accounting firm according to the guidelines applicable to public charter schools in California.

The Board commissions the audit and engages an auditor with experience in public school finance. The cost of the independent audit is borne by CalCA Capistrano. Copies of the audit are submitted to the District, the County Office of Education, the state controller's office, the California Department of Education, and any other agency as required by law within 180 days of the end of the fiscal year and in no case later than December 15 of each year. The Governing Board may appoint a standing or ad hoc Audit Committee to engage the auditor, review the audit, and make decisions on resolving any audit findings.

Audit Exceptions and Deficiencies

The California Connections Academy schools have not historically had audit findings, exceptions, or deficiencies. A copy of the annual audit, including any auditor's findings is forwarded to the Board, or if appointed, to a standing or ad hoc Audit Committee of the Governing Board. If so appointed, the Audit Committee would review any audit exceptions or deficiencies and then report to the Governing Board with recommendations on how to resolve them. This report would include timelines and deadlines for resolving the exceptions or deficiencies. The Board then would report to CUSD regarding how the exceptions and deficiencies have been or will be resolved. Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process contained in Section V.E. The District may elect, at its own cost and expense, to have its accountants review the audit exceptions and deficiencies.



VII.H CLOSURE PROTOCOL

Provide a detailed description of the procedures to be used in the case of a decision by School District or State Board of Education to revoke the school's charter, a decision by the school district not to renew the charter, or a decision by the school voluntarily to close, including plans for a final audit of the school; disposition of net assets; communication of the closure to parents and staff; and maintenance and transfer of student records. [Ref. California Education Code §47605(b)(5)(O)]

In the event that CalCA Capistrano ceases operation for any reason, CalCA Capistrano and its Governing Board are responsible for school closure procedures and will cooperate with CUSD and the California Department of Education to the extent necessary to provide an orderly return of the students to their local schools or a school of choice. CalCA Capistrano follows the charter school closure procedure regulations from the California Department of Education [CCR-5 §11962].

In the event of school closure, all assets of the school, including but not limited to all leaseholds, personal property, intellectual property, and all ADA apportionments and other revenues generated by students attending the school, remain the sole property of CalOPS. All Grant funds and restricted categorical funds shall be returned to their source as required by the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports.

Any donated materials and property shall be returned in accordance with any conditions established when the donation of such materials or property was accepted.

Upon the dissolution of CalOPS, disposal of any net assets remaining after the liabilities of the charter school have been paid or otherwise addressed shall occur in accordance with applicable law and the corporation's Articles of Incorporation and Bylaws.

The decision on distribution of the school's assets will be made by the Governing Board. If CalCA Capistrano does not have sufficient assets to pay all of its bills at the time it ceases operation, neither CUSD, the Capistrano County Department of Education, nor will the CDE be responsible for its unpaid bills.



Other Closure Procedures

- The decision to close the charter school will be documented by an official action of the school's Governing Board. The action will identify the reason for closure. A notice of school closure will be sent to parents/guardians, CUSD, the California Department of Education, the County Office of Education, the school's SELPA, and any retirement systems in which the school's employees participate (*e.g.*, the State Teachers' Retirement System), the accrediting body WASC, the University of California a-g office, the NCAA, as well as all other agencies as required. This notice will contain all relevant and required information, including the effective date of closure; the name and contact information for the person reasonable for responding to inquiries regarding the closure; the students' school districts of residence; and the manner in which parents/guardians may obtain copies of student records, including specific information on completed courses and credits that meet graduation requirements.
- Parents/guardians and students will be notified in writing and will be provided with or have access to student information or records necessary to facilitate transfer to another school.
- Other school districts that may need to provide services to the charter school students may be notified in writing.
- The school's Governing Board or its designee shall create a list of students in each grade level and the classes they have completed, together with information on the students' district of residence, and will provide the list to the person/entity responsible for closure activities.
- A process for transfer of student records, all state assessment results and any special education records will be established and followed. In addition, a plan for the maintenance of school and student records for a reasonable period of time following the closure will be made. All student records will be turned over to the students' district of residence, when known, unless otherwise agreed in the adopted plan. Personnel records will be transferred or maintained as required by law.
- An independent audit of the school will be completed as quickly as feasible, but not later than six months following closure of the school, and will include at least the following:
 - An accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value.
 - An accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation.
 - An assessment of the disposition of any restricted funds received by or due to the charter school.



- Any required final financial or other reports will be submitted to the CDE and other applicable agencies.
- Copies of all financial and attendance records will be provided to the sponsoring district according to state and federal requirements, unless otherwise agreed upon by both the Board and CUSD's Governing Board.
- If financial liabilities are incurred during the closure procedures, CalCA Capistrano will be fully responsible for payment of these, according to the Board adopted financial plan.

This closure protocol shall survive the revocation, expiration, termination, cancellation of this charter or any other act or event that would end CalCA Capistrano's right to operate as a charter school pursuant to this charter or cause CalCA Capistrano to cease operation.

VII.I SCHOOL SERVICES CONTRACT

The existing Statement of Agreement with Connections is provided in Exhibit F, and includes, as some examples:

- Licensing of Connections' curriculum for use by CalCA Capistrano;
- Access to resources and assistance designed to enhance teacher effectiveness in creating Personalized Learning Plans for each student, as required to meet or exceed any educational standards established by the State of California or otherwise required by the authorizer;
- Access to student assessment tools;
- Access to assignment management and tracking tools, including Connexus;
- Communication via multiple technologies, including phone, webmail, and chat;
- Access to technology tools for students, teachers, and other school staff;
- Training materials for Learning Coaches and teachers;
- Student record management tools; and
- Support regarding special needs accommodations of the curriculum;

CalOPS intends to negotiate a new Statement of Agreement with Connections to cover the term of this renewal charter, which will be completely consistent with any new requirements added under AB 406

Financial Reporting and Controls

The school's budget is developed and managed by CalCA Capistrano staff and approved by the school's Governing Board.

Connections provides some administrative and fiscal support services. CalCA Capistrano staff, plus the Board Treasurer and Board are responsible for reviewing, evaluating, managing, and/or approving these items, and for providing them (through their designees) to the appropriate state and local agencies (see also Section VII.B.).



Term, Termination, and Renewal

Detailed language regarding termination and renewal is included in the Statement of Agreement. The term of the Statement of Agreement is intended to cover the five years of the renewal charter term.

While termination is not desirable, the current Statement of Agreement provides for several different reasons that termination could occur. For example, the Board may terminate its agreement with Connections if it determines Connections has not performed as expected or if it determines that Connections has failed to provide educational services that meet California independent study requirements. Connections may terminate the agreement if CalCA Capistrano does not meet its financial obligations to Connections. Either party may terminate if there is breach of contract. The breaching party would be given an opportunity to respond and cure, and written notification is required at all times. In addition, both parties can terminate if they agree in writing to do so. In order to minimize disruption of students and staff, any termination would be planned to occur at the end of an academic year if possible.

Payments

Payments are made by the charter school to Connections under the terms of the Statement of Agreement. Currently, payments are made to Connections on a periodic basis, and while invoices are typically due within 30 days of approval by the Governing Board, the actual payment timeline may be extended to account for the timing of receipt of revenue by the charter school from state, local, and private agencies.

The determination of fees includes: disclosure between the charter school and Connections of estimated revenues and expenditures, development and approval of budgets, and an annual negotiation of fees due to Connections Academy. Payments are made to Connections on a periodic pro-rated basis, and the payment timeline is tied to receipt of revenue by the charter school from state, local and private agencies.

VIII. CHARTER SCHOOL ACCOUNTABILITY, RENEWAL, AND REVOCATIONS

Include a statement reflecting the conditions under which the charter may be revoked and/or may not be renewed. [Ref. California Education Code §47607]

VIII.A ACCOUNTABILITY REPORTS

In order to ensure adequate progress towards renewal of the charter, CalCA Capistrano compiles and provides a Local Control and Accountability Plan to CUSD as well as to any other required agencies as required by law (currently found in California Education Code section 47606.5). The



format and evaluation of the plan adheres to state laws (currently laid out in California Education Code sections 52064 and 52064.5). Additional information regarding the LCAP is found in Section III.A. The school may request that the district Governing Board formally review and/or accept the plan. The LCAP includes any state required elements, including a summary of progress towards the goals developed for the LCAP. The LCAP or other alternative accountability reports may include other optional data, such as:

- Summary data showing student progress toward the goals and outcomes specified in Section III.A from the assessment instruments and techniques in Section III.C.
- An analysis of whether student performance is meeting the goals specified in Section III.A. This data may be displayed on both a school-wide basis and by subgroups, which are disaggregated by numerically significant racial and ethnic and other categories.

Additional accountability measures related to the charter school's performance are listed herein and may be included in the SARC, the California School Dashboard, and/or other accountability reports:

- Data on the level of parent involvement in the school's governance (and other aspects of the school, where applicable) and summary data from an annual parent and student satisfaction survey;
- Data regarding the number of staff working at the school and their qualifications;
- Information on the racial, ethnic, and socioeconomic composition of the school, and a demonstration of whether the school implemented the means listed in charter Section VI.B to achieve a racially and ethnically balanced student population;
- Information regarding the school's outreach and admissions practices during the year and data regarding the numbers of students enrolled;
- Data on the number and resolution of disputes and complaints under the school's Uniform Complaint Procedures;
- Other information regarding the educational program and the administrative, legal, and governance operations of the school relative to compliance with the terms of the charter generally; and
- The annual audit and other relevant financial information.

In addition to meeting any requirements of the state, in particular for the LCAP, CalCA Capistrano works with CUSD to jointly develop content, evaluation criteria, timelines, and process for any additional accountability reports.

When needed, these arrangements are laid out in the MOU with CUSD.

The school and District will also jointly develop an annual site visitation process and protocol to enable the District to conduct its oversight responsibilities, gather information needed to confirm the school's performance and compliance with the terms of this charter.



VIII.B TERM OF THE CHARTER

The term of the charter will be five years, commencing on the first day of the fiscal year following the date that the charter is approved by the CUSD Governing Board, and expiring five school years later, unless renewed. This charter is not intended to expire prior to the end of the fifth school year following the approval.

VIII.C OVERSIGHT AND RESPONSE TO INQUIRIES

CUSD may inspect or observe any part of the school at any time, but will provide reasonable notice to the Executive Director or Site Administrator, to the extent practicable prior to any observation or inspection. CUSD will provide such notice at least three working days prior to the inspection or observation unless the school's Governing Board or Executive Director agrees otherwise. Inspection, observation, monitoring, and oversight activities may not be assigned or subcontracted to a third party by CUSD without the consent of the Governing Board, which shall not be unreasonably withheld.

The school agrees to promptly respond to all reasonable inquiries, including requests for financial records, from the District, County Office of Education, or the California Department of Education. CalCA Capistrano agrees to permit the District to inspect and receive copies of all records relating to the operation of the charter school, including financial, personnel, attendance accounting, and pupil records, subject to FERPA and employee privacy laws. CalCA Capistrano shall promptly comply with all reasonable inquiries from the District in accordance with Education Code § 47604.3. CalCA Capistrano shall be subject to the California Public Records Act.

VIII.D REVOCATION

Prior to commencement of revocation proceedings, CUSD and CalCA Capistrano may first endeavor to resolve any dispute under the dispute resolution process set forth in Section V.E. If, following the completion of that process, the Governing Board of the District believes it has cause to revoke this charter, the District agrees to notify the Governing Board of the school in writing, noting the specific reasons for which the charter is in danger of being revoked, and grant the school reasonable time to respond to the notice and take appropriate corrective action. In accordance with California Education Code section 47607(c)(1) and 47607.3, the following items may be considered violations that could lead to revocation or non-renewal of the charter:

- A material violation of any of the conditions, standards, or procedures set forth in the charter;
- Failure to meet or pursue the pupil outcomes identified in the charter;
- Failure to meet generally accepted accounting principles;
- Fiscal mismanagement; and
- Violation of the law.



CalCA Capistrano and CUSD agree to follow the interventions explained in California Education Code section 47607.3 regarding failure to meet pupil outcomes. If the charter school disputes the cause(s) for revocation, the dispute procedures listed in Section V.E will apply. Notwithstanding any other provision of this charter, the District shall comply with applicable laws and regulations regarding revocation proceedings.

All attempts will be made to avoid school closure due to revocation in the middle of a school year.

In the event that the school is closed, the closure protocols and processes as described in Section VII.H will be followed.

VIII.E RENEWAL AND AMENDMENT PROCESS

The Governing Board of CalCA Capistrano may request from the CUSD Governing Board a renewal or material revision of the charter at any time prior to expiration. However, renewal requests ideally should be presented by the school to the district no later than 120 days prior to the expiration of the charter. It will be the goal of CalCA Capistrano to submit the necessary documentation for each renewal request any time between July and December of the final year of operations approved hereunder. This timing provides CalCA Capistrano and the District an adequate opportunity to focus on the renewal request, while taking into account all years of performance. Such renewal request shall include, but is not limited to, a complete charter that has been revised and updated to meet all legal requirements and reflect the current status and practices at CalCA Capistrano, including an electronic version of the revised charter and attachments thereto, and printed versions upon request of the District. The school will work with CUSD to follow District policy regarding charter renewals.

The CUSD Governing Board agrees to hear and render a renewal decision pursuant to the charter petition review timelines and processes as specified in the California Education Code section 47605(b) and CCR Title 5, Section 11966.4.

Renewals will be for a period of five years, as is currently specified in California Education Code section 47607(a)(1).

The charter may be materially revised at any time using a process similar to the renewal process. Any material revision of the charter requires an amendment that must be approved by the Governing Board of the charter granting authority prior to taking effect. Non-material amendments to the charter may occur by approval of the charter school Governing Board and notification to and review by CUSD staff.

CalCA Capistrano and CUSD must agree on whether an amendment is material or non-material. The charter school agrees to contact the District Superintendent when any amendment, either material or non-material, is proposed. The charter school and CUSD do not anticipate that language regarding student performance, student outcomes, school finances or any other elements of the LCAP or its annual updates will constitute or create material revisions to the charter. The school will work with CUSD to follow District policy regarding charter amendments.



IX. IMPACT ON THE CHARTER AUTHORIZER

Provide information regarding the potential effects of the charter school on the school district, including, but not limited to, the facilities to be utilized by the school, the manner in which administrative services of the school are to be provided, and potential civil liability effects. [Ref. California Education Code §47605(g)]

IX.A CUSD's MISSION

CUSD's mission is "to prepare our students to meet the challenges of a rapidly changing world"³¹ and incorporates a vision of an unwavering to student success. CalCA Capistrano supports and enhances this mission by providing each student with a Personalized Learning Plan which challenges individual students to excel and succeed through a differentiated educational path. When students work at a challenging but realistic level that fits their educational needs and goals, they develop academic confidence, feel positive about their school experience, and in turn realize their potential and are empowered in their success. This allows students to become contributing citizens in a diverse and global society.

CalCA Capistrano has reviewed CUSD's WIGs (Wildly Important Goals), listed below.

1. Teaching and Learning

Engage students in meaningful, challenging, and innovative educational experiences to increase post-secondary options for all students.

2. Communications

Communicate with, and engage students, parents, employees, and community members in Districtwide and community-specific decisions.

3. Facilities

Optimize facilities and learning environments for all students.

As a charter school authorized by CUSD, CalCA Capistrano supports these WIGs by providing a challenging and innovative educational program, engaging students, families and community members both from within and outside of CUSD and optimizing the alternative learning environment for students who choose to enroll in the school.

CalCA Capistrano promotes strong parent partnerships and offers a safe learning environment for all students. In addition, the strong foundation in technology that students receive in a virtual school help to prepare them for post-secondary options and a rapidly changing world.

³¹ http://capousd.ca.schoolloop.com/pf4/cms2/view_page?d=x&group_id=1219972013237&vdid=i10b1qfopu1jt#mission



IX.B BENEFITS

There are many benefits that CUSD receives through sponsoring CalCA Capistrano. One of the most significant benefits is being able to serve students who were underserved or not being served within the community. Providing access for students to fully qualified teachers and to innovative, interactive 21st century curriculum meets the goals and mission of CUSD. It also provides an opportunity for CUSD to reengage students in a charter sponsored by CUSD who may have chosen other virtual or charter opportunities.

The school district and community benefit from the teaching and administrative positions that are created at CalCA Capistrano. This has an economic impact on the local community.

The District provides supervisory oversight as required by law, in exchange for an oversight fee of up to 1% of the portion of the charter school's annual public revenue, as defined in California Education Code section 47613 (f).

CalCA Capistrano represents an outstanding virtual educational choice for families in Orange County and contiguous counties and this builds awareness of CUSD's innovative approach to learning. Increased awareness of CUSD is of benefit to CUSD's own community outreach efforts.

IX.C FACILITIES

CalCA Capistrano has no negative impact on the district with respect to facilities. As a non-classroom-based program, CalCA Capistrano is not eligible for facilities under Proposition 39. The school agrees to comply with all applicable laws related to jurisdictional limitations to the locations of its facilities and any legally required notices regarding school sites.

The school agrees to notify the district and county office of education of the location of all its sites and/or resource centers. The school agrees to comply with all applicable laws regarding its facilities, including any legal geographic limitations on charter school sites.

IX.D ADMINISTRATIVE SERVICES

CalCA Capistrano staff cooperate fully with District staff in the preparation and reporting of all required data and financial information. The District and the charter school may enter negotiations during the MOU process to provide services to the charter school. Neither party is obligated to provide or accept such services, but may do so by mutual agreement. The Superintendent or designee of the District is authorized to negotiate and enter into an agreement to provide services to the charter school.



IX.E CIVIL LIABILITY EFFECTS

Since the school is operated by a non-profit public benefit corporation, CalCA Capistrano is legally independent from CUSD. In addition, CalOPS maintains adequate insurance coverage to further limit liability of the district. Internal dispute processes are in place to decrease the incidence of legal disputes. CalOPS has retained services of attorneys familiar with charter school legal issues to prevent legal problems from arising.

The charter school shall work diligently to assist the District in meeting any and all oversight obligations under the law, including annual meetings, reporting, or other District requested protocol. CalOPS and its employees will institute appropriate risk management practices and health and safety policies and practices.

Debts and Obligations

CalOPS shall be solely responsible for all costs and expenses related to this charter and its operation, including but not limited to, costs of insurance, reserves, staff and operations.

Independent Entity

CalOPS and its officers, board members, employees and volunteers shall operate and provide the school services pursuant to this charter as a wholly independent entity. The District and CalOPS shall not in any way or for any purpose become or be deemed to be agents, partners, joint venturers, or a joint enterprise. The District shall not be liable for the actions or liabilities of CalCA Capistrano and/or CalOPS.

Contracting

CalOPS shall have no authority to enter into contracts for or on behalf of the District and the District shall have no authority to enter into contracts for or on behalf of CalOPS. Any contracts, purchase orders, or other documents which are not approved or ratified by CUSD's Governing Board as required by law, including but not limited to, Education Code § 17604, shall be unenforceable against the District and shall be CalOPS' sole responsibility.



X. ASSURANCES

Governing Law, Construction, and Compliance with Law

This Charter shall, in all respects, be governed by the laws of the State of California applicable to agreements executed and to be wholly performed within the State of California. Nothing contained herein shall be construed so as to require the commission of any act contrary to law.

This assurances page is intended to be signed by a duly authorized representative of the applicant and submitted with the full charter application.

As the authorized representative of the applicant, I hereby certify that the information submitted in this application for a charter renewal for California Connections Academy Capistrano, is true to the best of my knowledge and belief; and further I understand that if awarded a renewal of the charter, the School:

1. Will meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. California Education Code Section 47605(c) (1)].
2. The California non-profit public benefit corporation which operates California Connections Academy Capistrano will be the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act [chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code.] [Ref. California Education Code Section 47605(b)(6)]
3. Will be nonsectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. California Education Code Section 47605(d)(1)]
4. Will not charge tuition or other prohibited fees. [Ref. California Education Code Sections 47605(d) (1) and 49010 et seq.].
5. Will admit all eligible students who wish to attend the school, and who submit a timely application, unless the school receives a greater number of applications than there are spaces for students, in which case each applicant will be given equal chance of admission through a random lottery process. [Ref. California Education Code Section 47605(d)(2)]
6. Will comply with all laws establishing the minimum and maximum age for public school enrollment and funding. [Ref. California Education Code Section 47612(b), 47610(c)]
7. Will not discriminate against any student on the basis of ethnic background, national origin, immigration status, gender, gender identity, gender expression, disability, or any other basis protected by law. [Ref. California Education Code Section 47605(d)(1)].
8. Will adhere to all provisions of federal law relating to students with disabilities, including the IDEA, Section 504 of the Rehabilitation Act of 1974, and Title II of the Americans with Disabilities Act of 1990, that are applicable to it.



9. Will notify the superintendent of the school district of the pupil's last known address within 30 days if a pupil is expelled or leaves the school without graduating or completing the school year for any reason, and the school shall, upon written request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. California Education Code § 47605(d)(3)].
10. Will, on a regular basis, consult with its parents and teachers regarding the school's education programs. [Ref. California Education Code § 47605(c)(2)]
11. Will meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary [Ref. Criteria for Review, section 11967.5.1(f)(5)(C)] and including the criminal record background check and summary required by Ed Code 44237.
12. Will ensure that teachers in the school hold a California Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers (as defined in this charter). [Ref. California Education Code Section 47605(l)] The school will also insure that copies of these credentials will be kept on file at the school and available for inspection upon request.
13. Will at all times maintain all necessary and appropriate insurance coverages.
14. Will comply with any applicable jurisdictional limitations and requirements set forth in the Education Code. [Ref. California Education Code §§ 47605 & 47605.1]
15. Will submit an annual accountability plan to the authorizer as laid out in California Education Code § 47606.5.
16. Will follow any and all other federal, state, and local laws and regulations that pertain to the operation of the charter school.
17. Will comply with all regulations regarding independent study programs that are applicable to charter schools.
18. Will comply with all state audit and other state reporting requirements for charter schools.
19. Will comply with all applicable portions of the Elementary and Secondary Education Act and the Every Student Succeeds Act.
20. Will comply with the Public Records Act.
21. Will comply with the Family Educational Rights and Privacy Act.
22. Will ensure that meetings of the Governing Board for the school shall comply with the applicable sections of the Ralph M. Brown Act.
23. Will maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. California Education Code Section 47612.5(a)]
24. Will respond to all inquiries regarding records, both financial and other, and will provide access to the district to such records.



Signature

Date

Dr. Richard Savage

Printed Name

Executive Director

Title



EXHIBITS

- A Personalized Learning Plan Samples
- B General School Handbook 2018-19 & California Connections Academy School Handbook Supplement
- C Master Agreement (Sample)
- D Parent/Legal Guardian (Caretaker) Acknowledgement (PLCA) (Sample)
- E California Online Public Schools (CalOPS) Documents
- F Statement of Agreement (Current)
- G Memorandum of Understanding (Draft)
- H Business Plan, including Budgets and Cash Flow Narrative
- I Insurance Certificates (Samples)





Connections Academy
2018-2019 – Board Calendar

August

- School Leader's Report
 - Update on Back to School Activities, Staffing and Training
 - Update on Enrollment
 - Connections Academy Summer Leadership Conference
- Financial Report
 - Unaudited 2017-2018 Financial Results
- Consent Item: Approval of 2018-2019 Base Salaries and Incentive Percentage and Career Ladder Positions
- Information Item: PSLT Update: School Operations Metrics
- Information Item: Teacher Professional Development Products and Services for the 2018-2019 School Year
- Information Item: Conflict of Interest Statements (all) and Background Check Reminders (if applicable)
- Information Item: Connections Education Support Team Updates
- Information Item: Board Training and Conference Attendance Planning for 2018-19

September

- School Leader's Report
 - Enrollment and Staffing Update
 - Back to School Activities Update
- Consent Item: Approval of Federal Title Funding Plans for the 2018-2019 School Year
- Consent Item: Approval of Closing Enrollment for the 2018-2019 School Year
- Action Item: Board Training and Conference Attendance for the 2018-2019 School Year
 - National School Boards Association Conference (Philadelphia, PA – March 30 – April 1, 2019)
 - National Charter Schools Conference (Las Vegas, NV – June 30- July 3, 2019)
- New Schools Action Item: Board Designee for School Handbooks
- Information Item: Overview of 2018-2019 Items for Board Consideration

October

- School Leader's Report
 - State of the School Report
 - Final Results on 2017-2018 Goals and State Testing Results
- Audit Committee: Review and Acceptance of Audit Report
- New Schools Consent Item: Approval of Enrollment Opening on First Business Day in March and Authorization for the School Leader to Work with POBL Regarding Opening Enrollment
- Action Item: Approval of School Focus Goals for 2018-2019 School Year
- Information Item: PSLT Update: School Operations Metrics

November

- No meeting

December

- School Leader's Report:
 - Update on Student Intervention Efforts – Tier 1 and Tier 2
- New Schools Consent Item: Approval of Summer School Offering to Students
- Information Item: PSLT Update: School Leader Review Process
- Information Item: Future Funded Enrollment Growth – School Leader
- Information Item: Future Facility Plans
- Information Item: POBL Agreement / Charter Renewal Timeline Update

January

- School Leader's Report
- Executive/Closed Session: Mid-Year Review for School Leader
- Audit Committee: Review and Acceptance of Audit Report
- Consent Item: Approval of the 2019-2020 School Year General School Handbook
- Consent Item: Approval of the 2019-2020 School Year State Specific School Handbook
- Action Item: Approval of Funded Enrollment Target for the 2019-2020 School Year
- Action Item: Facility Planning and Appropriate Action for the Upcoming School Year
- Information Item: PSLT Update: School Operations Metrics
- Information Item: Upcoming LiveLesson® Sessions
- Information Item: Budget Development Process Update – SSCR/SFS

February

- School Leader's Report
 - Update on State Testing
 - Update on Graduation Plans
 - Winter Leadership Retreat
- Action Item: Approval of Summer School Scholarship Offering to Students
- Information Item: Outreach Plan for the 2019-2020 School Year

March

No meeting

April

- Audit Committee, Committee of the Entire Board: Approval of Audit Firm Engagement
- School Leader's Report
 - Graduation Plans and End of Year Activities
 - State Testing Update
- Consent Item: Approval of School Calendar for the 2019-2020 School Year
- Consent Item: Approval of Staff Compensation Plan for the 2019-2020 School Year
- Consent Item: Approval of Employee Handbook
- Information Item: PSLT Update: School Operations Metrics
- Information Item: Curriculum for the 2019-2020 School Year
- Information Item: Board Planning for the 2019-2020 School Year
 - Proposed Meeting Schedule
 - Board Composition

May

- School Leader's Update
 - State Testing Review, Graduation Plans and End of Year Activities
- Consent Item: Approval of Board President as Board Designee to Approve Summer Staffing Decisions for the 2019-2020 School Year
- Action Item: Approval of Budget and Fee Schedule for the 2019-2020 School Year
- Action Item: Approval of Supplemental Educational Products and Services for the 2019-2020 School Year
- Information Item: PSLT Update: Planning for School Leader Performance Review

June – Annual Meetings

- Executive/Closed Session – School Leader Performance Review
- Action Resulting from Closed Session
 - Approval of School Leader Compensation for the 2019-2020 School Year
- Consent Item: Approval of Board Meeting Schedule for the 2019-2020 School Year
- Consent Item: Approval of Revised Budget for the 2018-2019 School Year
- Action Item: Approval of Directors
- Action Item: Approval of Officers for the 2019-2020 School Year
- Information Item: Results of Parent Satisfaction Survey