



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

GOVERNING BOARD for:
CalCA North Bay
CalCA Central
CalCA Central Coast
CalCA Monterey Bay
CalCA Ripon
CalCA Southern California/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, May 28, 2019 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
2142 E. Yosemite, Merced, CA 95340
25858 Tanforan Drive, Madera, CA 93638
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
44304 Copper Moon Lane, Lancaster, CA 93536

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

BOARD AGENDA

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

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

provide any written materials to the Board, these should be emailed to the School Principal at least twenty four (24) hours before the scheduled start of the meeting.

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

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

To view the Board Public Comment Policy, visit the school's "About Us" page at www.connectionsacademy.com

IV. Routine Business

- a. Approval of Agenda – E. Pavlich

V. Oral Reports

- a. Executive Director's Report – R. Savage
 - i. Graduation Plans and End of Year Activities Update
 - ii. State Testing Update
 - iii. CSU/UC A-G Course Update
 - iv. 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. Form 990 Update
 - ii. Budget Development Update
 - iii. Consolidated Financial Report (attached)
 - iv. CalCAN Financial Report (attached)
 - v. CenCA Financial Report (attached)
 - vi. CalCAR Financial Report (attached)
 - vii. CapoCA Financial Report (attached)

VI. Consent Agenda

- a. Approval of Minutes from the April 23, 2019 Board Meeting (attached)
- b. Approval of Staffing Report (attached)
- c. Approval of Connections Education Invoice(s) (attached)
- d. Approval of Health & Safety Policies (attached)
- e. Approval of Federal Funding Documentation: Budgets (attached)
- f. Approval of Annual Charter School Information Surveys (attached)
- g. Approval of Renewal of OCDE STRS Agreement on Behalf of CalCA Schools (attached)
- h. Ratification of CalCA Southern California Charter Renewal (attached)

VII. Action Items

- a. Approval of Statement of Agreement (SOA) with Pearson Online & Blended Learning (to follow) – J. Ragley
- b. Approval of CalCA Central Coast Memorandum of Understanding (MOU) (attached) – R. Savage/F. Sassin
- c. Approval of Capistrano Connections Academy/CalCA Southern California Memorandum of Understanding (MOU) (to follow) – R. Savage/F. Sassin

- d. Approval of Merit Increase Target for the 2019-2020 School Year – R. Savage
- e. Approval of Capistrano Connections Academy (CapoCA/CalCA Southern California) Lease Renewal (to follow) – F. Sassin
- f. Approval of Aeries SIS Student Information Database System (attached) – F. Sassin
- g. Approval of Educator Declaration of Need (attached) – F. Sassin

VIII. Information Items

- a. State & Strategic Client Relations Update – J. Ragley/ E. Sigmund
- b. Partner School Leadership Team (PSLT) Update – B. Rosta
 - i. School Leader Performance Review Planning
- c. Special Education Local Plan Area (SELPA) Update (attached) – F. Sassin
- d. Local Control Accountability Plan (LCAP) Update (attached) – R. Romero
- e. Board Planning for the 2019-2020 School Year – L. Coleman
 - i. Proposed Meeting Schedule
 - ii. Board Composition
- f. Sponsoring District(s) Update – E. Pavlich

IX. Adjournment and Confirmation of the Annual Meeting on Tuesday, June 18, 2019 at 3:30 p.m. PT

Agenda publicly posted:

On: Friday, May 24, 2019

At: 580 N. Wilma Avenue, Suite G, Ripon, CA 95366
33272 Valle Road, San Juan Capistrano, CA 92675
23091 Arden Street, Lake Forest, CA 92630
2142 E. Yosemite, Merced, CA 95340
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44304 Copper Moon Lane, Lancaster, CA 93536



Site Administrator Report **California Connections Academy Schools** **2018-19**

Month for Report: May

Enrollment Update

DATA as of May 13, 2019							
	SoCal	Ripon	Central	North Bay	Central Coast	Monterey Bay	All CalCA
Enrolled	4201	1431	523	213	-	-	6368
Approved	71	28	15	7	4	5	130
Pre-Approved	439	174	69	27	7	37	753
Applicant	617	254	125	43	20	48	1109

Field Trip Update

Total Attendance* for Recent Field Trips

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

Southern California

- 4/9: Tessmann Planetarium at Santa Ana College: 6
- 4/10: Corona Heritage Museum: 11
- 4/11: Fullerton Arboretum Botany Tour: 9
- 4/12: Renaissance Faire School Day: 64
- 4/12: Whale Watching out of Dana Point Harbor: 116
- 4/12: STEM at OC Fair: 2

- 4/24: Paul Mitchell The School Costa Mesa: 12
- 4/24: Riverside City College: 1
- 4/24: Top of the World Hike: 2
- 4/24: Flying Leathernecks Museum: 4
- 4/25: LAMOTH (2nd date): 48
- 4/25: Riverside Art Museum: 11

Central

- 4/10: Art gallery tour and sack lunch: 5
- 4/12: CA Living Museum (CALM): 36
- 4/12: University of Bakersfield: 3
-

Ripon

- 4/3: Hamilton The Musical: 34
- 4/5: Railtown 1897 Historic State Park: 8
- 4/8: WOW Science Museum: 11
- 4/12: CA State Capitol Museum Tour: 4

North Bay

- 4/12: Hallberg Butterfly Gardens: 8

Upcoming Field Trips

Southern California

- 4/29: CAASPP testing began
- 5/30: Orange Coast College Campus Tour
- 5/31: UCI Campus Tour

Central

- 4/29: CAASPP testing began
- 5/30: Clovis Botanical Gardens

Ripon

- 4/29: CAASPP testing began

North Bay

- 4/29: CAASPP testing began

Outreach Update

COMMUNITY EVENTS: In April, our Central team enjoyed two days of interacting with prospective families in Fresno at Vintage Days and North Bay attended Santa Rosa's Earth Day celebration. Capistrano attended the Los Angeles Times Festival of Books and Ripon attended the Stockton Earth Day Festival.

IN-PERSON and VIRTUAL INFORMATION SESSIONS: Starting in May, we started hosting in-person information sessions throughout the state in addition to our virtuals. We have hosted them in San Jose, Long Beach, and Stockton; upcoming in May are Fresno, Bakersfield, Anaheim, Downey and Riverside, Santa Rosa and Modesto

SOCIAL MEDIA: Just a note that our teachers have been flooding us with wonderful content to post on social media from recent field trips and other social activities. Our now-consolidated [Facebook](#) page shows many an adventure!

CENTRAL student in commercial: Thank you to teacher, HANNAH HURLEY, for sharing a wonderful commercial of one of her kiddos, Jayden, filmed for Valley Children's Hospital. From his mother: It has been the first year in seven years he hasn't had to stay at the hospital during flu season! AMAZING! Connections Academy has kept Jayden away from the hospital this whole school year!

RIPON: Our very own elementary teacher, KRISTIN CABLE, shared wonderful insights about our school in the CALAVERAS ENTERPRISE!

NORTH BAY: LESLIE DOMBEK and outstanding student Ya'Shar Smith, a United States Naval Sea Cadet, were quoted in the WILLITS NEWS!

SITE REPORTS

Capistrano: Heather Tamayo, Site Administrator

Testing season is in full swing in the Capistrano office. As the main office for California Connections Academy, we have the wonderful opportunity to see staff come in and pick up their supplies and visit. We support some extremely large sites in Southern California, so the staff that reside in this area are often out testing and finding the balance between supporting their students and ensuring that California Connections Academy has a successful testing season. We truly are proud of our staff and the work that they do with our children. To celebrate all of the hard work and the end of another great school year, we have the End of Year Festival at the Orange County Fairgrounds on June 6.

Central: Marcus White, Site Administrator

Here at Central we are in the midst of a terrific testing season. It is so exciting to see and visit with our students at our testing sites. Our staff has done a tremendous job making students feel comfortable as they arrive to test. Additionally, we are really looking forward to our End of Year Picnic. We will be in Bakersfield having a blast roller skating this year.

Ripon: Kara Mannix, Site Administrator

We can't believe the end of the year is coming up so quickly! We are wrapping up a very successful state testing season, and teachers have been expressing how excited they are to get out and connect with families and students. Our staff is willing to go above and beyond to make sure testing runs smoothly and that students have a good experience, and we are always impressed by their efforts. We are also preparing for all of the end of year activities, and are looking forward to seeing families at the end of year festival, and also preparing to celebrate our graduates in our upcoming graduation ceremonies. We are excited that Ripon Unified Superintendent Dr. Ziggy Robeson will be our guest speaker at high school graduation!


North Bay: Leslie Dombek, Site Administrator

North Bay is buzzing with the end of the school year drawing near. Lots of great things happening in North Bay as we prepare our students for the finish line. We are prepping for our end of the year festival in Santa Rosa, getting ready for graduation, beginning our planning for

next school year with our various leadership teams throughout the State and most importantly working with our students and caretakers to keep them motivated and encourage this final month of school. State Testing is also running very smoothly and getting out there to see our students and families in person has been wonderful. This is always an exciting and fast-paced time of year, but North Bay is taking it in stride and making sure our students and families always come first.

MONTHLY SCHOOL REPORT

School & Date Selection

School
California Connections Academy @ North Bay 

Report Date
April 30, 2019

Currently Enrolled

213

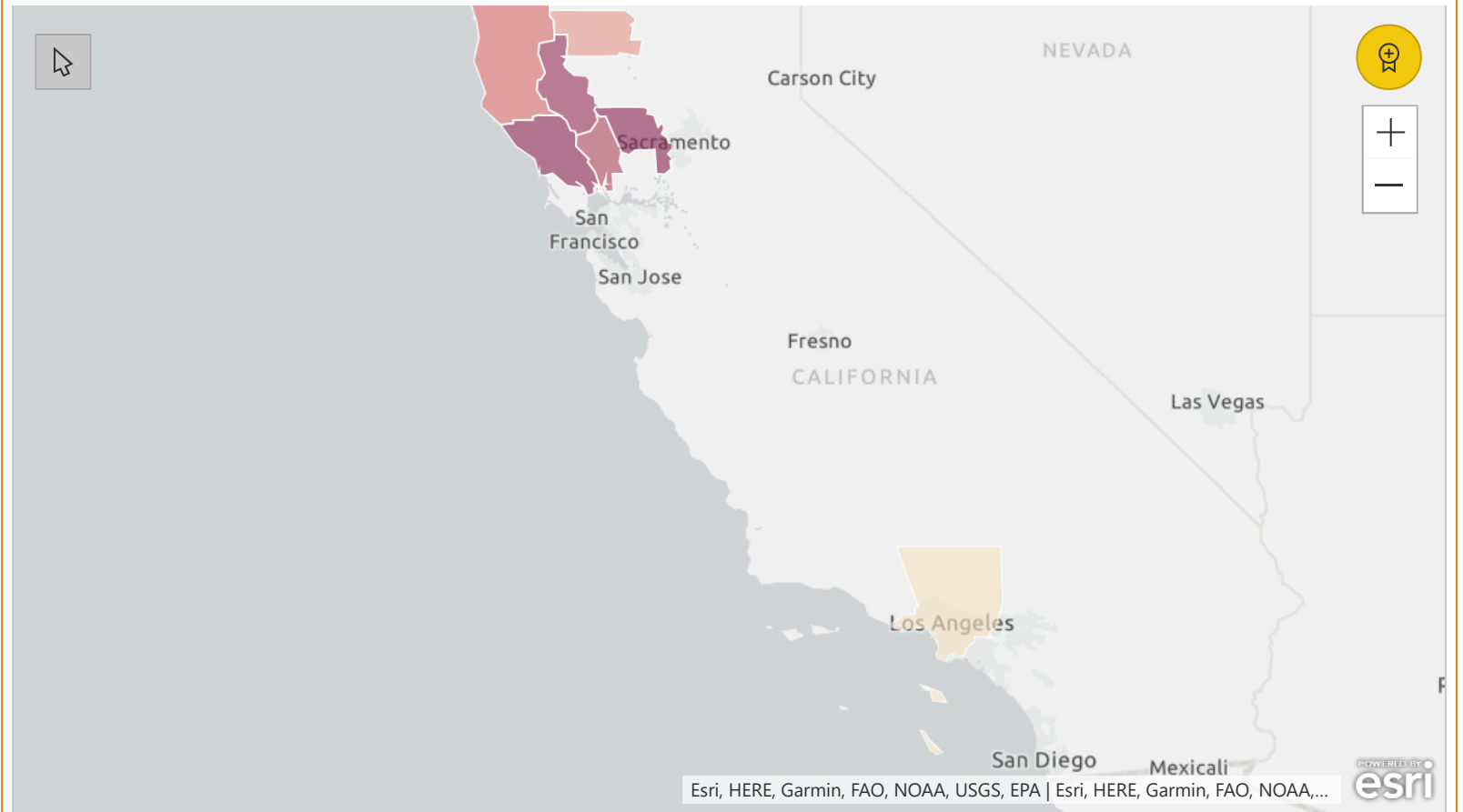
Total YTD Enrolled

294

Enrollment Services Complete (Stage 4)

301

Enrolled Students by County



California Connections Academy at North Bay

April 30, 2019

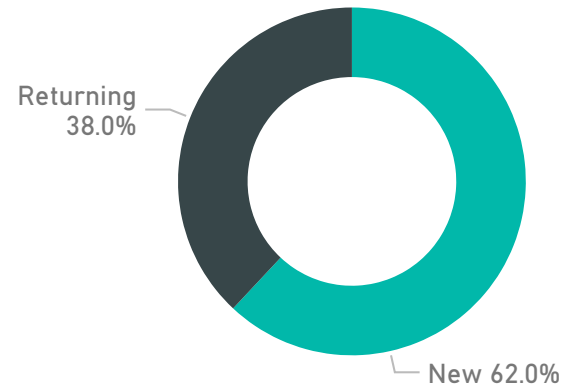
Current Enrollment Month-Over-Month Change

-3%

Current Enrollment Year-Over-Year Change

12%

New and Returning

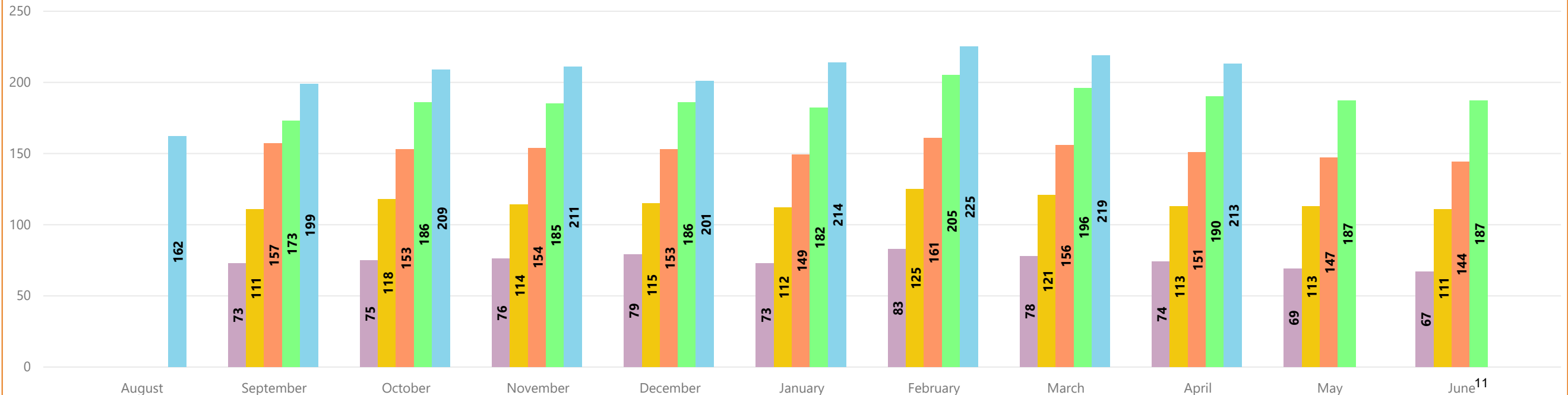


New and Returning Prior Year



Monthly Student Current Enrollment Comparison

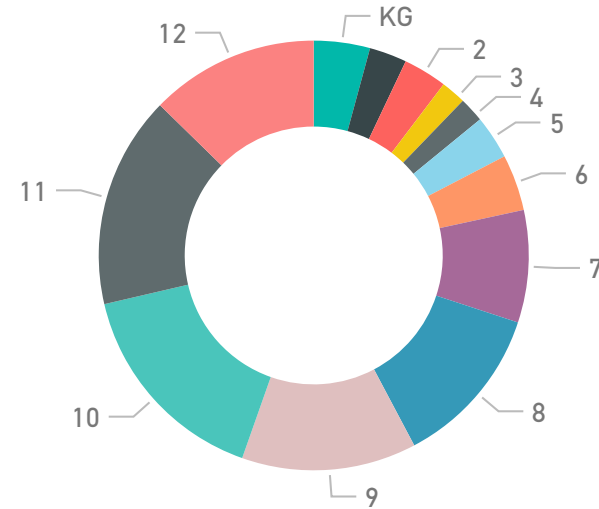
schoolYear ● 2014-2015 ● 2015-2016 ● 2016-2017 ● 2017-2018 ● 2018-2019



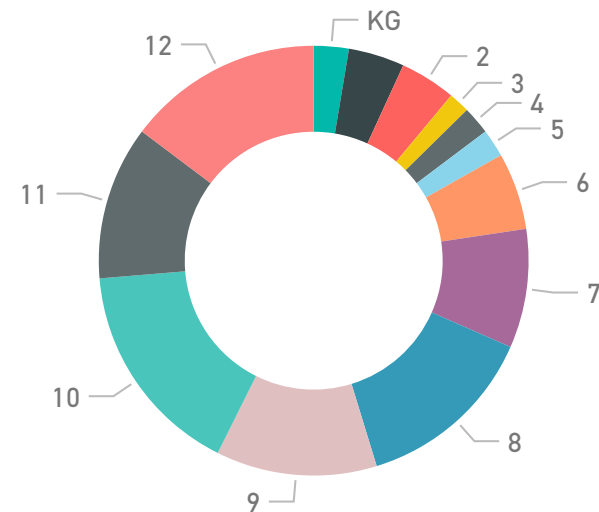
California Connections Academy at North Bay

April 30, 2019

Enrolled Students by Final Grade



Enrolled Students Prior Year by Final Grade



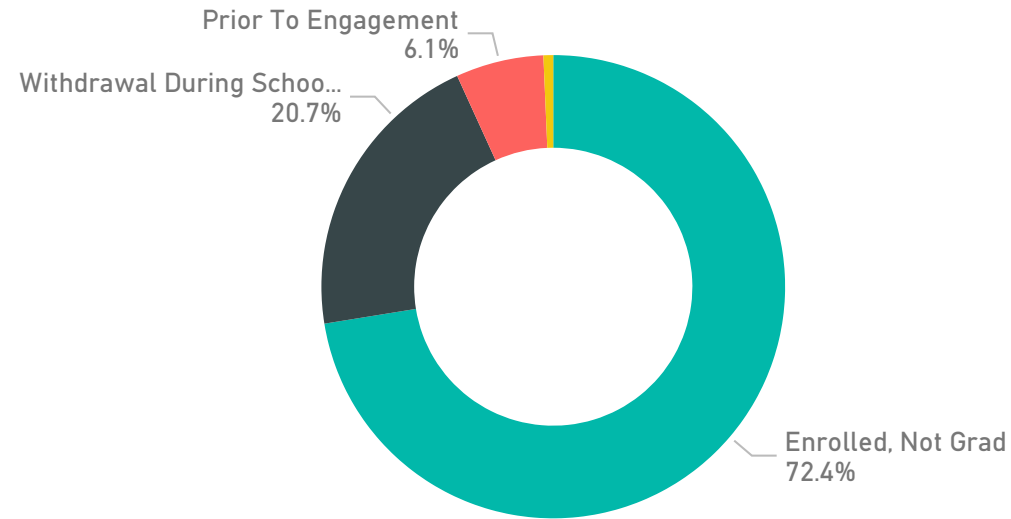
Grade Distribution

ReportPeriod	SameMonthPriorYear		PriorEOY		LastMonth		CurrentMonth	
GradeDistribution	Students	%CT Students	Students	%CT Students	Students	%CT Students	Students	%CT Students
PK-2	21	11%	21	11%	23	11%	22	10%
KG	5	3%	5	3%	9	4%	9	4%
1	8	4%	8	4%	6	3%	6	3%
2	8	4%	8	4%	8	4%	7	3%
3-5	11	6%	11	6%	16	7%	15	7%
3	3	2%	3	2%	5	2%	4	2%
4	4	2%	4	2%	4	2%	4	2%
5	4	2%	4	2%	7	3%	7	3%
6-8	54	28%	54	29%	55	25%	53	25%
6	11	6%	11	6%	10	5%	9	4%
7	17	9%	17	9%	18	8%	18	8%
8	26	14%	26	14%	27	12%	26	12%
9-12	104	55%	101	54%	125	57%	123	58%
9	23	12%	23	12%	27	12%	28	13%
10	31	16%	30	16%	35	16%	34	16%
11	22	12%	21	11%	35	16%	34	16%
12	28	15%	27	14%	28	13%	27	13%
Total	190	100%	187	100%	219	100%	213	100%

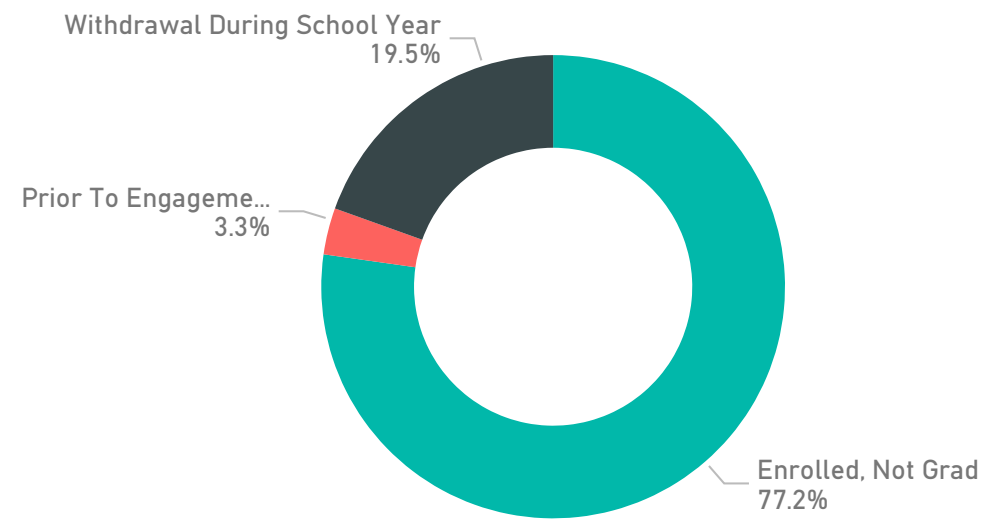
California Connections Academy at North Bay

April 30, 2019

Total YTD Enrollment by Withdrawal Category



Total YTD Enrollment Prior Year by Withdrawal Category



Total YTD Enrollment

ReportPeriod	SameMonthPriorYear		PriorEOY		LastMonth		CurrentMonth	
Withdrawal Category	Student Count	%CT Student Count	Student Count	%CT Student Count	Student Count	%CT Student Count	Student Count	%CT Student Count
Enrolled, Not Grad	190	77%	187	76%	219	74%	213	72%
Graduated					2	1%	2	1%
Prior To Engagement	8	3%	8	3%	16	5%	18	6%
Withdrawal During School Year	48	20%	51	21%	57	19%	61	21%
Total	246	100%	246	100%	294	100%	294	100%

Enrollment Services Complete (Stage 4)

301

California Connections Academy at North Bay
April 30, 2019

Withdrawal Reason

Withdrawal Reason	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Different/Better Schooling Option (Not related to socialization)	22	25	39	39
Life change	5	5	5	6
Mismatch Academic	5	5		
Regulation	13	13	11	13
Student wants more socialization	3	3	2	3

Different/Better Schooling Option (Not...

Regulation

Life change

Student wants...

California Connections Academy at North Bay

April 30, 2019

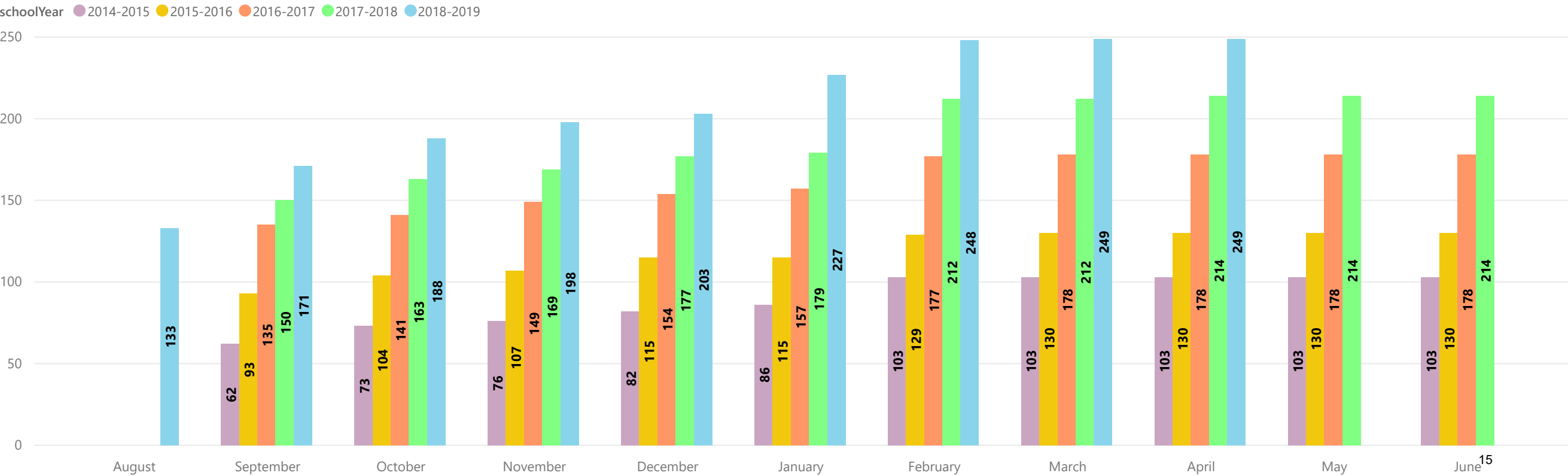
Household Data

Household Data	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Active	161	159	189	183
Graduated			2	2
WD During School Year	47	50	48	52
WD Prior To Engagement	8	8	16	18

Students Per Active Household

SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
1.18	1.18	1.16	1.16

Monthly Total Households



California Connections Academy at North Bay

April 30, 2019

Ethnicity

Ethnicity ▲	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Hispanic or Latino	44	44	57	56
Not Hispanic or Latino	146	143	162	157

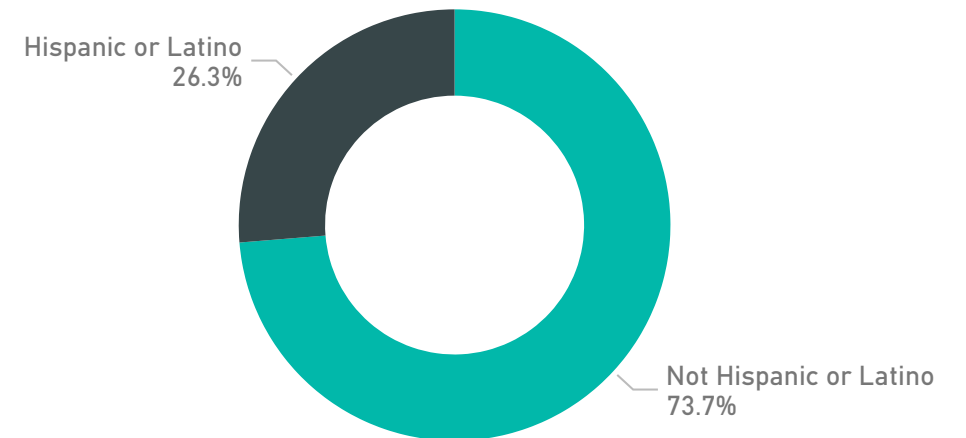
Race

Race ▲	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
American Indian or Alaskan Native	16	16	22	22
Asian	12	12	18	17
Black/African American	16	15	21	21
Native Hawaiian or Other Pacific Islander	3	3	6	6
White	162	159	187	182

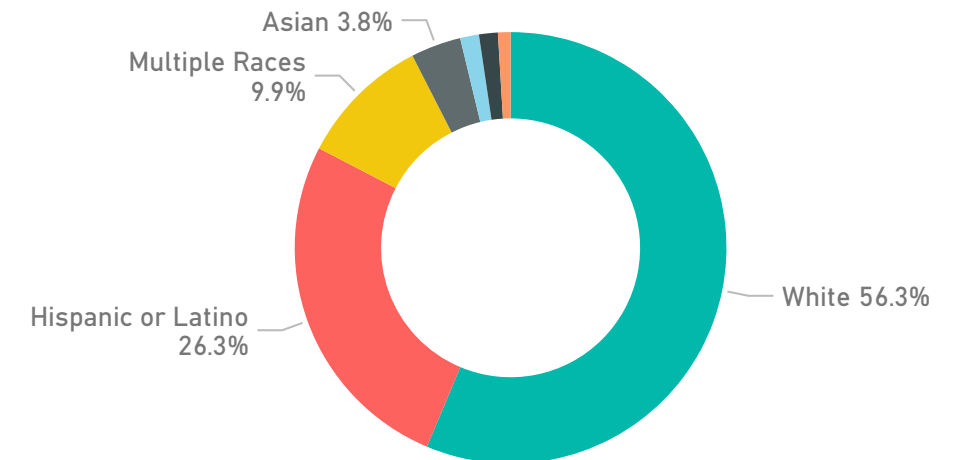
Distinct Race/Ethnicity

Distinct Race/Ethnicity ▲	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
American Indian or Alaskan Native	1	1	3	3
Asian	9	9	9	8
Black/African American	6	6	3	3
Hispanic or Latino	44	44	57	56
Multiple Races	13	12	21	21
Native Hawaiian or Other Pacific Islander	1	1	2	2
White	116	114	124	120

Enrolled Students by Ethnicity



Enrolled Students by Distinct Race/Ethnicity



California Connections Academy at North Bay

April 30, 2019

Gender

Gender	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
F	108	108	115	111
M	82	79	104	102

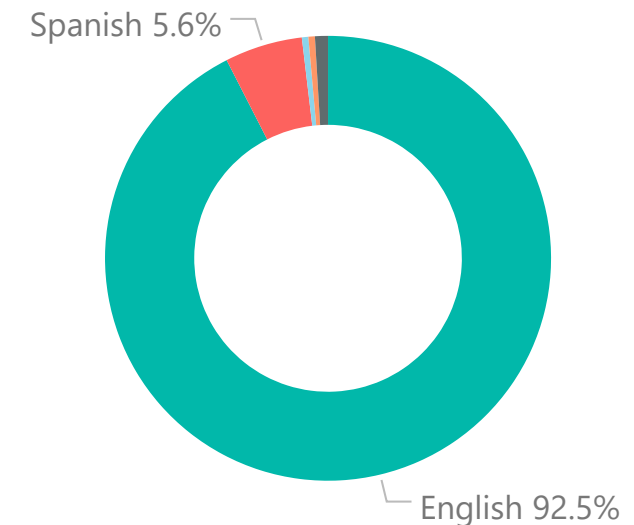
Primary Language

Home Language	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
English	178	175	202	197
Spanish	7	7	12	12
Russian	1	1	1	1
Arabic			1	1
Another Language	4	4	3	2

Enrolled Students by Gender



Enrolled Students by Language



California Connections Academy at North Bay

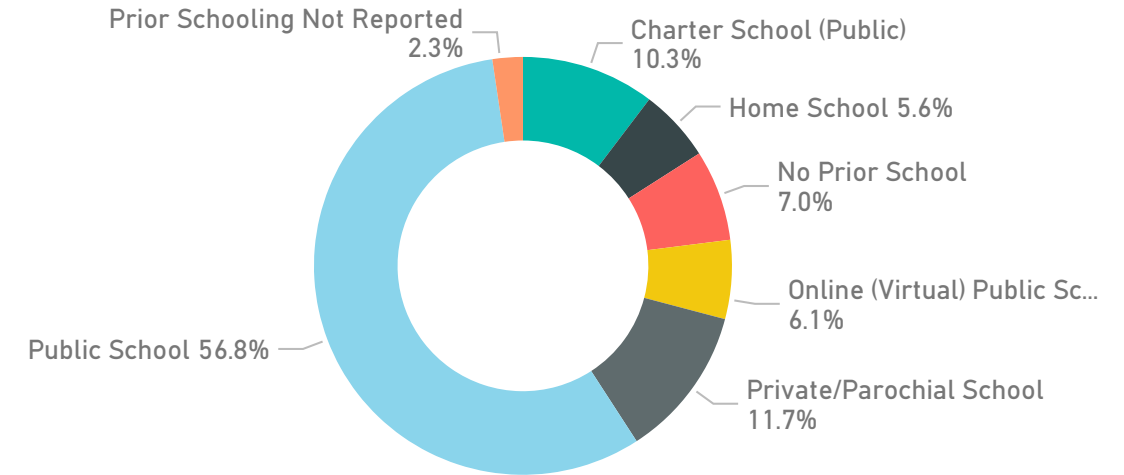
April 30, 2019

Prior Schooling

Prior Schooling	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Charter School (Public)	17	17	23	22
Home School	10	10	12	12
No Prior School	9	9	15	15
Online (Virtual) Public School	15	15	13	13
Private/Parochial School	28	28	25	25
Public School	105	102	126	121
Prior Schooling Not Reported	6	6	5	5

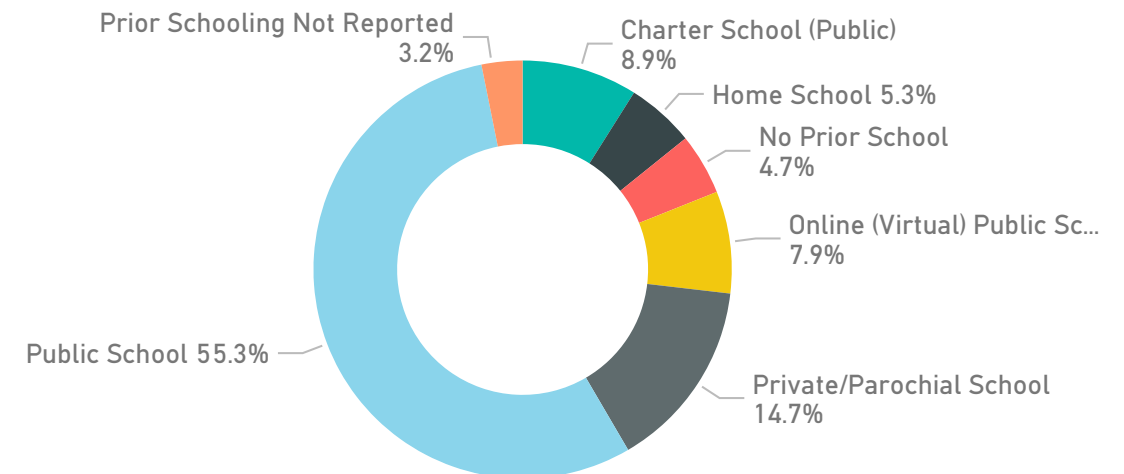
Prior Schooling

April 30, 2019



Prior Schooling

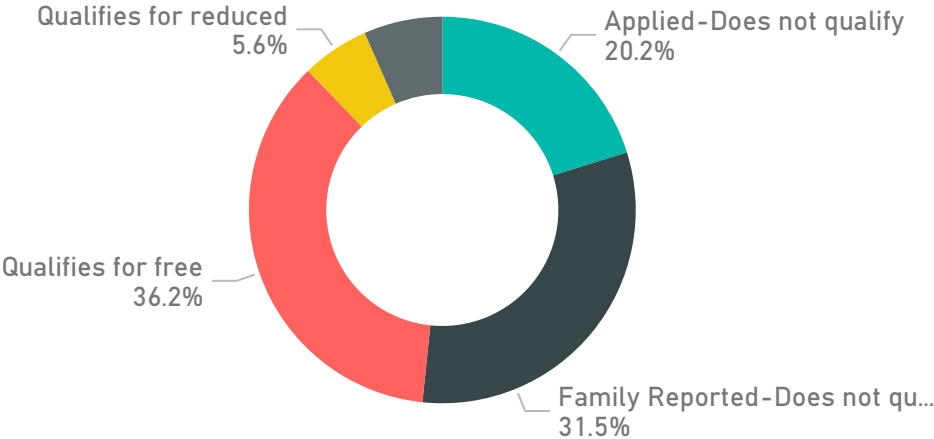
April 30, 2018



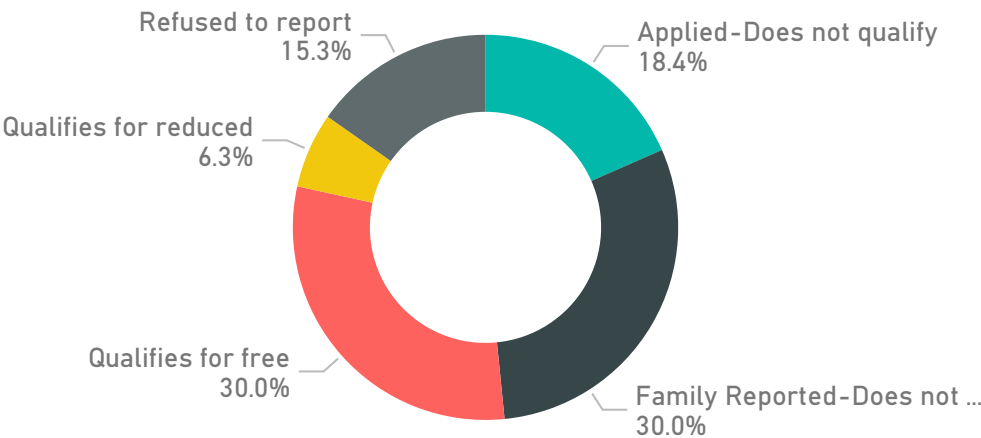
California Connections Academy at North Bay

April 30, 2019

FARM Eligibility
April 30, 2019

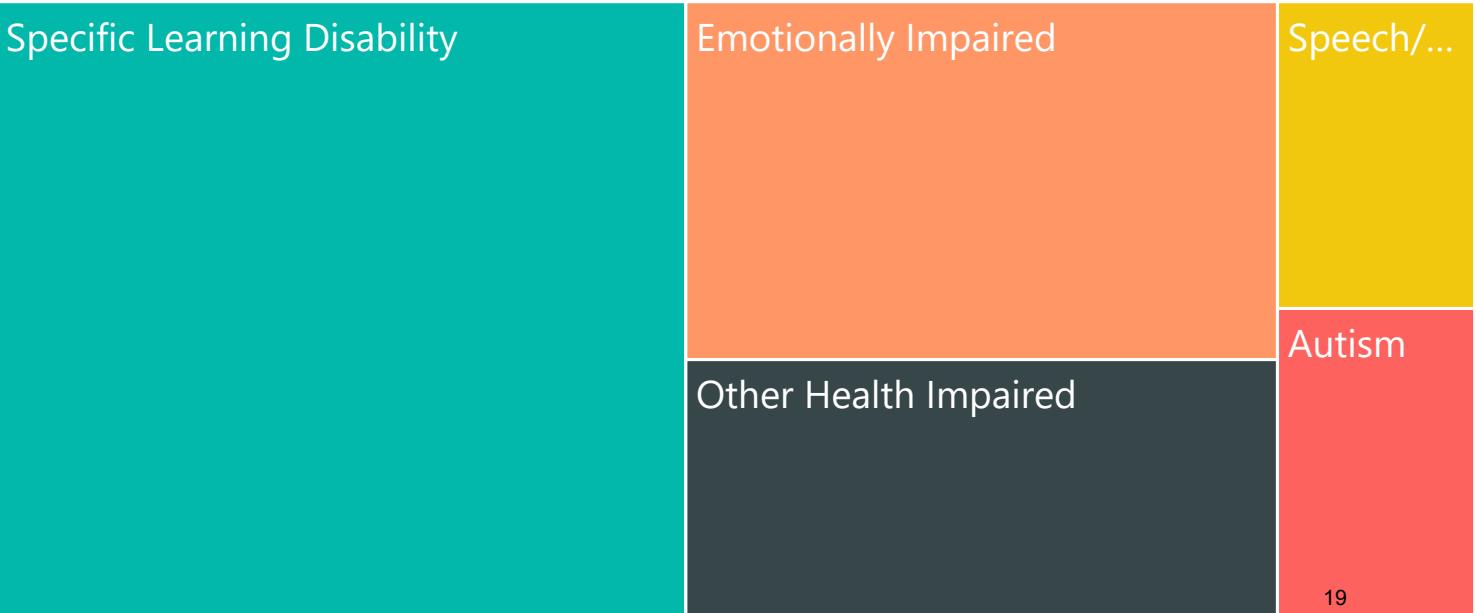


FARM Eligibility
April 30, 2018



Disability

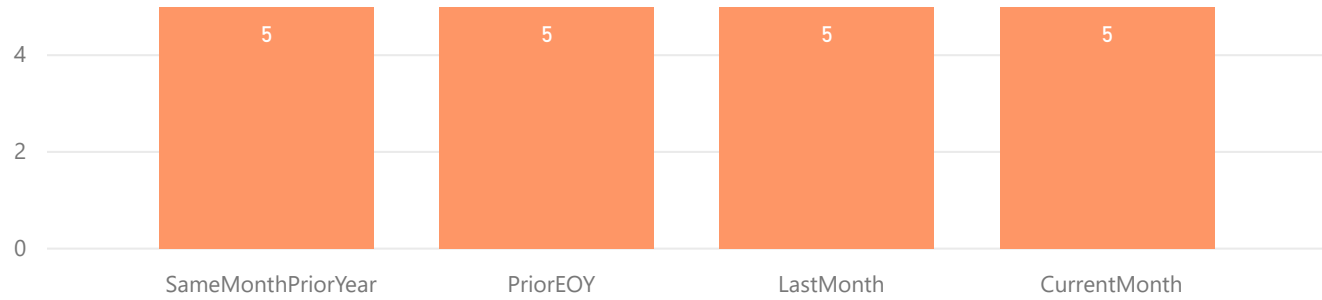
Disability	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Autism	3	3	2	2
Emotionally Impaired	5	6	7	7
Other Health Impaired	5	5	5	5
Specific Learning Disability	14	15	14	14
Speech/Language Impaired	4	4	2	2



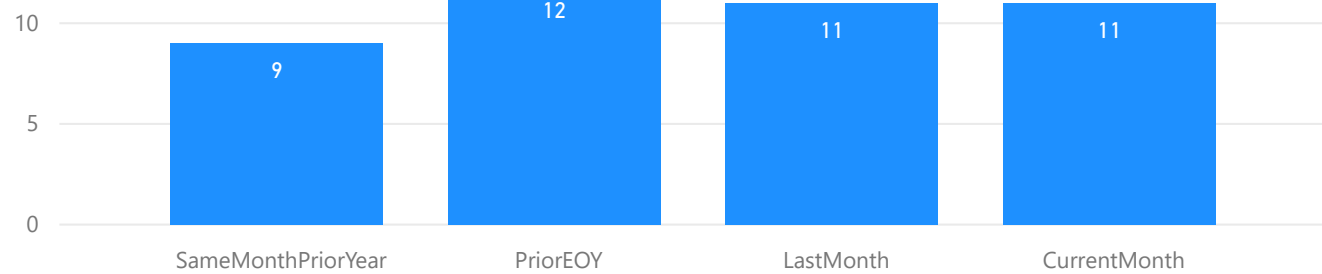
California Connections Academy at North Bay

April 30, 2019

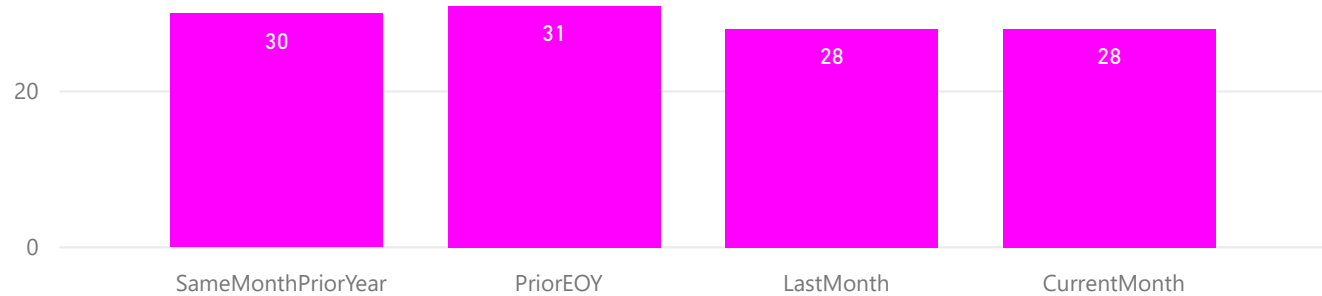
Gifted



Plan504



IEP



Currently Enrolled

213

Gifted

2%

Plan504

5%

IEP

13%

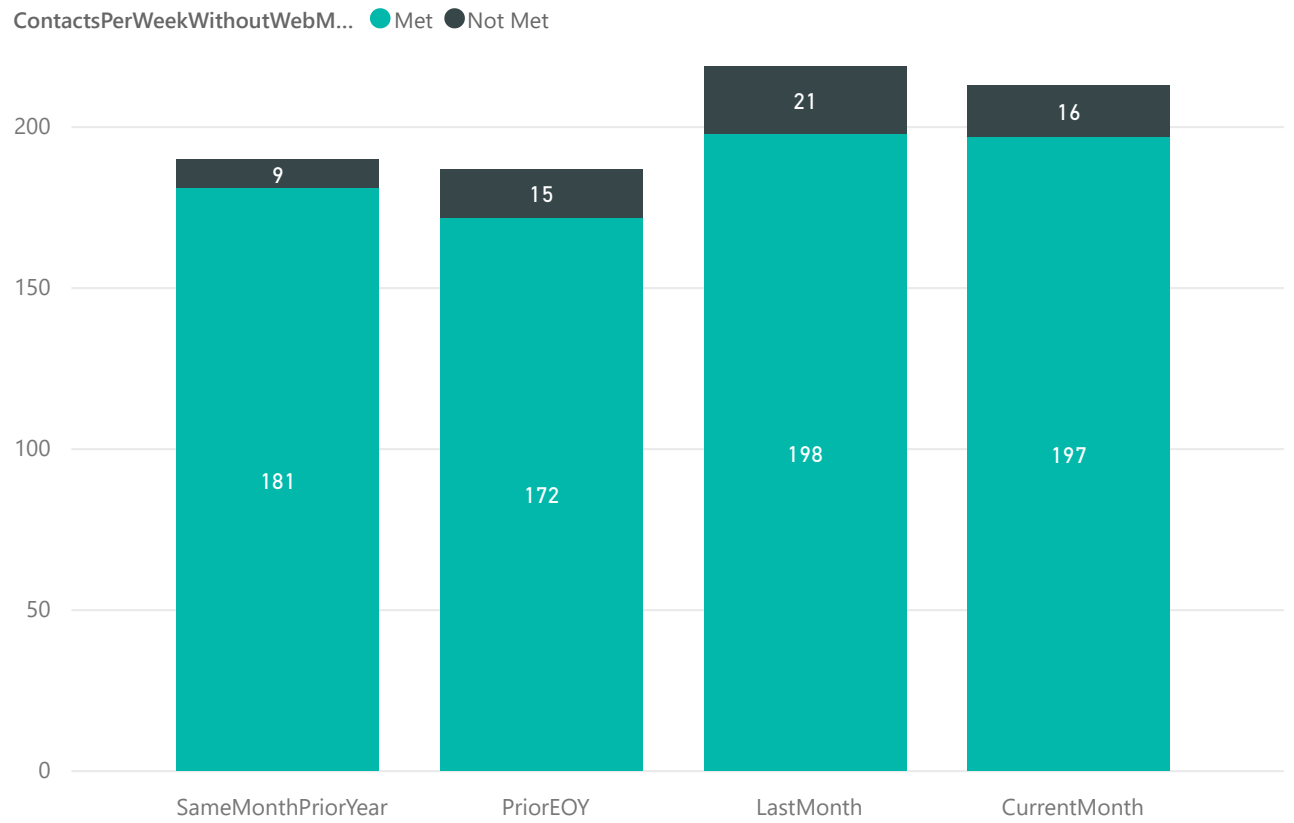
Not in Special Population

79%

California Connections Academy at North Bay

April 30, 2019

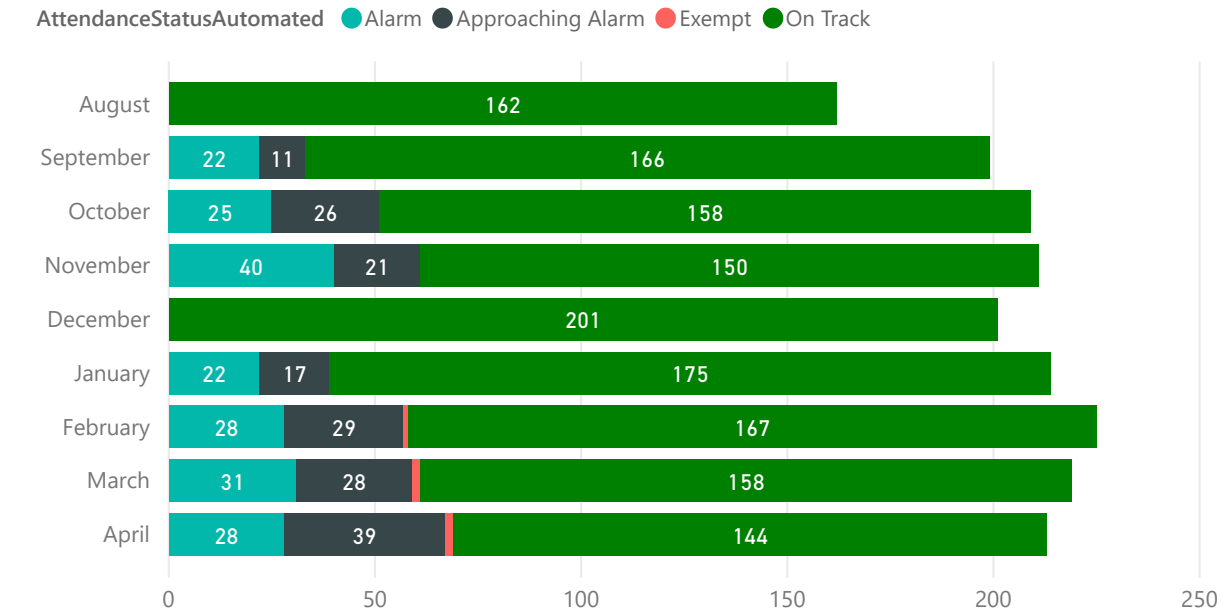
Contacts Per Week



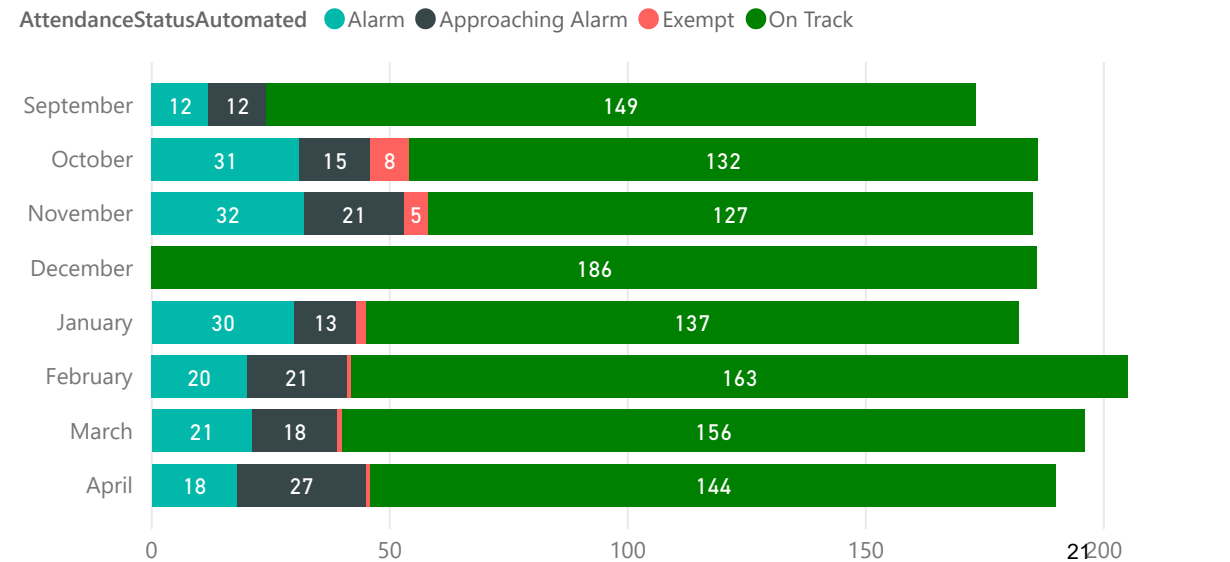
Currently Enrolled

213

School Year: 2018-2019



School Year: 2017-2018



California Connections Academy at North Bay

April 30, 2019

Average Participation

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	103%	98%	100%	99%
3-5	102%	101%	97%	96%
6-8	103%	100%	97%	101%
9-12	100%	98%	88%	92%
Total	101%	99%	92%	95%

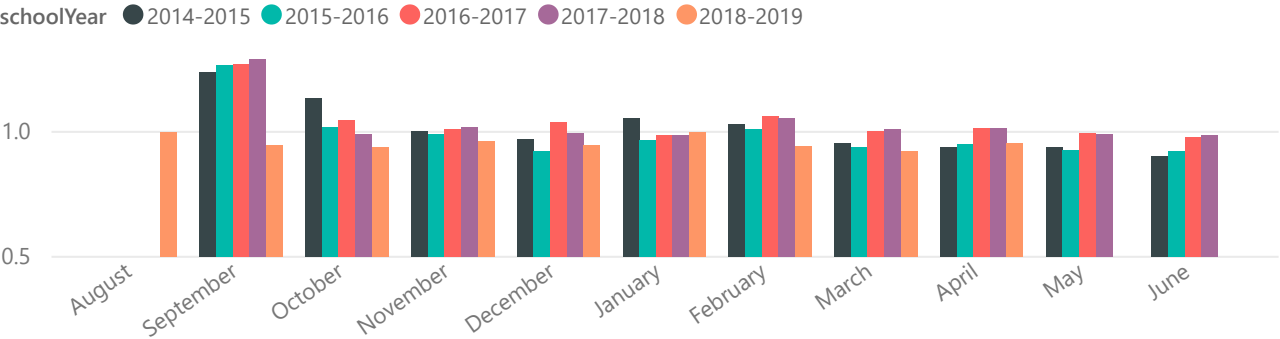
Average Performance

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	92%	91%	93%	93%
3-5	78%	70%	73%	71%
6-8	67%	67%	74%	76%
9-12	74%	76%	72%	73%
Total	74%	75%	75%	76%

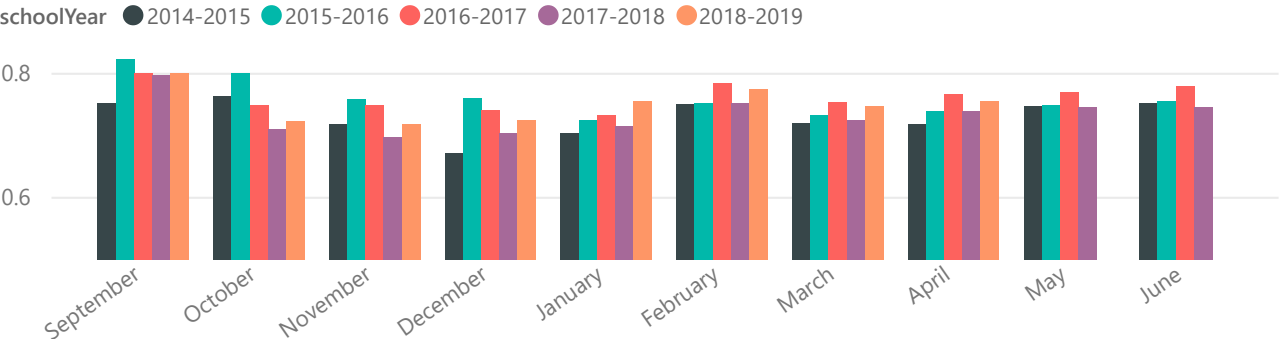
Average Attendance

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

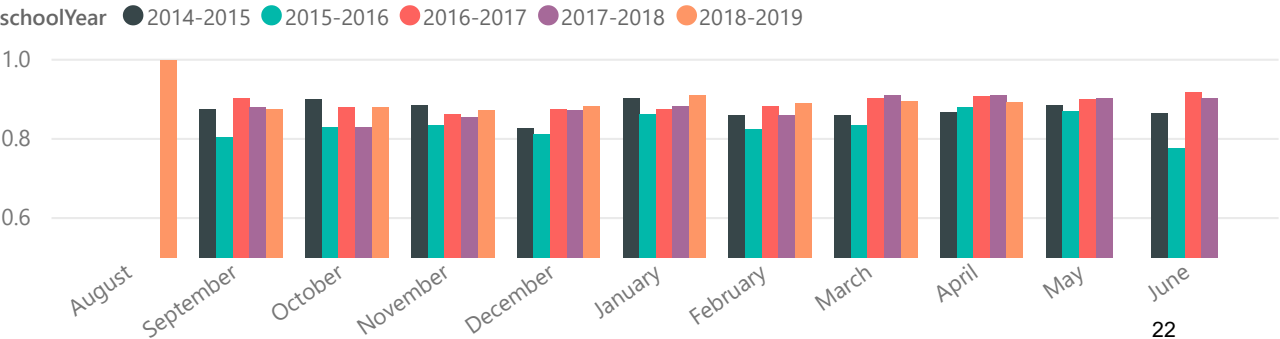
Average Total Participation

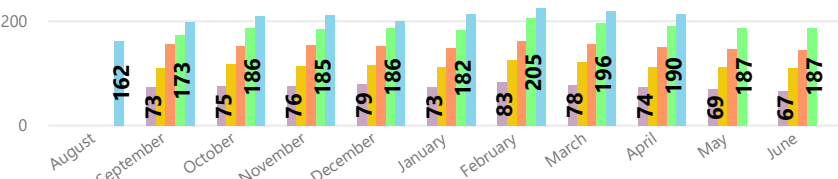


Average Total Performance



Average Total Attendance



Currently Enrolled		Total YTD Enrolled		California Connections Academy at North Bay				Current Enrollment Month-Over-Month Change	
213		294		April 30, 2019				-3%	
Enrollment Services Complete (Stage 4)				Current Enrollment Year-Over-Year Change					
301				12%					
Monthly Student Current Enrollment Comparison				Total YTD Enrollment					
schoolYear 2014-2015 2015-2016 2016-2017 2017-2018 2018-2019				ReportPeriod		SameMonthPriorYear		CurrentMonth	
				Withdrawal Category		Student Count		%CT Student Count	
				Enrolled, Not Grad		190		77%	
				Graduated				2	
				Prior To Engagement		8		3%	
				Withdrawal During School Year		48		20%	
				Total		246		100%	
									
New & Returning				Household Data				Students Per Active Household	
ReportPeriod		SameMonthPriorYear		CurrentMonth		Household Data		SameMonthPriorYear	
New or Returning		Students		%CT Students		SameMonthPriorYear		CurrentMonth	
New		111		58.42%		Active		1.18	
Returning		79		41.58%		Graduated		1.16	
Grade Distribution						WD During School Year			
ReportPeriod		SameMonthPriorYear		CurrentMonth		WD Prior To Engagement			
GradeDistribution		Students		%CT Students					
PK-2		21		11%					
KG		5		3%					
1		8		4%					
2		8		4%					
3-5		11		6%					
3		3		2%					
4		4		2%					
5		4		2%					
6-8		54		28%					
6		11		6%					
7		17		9%					
8		26		14%					
9-12		104		55%					
9		23		12%					
10		31		16%					
11		22		12%					
12		28		15%					
Total		190		100%					
				Withdrawal Reason					
				Withdrawal Reason		SameMonthPriorYear		CurrentMonth	
				Different/Better Schooling Option (Not related to socialization)		22		39	
				Life change		5		6	
				Mismatch Academic		5			
				Regulation		13		13	
				Student wants more socialization		3		3	

23

California Connections Academy at North Bay
April 30, 2019

Gender		
Gender	SameMonthPriorYear	CurrentMonth
F	108	111
M	82	102

Primary Language		
Home Language	SameMonthPriorYear	CurrentMonth
English	178	197
Spanish	7	12
Russian	1	1
Arabic		1
Another Language	4	2

Disability		
Disability	SameMonthPriorYear	CurrentMonth
Autism	3	2
Emotionally Impaired	5	7
Other Health Impaired	5	5
Specific Learning Disability	14	14
Speech/Language Impaired	4	2

Gifted		
Gifted	SameMonthPriorYear	CurrentMonth
Yes	5	5

Plan 504		
Plan504	SameMonthPriorYear	CurrentMonth
504	9	11

IEP		
IEP	SameMonthPriorYear	CurrentMonth
IEP	30	28

Gifted	Plan504
2%	5%
IEP	Not in Special Population
13%	79%

Ethnicity		
Ethnicity	SameMonthPriorYear	CurrentMonth
Hispanic or Latino	44	56
Not Hispanic or Latino	146	157

Race		
Race	SameMonthPriorYear	CurrentMonth
American Indian or Alaskan Native	16	22
Asian	12	17
Black/African American	16	21
Native Hawaiian or Other Pacific Islander	3	6
White	162	182

Household FARM Eligibility		
HouseholdFARMEligibility	SameMonthPriorYear	CurrentMonth
Applied-Does not qualify	29	38
Family Reported-Does not qualify	51	56
Qualifies for free	46	66
Qualifies for reduced	9	11
Refused to report	24	12

Distinct Race/Ethnicity		
Distinct Race/Ethnicity	SameMonthPriorYear	CurrentMonth
American Indian or Alaskan Native	1	3
Asian	9	8
Black/African American	6	3
Hispanic or Latino	44	56
Multiple Races	13	21
Native Hawaiian or Other Pacific Islander	1	2
White	116	120

Prior Schooling		
Prior Schooling	SameMonthPriorYear	CurrentMonth
Charter School (Public)	17	22
Home School	10	12
No Prior School	9	15
Online (Virtual) Public School	15	13
Private/Parochial School	28	25
Public School	105	121
Prior Schooling Not Reported	6	5

California Connections Academy at North Bay
April 30, 2019

Contacts Per Week

ContactsPerWeekWithoutWebMail	SameMonthPriorYear	CurrentMonth
Met	181	197
Not Met	9	16

Attendance Status

AttendanceStatusAutomated	SameMonthPriorYear	CurrentMonth
Alarm	18	28
Approaching Alarm	27	39
Exempt	1	2
On Track	144	144

Average Participation

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	103%	99%
3-5	102%	96%
6-8	103%	101%
9-12	100%	92%
Total	101%	95%

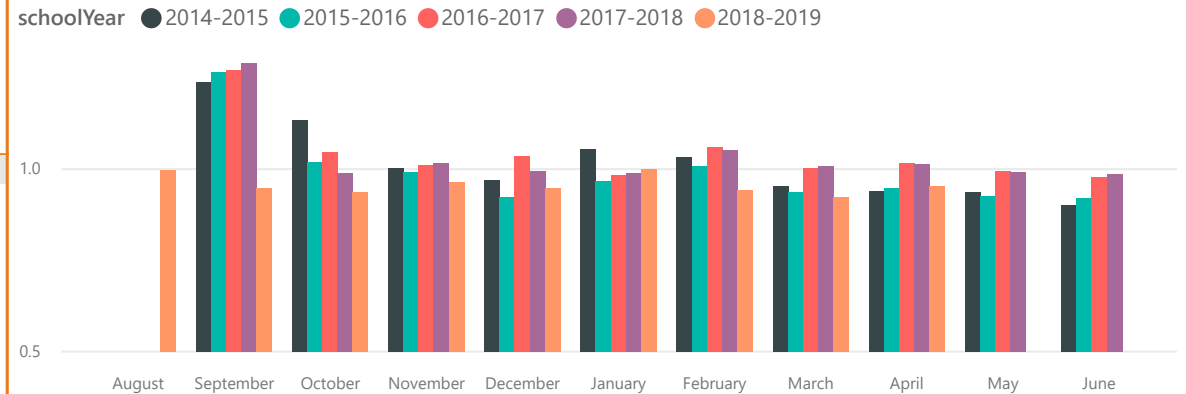
Average Performance

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	92%	93%
3-5	78%	71%
6-8	67%	76%
9-12	74%	73%
Total	74%	76%

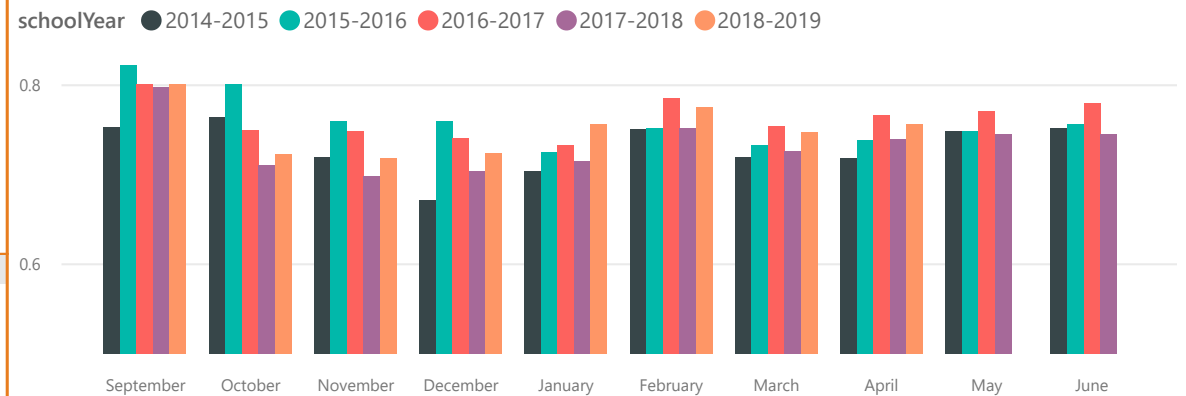
Average Attendance

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	93%	96%
3-5	95%	90%
6-8	93%	95%
9-12	89%	86%
Total	91%	89%

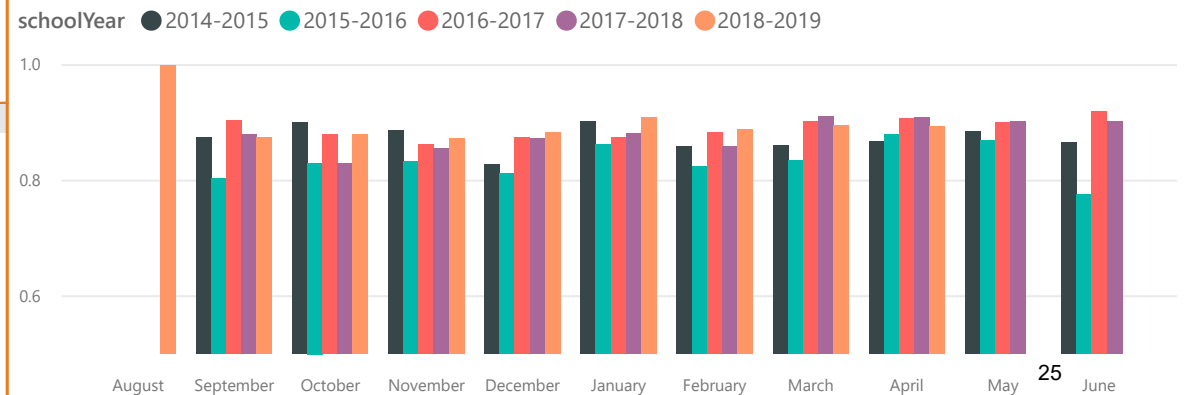
Average Total Participation



Average Total Performance



Average Total Attendance



MONTHLY SCHOOL REPORT

School & Date Selection

School

California Connections Academy @ Central

Report Date

April 30, 2019

Currently Enrolled

524

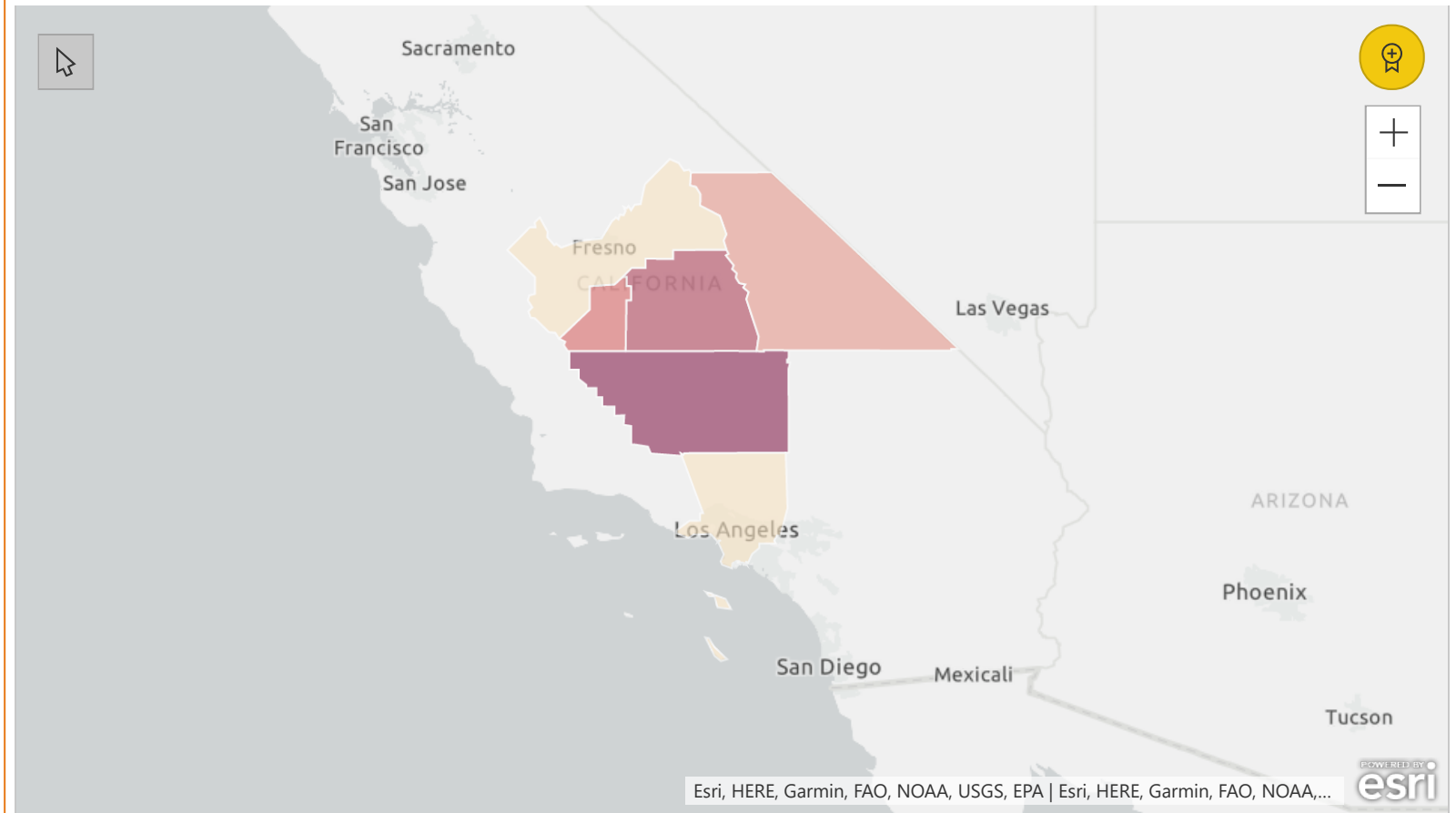
Total YTD Enrolled

726

Enrollment Services Complete (Stage 4)

746

Enrolled Students by County



Central California Connections Academy
April 30, 2019

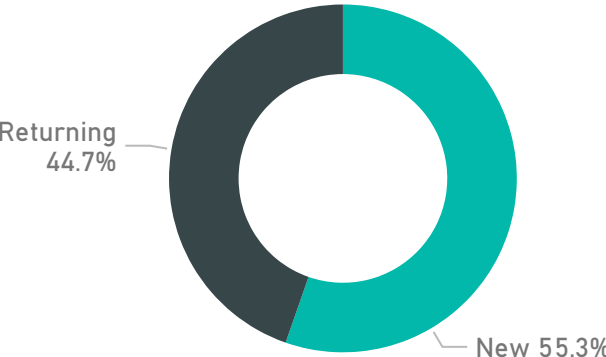
Current Enrollment Month-Over-Month Change

-2%

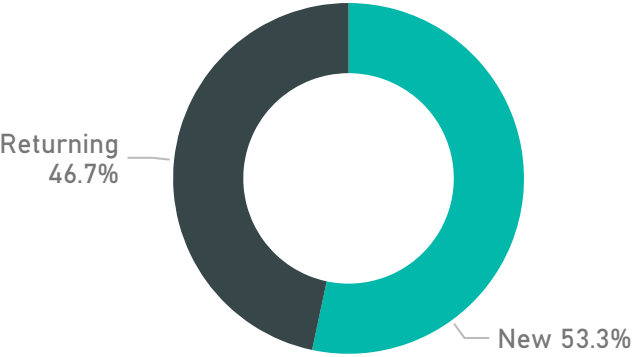
Current Enrollment Year-Over-Year Change

16%

New and Returning

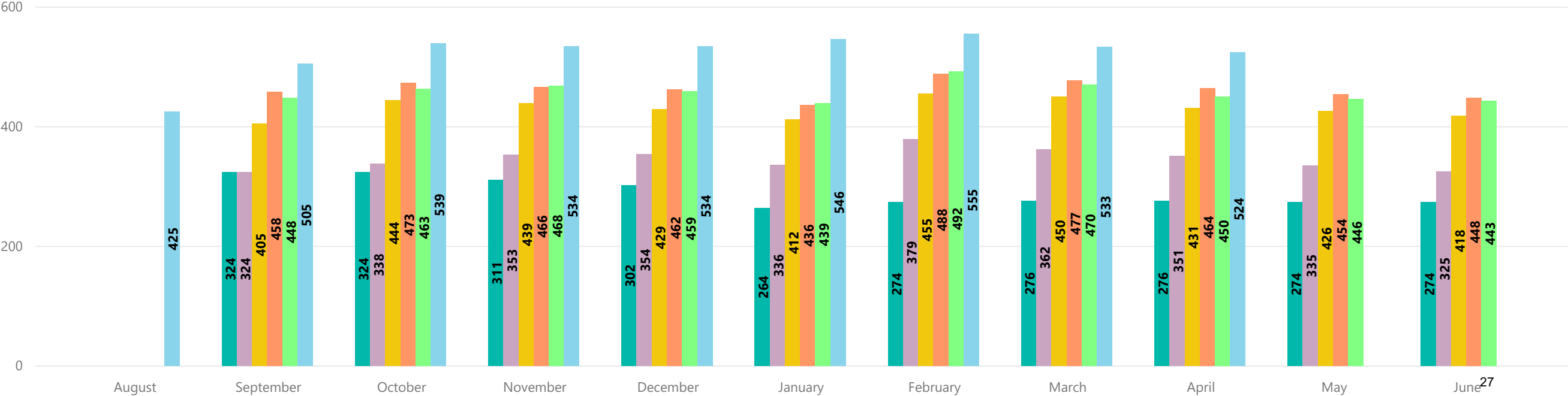


New and Returning Prior Year



Monthly Student Current Enrollment Comparison

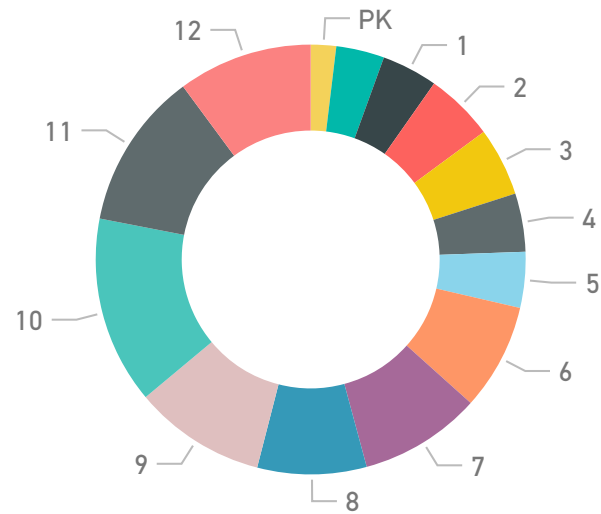
schoolYear 2013-2014 2014-2015 2015-2016 2016-2017 2017-2018 2018-2019



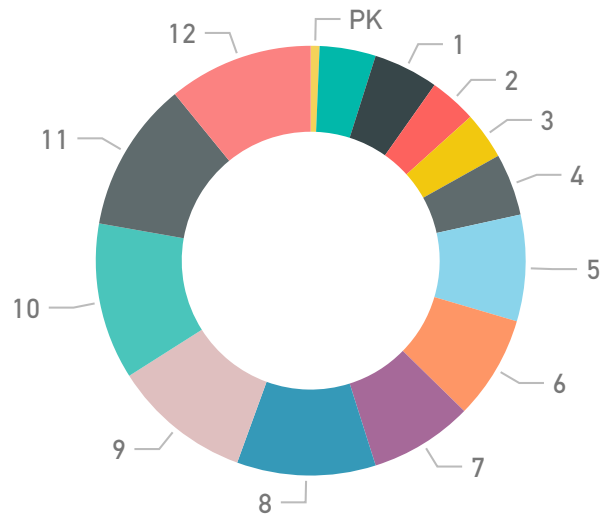
Central California Connections Academy

April 30, 2019

Enrolled Students by Final Grade



Enrolled Students Prior Year by Final Grade



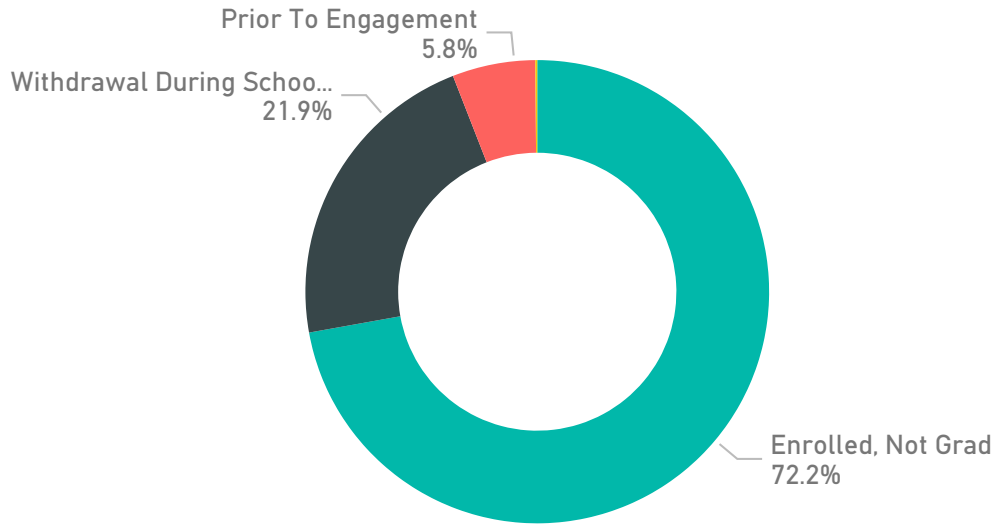
Grade Distribution

ReportPeriod	SameMonthPriorYear		PriorEOY		LastMonth		CurrentMonth	
GradeDistribution	Students	%CT Students	Students	%CT Students	Students	%CT Students	Students	%CT Students
PK-2	60	13%	60	14%	78	15%	78	15%
PK	3	1%	3	1%	10	2%	10	2%
KG	19	4%	19	4%	19	4%	19	4%
1	22	5%	22	5%	22	4%	22	4%
2	16	4%	16	4%	27	5%	27	5%
3-5	73	16%	72	16%	73	14%	72	14%
3	16	4%	16	4%	27	5%	27	5%
4	21	5%	20	5%	23	4%	23	4%
5	36	8%	36	8%	23	4%	22	4%
6-8	117	26%	116	26%	136	26%	133	25%
6	35	8%	35	8%	44	8%	42	8%
7	35	8%	34	8%	48	9%	48	9%
8	47	10%	47	11%	44	8%	43	8%
9-12	200	44%	195	44%	246	46%	241	46%
9	47	10%	47	11%	52	10%	52	10%
10	53	12%	51	12%	75	14%	74	14%
11	51	11%	50	11%	66	12%	62	12%
12	49	11%	47	11%	53	10%	53	10%
Total	450	100%	443	100%	533	100%	524	100%

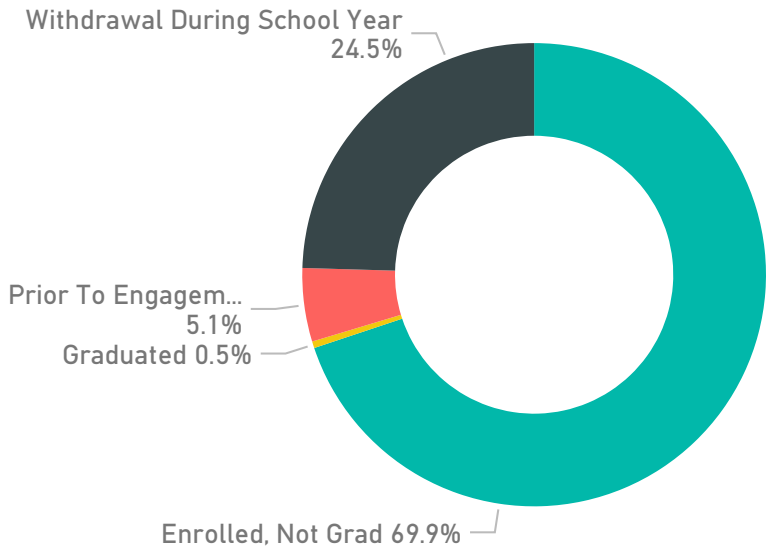
Central California Connections Academy

April 30, 2019

Total YTD Enrollment by Withdrawal Category



Total YTD Enrollment Prior Year by Withdrawal Category



Total YTD Enrollment

ReportPeriod	SameMonthPriorYear		PriorEOY		LastMonth		CurrentMonth	
Withdrawal Category	Student Count	%CT Student Count	Student Count	%CT Student Count	Student Count	%CT Student Count	Student Count	%CT Student Count
Enrolled, Not Grad	450	70%	443	69%	533	74%	524	72%
Graduated	3	0%	3	0%	1	0%	1	0%
Prior To Engagement	33	5%	33	5%	41	6%	42	6%
Withdrawal During School Year	158	25%	166	26%	149	21%	159	22%
Total	644	100%	645	100%	724	100%	726	100%

Enrollment Services Complete (Stage 4)

746

Central California Connections Academy
April 30, 2019

Withdrawal Reason

Withdrawal Reason	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
▲				
Different/Better Schooling Option (Not related to socialization)	78	84	78	82
Getting started with the school was too difficult	3	3	1	1
Life change	14	14	21	22
Mismatch Academic	17	17	9	9
Mismatch Family Schedule	1	1	1	1
Regulation	38	40	30	35
Student wants more socialization	6	6	9	9
Unhappy with the school (teachers, leadership)	1	1		

Different/Better Schooling Option (Not...

Regulation

Student...

Mismat...

Life change

Mi30. G...

Central California Connections Academy
April 30, 2019

Household Data

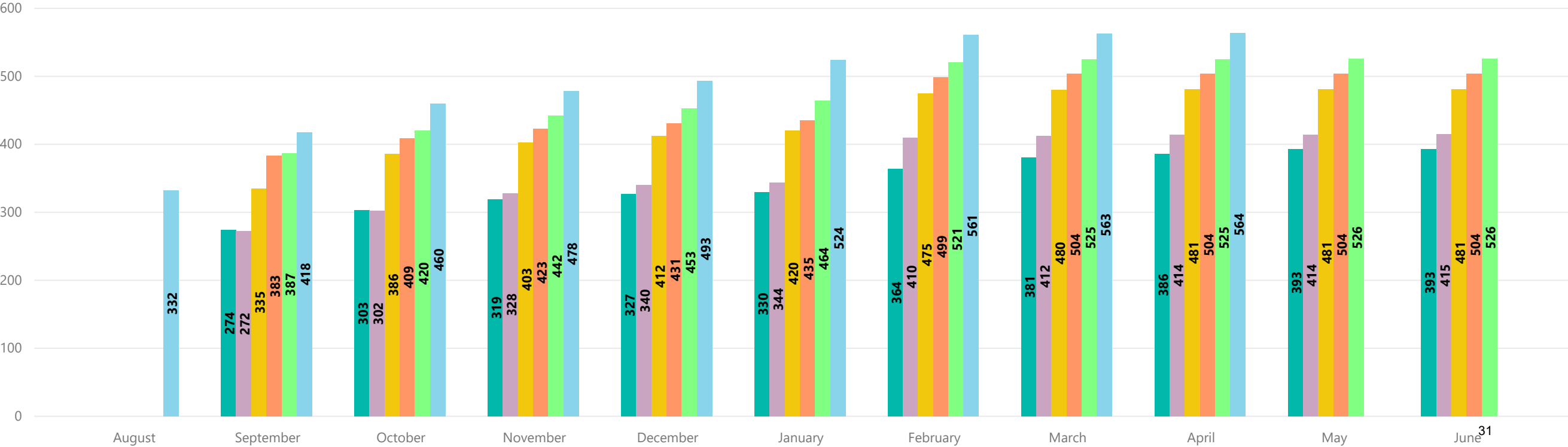
Household Data	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Active	370	363	415	410
Graduated	3	3	1	1
WD During School Year	136	142	122	130
WD Prior To Engagement	30	30	35	36

Students Per Active Household

SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
1.22	1.22	1.28	1.28

Monthly Total Households

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



Central California Connections Academy

April 30, 2019

Ethnicity

Ethnicity ▲	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Hispanic or Latino	182	178	225	225
Not Hispanic or Latino	268	265	308	299

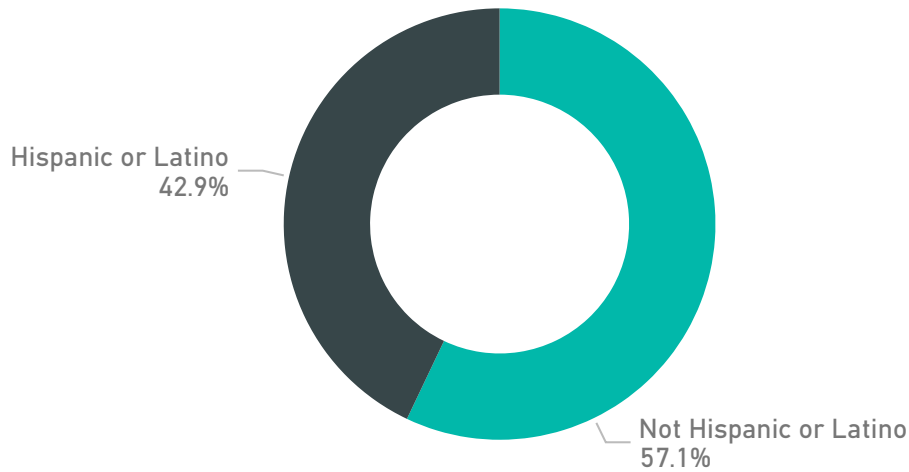
Race

Race ▲	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
American Indian or Alaskan Native	55	53	67	66
Asian	29	29	26	26
Black/African American	60	59	55	54
Native Hawaiian or Other Pacific Islander	7	7	8	7
White	358	353	429	423

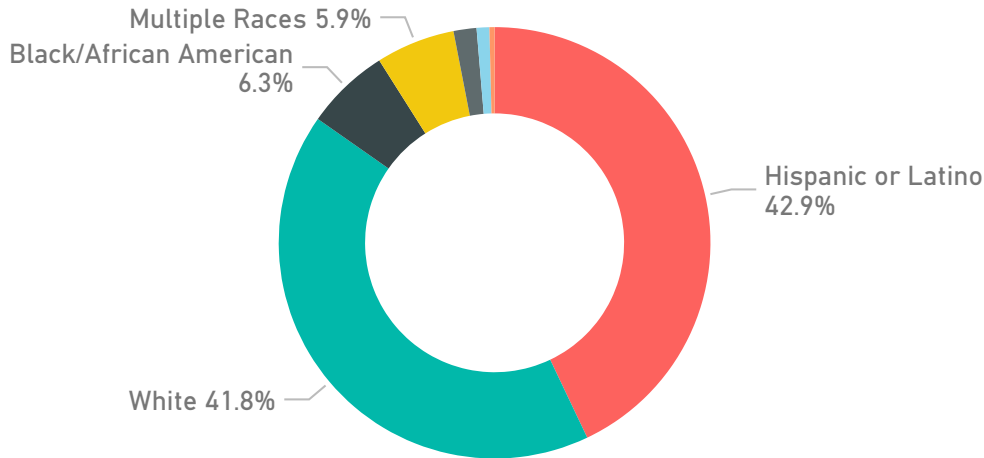
Distinct Race/Ethnicity

Distinct Race/Ethnicity ▲	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
American Indian or Alaskan Native	3	3	5	5
Asian	10	10	9	9
Black/African American	30	30	34	33
Hispanic or Latino	182	178	225	225
Multiple Races	29	28	31	31
Native Hawaiian or Other Pacific Islander	2	2	2	2
White	194	192	227	219

Enrolled Students by Ethnicity



Enrolled Students by Distinct Race/Ethnicity



Central California Connections Academy

April 30, 2019

Gender

Gender	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
F	223	219	282	277
M	227	224	251	247

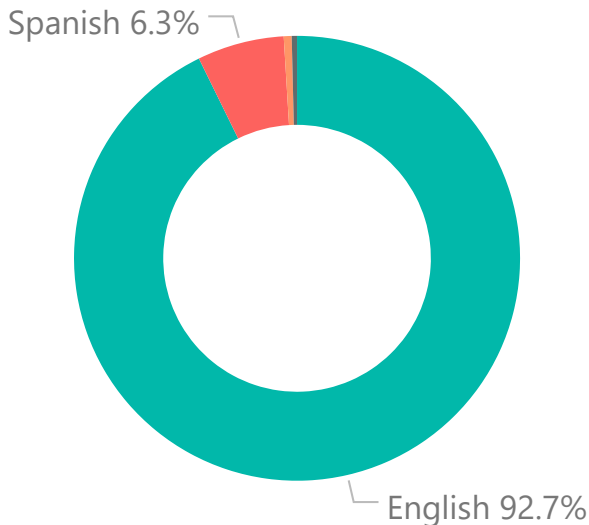
Primary Language

Home Language	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
English	415	408	495	486
Spanish	31	31	33	33
Arabic	2	2	3	3
Another Language	2	2	2	2

Enrolled Students by Gender



Enrolled Students by Language



Central California Connections Academy

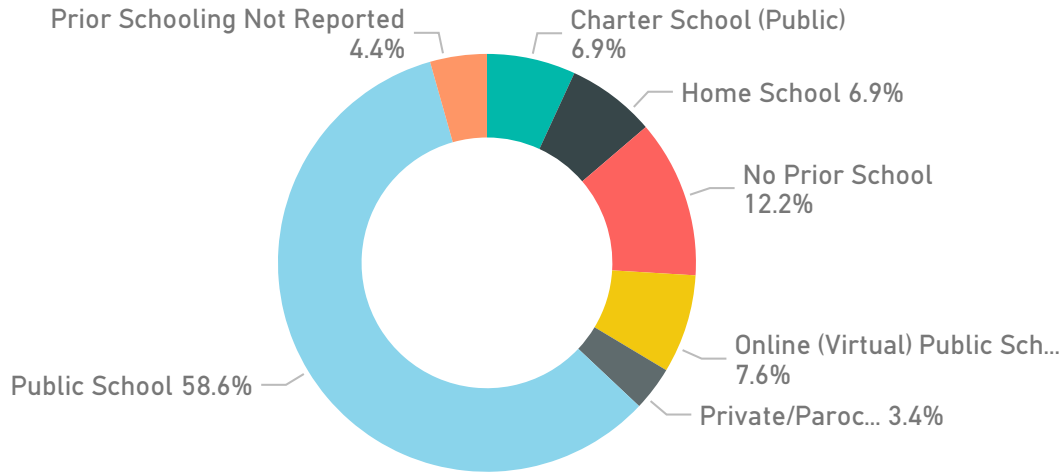
April 30, 2019

Prior Schooling

Prior Schooling	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Charter School (Public)	39	39	37	36
Home School	33	32	37	36
No Prior School	49	46	64	64
Online (Virtual) Public School	27	28	38	40
Private/Parochial School	23	23	19	18
Public School	254	250	314	307
Prior Schooling Not Reported	25	25	24	23

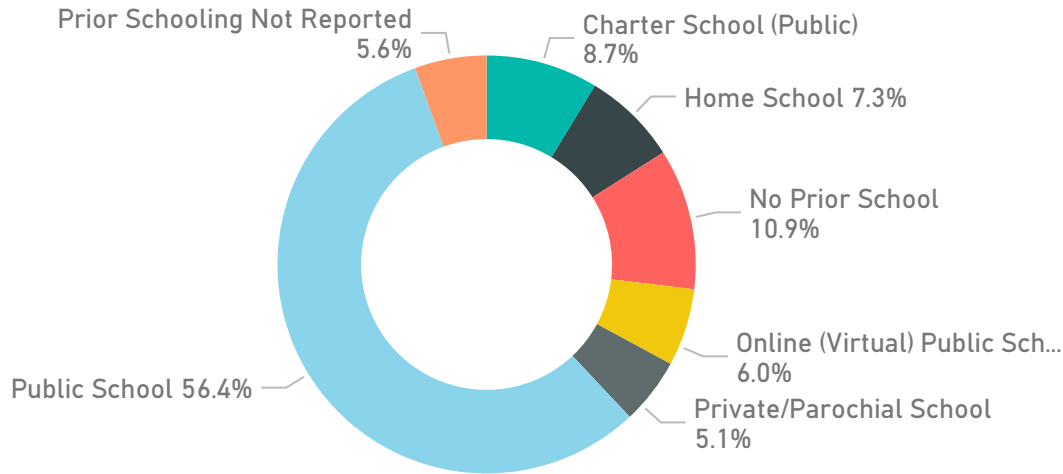
Prior Schooling

April 30, 2019



Prior Schooling

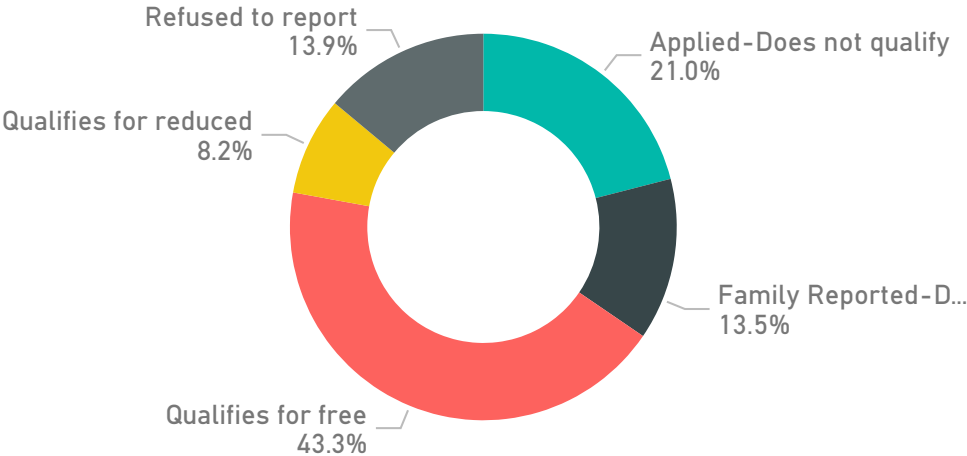
April 30, 2018



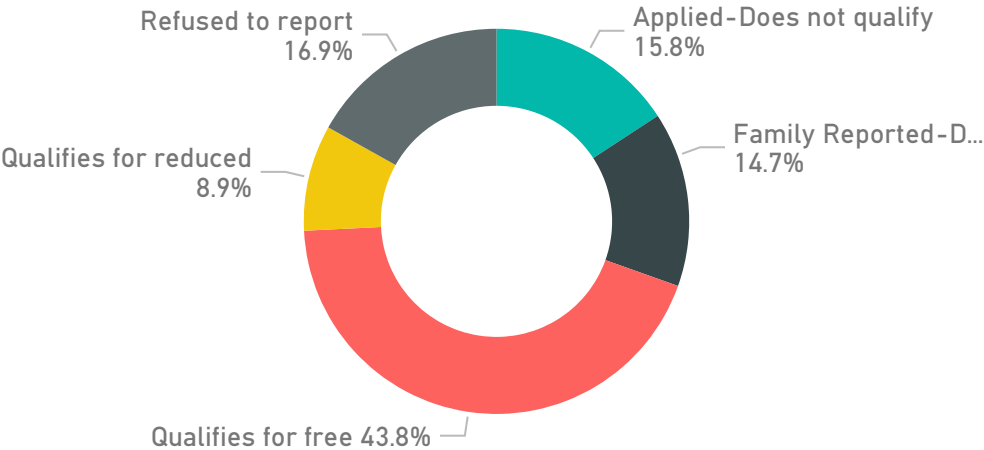
Central California Connections Academy

April 30, 2019

FARM Eligibility
April 30, 2019

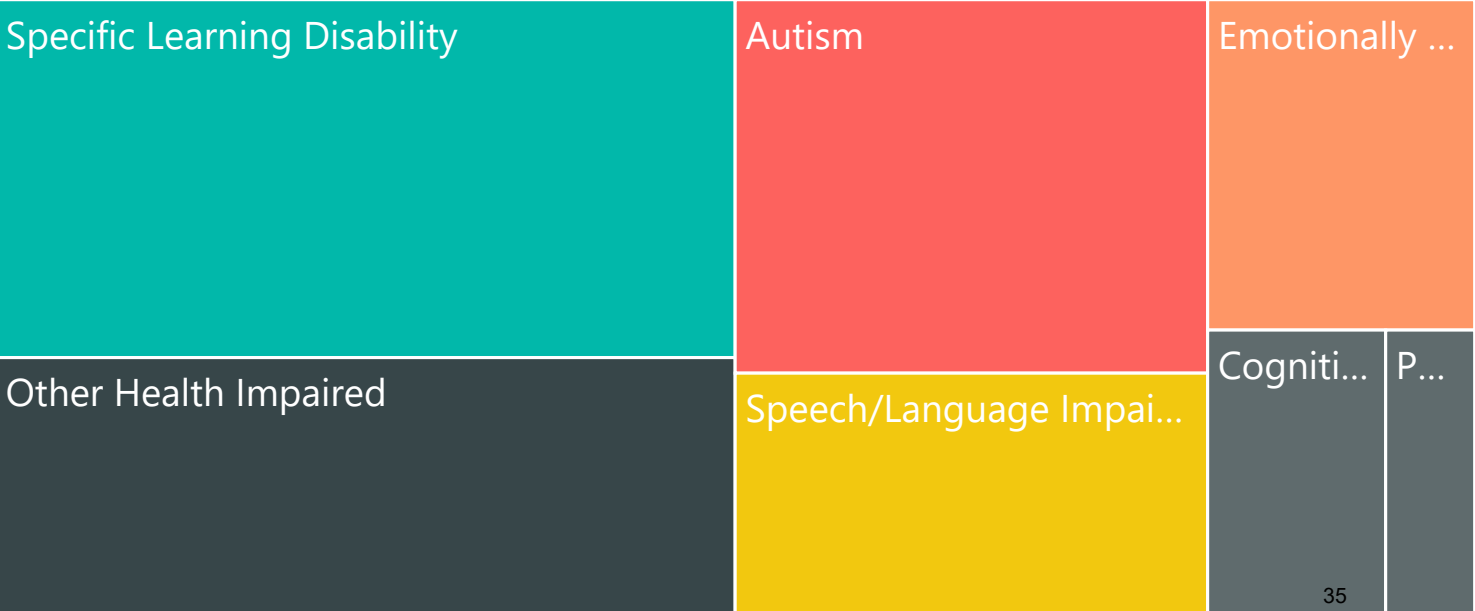


FARM Eligibility
April 30, 2018



Disability

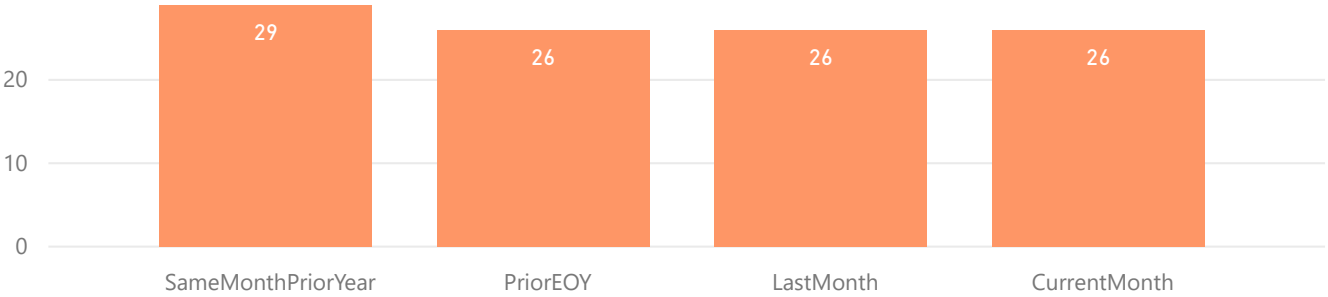
Disability	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Autism	10	12	14	14
Cognitive Disability	3	3	4	4
Emotionally Impaired	7	5	6	7
Hearing Impaired	1			
Other Health Impaired	9	11	13	15
Physical Disability	2	2	2	2
Specific Learning Disability	19	20	20	21
Speech/Language Impaired	10	9	9	9



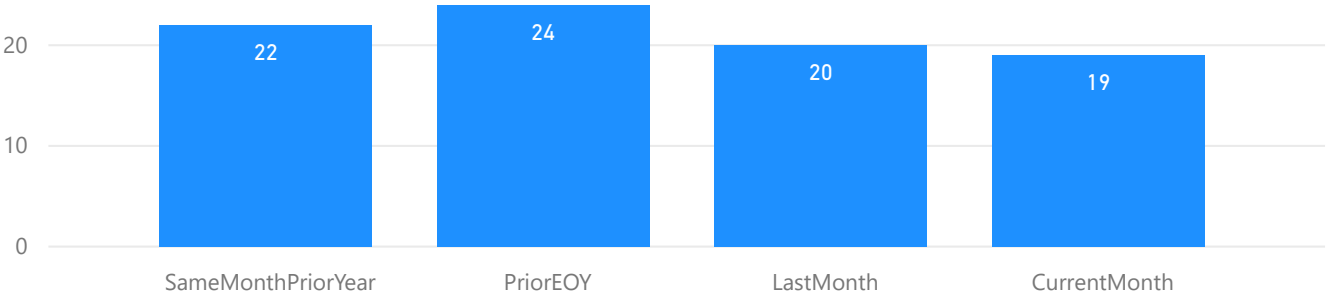
Central California Connections Academy

April 30, 2019

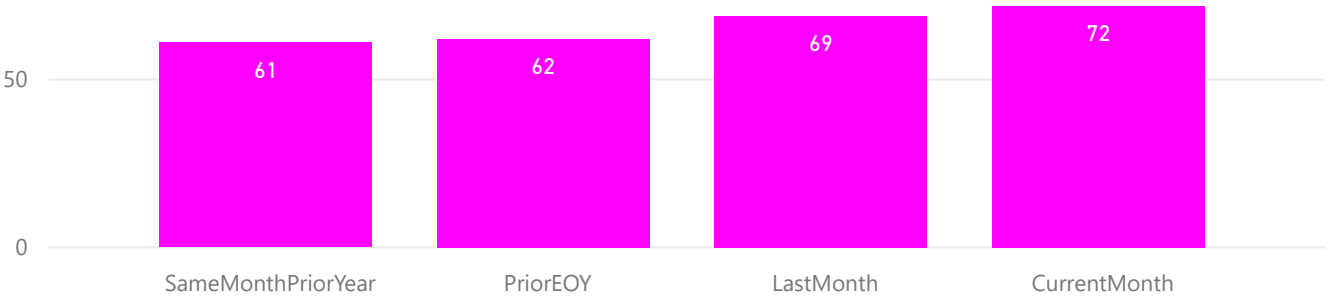
Gifted



Plan504



IEP



Currently Enrolled

524

Gifted

5%

Plan504

4%

IEP

14%

Not in Special Population

78%

Central California Connections Academy
April 30, 2019

Contacts Per Week

ContactsPerWeekWithoutWebM... Met Not Met

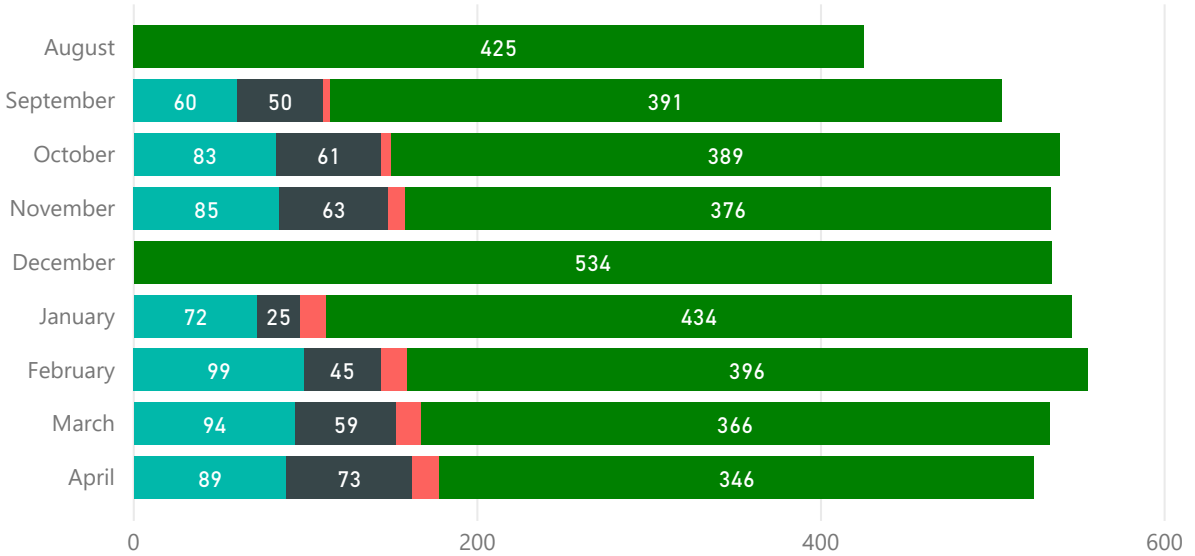


Currently Enrolled

524

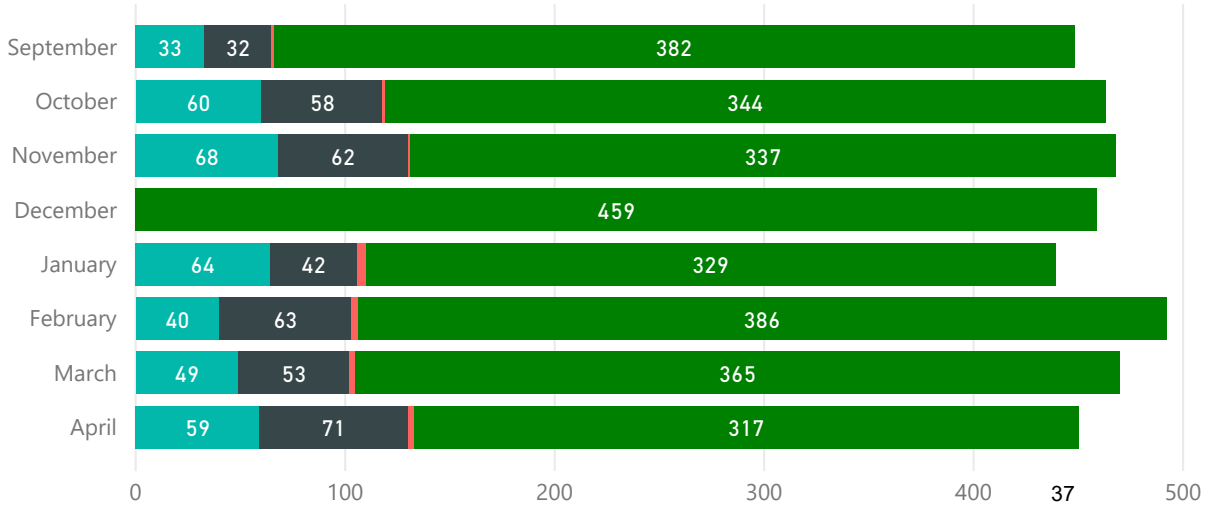
School Year: 2018-2019

AttendanceStatusAutomated Alarm Approaching Alarm Exempt On Track



School Year: 2017-2018

AttendanceStatusAutomated Alarm Approaching Alarm Exempt On Track



Central California Connections Academy

April 30, 2019

Average Participation

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	100%	96%	102%	99%
3-5	102%	98%	95%	97%
6-8	102%	98%	100%	99%
9-12	95%	95%	84%	90%
Total	99%	96%	92%	95%

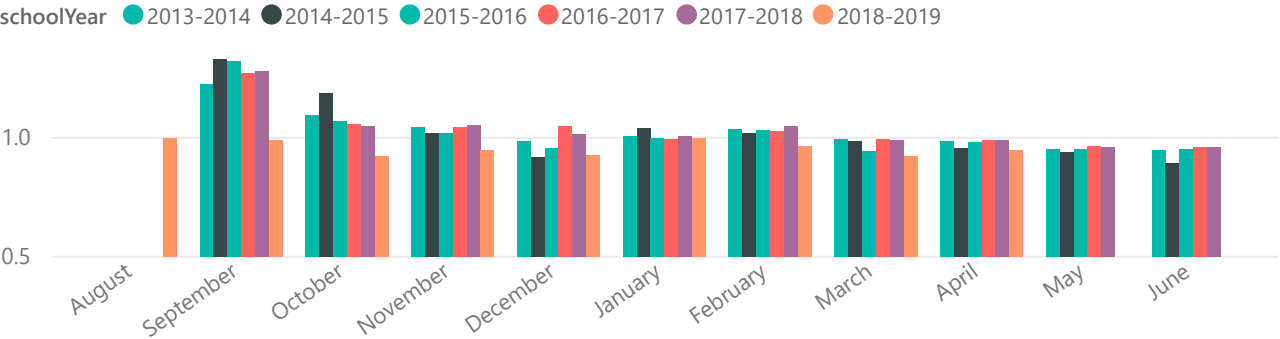
Average Performance

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	92%	91%	91%	92%
3-5	77%	77%	76%	75%
6-8	71%	70%	73%	73%
9-12	66%	68%	66%	67%
Total	73%	73%	73%	73%

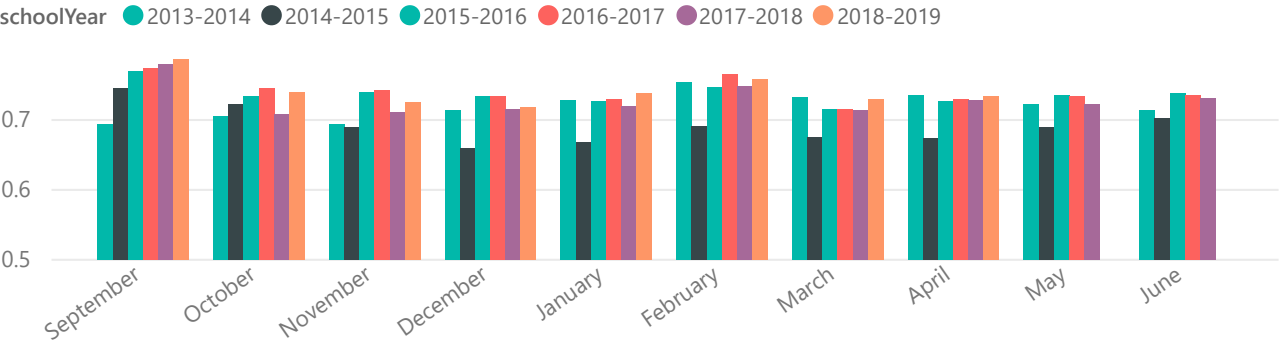
Average Attendance

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

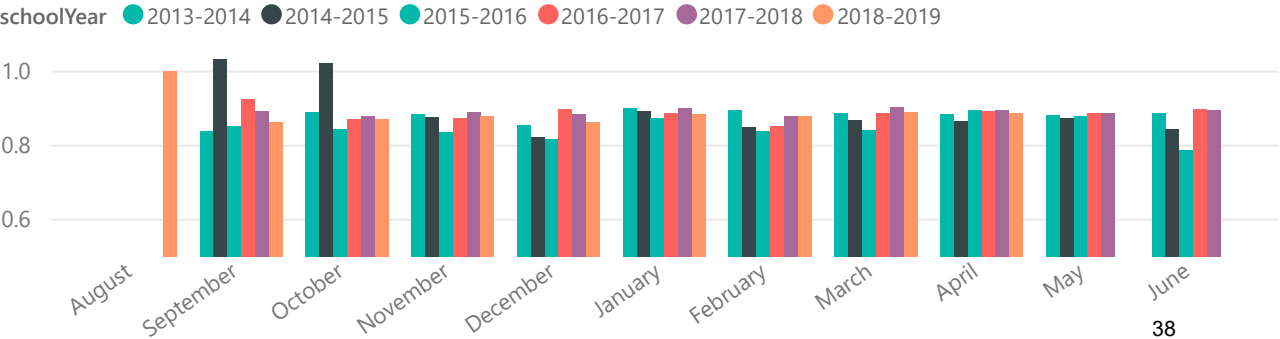
Average Total Participation



Average Total Performance



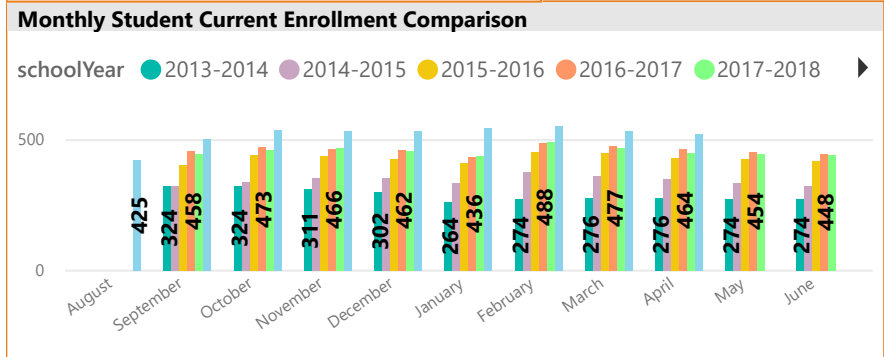
Average Total Attendance



Currently Enrolled	Total YTD Enrolled
524	726
Enrollment Services Complete (Stage 4)	
746	

Central California Connections Academy
April 30, 2019

Current Enrollment Month-Over-Month Change
-2%
Current Enrollment Year-Over-Year Change
16%



Total YTD Enrollment				
ReportPeriod	SameMonthPriorYear		CurrentMonth	
Withdrawal Category	Student Count	%CT Student Count	Student Count	%CT Student Count
Enrolled, Not Grad	450	70%	524	72%
Graduated	3	0%	1	0%
Prior To Engagement	33	5%	42	6%
Withdrawal During School Year	158	25%	159	22%
Total	644	100%	726	100%

New & Returning				
ReportPeriod	SameMonthPriorYear		CurrentMonth	
New or Returning	Students	%CT Students	Students	%CT Students
New	240	53.33%	290	55.34%
Returning	210	46.67%	234	44.66%

Household Data		
Household Data	SameMonthPriorYear	CurrentMonth
Active	370	410
Graduated	3	1
WD During School Year	136	130
WD Prior To Engagement	30	36

Students Per Active Household		
	SameMonthPriorYear	CurrentMonth
	1.22	1.28

Grade Distribution				
ReportPeriod	SameMonthPriorYear		CurrentMonth	
GradeDistribution	Students	%CT Students	Students	%CT Students
PK-2	60	13%	78	15%
PK	3	1%	10	2%
KG	19	4%	19	4%
1	22	5%	22	4%
2	16	4%	27	5%
3-5	73	16%	72	14%
3	16	4%	27	5%
4	21	5%	23	4%
5	36	8%	22	4%
6-8	117	26%	133	25%
6	35	8%	42	8%
7	35	8%	48	9%
8	47	10%	43	8%
9-12	200	44%	241	46%
9	47	10%	52	10%
10	53	12%	74	14%
11	51	11%	62	12%
12	49	11%	53	10%
Total	450	100%	524	100%

Withdrawal Reason		
Withdrawal Reason	SameMonthPriorYear	CurrentMonth
Different/Better Schooling Option (Not related to socialization)	78	82
Getting started with the school was too difficult	3	1
Life change	14	22
Mismatch Academic	17	9
Mismatch Family Schedule	1	1
Regulation	38	35
Student wants more socialization	6	9
Unhappy with the school (teachers, leadership)	1	

Gender		
Gender	SameMonthPriorYear	CurrentMonth
F	223	277
M	227	247

Primary Language		
Home Language	SameMonthPriorYear	CurrentMonth
English	415	486
Spanish	31	33
Arabic	2	3
Another Language	2	2

Ethnicity		
Ethnicity	SameMonthPriorYear	CurrentMonth
Hispanic or Latino	182	225
Not Hispanic or Latino	268	299

Race		
Race	SameMonthPriorYear	CurrentMonth
American Indian or Alaskan Native	55	66
Asian	29	26
Black/African American	60	54
Native Hawaiian or Other Pacific Islander	7	7
White	358	423

Household FARM Eligibility		
HouseholdFARMEligibility	SameMonthPriorYear	CurrentMonth
Applied-Does not qualify	57	92
Family Reported-Does not qualify	57	61
Qualifies for free	169	200
Qualifies for reduced	37	33
Refused to report	69	66

Central California Connections Academy April 30, 2019		
Disability		
Disability	SameMonthPriorYear	CurrentMonth
Autism	10	14
Cognitive Disability	3	4
Emotionally Impaired	7	7
Hearing Impaired	1	
Other Health Impaired	9	15
Physical Disability	2	2
Specific Learning Disability	19	21
Speech/Language Impaired	10	9

Gifted		
Gifted	SameMonthPriorYear	CurrentMonth
Yes	29	26
Plan 504		
Plan504	SameMonthPriorYear	CurrentMonth
504	22	19
IEP		
IEP	SameMonthPriorYear	CurrentMonth
IEP	61	72
Gifted		Plan504
5%		4%
IEP		Not in Special Population
14%		78%

Distinct Race/Ethnicity		
Distinct Race/Ethnicity	SameMonthPriorYear	CurrentMonth
American Indian or Alaskan Native	3	5
Asian	10	9
Black/African American	30	33
Hispanic or Latino	182	225
Multiple Races	29	31
Native Hawaiian or Other Pacific Islander	2	2
White	194	219

Prior Schooling		
Prior Schooling	SameMonthPriorYear	CurrentMonth
Charter School (Public)	39	36
Home School	33	36
No Prior School	49	64
Online (Virtual) Public School	27	40
Private/Parochial School	23	18
Public School	254	307
Prior Schooling Not Reported	25	23

Central California Connections Academy
April 30, 2019

Contacts Per Week

ContactsPerWeekWithoutWebMail	SameMonthPriorYear	CurrentMonth
Met	381	471
Not Met	69	53

Attendance Status

AttendanceStatusAutomated	SameMonthPriorYear	CurrentMonth
Alarm	59	89
Approaching Alarm	71	73
Exempt	3	16
On Track	317	346

Average Participation

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	100%	99%
3-5	102%	97%
6-8	102%	99%
9-12	95%	90%
Total	99%	95%

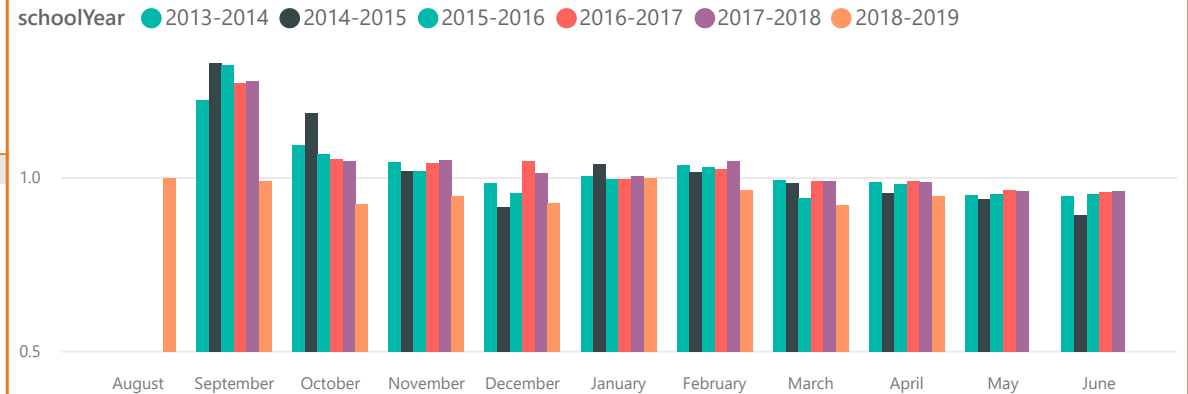
Average Performance

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	92%	92%
3-5	77%	75%
6-8	71%	73%
9-12	66%	67%
Total	73%	73%

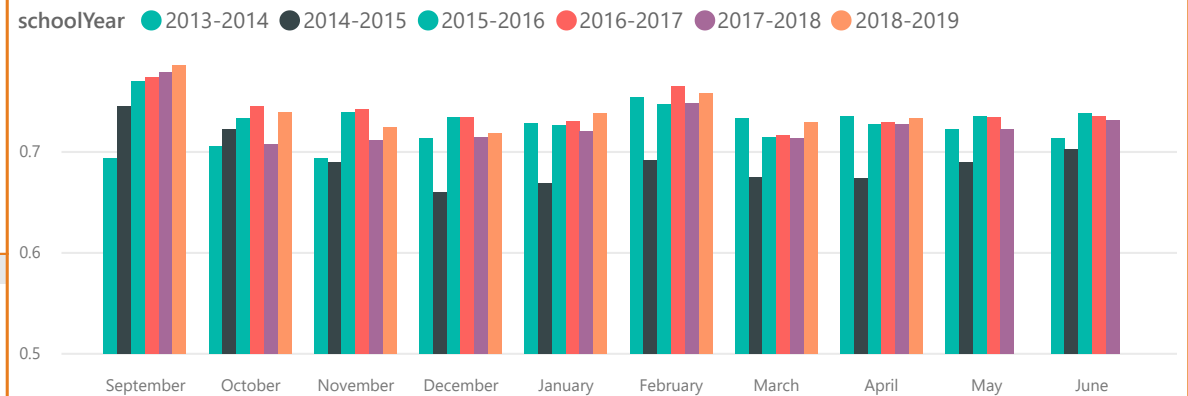
Average Attendance

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	93%	93%
3-5	94%	92%
6-8	91%	93%
9-12	86%	84%
Total	90%	89%

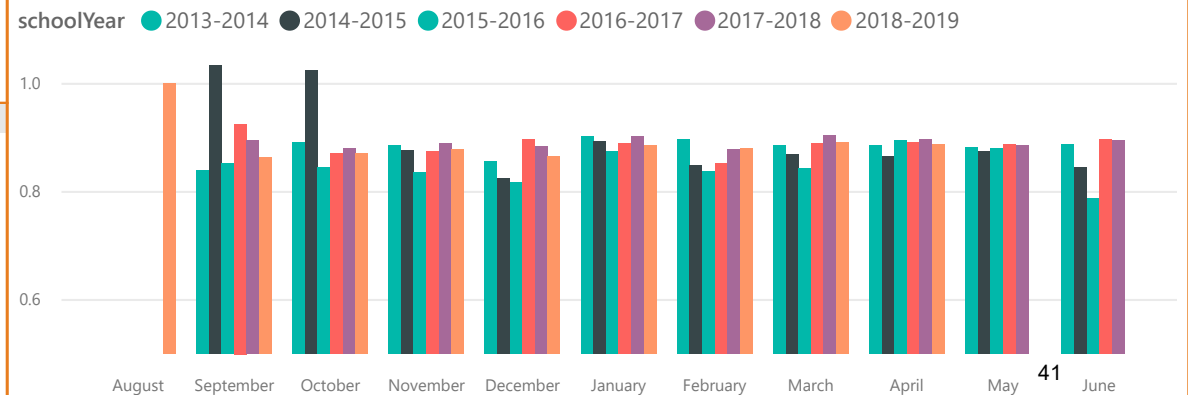
Average Total Participation



Average Total Performance



Average Total Attendance



MONTHLY SCHOOL REPORT

School & Date Selection

School
California Connections Academy @ Ripon

Report Date
April 30, 2019

Currently Enrolled

1433

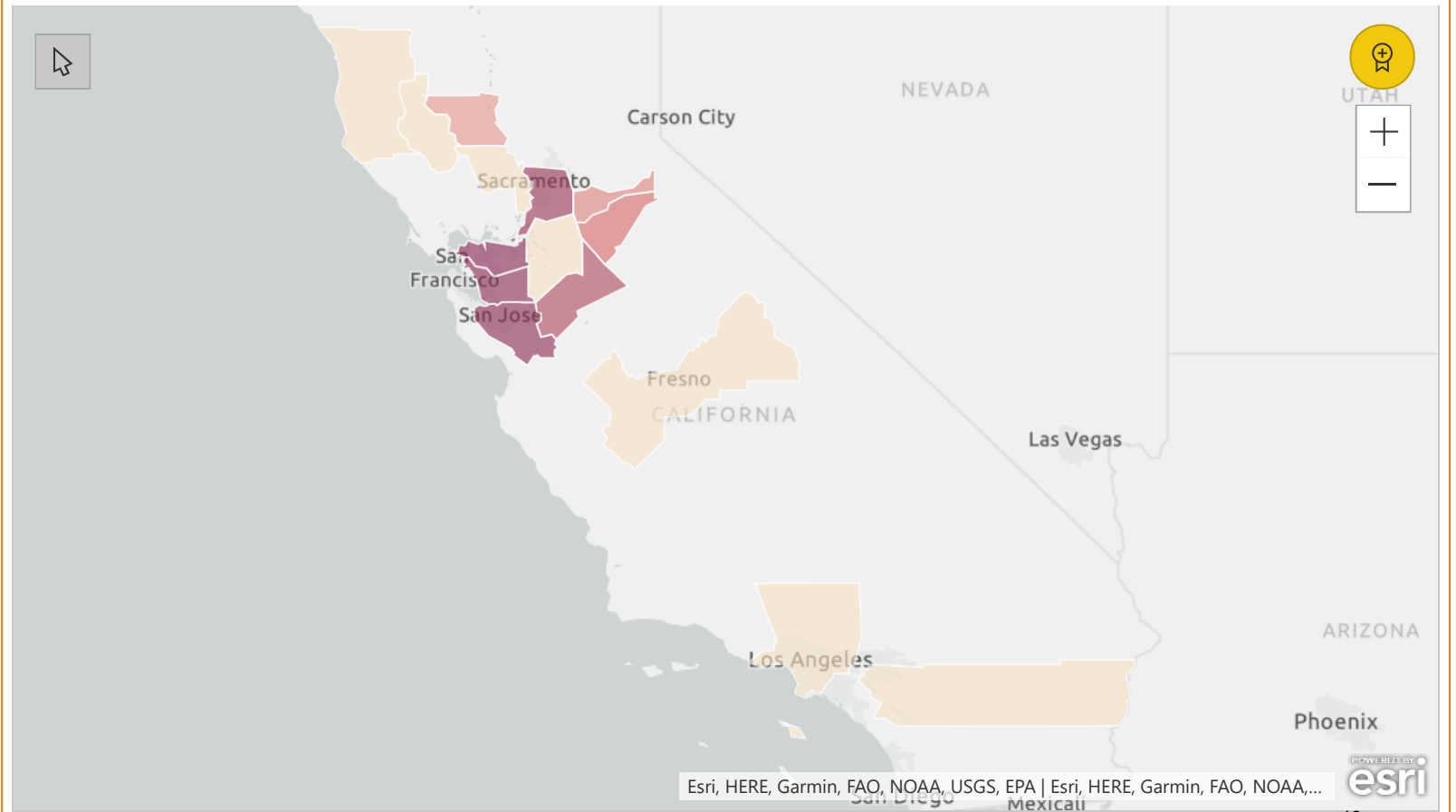
Total YTD Enrolled

1918

Enrollment Services Complete (Stage 4)

1964

Enrolled Students by County



California Connections Academy at Ripon
April 30, 2019

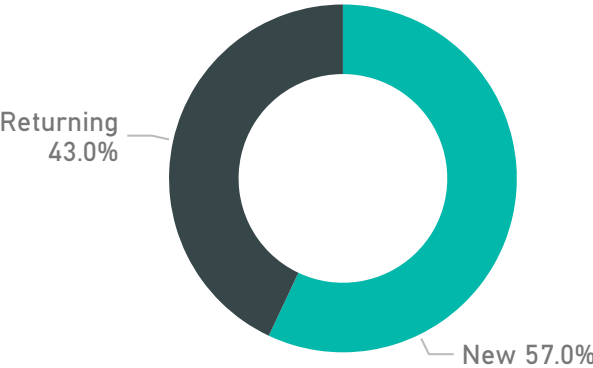
Current Enrollment Month-Over-Month Change

-3%

Current Enrollment Year-Over-Year Change

16%

New and Returning

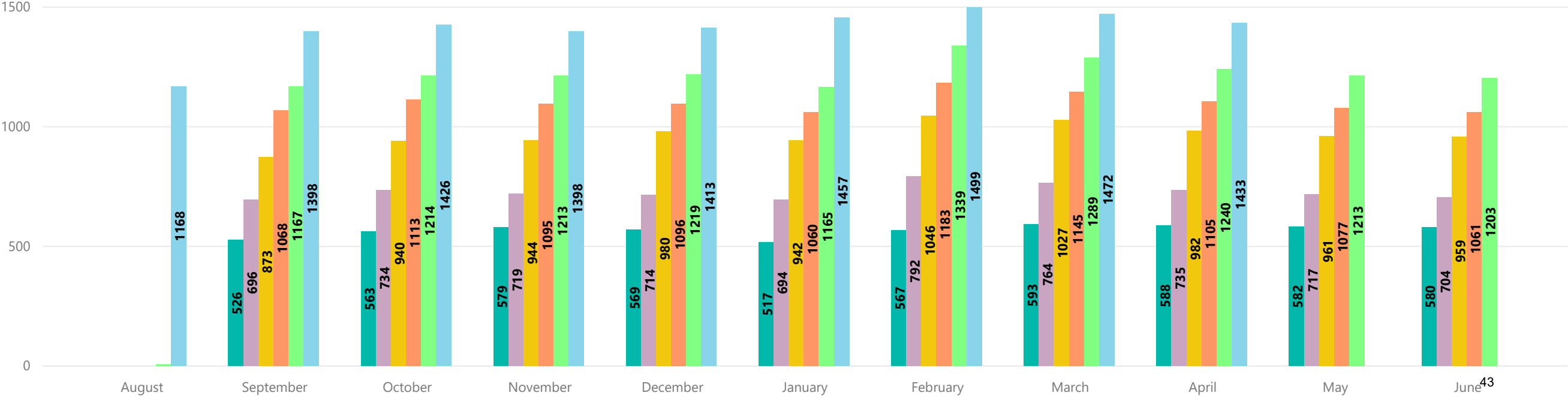


New and Returning Prior Year



Monthly Student Current Enrollment Comparison

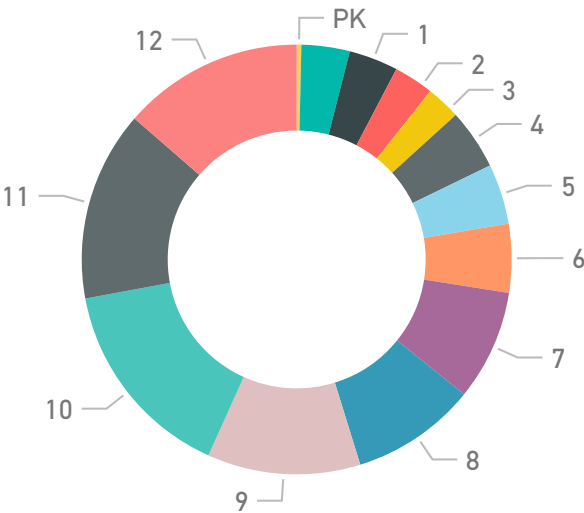
schoolYear 2013-2014 2014-2015 2015-2016 2016-2017 2017-2018 2018-2019



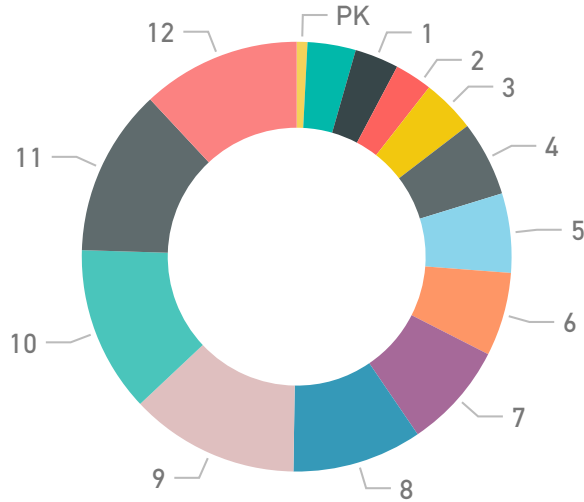
California Connections Academy at Ripon

April 30, 2019

Enrolled Students by Final Grade



Enrolled Students Prior Year by Final Grade



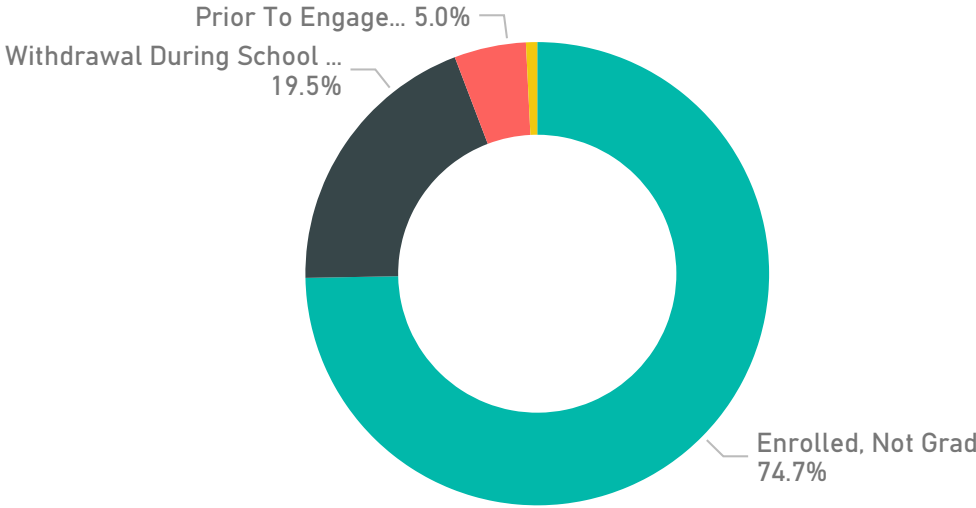
Grade Distribution

ReportPeriod	SameMonthPriorYear		PriorEOY		LastMonth		CurrentMonth	
GradeDistribution	Students	%CT Students	Students	%CT Students	Students	%CT Students	Students	%CT Students
PK-2	131	11%	126	10%	156	11%	153	11%
PK	10	1%	10	1%	5	0%	5	0%
KG	45	4%	44	4%	53	4%	52	4%
1	41	3%	39	3%	53	4%	53	4%
2	35	3%	33	3%	45	3%	43	3%
3-5	194	16%	190	16%	168	11%	167	12%
3	50	4%	49	4%	37	3%	37	3%
4	70	6%	69	6%	66	4%	65	5%
5	74	6%	72	6%	65	4%	65	5%
6-8	298	24%	291	24%	344	23%	328	23%
6	78	6%	75	6%	78	5%	74	5%
7	99	8%	96	8%	128	9%	119	8%
8	121	10%	120	10%	138	9%	135	9%
9-12	617	50%	596	50%	804	55%	785	55%
9	158	13%	156	13%	168	11%	165	12%
10	155	13%	147	12%	227	15%	220	15%
11	156	13%	150	12%	207	14%	205	14%
12	148	12%	143	12%	202	14%	195	14%
Total	1240	100%	1203	100%	1472	100%	1433	100%

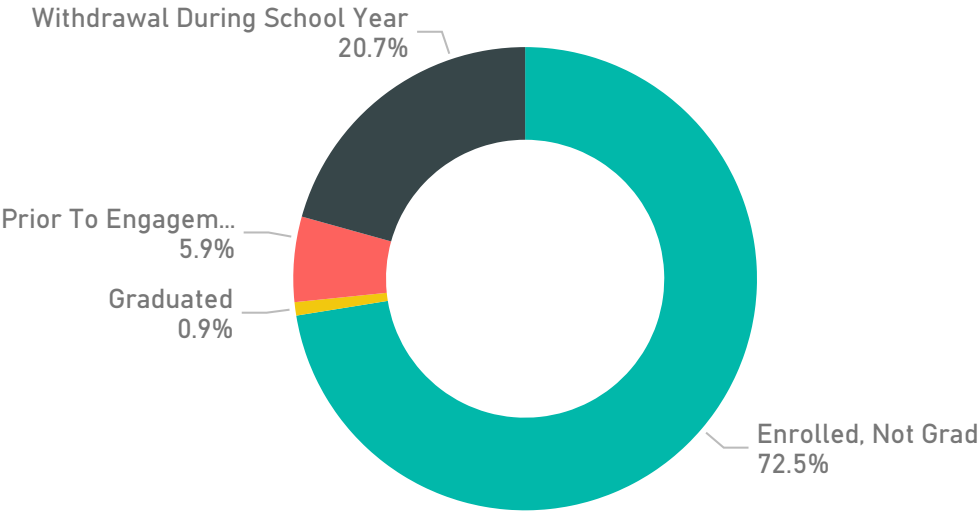
California Connections Academy at Ripon

April 30, 2019

Total YTD Enrollment by Withdrawal Category



Total YTD Enrollment Prior Year by Withdrawal Category



Total YTD Enrollment								
ReportPeriod	SameMonthPriorYear		PriorEOY		LastMonth		CurrentMonth	
Withdrawal Category	Student Count	%CT Student Count	Student Count	%CT Student Count	Student Count	%CT Student Count	Student Count	%CT Student Count
Enrolled, Not Grad	1244	72%	1207	70%	1472	77%	1433	75%
Graduated	16	1%	16	1%	13	1%	15	1%
Prior To Engagement	102	6%	104	6%	90	5%	96	5%
Withdrawal During School Year	355	21%	390	23%	342	18%	374	19%
Total	1717	100%	1717	100%	1917	100%	1918	100%

Enrollment Services Complete (Stage 4)

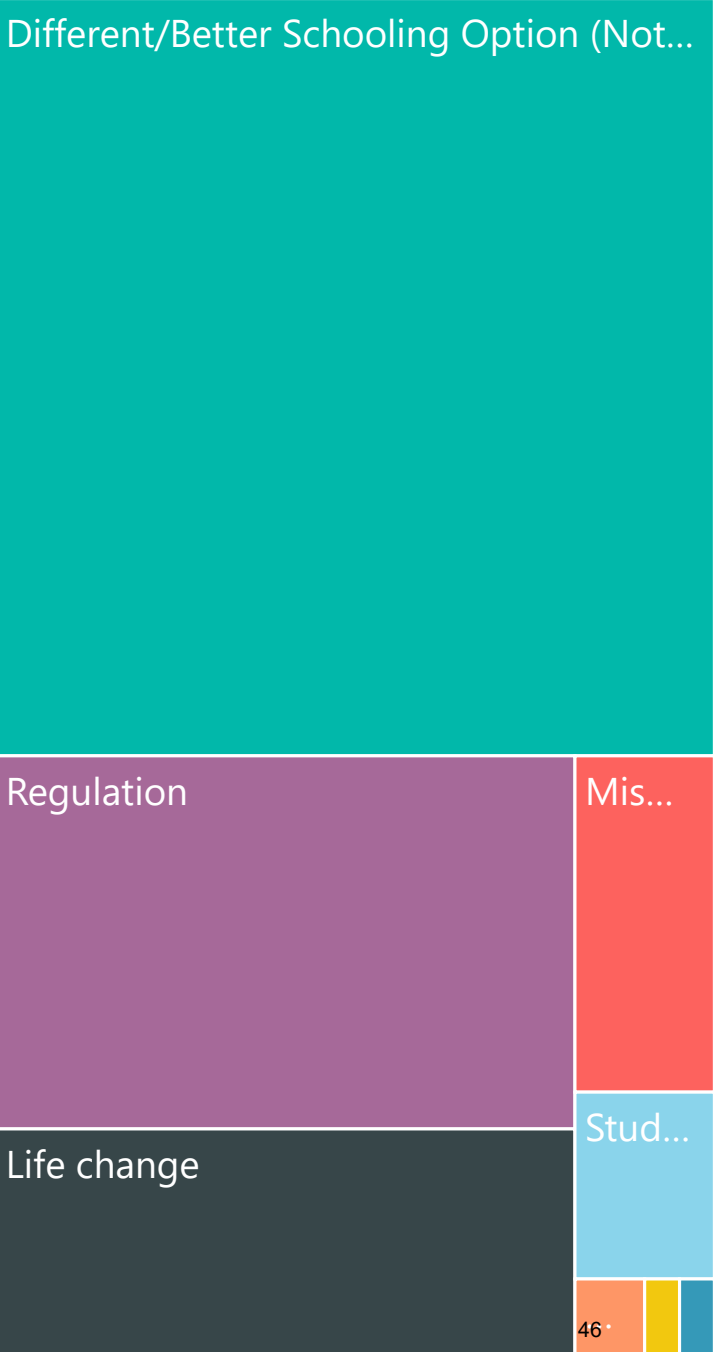
1964

California Connections Academy at Ripon

April 30, 2019

Withdrawal Reason

Withdrawal Reason	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
▲				
Different/Better Schooling Option (Not related to socialization)	181	189	192	209
Getting started with the school was too difficult	3	3		1
Inactivity			1	1
Life change	49	52	47	50
Mismatch Academic	18	21	17	18
Mismatch Family Schedule	4	4	2	2
Regulation	88	109	73	83
Student wants more socialization	12	12	10	10



California Connections Academy at Ripon
April 30, 2019

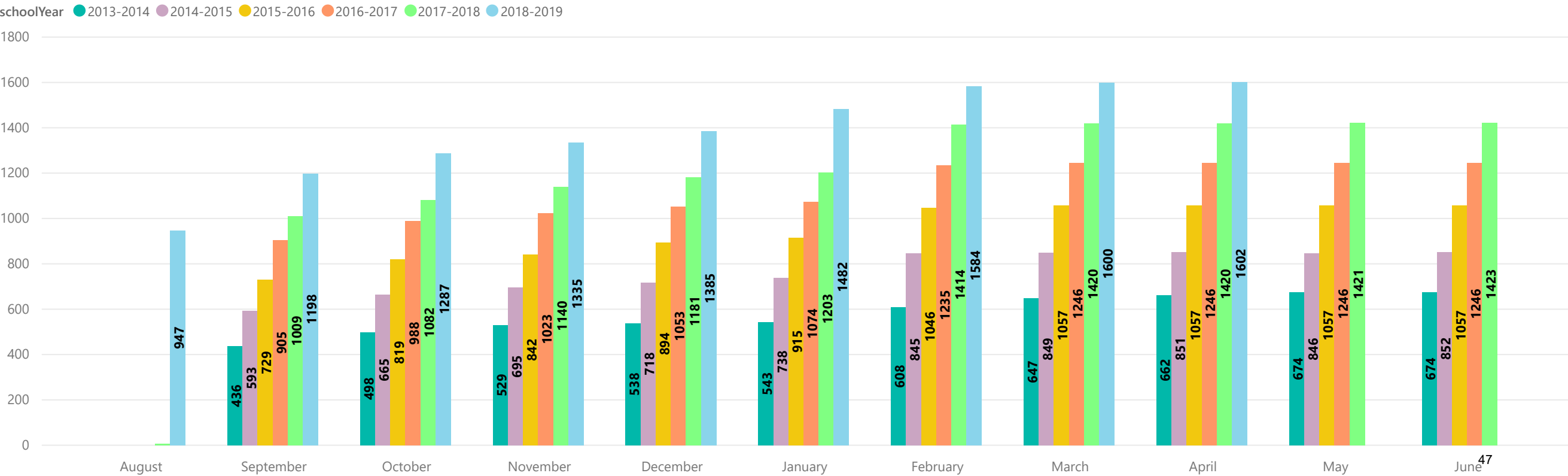
Household Data

Household Data	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Active	1030	1003	1244	1213
Graduated	16	16	13	15
WD During School Year	309	337	293	323
WD Prior To Engagement	96	98	80	86

Students Per Active Household

SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
1.21	1.20	1.18	1.18

Monthly Total Households



California Connections Academy at Ripon

April 30, 2019

Ethnicity

Ethnicity	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Hispanic or Latino	337	323	451	434
Not Hispanic or Latino	903	880	1021	999

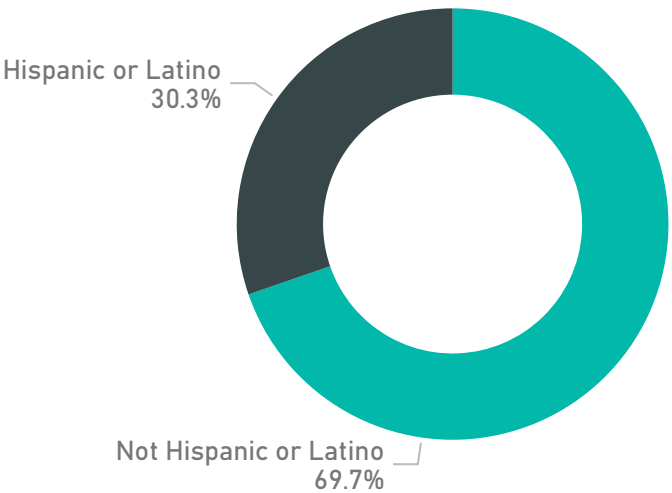
Race

Race	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
American Indian or Alaskan Native	122	115	153	147
Asian	193	184	228	221
Black/African American	224	212	277	271
Native Hawaiian or Other Pacific Islander	47	46	63	59
White	883	851	1000	976

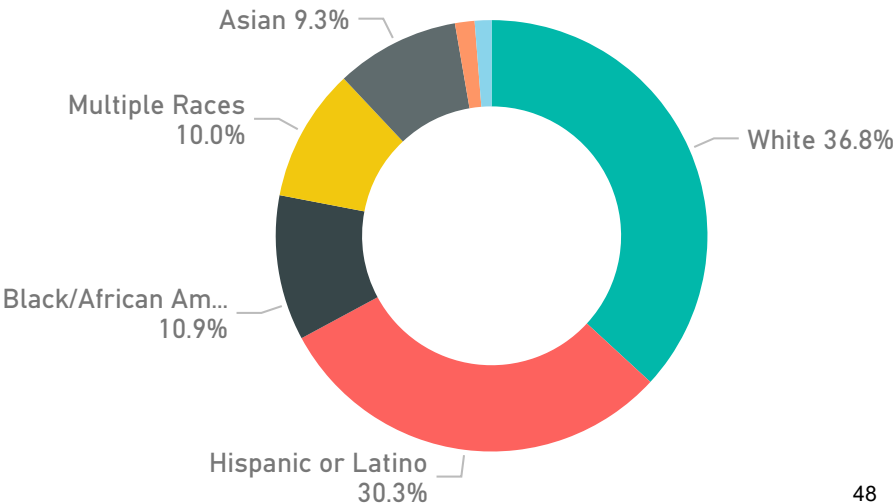
Distinct Race/Ethnicity

Distinct Race/Ethnicity	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
American Indian or Alaskan Native	20	20	18	18
Asian	110	106	138	133
Black/African American	120	118	160	156
Hispanic or Latino	337	323	451	434
Multiple Races	134	126	146	143
Native Hawaiian or Other Pacific Islander	13	13	22	21
White	506	497	537	528

Enrolled Students by Ethnicity



Enrolled Students by Distinct Race/Ethnicity



California Connections Academy at Ripon

April 30, 2019

Gender

Gender	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
	1	1		
F	689	665	826	802
M	550	537	646	631

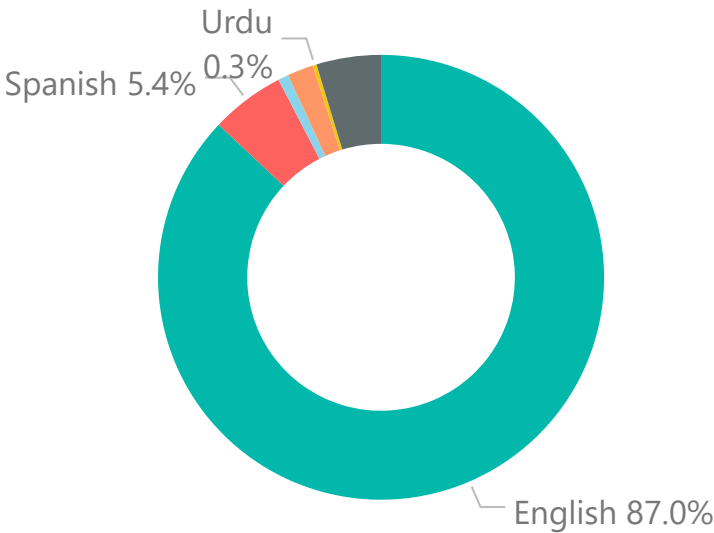
Primary Language

Home Language	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
English	1090	1057	1282	1247
Spanish	51	51	79	77
Russian	11	11	11	11
Arabic	25	25	27	27
Urdu	4	4	4	4
Another Language	59	55	69	67

Enrolled Students by Gender



Enrolled Students by Language



California Connections Academy at Ripon

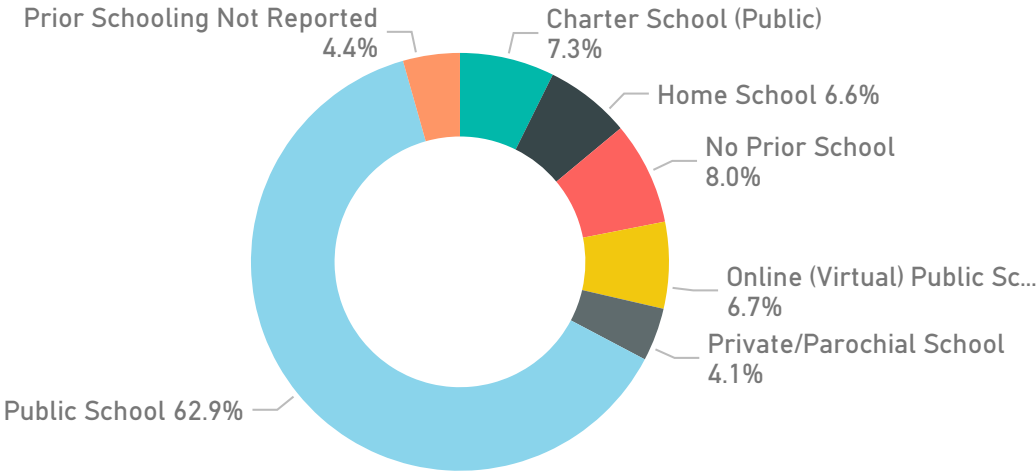
April 30, 2019

Prior Schooling

Prior Schooling	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Charter School (Public)	78	77	112	105
Home School	80	78	96	95
No Prior School	112	109	115	114
Online (Virtual) Public School	89	83	98	96
Private/Parochial School	47	45	60	59
Public School	786	763	928	901
Prior Schooling Not Reported	48	48	63	63

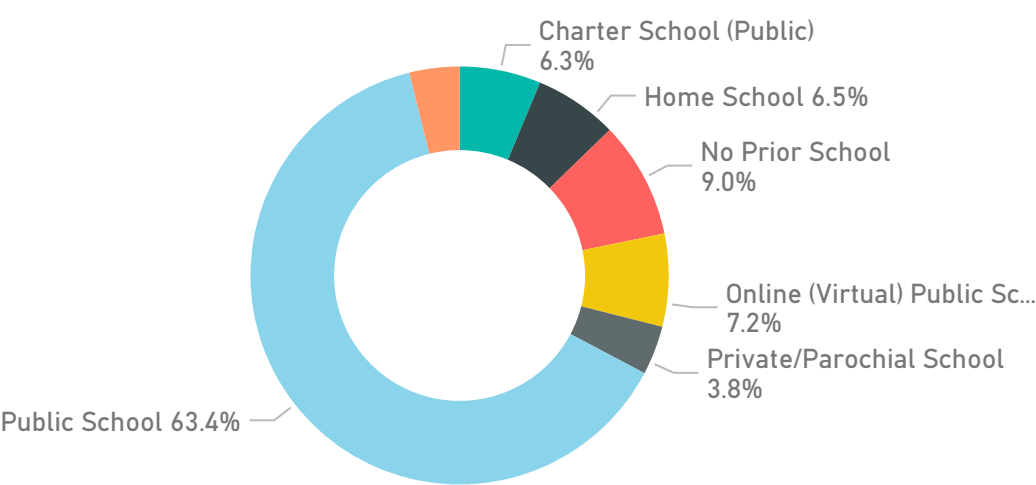
Prior Schooling

April 30, 2019



Prior Schooling

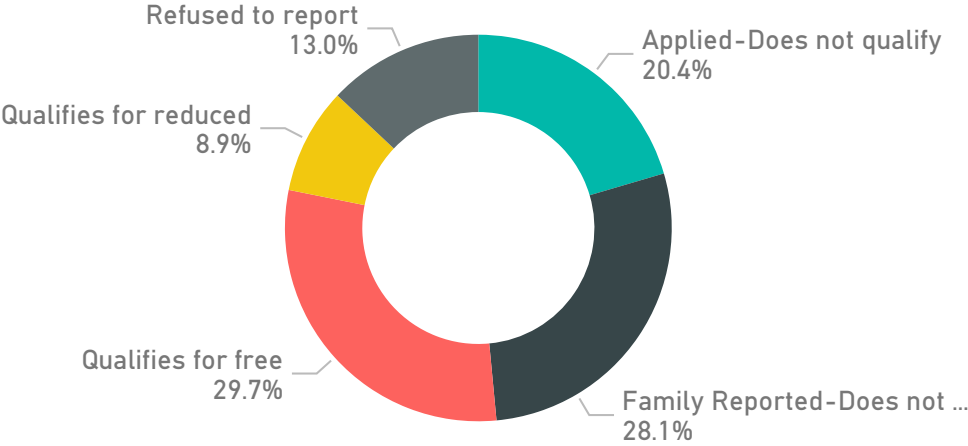
April 30, 2018



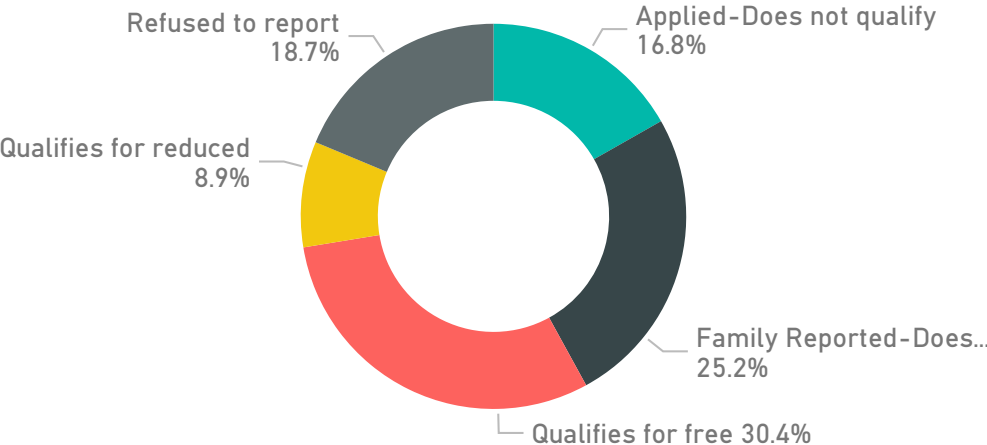
California Connections Academy at Ripon

April 30, 2019

FARM Eligibility
April 30, 2019

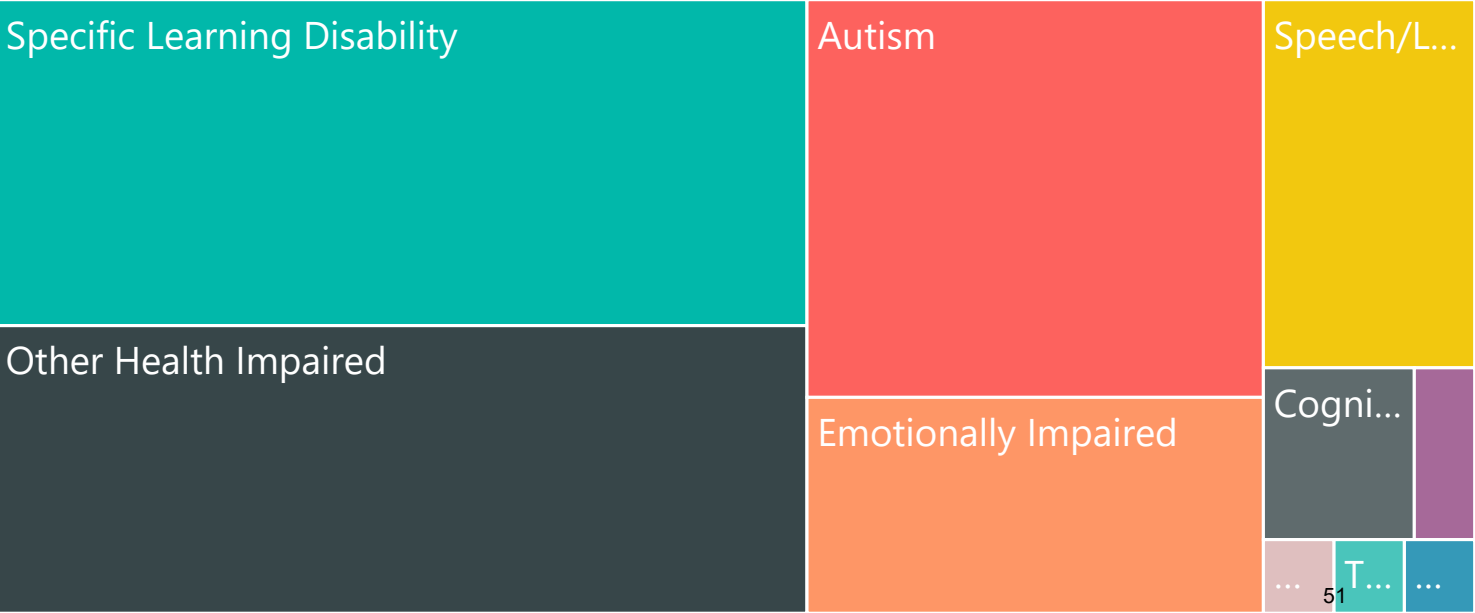


FARM Eligibility
April 30, 2018



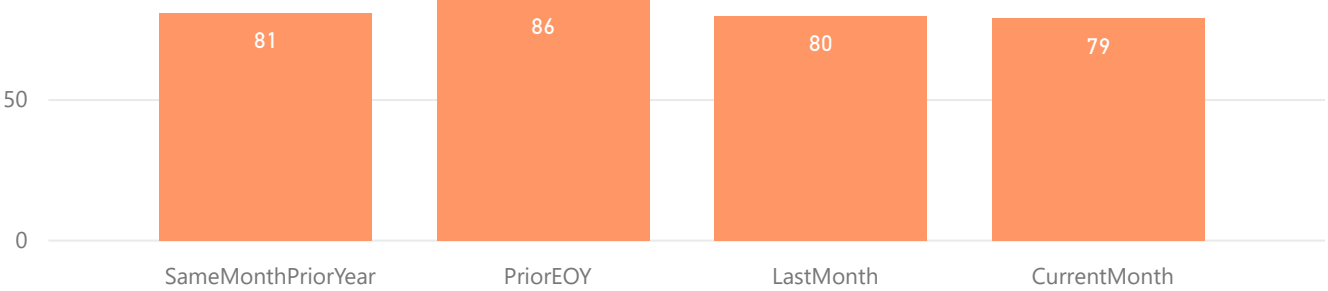
Disability

Disability	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Autism	29	29	33	35
Cognitive Disability	6	6	5	5
Emotionally Impaired	17	17	18	19
Hearing Impaired			2	2
Other			1	1
Other Health Impaired	33	36	46	45
Physical Disability	1	1		
Specific Learning Disability	49	50	54	51
Speech/Language Impaired	25	26	15	15
Traumatic Brain Injury	1	1	1	1
Visually Impaired			1	1

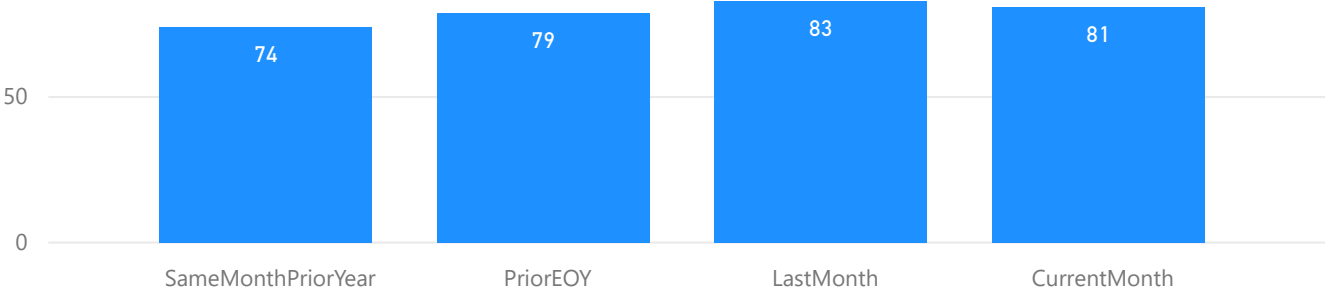


California Connections Academy at Ripon
April 30, 2019

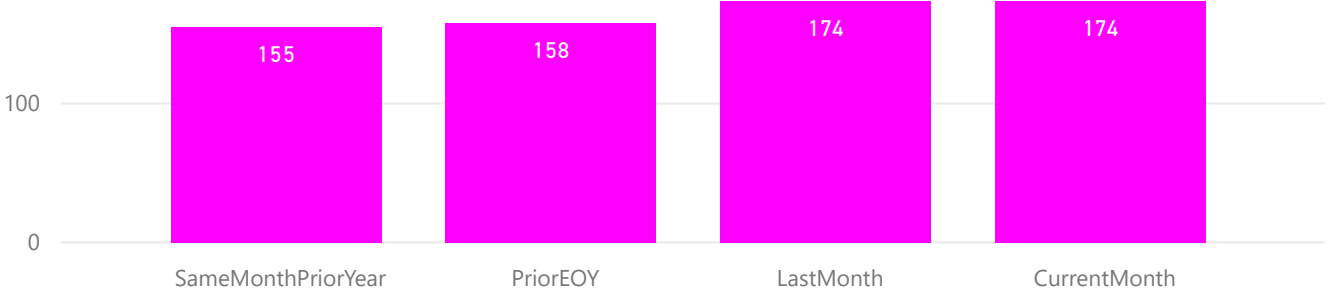
Gifted



Plan504



IEP



Currently Enrolled

1433

Gifted

6%

Plan504

6%

IEP

12%

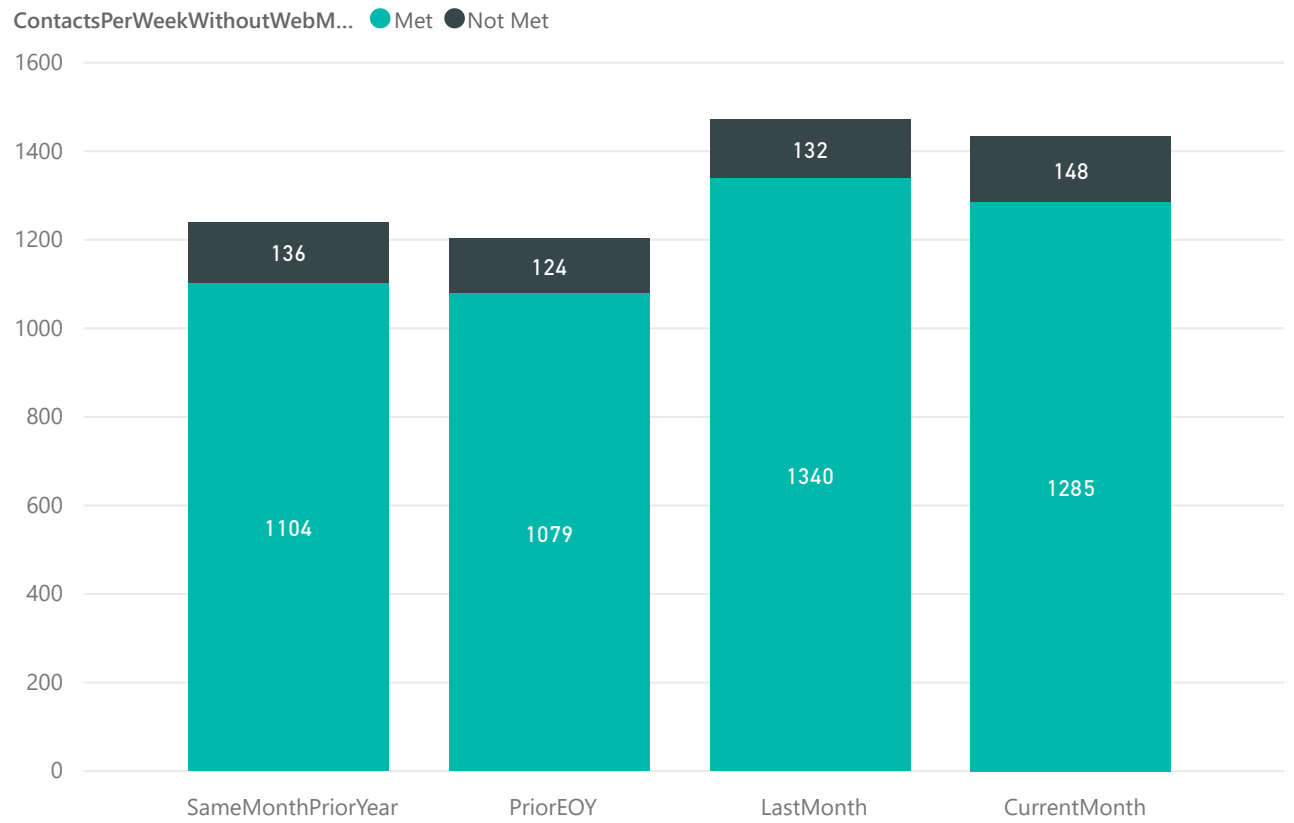
Not in Special Population

77%

California Connections Academy at Ripon

April 30, 2019

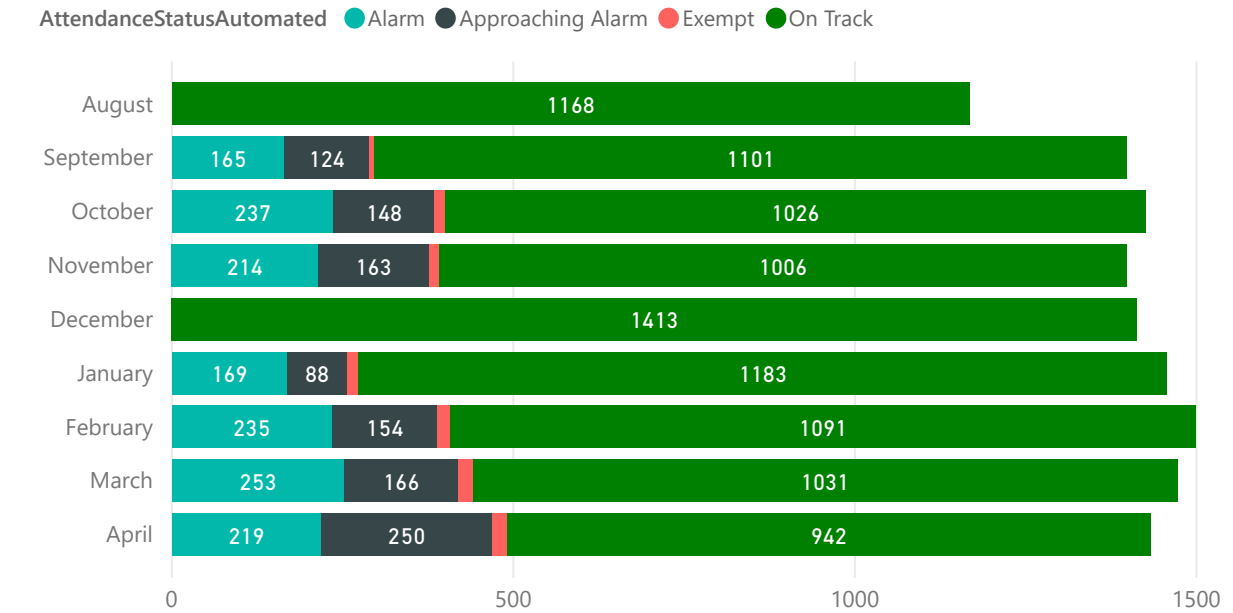
Contacts Per Week



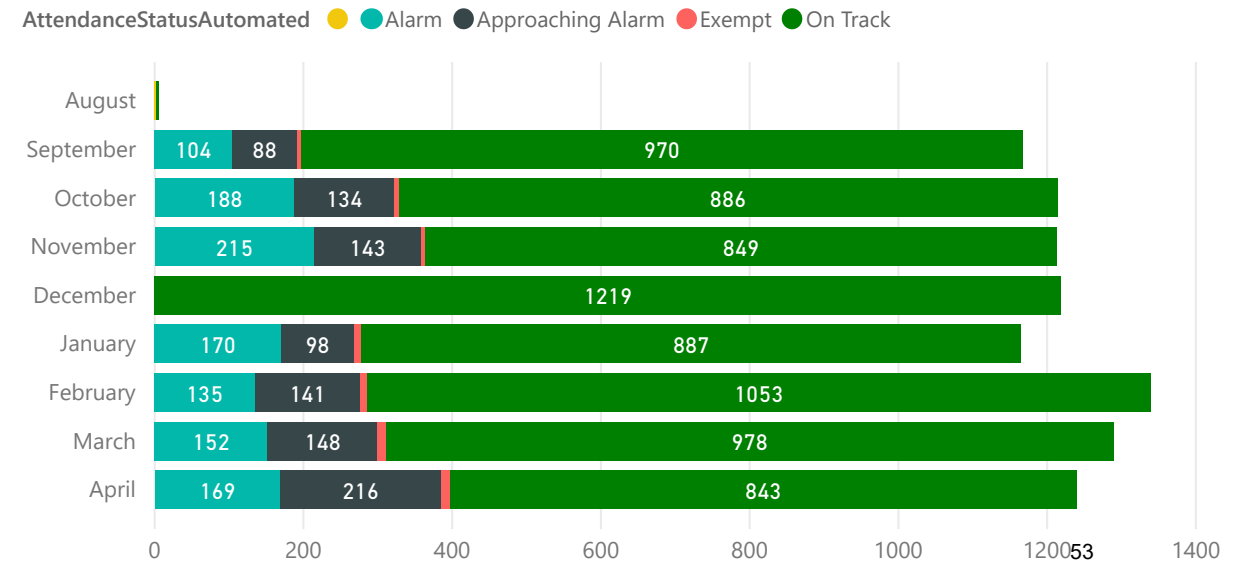
Currently Enrolled

1433

School Year: 2018-2019



School Year: 2017-2018



California Connections Academy at Ripon

April 30, 2019

Average Participation

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	100%	98%	98%	98%
3-5	98%	97%	103%	101%
6-8	102%	98%	101%	100%
9-12	98%	96%	85%	90%
Total	99%	97%	92%	95%

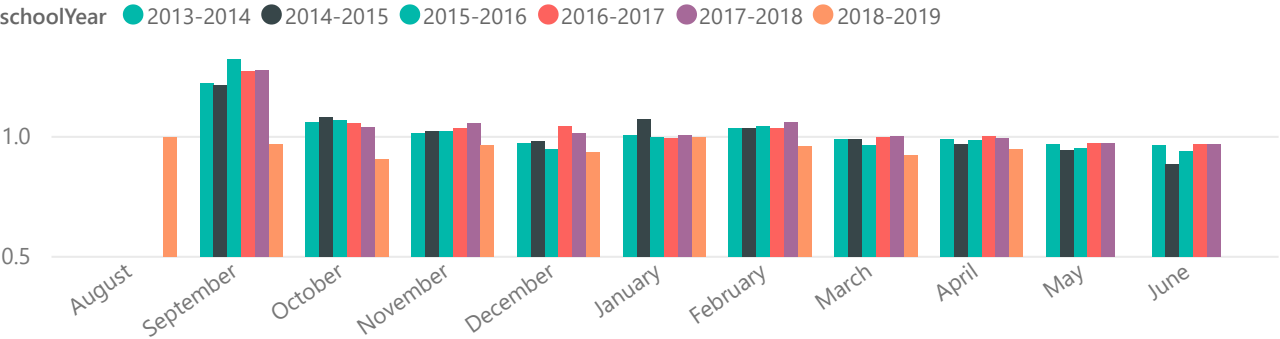
Average Performance

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	90%	89%	92%	91%
3-5	78%	77%	80%	80%
6-8	75%	75%	73%	73%
9-12	68%	70%	68%	70%
Total	74%	74%	73%	74%

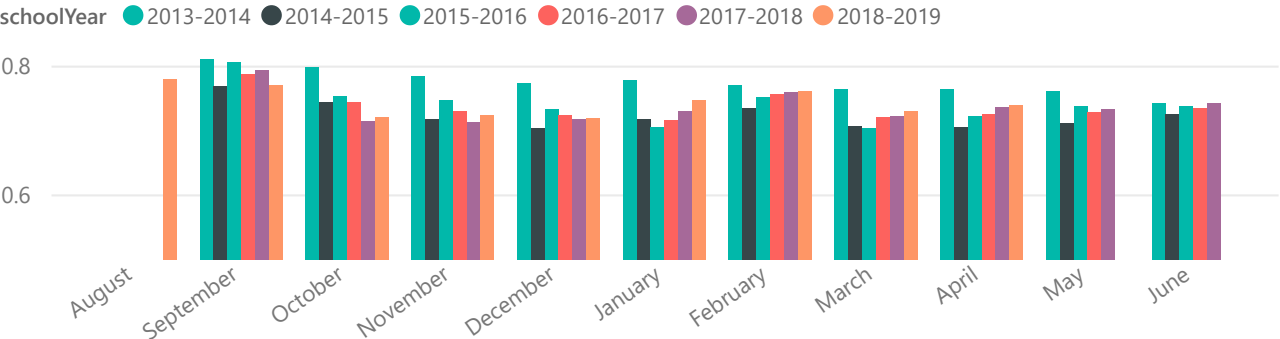
Average Attendance

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

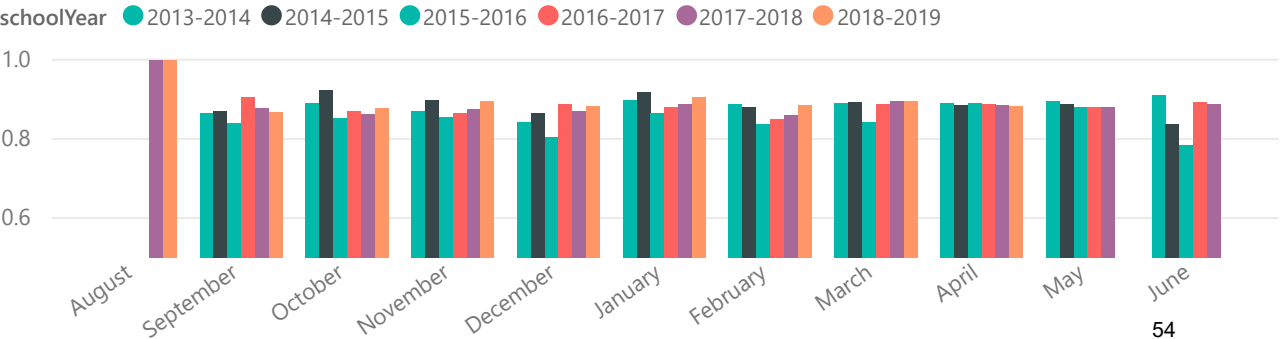
Average Total Participation



Average Total Performance



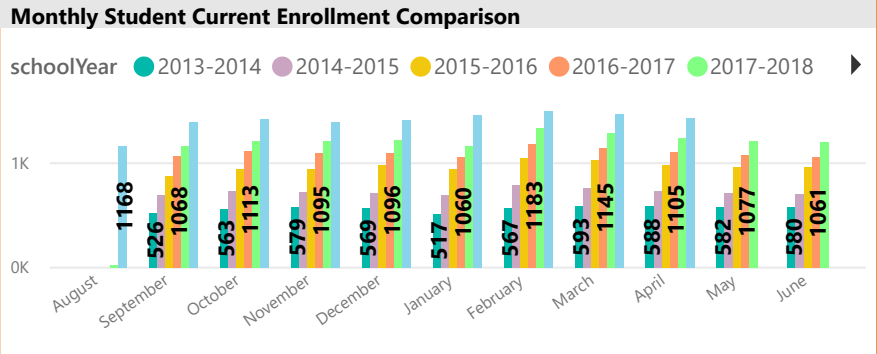
Average Total Attendance



Currently Enrolled	Total YTD Enrolled
1433	1918
Enrollment Services Complete (Stage 4)	
1964	

California Connections Academy at Ripon
April 30, 2019

Current Enrollment Month-Over-Month Change
-3%
Current Enrollment Year-Over-Year Change
16%



Total YTD Enrollment				
ReportPeriod	SameMonthPriorYear		CurrentMonth	
Withdrawal Category	Student Count	%CT Student Count	Student Count	%CT Student Count
Enrolled, Not Grad	1244	72%	1433	75%
Graduated	16	1%	15	1%
Prior To Engagement	102	6%	96	5%
Withdrawal During School Year	355	21%	374	19%
Total	1717	100%	1918	100%

New & Returning				
ReportPeriod	SameMonthPriorYear		CurrentMonth	
New or Returning	Students	%CT Students	Students	%CT Students
New	733	59.11%	817	57.01%
Returning	507	40.89%	616	42.99%

Household Data		
Household Data	SameMonthPriorYear	CurrentMonth
Active	1030	1213
Graduated	16	15
WD During School Year	309	323
WD Prior To Engagement	96	86

Students Per Active Household		
	SameMonthPriorYear	CurrentMonth
	1.21	1.18

Grade Distribution				
ReportPeriod	SameMonthPriorYear		CurrentMonth	
GradeDistribution	Students	%CT Students	Students	%CT Students
PK-2	131	11%	153	11%
PK	10	1%	5	0%
KG	45	4%	52	4%
1	41	3%	53	4%
2	35	3%	43	3%
3-5	194	16%	167	12%
3	50	4%	37	3%
4	70	6%	65	5%
5	74	6%	65	5%
6-8	298	24%	328	23%
6	78	6%	74	5%
7	99	8%	119	8%
8	121	10%	135	9%
9-12	617	50%	785	55%
9	158	13%	165	12%
10	155	13%	220	15%
11	156	13%	205	14%
12	148	12%	195	14%
Total	1240	100%	1433	100%

Withdrawal Reason		
Withdrawal Reason	SameMonthPriorYear	CurrentMonth
Different/Better Schooling Option (Not related to socialization)	181	209
Getting started with the school was too difficult	3	1
Inactivity		1
Life change	49	50
Mismatch Academic	18	18
Mismatch Family Schedule	4	2
Regulation	88	83
Student wants more socialization	12	10

Gender		
Gender	SameMonthPriorYear	CurrentMonth
	1	
F	689	802
M	550	631

Primary Language		
Home Language	SameMonthPriorYear	CurrentMonth
English	1090	1247
Spanish	51	77
Russian	11	11
Arabic	25	27
Urdu	4	4
Another Language	59	67

Ethnicity		
Ethnicity	SameMonthPriorYear	CurrentMonth
Hispanic or Latino	337	434
Not Hispanic or Latino	903	999

Race		
Race	SameMonthPriorYear	CurrentMonth
American Indian or Alaskan Native	122	147
Asian	193	221
Black/African American	224	271
Native Hawaiian or Other Pacific Islander	47	59
White	883	976

Household FARM Eligibility		
HouseholdFARMEligibility	SameMonthPriorYear	CurrentMonth
Applied-Does not qualify	179	257
Family Reported-Does not qualify	276	352
Qualifies for free	326	369
Qualifies for reduced	96	111
Refused to report	202	169

California Connections Academy at Ripon April 30, 2019		
Disability		
Disability	SameMonthPriorYear	CurrentMonth
Autism	29	35
Cognitive Disability	6	5
Emotionally Impaired	17	19
Hearing Impaired		2
Other		1
Other Health Impaired	33	45
Physical Disability	1	
Specific Learning Disability	49	51
Speech/Language Impaired	25	15
Traumatic Brain Injury	1	1
Visually Impaired		1

Gifted		
Gifted	SameMonthPriorYear	CurrentMonth
Yes	81	79
Plan 504		
Plan504	SameMonthPriorYear	CurrentMonth
504	74	81
IEP		
IEP	SameMonthPriorYear	CurrentMonth
IEP	155	174
Gifted		Plan504
6%		6%
IEP		Not in Special Population
12%		77%

Distinct Race/Ethnicity		
Distinct Race/Ethnicity	SameMonthPriorYear	CurrentMonth
American Indian or Alaskan Native	20	18
Asian	110	133
Black/African American	120	156
Hispanic or Latino	337	434
Multiple Races	134	143
Native Hawaiian or Other Pacific Islander	13	21
White	506	528

Prior Schooling		
Prior Schooling	SameMonthPriorYear	CurrentMonth
Charter School (Public)	78	105
Home School	80	95
No Prior School	112	114
Online (Virtual) Public School	89	96
Private/Parochial School	47	59
Public School	786	901
Prior Schooling Not Reported	48	63

California Connections Academy at Ripon
April 30, 2019

Contacts Per Week

ContactsPerWeekWithoutWebMail	SameMonthPriorYear	CurrentMonth
Met	1104	1285
Not Met	136	148

Attendance Status

AttendanceStatusAutomated	SameMonthPriorYear	CurrentMonth
Alarm	169	219
Approaching Alarm	216	250
Exempt	12	22
On Track	843	942

Average Participation

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	100%	98%
3-5	98%	101%
6-8	102%	100%
9-12	98%	90%
Total	99%	95%

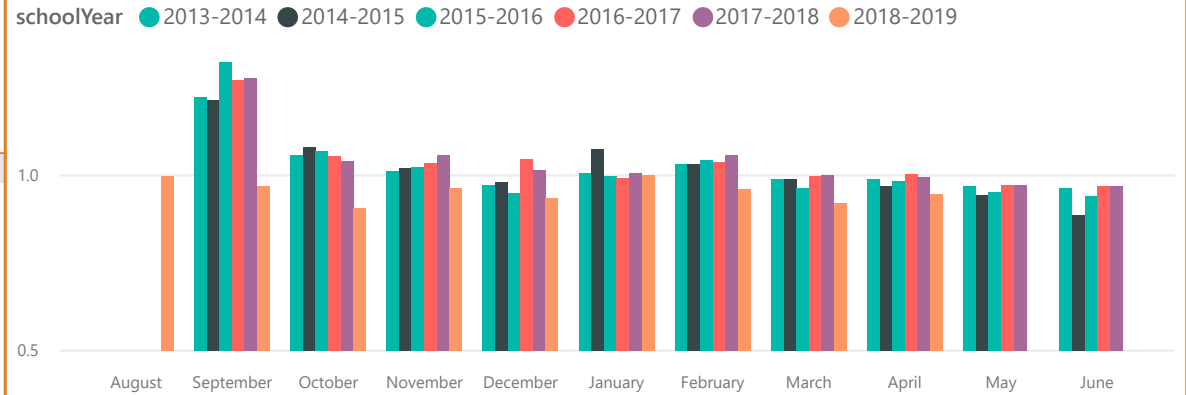
Average Performance

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	90%	91%
3-5	78%	80%
6-8	75%	73%
9-12	68%	70%
Total	74%	74%

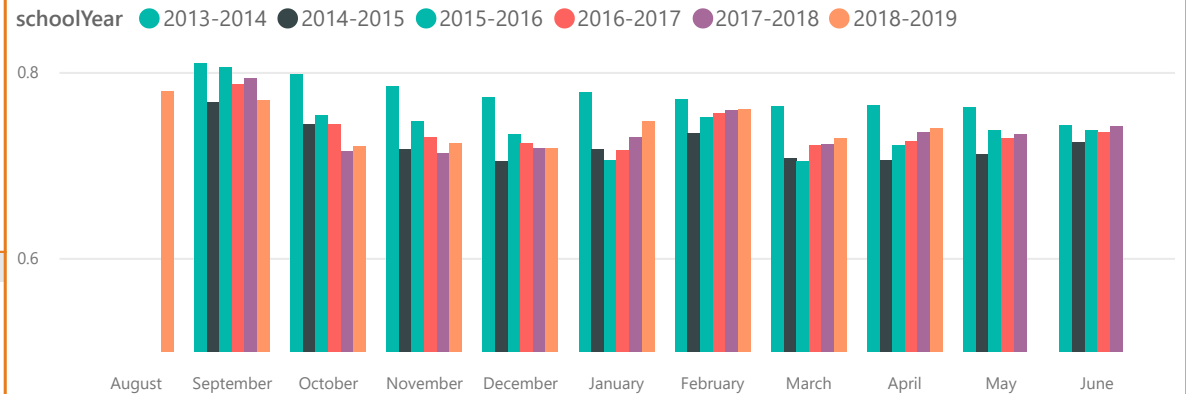
Average Attendance

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	94%	94%
3-5	91%	93%
6-8	92%	93%
9-12	85%	85%
Total	89%	88%

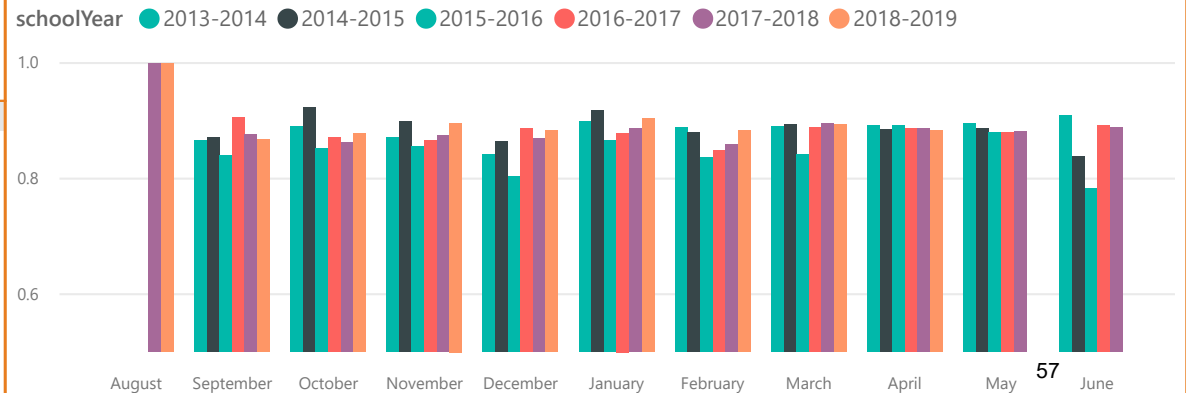
Average Total Participation



Average Total Performance



Average Total Attendance



MONTHLY SCHOOL REPORT

School & Date Selection

School

California Connections Academy @ Capistrano

Report Date

April 30, 2019

Currently Enrolled

4201

Total YTD Enrolled

5355

Enrollment Services Complete (Stage 4)

5470

Enrolled Students by County



Capistrano Connections Academy
April 30, 2019

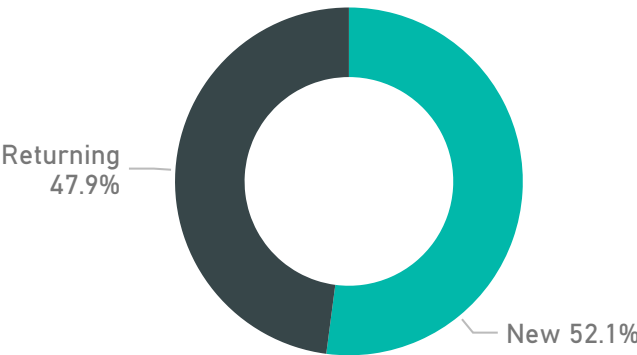
Current Enrollment Month-Over-Month Change

-2%

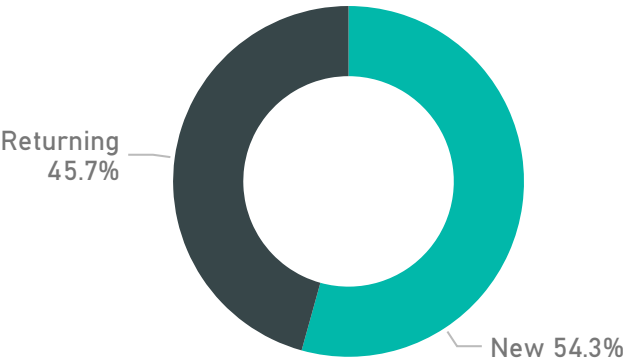
Current Enrollment Year-Over-Year Change

8%

New and Returning

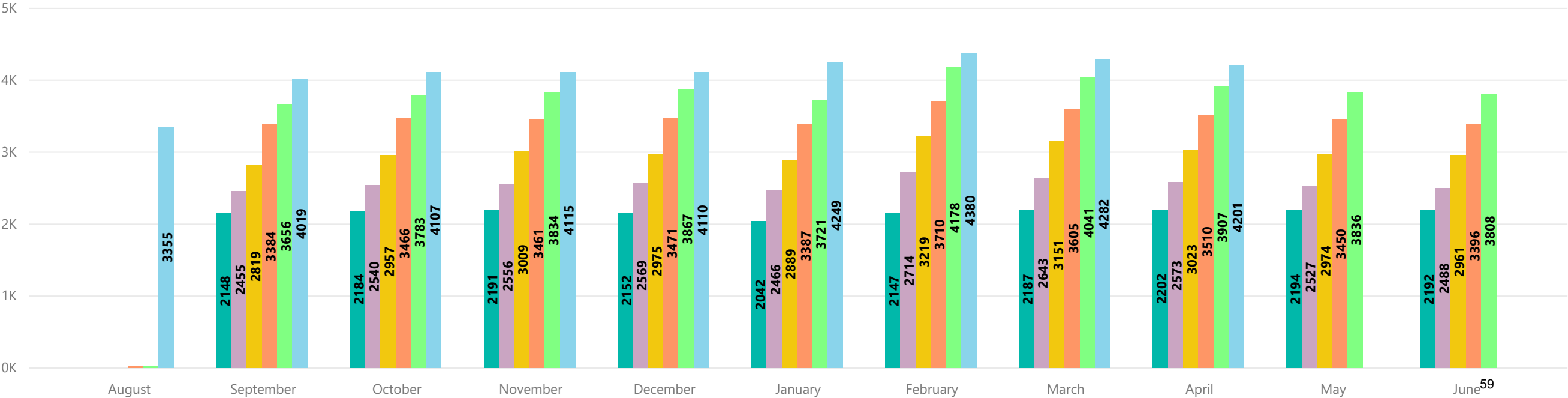


New and Returning Prior Year



Monthly Student Current Enrollment Comparison

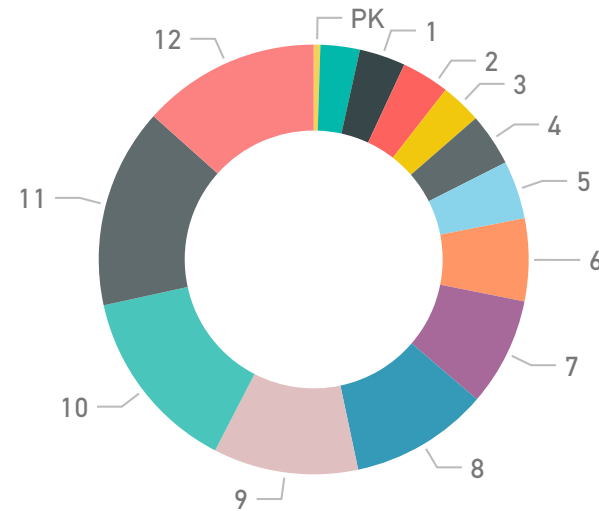
schoolYear ● 2013-2014 ● 2014-2015 ● 2015-2016 ● 2016-2017 ● 2017-2018 ● 2018-2019



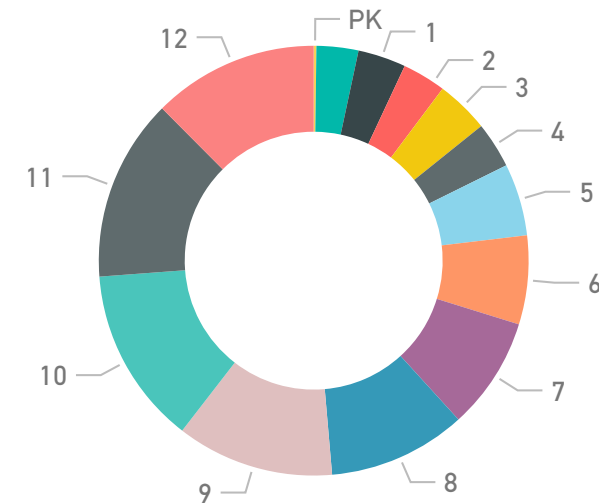
Capistrano Connections Academy

April 30, 2019

Enrolled Students by Final Grade



Enrolled Students Prior Year by Final Grade



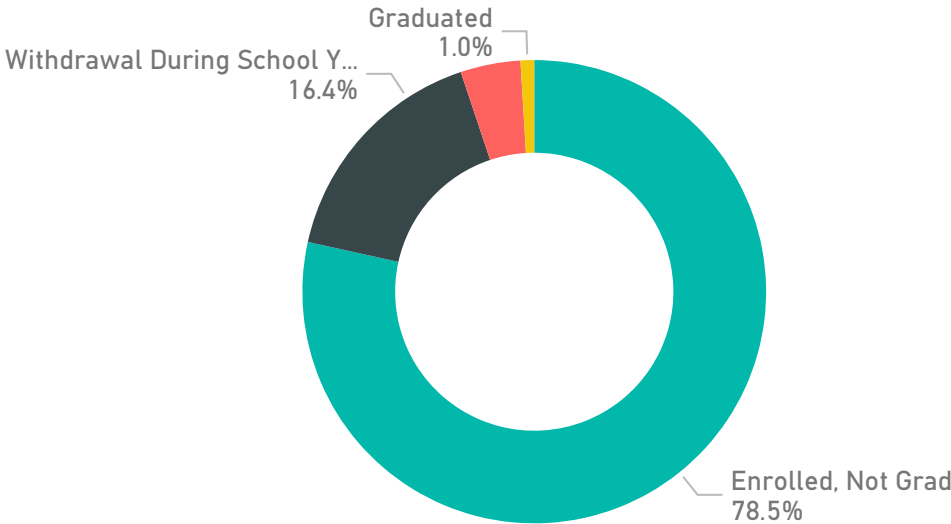
Grade Distribution

ReportPeriod	SameMonthPriorYear		PriorEOY		LastMonth		CurrentMonth	
GradeDistribution	Students	%CT Students	Students	%CT Students	Students	%CT Students	Students	%CT Students
PK-2	400	10%	389	10%	448	10%	442	11%
PK	8	0%	8	0%	21	0%	21	0%
KG	123	3%	122	3%	125	3%	124	3%
1	141	4%	138	4%	150	4%	146	3%
2	128	3%	121	3%	152	4%	151	4%
3-5	503	13%	493	13%	491	11%	479	11%
3	156	4%	154	4%	133	3%	129	3%
4	135	3%	130	3%	172	4%	166	4%
5	212	5%	209	5%	186	4%	184	4%
6-8	997	26%	984	26%	1068	25%	1040	25%
6	261	7%	255	7%	267	6%	261	6%
7	330	8%	329	9%	354	8%	342	8%
8	406	10%	400	11%	447	10%	437	10%
9-12	2007	51%	1942	51%	2275	53%	2240	53%
9	463	12%	449	12%	462	11%	458	11%
10	521	13%	508	13%	597	14%	588	14%
11	536	14%	515	14%	642	15%	632	15%
12	487	12%	470	12%	574	13%	562	13%
Total	3907	100%	3808	100%	4282	100%	4201	100%

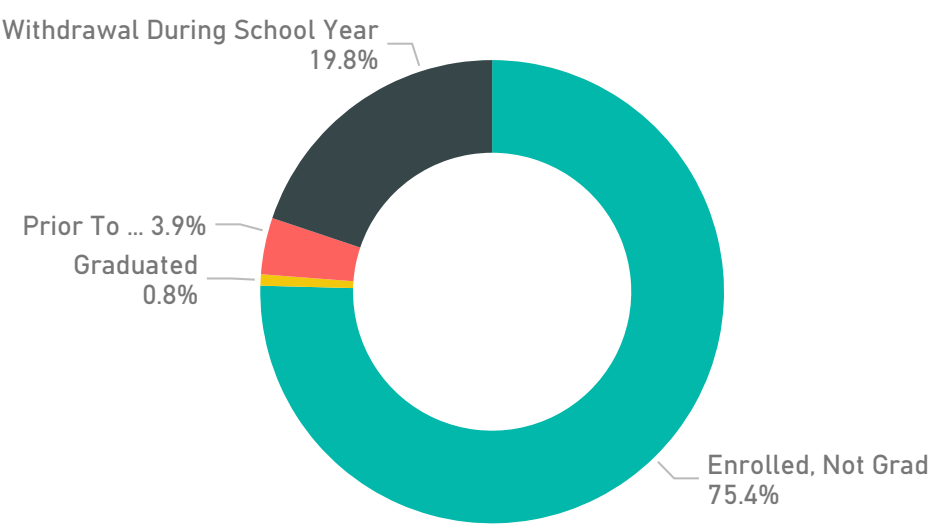
Capistrano Connections Academy

April 30, 2019

Total YTD Enrollment by Withdrawal Category



Total YTD Enrollment Prior Year by Withdrawal Category



Total YTD Enrollment

ReportPeriod	SameMonthPriorYear		PriorEOY		LastMonth		CurrentMonth	
Withdrawal Category	Student Count	%CT Student Count	Student Count	%CT Student Count	Student Count	%CT Student Count	Student Count	%CT Student Count
Enrolled, Not Grad	3917	75%	3818	74%	4282	80%	4201	78%
Graduated	41	1%	42	1%	48	1%	51	1%
Prior To Engagement	205	4%	207	4%	218	4%	224	4%
Withdrawal During School Year	1031	20%	1127	22%	800	15%	879	16%
Total	5194	100%	5194	100%	5348	100%	5355	100%

Enrollment Services Complete (Stage 4)

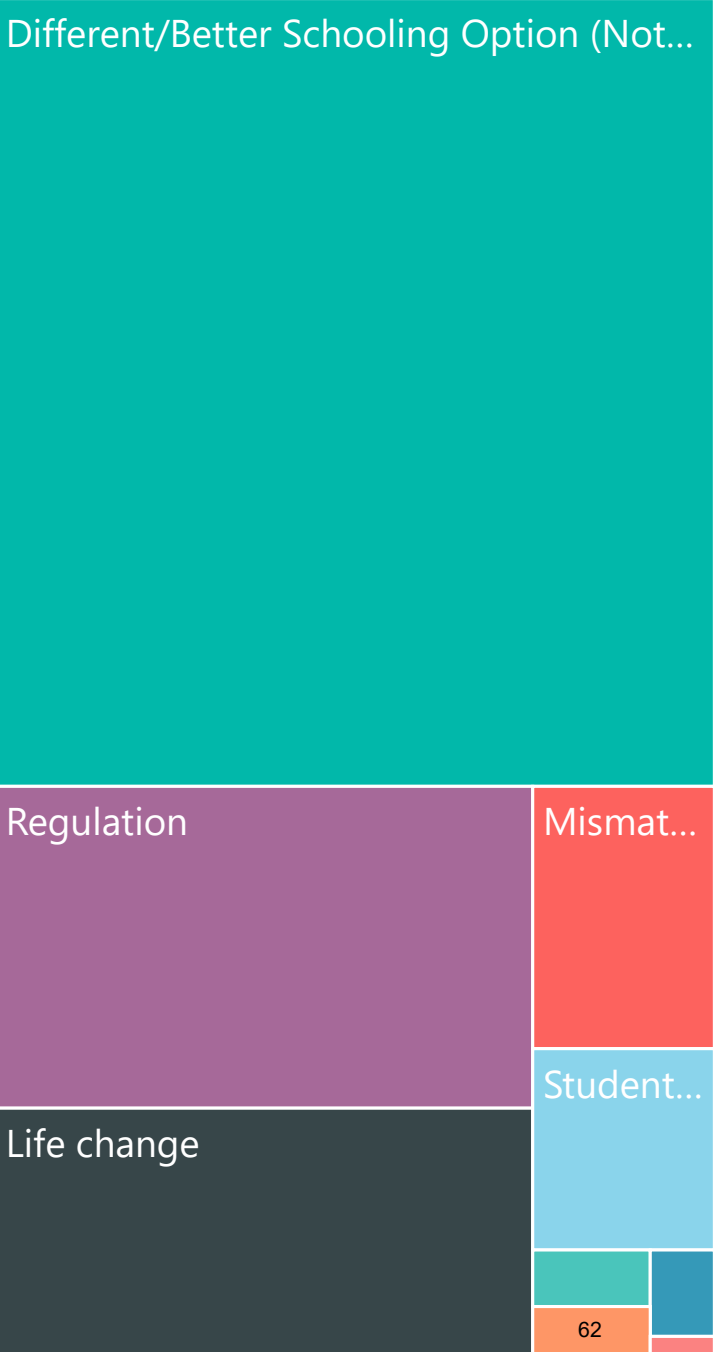
5470

Capistrano Connections Academy

April 30, 2019

Withdrawal Reason

Withdrawal Reason	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Deceased				1
Different/Better Schooling Option (Not related to socialization)	561	593	482	511
Getting started with the school was too difficult	16	16	4	5
Life change	144	155	103	119
Mismatch Academic	59	61	38	43
Mismatch Family Schedule	7	7	5	5
Regulation	193	244	132	156
Student wants more socialization	40	40	31	33
Unhappy with the school (teachers, leadership)	11	11	5	6



Capistrano Connections Academy

April 30, 2019

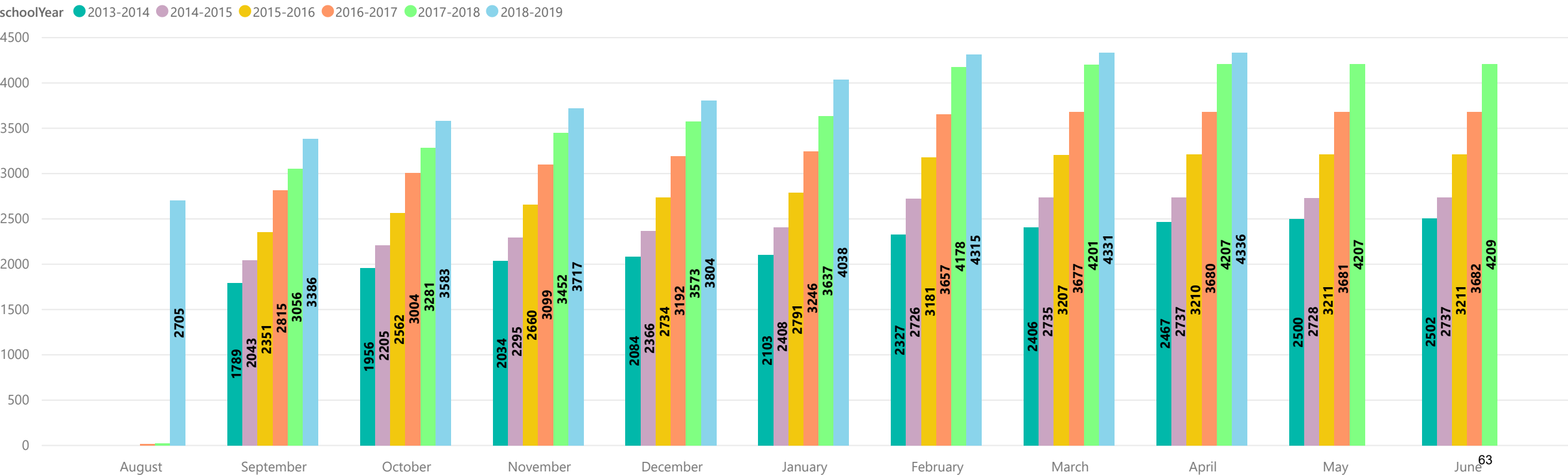
Household Data

Household Data	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Active	3207	3128	3494	3430
Graduated	42	43	48	51
WD During School Year	862	940	665	729
WD Prior To Engagement	190	192	204	210

Students Per Active Household

	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
	1.22	1.22	1.23	1.22

Monthly Total Households



Capistrano Connections Academy

April 30, 2019

Ethnicity

Ethnicity ▲	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Hispanic or Latino	1370	1334	1506	1479
Not Hispanic or Latino	2537	2474	2776	2722

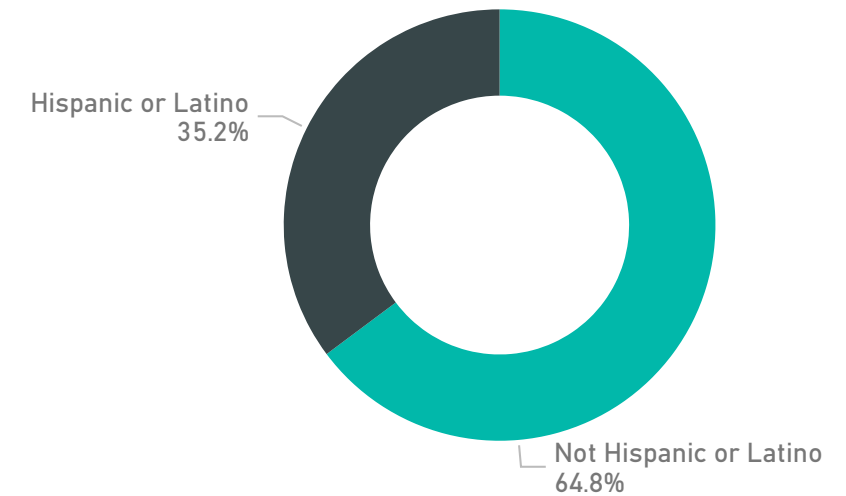
Race

Race ▲	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
American Indian or Alaskan Native	295	286	305	292
Asian	432	425	480	476
Black/African American	731	712	869	856
Native Hawaiian or Other Pacific Islander	118	115	128	126
White	2835	2761	3054	2996

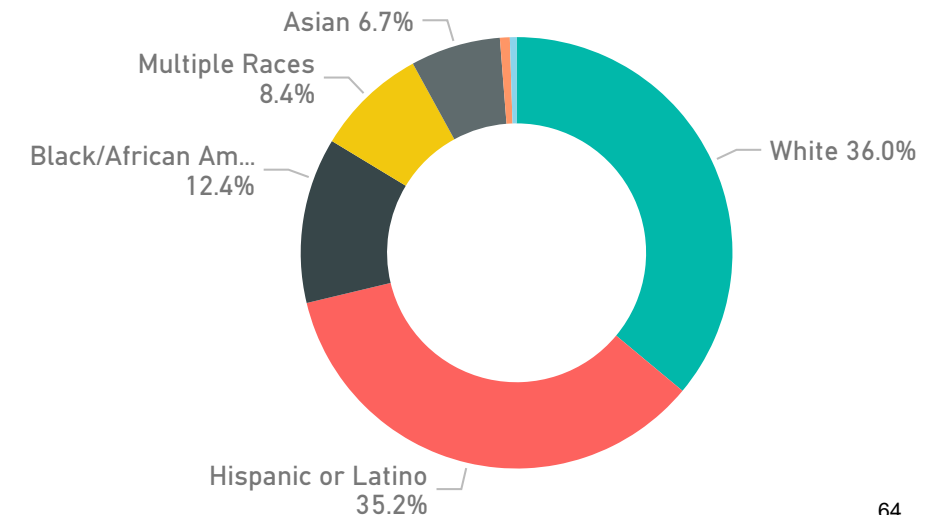
Distinct Race/Ethnicity

Distinct Race/Ethnicity ▲	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
American Indian or Alaskan Native	21	21	21	21
Asian	255	253	287	283
Black/African American	446	435	527	521
Hispanic or Latino	1370	1334	1506	1479
Multiple Races	327	317	356	351
Native Hawaiian or Other Pacific Islander	37	36	32	31
Not Indicated	1	1	1	1
White	1450	1411	1552	1514

Enrolled Students by Ethnicity



Enrolled Students by Distinct Race/Ethnicity



Capistrano Connections Academy

April 30, 2019

Gender

Gender	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
	1	1	1	1
F	2160	2109	2344	2305
M	1746	1698	1937	1895

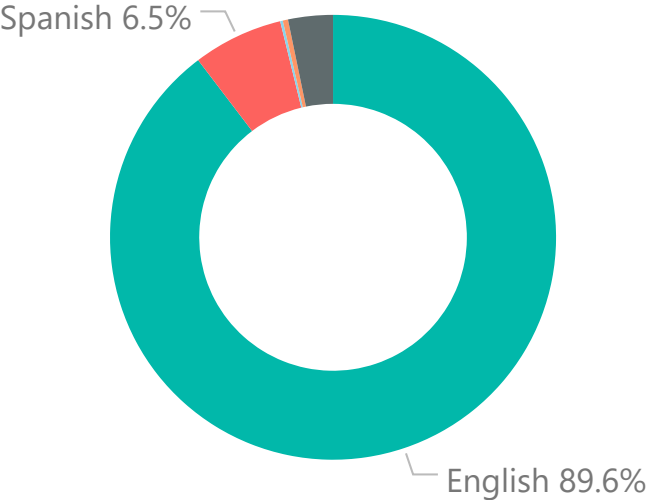
Primary Language

Home Language	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
English	3527	3439	3838	3764
Spanish	236	229	278	274
Russian	6	6	8	8
Arabic	6	6	16	16
Urdu	1	1	2	2
Another Language	128	124	140	136
No Language Reported	3	3		1

Enrolled Students by Gender



Enrolled Students by Language



Capistrano Connections Academy

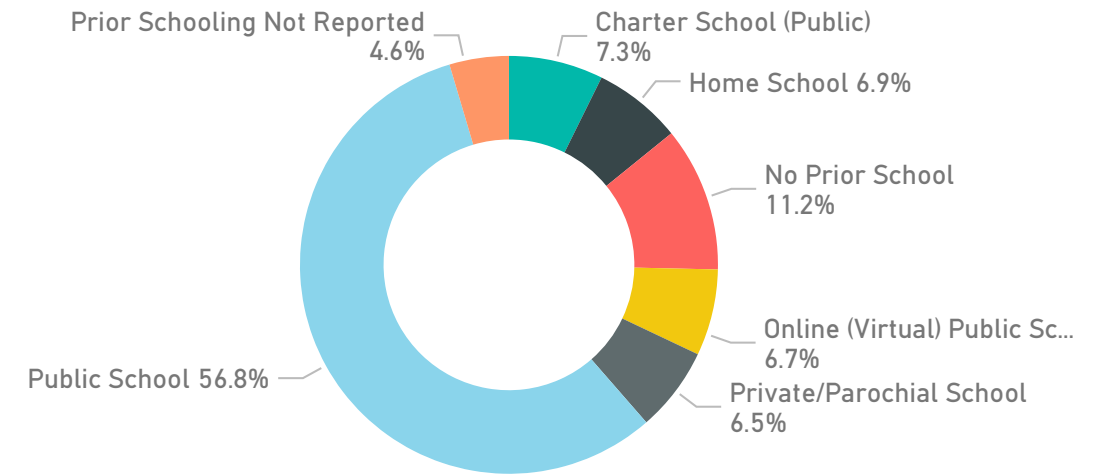
April 30, 2019

Prior Schooling

Prior Schooling	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Charter School (Public)	325	309	312	307
Home School	281	278	293	288
No Prior School	387	380	476	470
Online (Virtual) Public School	272	269	284	281
Private/Parochial School	250	249	276	275
Public School	2238	2170	2446	2387
Prior Schooling Not Reported	154	153	195	193

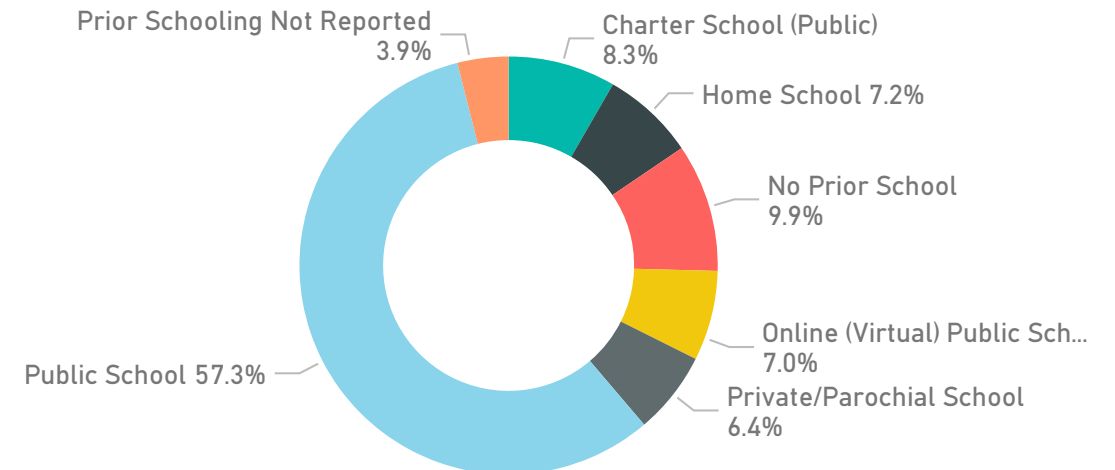
Prior Schooling

April 30, 2019



Prior Schooling

April 30, 2018

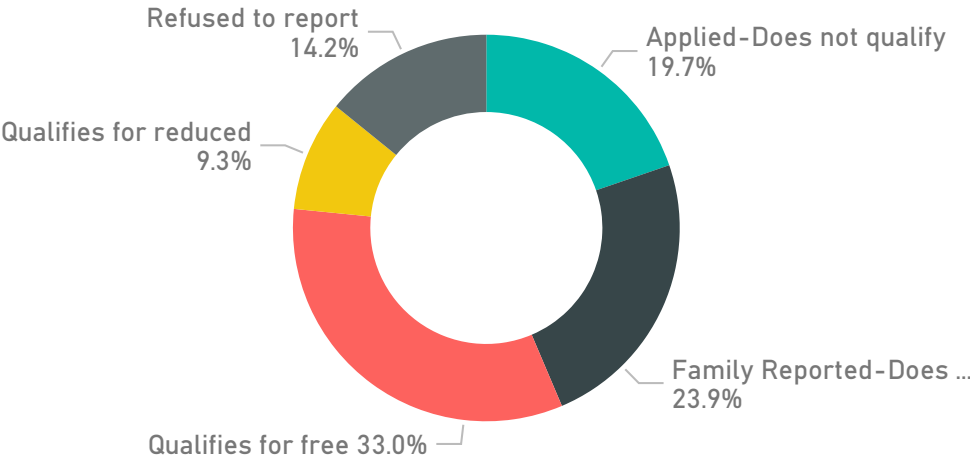


Capistrano Connections Academy

April 30, 2019

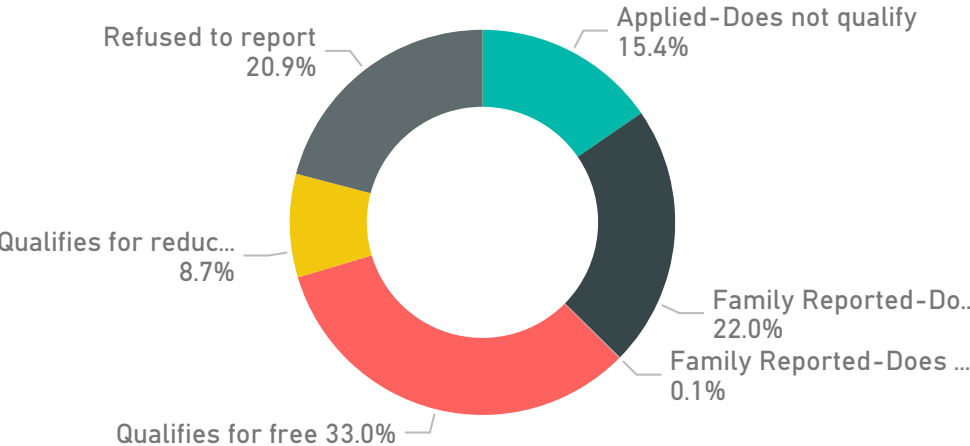
FARM Eligibility

April 30, 2019



FARM Eligibility

April 30, 2018



Disability

Disability	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Autism	80	81	97	100
Cognitive Disability	8	8	7	7
Emotionally Impaired	46	51	49	50
Hearing Impaired	4	4	3	3
Multiple Disabilities			2	2
Other Health Impaired	95	99	110	105
Physical Disability	3	4	5	5
Specific Learning Disability	138	141	159	158
Speech/Language Impaired	59	57	52	51
Traumatic Brain Injury	2	2	3	3
Visually Impaired	2	2	3	3

Specific Learning Disability

Autism

Emotional...

Other Health Impaired

Speech/Language Impa...

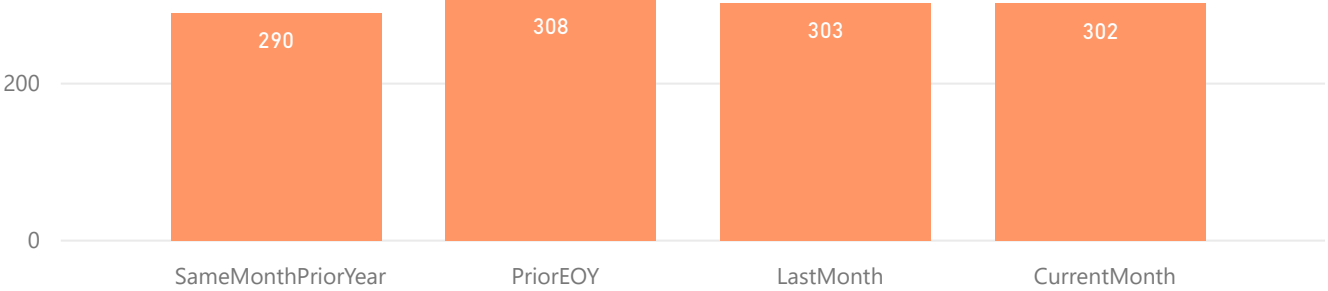
Co...

Phy...

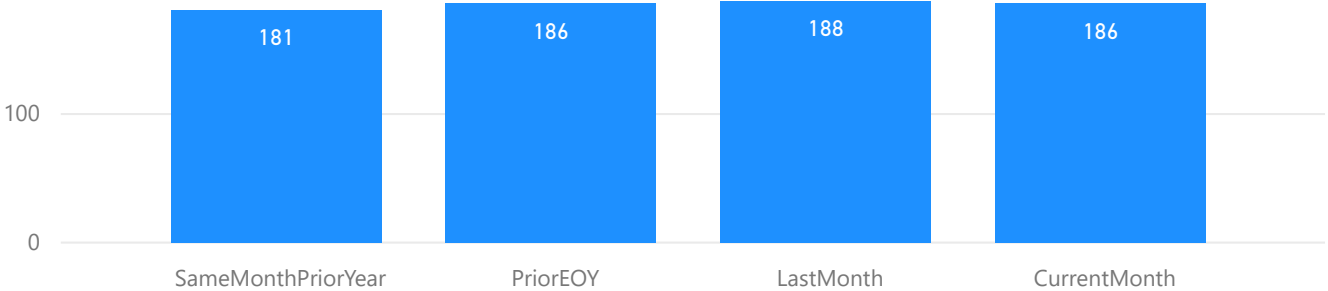
67

Capistrano Connections Academy
April 30, 2019

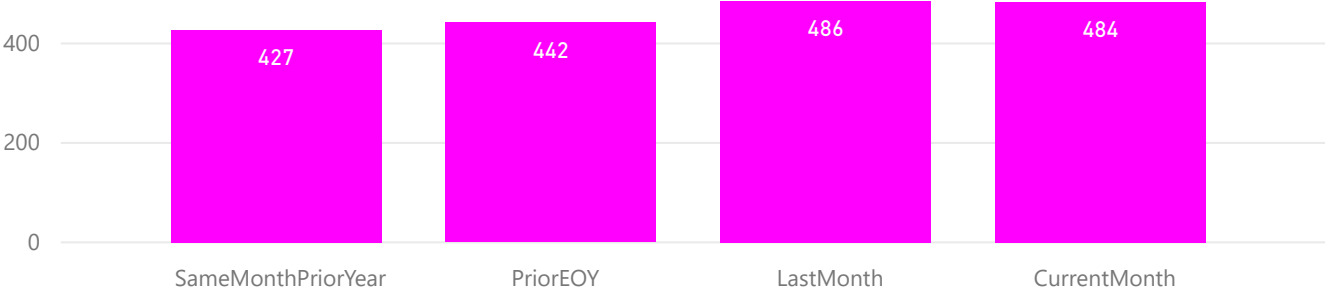
Gifted



Plan504



IEP



Currently Enrolled

4201

Gifted

7%

Plan504

4%

IEP

12%

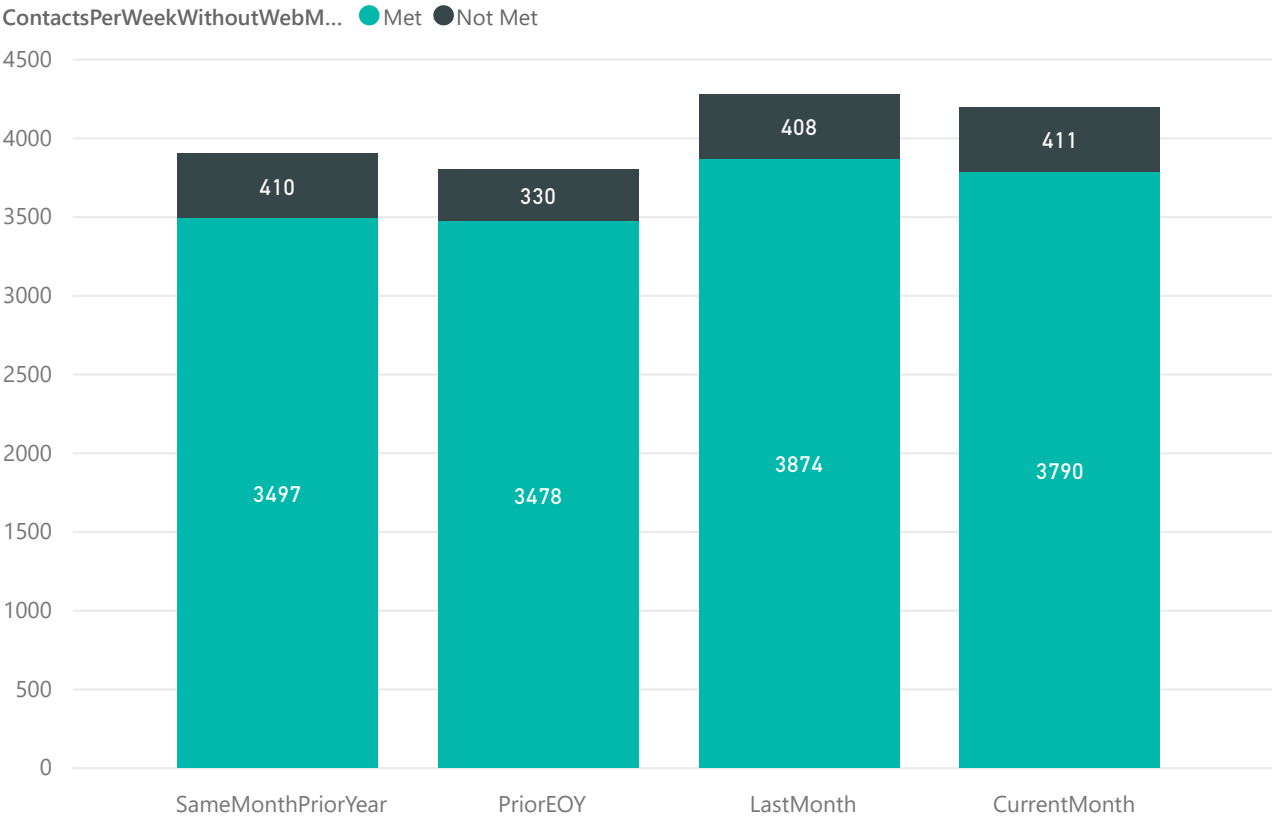
Not in Special Population

77%

Capistrano Connections Academy

April 30, 2019

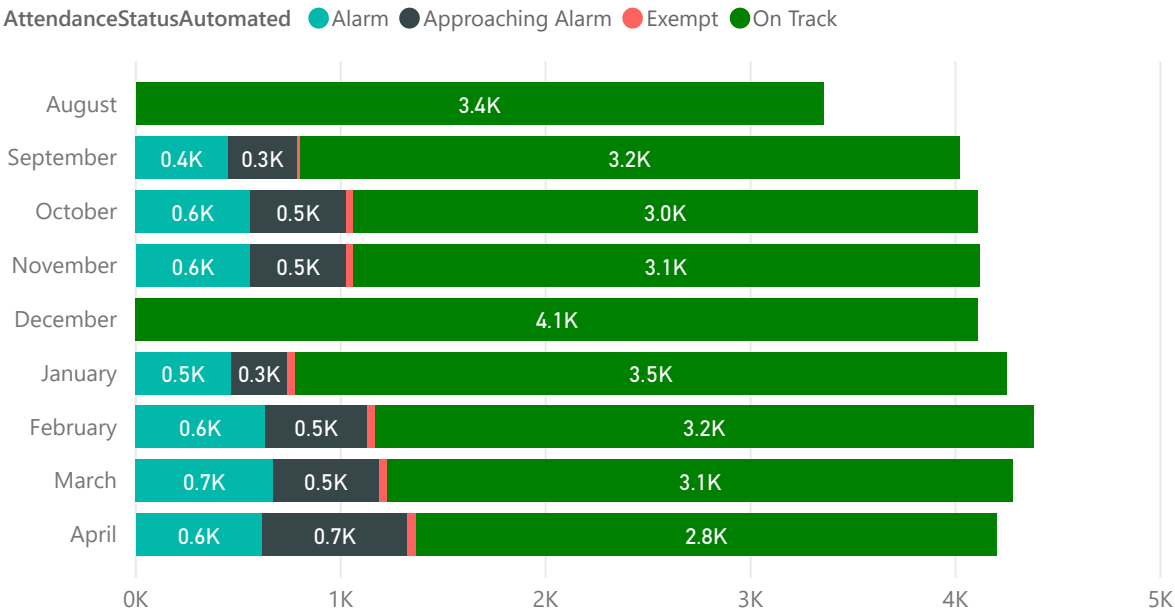
Contacts Per Week



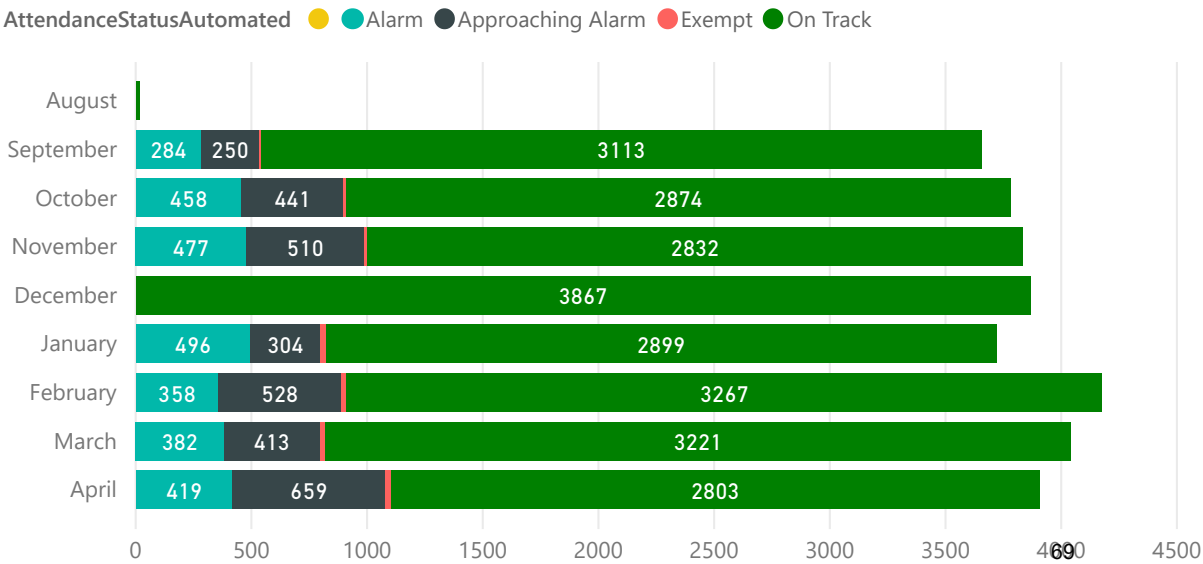
Currently Enrolled

4201

School Year: 2018-2019



School Year: 2017-2018



Capistrano Connections Academy
April 30, 2019

Average Participation

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	99%	98%	94%	96%
3-5	101%	99%	99%	101%
6-8	104%	100%	101%	100%
9-12	99%	97%	87%	92%
Total	100%	98%	93%	96%

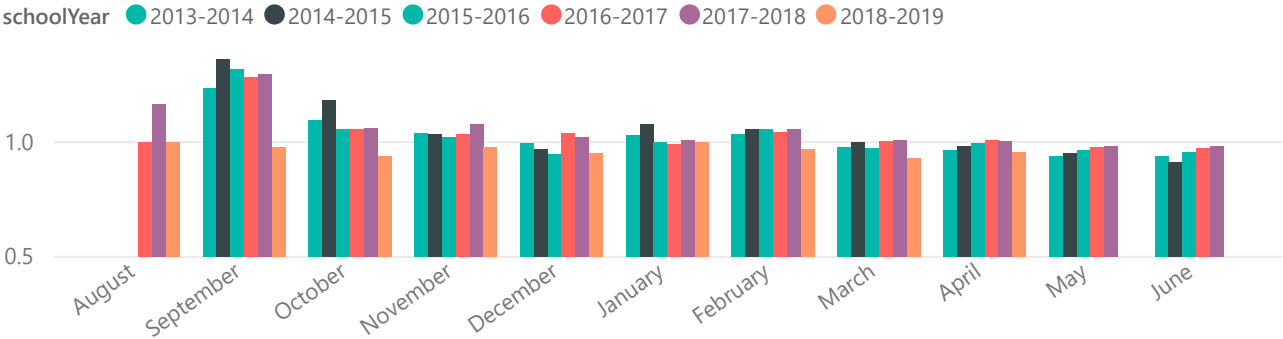
Average Performance

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	90%	88%	91%	90%
3-5	80%	79%	76%	77%
6-8	74%	75%	76%	76%
9-12	72%	75%	72%	73%
Total	75%	77%	75%	76%

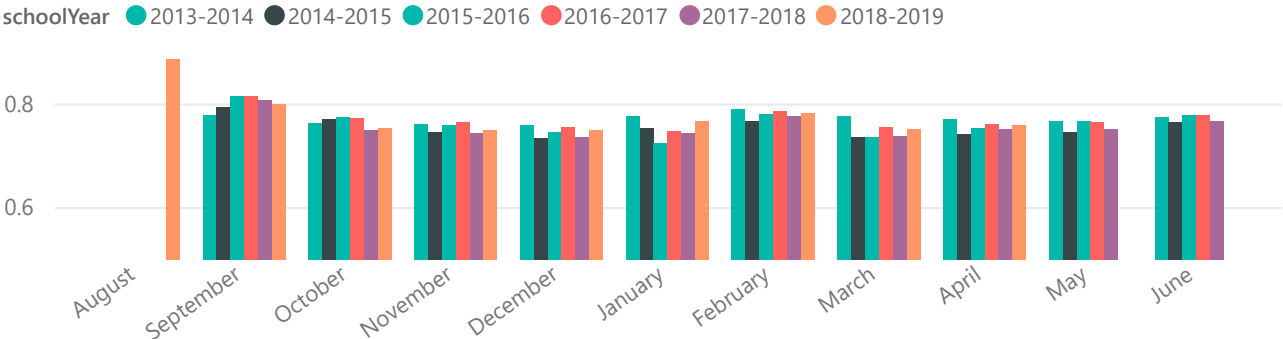
Average Attendance

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	93%	94%	94%	93%
3-5	93%	93%	94%	94%
6-8	93%	93%	94%	93%
9-12	87%	88%	87%	86%
Total	90%	90%	90%	89%

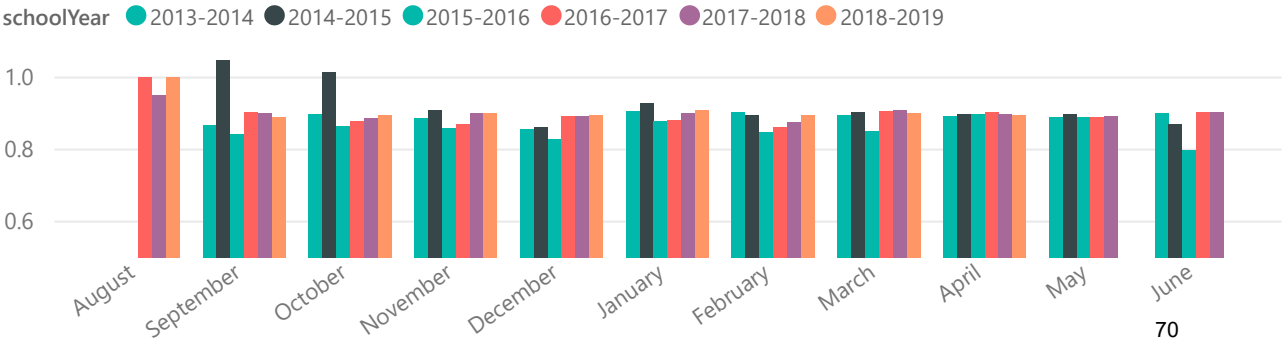
Average Total Participation



Average Total Performance



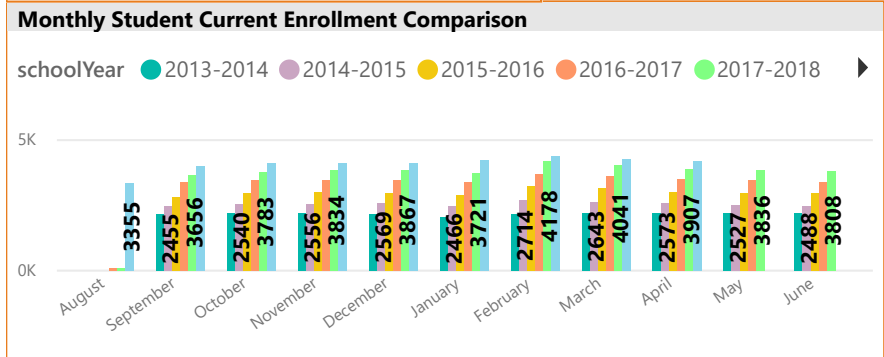
Average Total Attendance



Currently Enrolled	Total YTD Enrolled
4201	5355
Enrollment Services Complete (Stage 4)	
5470	

Capistrano Connections Academy
April 30, 2019

Current Enrollment Month-Over-Month Change
-2%
Current Enrollment Year-Over-Year Change
8%



Total YTD Enrollment				
ReportPeriod	SameMonthPriorYear		CurrentMonth	
Withdrawal Category	Student Count	%CT Student Count	Student Count	%CT Student Count
Enrolled, Not Grad	3917	75%	4201	78%
Graduated	41	1%	51	1%
Prior To Engagement	205	4%	224	4%
Withdrawal During School Year	1031	20%	879	16%
Total	5194	100%	5355	100%

New & Returning				
ReportPeriod	SameMonthPriorYear		CurrentMonth	
New or Returning	Students	%CT Students	Students	%CT Students
New	2122	54.31%	2188	52.08%
Returning	1785	45.69%	2013	47.92%

Household Data		
Household Data	SameMonthPriorYear	CurrentMonth
Active	3207	3430
Graduated	42	51
WD During School Year	862	729
WD Prior To Engagement	190	210

Students Per Active Household		
	SameMonthPriorYear	CurrentMonth
	1.22	1.22

Grade Distribution				
ReportPeriod	SameMonthPriorYear		CurrentMonth	
GradeDistribution	Students	%CT Students	Students	%CT Students
PK-2	400	10%	442	11%
PK	8	0%	21	0%
KG	123	3%	124	3%
1	141	4%	146	3%
2	128	3%	151	4%
3-5	503	13%	479	11%
3	156	4%	129	3%
4	135	3%	166	4%
5	212	5%	184	4%
6-8	997	26%	1040	25%
6	261	7%	261	6%
7	330	8%	342	8%
8	406	10%	437	10%
9-12	2007	51%	2240	53%
9	463	12%	458	11%
10	521	13%	588	14%
11	536	14%	632	15%
12	487	12%	562	13%
Total	3907	100%	4201	100%

Withdrawal Reason		
Withdrawal Reason	SameMonthPriorYear	CurrentMonth
Deceased		1
Different/Better Schooling Option (Not related to socialization)	561	511
Getting started with the school was too difficult	16	5
Life change	144	119
Mismatch Academic	59	43
Mismatch Family Schedule	7	5
Regulation	193	156
Student wants more socialization	40	33
Unhappy with the school (teachers, leadership)	11	6

Gender		
Gender	SameMonthPriorYear	CurrentMonth
	1	1
F	2160	2305
M	1746	1895

Primary Language		
Home Language	SameMonthPriorYear	CurrentMonth
English	3527	3764
Spanish	236	274
Russian	6	8
Arabic	6	16
Urdu	1	2
Another Language	128	136
No Language Reported	3	1

Ethnicity		
Ethnicity	SameMonthPriorYear	CurrentMonth
Hispanic or Latino	1370	1479
Not Hispanic or Latino	2537	2722

Race		
Race	SameMonthPriorYear	CurrentMonth
American Indian or Alaskan Native	295	292
Asian	432	476
Black/African American	731	856
Native Hawaiian or Other Pacific Islander	118	126
White	2835	2996

Household FARM Eligibility		
HouseholdFARMEligibility	SameMonthPriorYear	CurrentMonth
Applied-Does not qualify	529	736
Family Reported-Does not qualify	772	917
Family Reported-Does not qualify,Refused to report	2	
Qualifies for free	1115	1176
Qualifies for reduced	290	329
Refused to report	762	556

Capistrano Connections Academy
April 30, 2019

Disability		
Disability	SameMonthPriorYear	CurrentMonth
Autism	80	100
Cognitive Disability	8	7
Emotionally Impaired	46	50
Hearing Impaired	4	3
Multiple Disabilities		2
Other Health Impaired	95	105
Physical Disability	3	5
Specific Learning Disability	138	158
Speech/Language Impaired	59	51
Traumatic Brain Injury	2	3
Visually Impaired	2	3

Gifted		
Gifted	SameMonthPriorYear	CurrentMonth
Yes	290	302

Plan 504		
Plan504	SameMonthPriorYear	CurrentMonth
504	181	186

IEP		
IEP	SameMonthPriorYear	CurrentMonth
IEP	427	484

Gifted		Plan504	
7%		4%	
IEP		Not in Special Population	
12%		77%	

Distinct Race/Ethnicity		
Distinct Race/Ethnicity	SameMonthPriorYear	CurrentMonth
American Indian or Alaskan Native	21	21
Asian	255	283
Black/African American	446	521
Hispanic or Latino	1370	1479
Multiple Races	327	351
Native Hawaiian or Other Pacific Islander	37	31
Not Indicated	1	1
White	1450	1514

Prior Schooling		
Prior Schooling	SameMonthPriorYear	CurrentMonth
Charter School (Public)	325	307
Home School	281	288
No Prior School	387	470
Online (Virtual) Public School	272	281
Private/Parochial School	250	275
Public School	2238	2387
Prior Schooling Not Reported	154	193

Capistrano Connections Academy
April 30, 2019

Contacts Per Week

ContactsPerWeekWithoutWebMail	SameMonthPriorYear	CurrentMonth
Met	3497	3790
Not Met	410	411

Attendance Status

AttendanceStatusAutomated	SameMonthPriorYear	CurrentMonth
Alarm	419	617
Approaching Alarm	659	710
Exempt	26	41
On Track	2803	2833

Average Participation

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	99%	96%
3-5	101%	101%
6-8	104%	100%
9-12	99%	92%
Total	100%	96%

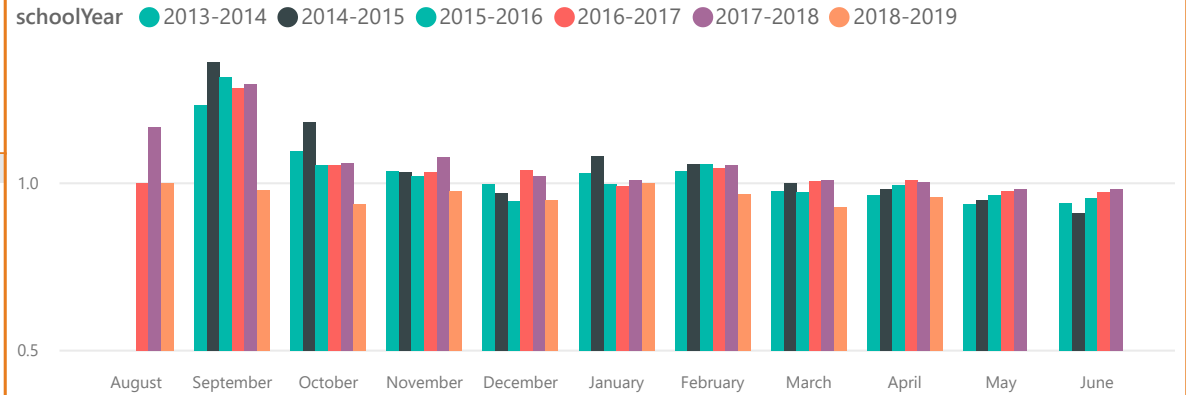
Average Performance

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	90%	90%
3-5	80%	77%
6-8	74%	76%
9-12	72%	73%
Total	75%	76%

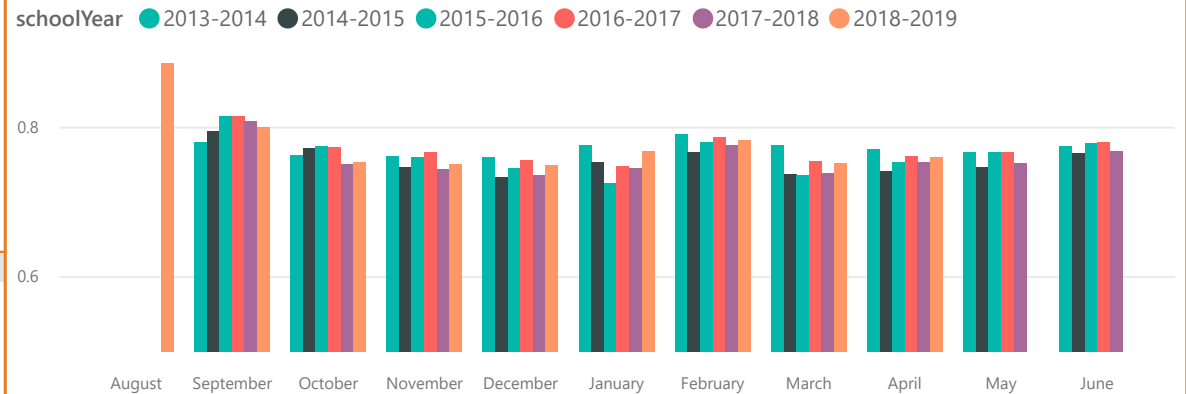
Average Attendance

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	93%	93%
3-5	93%	94%
6-8	93%	93%
9-12	87%	86%
Total	90%	89%

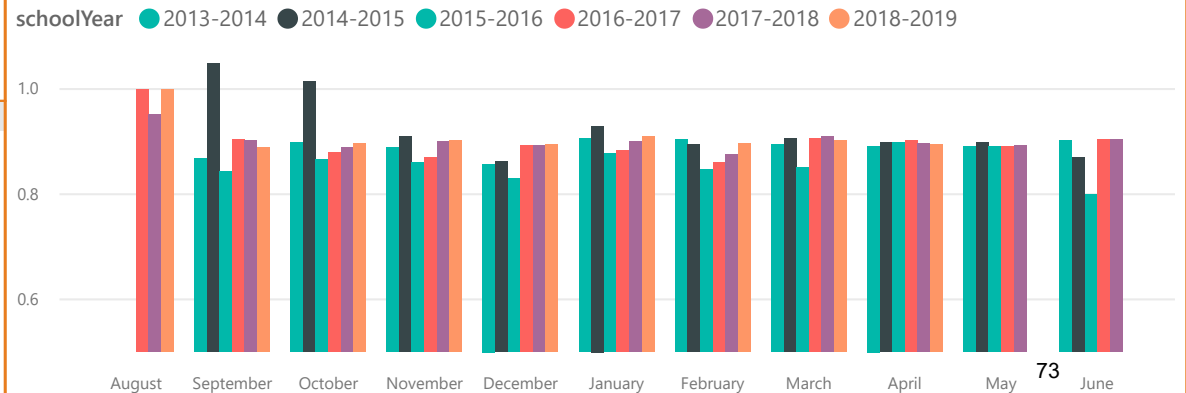
Average Total Participation



Average Total Performance



Average Total Attendance



**California Online Public Schools
Revenue and Expense Statement
For the Period Ended April 30, 2019**

	April-19 Actual	YTD Actual	Annual Forecast	Revised Budget	Forecast vs Budget
<u>Forecasted Enrollment</u>					
Forecasted ADM			6,246	6,393	(148)
Forecasted Total Enrollment			8,478	8,686	(208)
Forecasted Funded Enrollment			5,521	5,796	(276)
<u>Revenue</u>					
State Funding	2,183,124.36	22,027,512.68	27,094,676.53	30,327,644	(3,232,968)
Federal & Other Program Funding	19,484.00	414,721.00	1,745,497.00	1,754,108	(8,611)
Local Aid	2,071,768.97	21,851,647.66	26,927,630.34	26,880,593	47,037
Other Funding Sources	12,367.58	70,583.14	71,538.88	20,000	51,539
Total Revenue	4,286,744.91	44,364,464.49	55,839,342.75	58,982,346	(3,143,003)
<u>Program Expenses</u>					
Compensation Expense					
Administration Staff	283,094.01	2,852,770.72	3,864,570.00	3,761,827	102,743
Instructional Staff	1,753,828.10	15,429,356.04	21,651,593.05	21,555,216	96,377
Total Compensation Expense	2,036,922.11	18,282,126.76	25,516,163.05	25,317,044	199,119
Fee Based Expenses					
Enrollment/Unit Based Fees	1,586,780.92	16,500,089.01	19,835,455.29	19,706,547	128,909
Revenue Based Fees	623,317.19	5,872,608.61	7,540,326.23	8,033,531	(493,205)
Total Fee Based Expenses	2,210,098.11	22,372,697.62	27,375,781.51	27,740,078	(364,296)
Other School Expenses					
Assessment	51,263.29	306,674.44	629,968.00	645,000	(15,032)
Authorizer Oversight	45,751.92	480,853.99	567,816.08	587,744	(19,928)
Employee Related	63,009.62	445,611.10	696,389.76	813,346	(116,956)
Facilities	32,421.14	441,791.07	714,911.88	941,754	(226,842)
Governance	3,061.71	94,016.87	125,900.16	130,891	(4,991)
Internet Service Provider	-	191,541.38	288,506.38	332,000	(43,494)
Instructional	450.00	208,547.46	427,558.53	442,789	(15,230)
Professional Services	11,886.64	153,222.59	206,294.55	237,949	(31,654)
Student Related	22,314.39	72,211.33	500,122.85	566,003	(65,880)
Pending Allocation	-	100,712.20	-	0	0
Total Other School Expenses	230,158.71	2,495,182.43	4,157,468.18	4,697,475	(540,007)
Adjustments and Credits					
Discretionary Service Credit	-	-	(641,500.00)	0	(641,500)
Total Adjustments and Credits	-	-	(641,500.00)	0	(641,500)
Total Program Expenses	4,477,178.93	43,150,006.81	56,407,912.74	57,754,596	(1,346,684)
Net Increase (Decrease)	(190,434.02)	1,214,457.68	(568,570.00)	1,227,749	(1,796,319)
Beginning fund balance	620,232.20	620,232.20	620,232.20		
Ending fund balance	429,798.18	1,834,689.87	51,662.20		

**California Online Public Schools
Balance Sheet
April 30, 2019**

ASSETS

Cash and Short Term Investments:

Checking	\$	303,794.17
Payroll		1,357,181.65
Checking - CALOPS		3,432,227.22
Savings - CALOPS		3,213,366.81
Savings		481,015.06
OCDE Cash Account		5,609,097.64
Petty Cash		294.00

Total Cash and Short Term Investments **14,396,976.55**

Other Current Assets:

Pupil Funding	5,369,606.90
SPED Funding State	181,773.79
Other State Receivables	254,621.79
Federal Programs	6,873.13
Prepaid Expenses	74,998.64

Total Other Current Assets **5,887,874.25**

Total Current Assets **20,284,850.80**

Fixed Assets:

Office Equipment - Shelving System	32,521.50
Accumulated Depreciation	(1,445.44)

Net Fixed Assets **31,076.06**

Other Assets:

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

Total Other Assets **20,687.30**

Total Assets **\$ 20,336,614.16**

LIABILITIES

Current Liabilities:

Due to (from) Pearson Online and Blended Learning	\$	17,248,000.43
Pension Payable		373,562.62
Accrued Expenses		(1,484.27)
Deferred Revenue		703,020.75
Accounts Payable		178,824.76

Total Current Liabilities **18,501,924.29**

Total Liabilities **18,501,924.29**

FUND BALANCE

Beginning Fund Balance	620,232.20
Change in Fund Balance	1,214,457.68

Ending Fund Balance **1,834,689.87**

Total Liabilities and Fund Balance **\$ 20,336,614.16**

California Connections Academy @ North Bay
Revenue and Expense Statement
For the Period Ended April 30, 2019

	April-19 Actual	YTD Actual	Annual Forecast	Revised Budget 12/03/2018	Forecast vs Budget \$	Forecast vs Budget %
<u>Forecasted Enrollment</u>						
Forecasted ADM			207	207	0	0.11%
Forecasted Total Enrollment			301	282	19	6.74%
Forecasted Funded Enrollment			181	185	(3)	-1.82%
<u>Revenue</u>						
State Funding	107,077.96	1,049,118.37	1,287,984.58	1,340,102.38	(52,117.80)	-3.89%
Federal & Other Program Funding	-	10,077.00	57,895.00	57,886.00	9.00	0.02%
Local Aid	40,249.64	446,607.82	541,866.24	551,219.11	(9,352.87)	-1.70%
Other Funding Sources	24.80	168.07	250.00	500.00	(250.00)	-50.00%
Total Revenue	147,352.40	1,505,971.27	1,887,995.82	1,949,707.49	(61,711.67)	-3.17%
<u>Program Expenses</u>						
Compensation Expense						
Administration Staff	8,205.62	80,939.14	110,266.65	107,288.61	(2,978.05)	-2.78%
Instructional Staff	58,455.18	478,990.68	690,252.25	671,914.26	(18,337.99)	-2.73%
Total Compensation Expense	66,660.80	559,929.82	800,518.90	779,202.87	(21,316.04)	-2.74%
Fee Based Expenses						
Enrollment/Unit Based Fees	69,669.17	553,025.56	663,857.63	610,150.46	(53,707.17)	-8.80%
Revenue Based Fees	21,986.04	200,741.75	253,205.82	259,966.60	6,760.78	2.60%
Total Fee Based Expenses	91,655.21	753,767.31	917,063.45	870,117.07	(46,946.38)	-5.40%
Other School Expenses						
Assessment	2,017.44	3,102.35	26,536.00	26,536.00	-	0.00%
Authorizer Oversight	3,669.43	17,140.95	19,931.98	17,971.96	(1,960.02)	-10.91%
Employee Related	2,135.15	13,663.87	21,377.35	21,758.65	381.30	1.75%
Facilities	937.39	13,524.74	21,720.96	23,945.37	2,224.41	9.29%
Governance	96.54	4,037.33	5,330.98	5,038.08	(292.90)	-5.81%
Internet Service Provider	-	5,830.03	8,795.03	8,000.00	(795.03)	-9.94%
Instructional	15.00	4,489.60	17,520.00	17,520.00	-	0.00%
Professional Services	335.68	10,862.05	13,903.20	13,941.00	37.80	0.27%
Student Related	34.75	9,111.14	87,788.00	91,788.00	4,000.00	4.36%
Pending Allocation	-	2,640.99	-	-	-	0.00%
Total Other School Expenses	9,241.38	84,403.05	222,903.51	226,499.06	3,595.55	1.59%
Adjustments and Credits						
Contractual Service Credit	-	-	-	-	-	0.00%
Total Adjustments and Credits	-	-	-	-	-	0.00%
Total Program Expenses	167,557.39	1,398,100.18	1,940,485.86	1,875,819.00	(64,666.86)	-3.45%
Net Increase (Decrease)	(20,204.99)	107,871.09	(52,490.04)	73,888.49	(126,378.53)	171.04%
Beginning fund balance	73,735.60	73,735.60	73,735.60			
Ending fund balance	53,530.61	181,606.69	21,245.56			

California Connections Academy @ North Bay
Balance Sheet
April 30, 2019

ASSETS

Cash and Short Term Investments:

Checking	\$	47,137.47
Savings		83,437.28

Total Cash and Short Term Investments		130,574.75
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Other Current Assets:

Pupil Funding	456,217.34
SPED Funding State	9,568.72
Other State Receivables	29,014.07
Federal Programs	897.00
Other Receivables	(468.62)
Prepaid Expenses	1,501.09

Total Other Current Assets		496,729.60
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Total Current Assets		627,304.35
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Total Assets	\$	627,304.35
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LIABILITIES

Current Liabilities:

Due to (from) Pearson Online and Blended Learning	\$	390,542.68
Due to (from) Capistrano Connections Academy		51,598.99
Accrued Expenses		(130.55)
Deferred Revenue		3,458.00
Accounts Payable		228.54

Total Current Liabilities		445,697.66
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Total Liabilities		445,697.66
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FUND BALANCE

Beginning Fund Balance	73,735.60
Change in Fund Balance	107,871.09

Ending Fund Balance		181,606.69
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Total Liabilities and Fund Balance	\$	627,304.35
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California Connections Academy @ North Bay
Schedule of Revenue
For the Period Ended April 30, 2019

	April-19 Actual	YTD Actual	Annual Forecast	Revised Budget 12/03/2018	Forecast vs Budget
Revenue					
State Funding					
LCFF / General Purpose Block Grant - State	95,236.76	921,268.13	1,135,809.94	1,157,845.91	(22,035.96)
LCFF / General Purpose Block Grant - State EPA	3,030.53	26,026.93	32,088.00	32,088.00	-
Star Testing Reimbursement	232.00	247.00	334.94	335.00	(0.06)
Lottery	2,805.76	28,514.52	35,154.88	35,806.86	(651.98)
Special Education Pass Through Funds - State	2,856.55	24,532.72	30,245.82	30,245.82	-
One Time State Funding	2,916.36	25,000.07	30,822.00	56,939.80	(26,117.80)
Mandated Cost Reimbursement	-	5,429.00	5,429.00	5,429.00	-
Classified Employee PD grant	-	96.00	96.00	-	96.00
Low Performing Student Block Grant	-	3,458.00	3,458.00	3,458.00	-
Prior Year Revenue Adjustments	-	14,546.00	14,546.00	17,954.00	(3,408.00)
Total State Funding	107,077.96	1,049,118.37	1,287,984.58	1,340,102.38	(52,117.80)
Federal & Other Programs Funding					
Title I	-	5,672.00	22,686.00	22,686.00	-
Title II	-	1,905.00	4,009.00	4,000.00	9.00
Title IV	-	2,500.00	10,000.00	10,000.00	-
IDEA	-	-	21,000.00	21,000.00	-
E-Rate	-	-	200.00	200.00	-
Total Federal & Other Programs Funding	-	10,077.00	57,895.00	57,886.00	9.00
Local Funding					
LCFF / General Purpose Block Grant - Local	40,249.64	409,051.00	504,309.42	513,662.29	(9,352.87)
Microsoft Voucher Reimbursement Program	-	500.00	500.00	500.00	-
Donations/Tax Credits	-	-	-	-	-
Prior Year Revenue Adjustments	-	37,056.82	37,056.82	37,056.82	-
Total Local Funding	40,249.64	446,607.82	541,866.24	551,219.11	(9,352.87)
Other Funding					
Interest	24.80	168.07	250.00	500.00	(250.00)
Total Other Funding	24.80	168.07	250.00	500.00	(250.00)
Total Revenue	147,352.40	1,505,971.27	1,887,995.82	1,949,707.49	(61,711.67)

California Connections Academy @ North Bay
Schedule of Fees
For the Period Ended April 30, 2019

	April-19 Actual	YTD Actual	Annual Forecast	Revised Budget 12/03/2018	Forecast vs Budget
SCHEDULE OF FEES:					
Enrollment/Unit Based Fees					
Accounting and Regulatory Reporting	941.67	8,646.42	10,347.50	10,336.00	(11.50)
Community Outreach	-	-	-	-	-
Connexus™ Annual License (LMS)	11,300.00	103,757.00	124,170.00	124,032.00	(138.00)
Curriculum Postage	866.25	8,167.50	9,933.00	9,306.00	(627.00)
Direct Course Instruction Support	370.50	3,834.51	4,727.48	5,176.19	448.72
Educational Resource Center	2,373.00	21,788.97	26,075.70	26,046.72	(28.98)
Enrollment and Records Management	1,050.00	9,900.00	12,040.00	11,280.00	(760.00)
Facility Support Services	-	652.05	870.00	870.00	-
Hardware/Software - Employees	730.00	5,187.33	6,386.50	6,053.51	(332.99)
Human Resources Support	1,520.83	10,806.92	13,305.20	12,611.48	(693.72)
Internet Subsidy Payment Processing	-	4,497.00	3,775.00	2,800.00	(975.00)
School Curriculum Supplies	475.00	3,760.85	4,710.93	4,463.45	(247.48)
Short-Term Substitute Teaching	1,714.83	13,316.92	13,316.92	3,760.00	(9,556.92)
Student Technology Assistance	15,429.17	72,354.17	86,825.00	64,400.00	(22,425.00)
Tangible and Intangible Instructional Materials	30,072.92	260,416.67	312,500.00	294,375.00	(18,125.00)
Technical Support and Repairs	2,825.00	25,939.25	31,042.50	31,008.00	(34.50)
Voice Over IP Services	-	-	3,831.90	3,632.11	(199.79)
Total Enrollment/Unit Based Fees	69,669.17	553,025.56	663,857.63	610,150.46	(53,707.17)
Revenue Based Fees					
Marketing Services	1,610.50	15,531.65	18,360.00	18,974.62	614.62
School Administration	9,663.02	93,189.95	110,160.00	113,847.70	3,687.70
Special Education Direct Services	4,270.50	29,893.50	51,245.82	51,245.82	-
Special Education Oversight and Liability	4,026.26	38,829.15	45,900.00	47,436.54	1,536.54
Treasury Services	2,415.76	23,297.50	27,540.00	28,461.93	921.93
Total Revenue Based Fees	21,986.04	200,741.75	253,205.82	259,966.60	6,760.78
Total Fee Based Expenses	91,655.21	753,767.31	917,063.45	870,117.07	(46,946.38)
SCHEDULE OF COMPENSATION:					
Administrative Compensation					
Salaries	5,854.26	58,929.07	79,931.42	78,214.32	(1,717.09)
Benefits	1,434.29	14,437.62	19,583.19	19,162.51	(420.69)
Pension	693.21	5,147.14	7,409.11	6,572.90	(836.21)
Taxes	223.86	2,425.32	3,342.93	3,338.88	(4.06)
Total Administrative Compensation	8,205.62	80,939.14	110,266.65	107,288.61	(2,978.05)
Instructional Compensation					
Salaries	40,386.57	337,845.86	485,808.87	477,492.58	(8,316.29)
Benefits	9,865.31	82,685.36	118,936.29	116,985.68	(1,950.61)
Pension	7,611.14	51,663.95	75,752.33	68,618.71	(7,133.62)
Taxes	592.15	6,795.51	9,754.77	8,817.29	(937.47)
Total Instructional Compensation	58,455.18	478,990.68	690,252.25	671,914.26	(18,337.99)
Total Compensation	66,660.80	559,929.82	800,518.90	779,202.87	(21,316.04)

California Connections Academy @ North Bay
Schedule Other Expenses
For the Period Ended April 30, 2019

	April-19 Actual	YTD Actual	Annual Forecast	Revised Budget 12/03/2018	Forecast vs Budget
SCHEDULE OF OTHER SCHOOL EXPENSES:					
Assessment					
Student Testing & Assessment Facilities & Services	-	771.57	11,000.00	11,000.00	-
Student Testing & Assessment Travel	2,017.44	2,330.78	7,536.00	7,536.00	-
Student Testing Technology	-	-	8,000.00	8,000.00	-
Total Assessment	2,017.44	3,102.35	26,536.00	26,536.00	-
Authorizer Oversight					
District Oversight	3,591.43	16,360.95	18,995.98	17,035.96	(1,960.02)
STRS Reporting	78.00	780.00	936.00	936.00	-
Total Authorizer Oversight	3,669.43	17,140.95	19,931.98	17,971.96	(1,960.02)
Employee Related					
Staff Recruiting/Background Checks	58.06	508.32	928.27	1,043.00	114.73
Staff Training/Prof. Dvlpmnt	1,866.16	12,120.82	13,120.82	12,481.65	(639.17)
Team Building	51.42	210.82	1,318.09	1,481.00	162.91
Travel and Conferences - Teachers	24.02	174.43	2,174.27	2,443.00	268.73
Travel and Conferences - Administration	135.49	649.48	3,835.90	4,310.00	474.10
Total Employee Related	2,135.15	13,663.87	21,377.35	21,758.65	381.30
Facilities					
Copiers/ Reproduction	-	571.49	862.00	862.00	-
Expensed Furniture and Equipment	-	71.20	2,484.00	2,484.00	-
Internet	-	575.93	1,086.59	1,864.00	777.41
Maintenance & Repairs	34.26	605.29	1,405.29	2,029.00	623.71
Office Postage	5.70	712.16	1,613.00	1,613.00	-
Office Supplies	23.10	1,384.05	1,784.05	2,066.11	282.06
Office Rent	728.81	7,438.59	8,896.21	8,130.26	(765.95)
Rent Operating Expense	92.03	917.57	1,299.00	1,299.00	-
Rent Storage Unit	-	269.97	450.00	450.00	-
Telephone	1.76	310.76	839.01	1,539.00	699.99
Utilities	51.73	667.73	1,001.81	1,609.00	607.19
Total Facilities	937.39	13,524.74	21,720.96	23,945.37	2,224.41
Governance					
Accreditation	-	1,060.00	1,060.00	1,060.00	-
Banking Fees	-	(49.10)	400.00	400.00	-
Board-Related Expenses	-	25.45	870.00	870.00	-
Dues	96.54	2,536.46	2,536.46	2,490.00	(46.46)
Insurance Expenses	-	464.52	464.52	218.08	(246.44)
Total Governance	96.54	4,037.33	5,330.98	5,038.08	(292.90)
Internet Service Provider					
ISP Payment Reimbursement	-	5,830.03	8,795.03	8,000.00	(795.03)
Total Internet Service Provider	-	5,830.03	8,795.03	8,000.00	(795.03)
Instructional					
LiveSpeech	-	480.00	720.00	720.00	-
Math Time to Talk	-	-	1,983.00	1,983.00	-
Other Curriculum	-	3.24	1,293.00	1,293.00	-
Science Lab	-	2,142.24	3,846.00	3,846.00	-
Science Lab - Other Contracted Services	15.00	886.12	6,200.00	6,200.00	-
Summer School	-	978.00	978.00	978.00	-
Title I - SES Tutoring	-	-	2,500.00	2,500.00	-
Total Instructional	15.00	4,489.60	17,520.00	17,520.00	-
Professional Services					
Accounting Services/Audit	-	7,312.50	9,000.00	9,000.00	-
AERIES	-	662.20	662.20	700.00	37.80
Legal Services	335.68	2,220.86	2,974.00	2,974.00	-
Other School Contracted Services	-	646.80	1,093.00	1,093.00	-
Other School Expense	-	19.69	174.00	174.00	-
Total Professional Services	335.68	10,862.05	13,903.20	13,941.00	37.80
Student Related					
College and Career Grant	-	5,925.40	69,000.00	73,000.00	4,000.00
Graduation Expense	56.63	146.27	4,000.00	4,000.00	-
Low Performing Student Block Grant Expenses	-	-	3,458.00	3,458.00	-
Student Activities	(21.88)	3,039.47	11,330.00	11,330.00	-
Total Student Related	34.75	9,111.14	87,788.00	91,788.00	4,000.00
Pending Allocation					
Expenses Pending Allocation	-	2,640.99	-	-	-
Total Pending Allocation	-	2,640.99	-	-	-
Total Other Expenses	9,241.38	84,403.05	222,903.51	226,499.06	3,595.55

California Connections Academy @ Central
Revenue and Expense Statement
For the Period Ended April 30, 2019

	April-19 Actual	YTD Actual	Annual Forecast	Revised Budget 12/03/2018	Forecast vs Budget \$	Forecast vs Budget %
Forecasted Enrollment						
Forecasted ADM			523	518	5	0.89%
Forecasted Total Enrollment			745	725	20	2.76%
Forecasted Funded Enrollment			455	466	(11)	-2.32%
Revenue						
State Funding	344,615.00	3,502,087.15	4,307,131.41	4,455,379.01	(148,247.61)	-3.33%
Federal & Other Program Funding	19,484.00	47,295.00	173,890.00	178,079.00	(4,189.00)	-2.35%
Local Aid	15,686.25	194,901.95	235,038.81	240,090.96	(5,052.15)	-2.10%
Other Funding Sources	42.85	1,126.19	2,000.00	2,000.00	-	0.00%
Total Revenue	379,828.10	3,745,410.29	4,718,060.21	4,875,548.97	(157,488.76)	-3.23%
Program Expenses						
Compensation Expense						
Administration Staff	22,364.35	224,582.04	304,513.89	296,397.26	(8,116.63)	2.74%
Instructional Staff	147,177.31	1,276,727.64	1,791,691.85	1,759,076.23	(32,615.62)	-1.85%
Total Compensation Expense	169,541.66	1,501,309.68	2,096,205.74	2,055,473.48	(40,732.26)	-1.98%
Fee Based Expenses						
Enrollment/Unit Based Fees	137,227.00	1,405,403.31	1,693,832.31	1,629,299.45	(64,532.85)	-3.96%
Revenue Based Fees	48,018.31	499,809.59	627,720.97	645,044.73	17,323.76	2.69%
Total Fee Based Expenses	185,245.31	1,905,212.90	2,321,553.28	2,274,344.18	(47,209.09)	-2.08%
Other School Expenses						
Assessment	10,214.93	19,735.71	43,539.93	43,539.93	-	0.00%
Authorizer Oversight	4,427.77	47,785.24	56,640.79	57,416.88	776.10	1.35%
Employee Related	5,215.97	36,053.62	57,934.94	74,646.00	16,711.06	22.39%
Facilities	2,547.06	35,214.37	45,334.63	69,953.00	24,618.37	35.19%
Governance	265.75	8,241.12	10,552.51	11,449.82	897.31	7.84%
Internet Service Provider	-	17,431.02	26,431.02	29,000.00	2,568.98	8.86%
Instructional	37.76	16,969.52	38,437.00	39,457.00	1,020.00	2.59%
Professional Services	2,516.07	19,113.35	22,540.40	22,507.00	(33.40)	-0.15%
Student Related	532.80	4,655.38	95,292.00	101,292.00	6,000.00	5.92%
Pending Allocation	-	7,831.96	-	-	-	0.00%
Total Other School Expenses	25,758.11	213,031.29	396,703.22	449,261.63	52,558.41	11.70%
Adjustments and Credits						
Contractual Service Credit	-	-	(55,500.00)	-	(55,500.00)	0.00%
Total Adjustments and Credits	-	-	(55,500.00)	-	(55,500.00)	0.00%
Total Program Expenses	380,545.08	3,619,553.87	4,758,962.23	4,779,079.30	(90,882.93)	0.42%
Net Increase (Decrease)	(716.98)	125,856.43	(40,902.02)	96,469.67	(137,371.69)	142.40%
Beginning fund balance	50,979.73	50,979.73	50,979.73			
Ending fund balance	50,262.75	176,836.16	10,077.71			

California Connections Academy @ Central
Balance Sheet
April 30, 2019

ASSETS

Cash and Short Term Investments:

Checking	\$	282,353.77
Savings		397,577.78

Total Cash and Short Term Investments	679,931.55
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Other Current Assets:

Pupil Funding	579,711.54
SPED Funding State	5,416.00
Other State Receivables	77,312.20
Other Receivables	2,595.91
Prepaid Expenses	8,190.18

Total Other Current Assets	673,225.83
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Total Current Assets	1,353,157.38
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Other Assets:

Utilities Deposit	100.00
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Total Other Assets	100.00
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Total Assets	\$	1,353,257.38
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LIABILITIES

Current Liabilities:

Due to (from) Pearson Online and Blended Learning	\$	970,495.35
Due to (from) Capistrano Connections Academy		131,232.20
Accrued Expenses		(353.99)
Deferred Revenue		8,892.00
Accounts Payable		66,155.66

Total Current Liabilities	1,176,421.22
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Total Liabilities	1,176,421.22
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FUND BALANCE

Beginning Fund Balance	50,979.73
Change in Fund Balance	125,856.43

Ending Fund Balance	176,836.16
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Total Liabilities and Fund Balance	\$	1,353,257.38
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California Connections Academy @ Central
Schedule of Revenue
For the Period Ended April 30, 2019

	April-19 Actual	YTD Actual	Annual Forecast	Revised Budget 12/03/2018	Forecast vs Budget
Revenue					
State Funding					
LCFF / General Purpose Block Grant - State	272,977.22	2,826,193.85	3,484,348.58	3,556,906.04	(72,557.46)
LCFF / General Purpose Block Grant - State EPA	52,146.65	447,847.70	552,141.00	552,141.00	-
Star Testing Reimbursement	-	919.00	919.00	817.00	102.00
Lottery	6,516.35	71,598.20	88,271.75	90,370.50	(2,098.75)
Special Education Pass Through Funds - State	5,858.83	50,317.00	62,034.66	62,034.66	-
One Time State Funding	7,115.95	60,997.99	75,203.00	138,927.40	(63,724.40)
Mandated Cost Reimbursement	-	11,956.00	11,956.00	11,956.00	-
Classified Employee PD grant	-	259.00	259.00	-	259.00
Low Performing Student Block Grant	-	8,892.00	8,892.00	8,892.00	-
Prior Year Revenue Adjustments	-	23,106.41	23,106.41	33,334.41	(10,228.00)
Total State Funding	344,615.00	3,502,087.15	4,307,131.41	4,455,379.01	(148,247.61)
Federal & Other Programs Funding					
Title I	19,484.00	41,244.00	87,041.00	87,041.00	-
Title II	-	3,213.00	12,811.00	17,000.00	(4,189.00)
Title IV	-	2,500.00	10,000.00	10,000.00	-
IDEA	-	-	63,000.00	63,000.00	-
E-Rate	-	-	700.00	700.00	-
Prior Year Revenue Adjustments	-	338.00	338.00	338.00	-
Total Federal & Other Programs Funding	19,484.00	47,295.00	173,890.00	178,079.00	(4,189.00)
Local Funding					
LCFF / General Purpose Block Grant - Local	15,686.25	172,352.36	212,489.22	217,541.37	(5,052.15)
Microsoft Voucher reimbursement program	-	1,399.55	1,399.55	1,399.55	-
Prior Year Revenue Adjustments	-	21,150.04	21,150.04	21,150.04	-
Total Local Funding	15,686.25	194,901.95	235,038.81	240,090.96	(5,052.15)
Other Funding					
Interest	42.85	1,126.19	2,000.00	2,000.00	-
Total Other Funding	42.85	1,126.19	2,000.00	2,000.00	-
Total Revenue	379,828.10	3,745,410.29	4,718,060.21	4,875,548.97	(157,488.76)

California Connections Academy @ Central
Schedule of Fees
For the Period Ended April 30, 2019

	April-19 Actual	YTD Actual	Annual Forecast	Revised Budget 12/03/2018	Forecast vs Budget
SCHEDULE OF FEES:					
Enrollment/Unit Based Fees					
Accounting and Regulatory Reporting	1,888.75	21,671.50	26,130.00	25,900.11	(229.89)
Community Outreach	2,083.25	20,833.25	25,000.00	25,000.00	-
Connexus™ Annual License (LMS)	22,665.00	260,058.00	313,560.00	310,801.33	(2,758.67)
Curriculum Postage	1,861.75	20,350.00	24,585.00	23,925.00	(660.00)
Direct Course Instruction Support	655.50	9,755.54	12,027.38	14,110.93	2,083.55
Educational Resource Center	4,759.65	54,612.18	65,847.60	65,268.28	(579.32)
Enrollment and Records Management	2,256.67	24,666.67	29,800.00	29,000.00	(800.00)
Facility Support Services	-	1,777.50	2,370.00	2,370.00	-
Hardware/Software - Employees	1,485.00	13,428.90	15,567.51	15,259.37	(308.15)
Human Resources Support	3,093.75	27,976.88	32,432.32	31,790.35	(641.97)
Internet Subsidy Payment Processing	-	10,942.32	10,575.00	9,575.00	(1,000.00)
School Curriculum Supplies	1,083.33	9,888.13	11,483.21	11,237.04	(246.17)
Short-Term Substitute Teaching	4,317.68	34,698.77	34,698.77	21,756.09	(12,942.68)
Student Technology Assistance	25,683.33	200,770.83	243,225.00	220,225.00	(23,000.00)
Tangible and Intangible Instructional Materials	59,727.09	628,958.34	758,800.00	736,225.00	(22,575.00)
Technical Support and Repairs	5,666.25	65,014.50	78,390.00	77,700.33	(689.67)
Voice Over IP Services	-	-	9,340.51	9,155.62	(184.89)
Total Enrollment/Unit Based Fees	137,227.00	1,405,403.31	1,693,832.31	1,629,299.45	(64,532.85)
Revenue Based Fees					
Marketing Services	3,418.06	38,806.59	45,698.76	47,273.64	1,574.89
School Administration	20,508.40	232,839.55	274,192.53	283,641.86	9,449.33
Special Education Direct Services	10,419.58	72,937.08	125,034.66	125,034.66	-
Special Education Oversight and Liability	8,545.17	97,016.49	114,246.89	118,184.11	3,937.22
Treasury Services	5,127.10	58,209.88	68,548.13	70,910.46	2,362.33
Total Revenue Based Fees	48,018.31	499,809.59	627,720.97	645,044.73	17,323.76
Total Fee Based Expenses	185,245.31	1,905,212.90	2,321,553.28	2,274,344.18	(47,209.09)
SCHEDULE OF COMPENSATION:					
Administrative Compensation					
Salaries	15,955.74	163,478.08	220,719.77	216,039.85	(4,679.92)
Benefits	3,909.16	40,052.13	54,076.35	52,929.77	(1,146.57)
Pension	1,889.33	14,330.24	20,495.24	18,216.15	(2,279.09)
Taxes	610.12	6,721.58	9,222.53	9,211.48	(11.05)
Total Administrative Compensation	22,364.35	224,582.04	304,513.89	296,397.26	(8,116.63)
Instructional Compensation					
Salaries	101,684.53	901,584.27	1,262,253.97	1,251,048.88	(11,205.09)
Benefits	24,838.69	220,663.34	309,027.42	306,506.98	(2,520.44)
Pension	19,163.18	136,474.32	195,191.35	178,496.33	(16,695.02)
Taxes	1,490.91	18,005.71	25,219.11	23,024.04	(2,195.07)
Total Instructional Compensation	147,177.31	1,276,727.64	1,791,691.85	1,759,076.23	(32,615.62)
Total Compensation	169,541.66	1,501,309.68	2,096,205.74	2,055,473.48	(40,732.26)

California Connections Academy @ Central
Schedule Other Expenses
For the Period Ended April 30, 2019

	April-19 Actual	YTD Actual	Annual Forecast	Revised Budget 12/03/2018	Forecast vs Budget
SCHEDULE OF OTHER SCHOOL EXPENSES:					
Assessment					
Student Testing & Assessment Facilities & Services	-	8,490.28	17,000.00	17,000.00	-
Student Testing & Assessment Travel	4,926.48	5,396.98	20,539.93	20,539.93	-
Student Testing Technology	5,288.45	5,848.45	6,000.00	6,000.00	-
Total Assessment	10,214.93	19,735.71	43,539.93	43,539.93	-
Authorizer Oversight					
District Administrative Fees	966.67	9,666.70	11,600.00	11,600.00	-
District Oversight	3,248.52	35,992.74	42,489.79	43,265.88	776.10
STRS Reporting	212.58	2,125.80	2,551.00	2,551.00	-
Total Authorizer Oversight	4,427.77	47,785.24	56,640.79	57,416.88	776.10
Employee Related					
Staff Recruiting/Background Checks	142.20	1,354.97	2,531.16	2,844.00	312.84
Staff Training/Prof. Dvlpmnt	4,558.63	31,988.75	41,928.62	49,358.00	7,429.38
Team Building	125.57	554.66	2,092.93	4,037.00	1,944.07
Travel and Conferences - Teachers	58.68	484.30	4,927.40	6,660.00	1,732.60
Travel and Conferences - Administration	330.89	1,670.94	6,454.83	11,747.00	5,292.17
Total Employee Related	5,215.97	36,053.62	57,934.94	74,646.00	16,711.06
Facilities					
Copiers/ Reproduction	-	1,508.59	2,350.00	2,350.00	-
Expensed Furniture and Equipment	-	194.09	1,002.42	6,770.00	5,767.58
Internet	-	1,523.10	2,723.10	5,080.00	2,356.90
Maintenance & Repairs	93.38	1,599.46	1,999.46	5,530.00	3,530.54
Office Postage	13.91	1,877.57	2,277.57	4,395.00	2,117.43
Office Supplies	56.81	2,665.43	3,065.43	5,135.00	2,069.57
Office Rent	1,986.76	20,009.23	23,982.75	27,075.00	3,092.25
Rent Operating Expense	250.91	2,467.00	3,539.00	3,539.00	-
Rent Storage Unit	-	735.95	1,160.95	1,500.00	339.05
Telephone	4.30	814.04	1,014.04	4,195.00	3,180.96
Utilities	140.99	1,819.91	2,219.91	4,384.00	2,164.09
Total Facilities	2,547.06	35,214.37	45,334.63	69,953.00	24,618.37
Governance					
Accreditation	-	1,020.00	1,020.00	1,020.00	-
Banking Fees	30.00	326.58	600.00	600.00	-
Board-Related Expenses	-	69.15	1,370.00	2,370.00	1,000.00
Dues	235.75	5,697.88	6,435.00	6,935.00	500.00
Insurance Expenses	-	1,127.51	1,127.51	524.82	(602.69)
Total Governance	265.75	8,241.12	10,552.51	11,449.82	897.31
Internet Service Provider					
ISP Payment Reimbursement	-	17,431.02	26,431.02	29,000.00	2,568.98
Total Internet Service Provider	-	17,431.02	26,431.02	29,000.00	2,568.98
Instructional					
LiveSpeech	-	4,000.00	5,300.00	4,320.00	(980.00)
Math Time to Talk	-	-	5,404.00	5,404.00	-
Other Curriculum	-	8.34	1,523.00	3,523.00	2,000.00
Science Lab	-	5,709.79	10,483.00	10,483.00	-
Science Lab - Other Contracted Services	37.76	2,324.39	5,800.00	5,800.00	-
Summer School	-	4,927.00	4,927.00	4,927.00	-
Title I - SES Tutoring	-	-	5,000.00	5,000.00	-
Total Instructional	37.76	16,969.52	38,437.00	39,457.00	2,000.00
Professional Services					
Accounting Services/Audit	-	9,812.50	9,812.50	9,000.00	(812.50)
AERIES	1,670.90	1,670.90	1,670.90	1,950.00	279.10
Legal Services	845.17	5,881.64	8,105.00	8,105.00	-
Other School Contracted Services	-	1,695.47	2,478.00	2,978.00	500.00
Other School Expense	-	52.84	474.00	474.00	-
Total Professional Services	2,516.07	19,113.35	22,540.40	22,507.00	(33.40)
Student Related					
College and Career Grant	-	-	64,000.00	70,000.00	6,000.00
Graduation Expense	97.90	292.95	5,800.00	5,800.00	-
Low Performing Student Block Grant Expenses	-	-	8,892.00	8,892.00	-
Student Activities	434.90	4,362.43	16,600.00	16,600.00	-
Total Student Related	532.80	4,655.38	95,292.00	101,292.00	6,000.00
Pending Allocation					
Expenses Pending Allocation	-	7,831.96	-	-	-
Total Pending Allocation	-	7,831.96	-	-	-
Total Other Expenses	25,758.11	213,031.29	396,703.22	449,261.63	52,558.41

California Connections Academy @ Ripon
Revenue and Expense Statement
For the Period Ended April 30, 2019

	April-19 Actual	YTD Actual	Annual Forecast	Revised Budget 12/03/2018	Forecast vs Budget \$	Forecast vs Budget %
<u>Forecasted Enrollment</u>						
Forecasted ADM			1,413	1,459	(46)	-3.13%
Forecasted Total Enrollment			1,963	2,029	(66)	-3.25%
Forecasted Funded Enrollment			1,232	1,308	(76)	-5.81%
<u>Revenue</u>						
State Funding	834,284.26	8,377,194.96	10,329,441.76	11,066,246.70	(736,804.94)	-6.66%
Federal & Other Program Funding	-	64,853.00	353,216.00	354,587.00	(1,371.00)	-0.39%
Local Aid	122,449.53	1,317,163.73	1,623,751.88	1,723,911.97	(100,160.09)	-5.81%
Other Funding Sources	4,292.40	12,467.76	12,467.76	2,500.00	9,967.76	398.71%
Total Revenue	961,026.19	9,771,679.45	12,318,877.39	13,147,245.67	(828,368.28)	-6.30%
<u>Program Expenses</u>						
<u>Compensation Expense</u>						
Administration Staff	62,789.11	631,807.63	856,220.63	833,432.74	(22,787.89)	-2.73%
Instructional Staff	397,811.67	3,477,217.26	4,892,396.77	4,877,426.22	(14,970.55)	-0.31%
Total Compensation Expense	460,600.78	4,109,024.89	5,748,617.40	5,710,858.96	(37,758.44)	-0.66%
<u>Fee Based Expenses</u>						
Enrollment/Unit Based Fees	328,317.47	3,703,115.56	4,456,566.83	4,481,396.02	24,829.19	0.55%
Revenue Based Fees	126,853.56	1,286,578.20	1,651,065.54	1,885,325.77	234,260.23	12.43%
Total Fee Based Expenses	455,171.03	4,989,693.76	6,107,632.37	6,366,721.79	259,089.42	4.07%
<u>Other School Expenses</u>						
Assessment	9,987.55	82,080.09	169,600.32	176,667.00	7,066.68	4.00%
Authorizer Oversight	10,251.64	112,395.21	132,904.54	138,475.77	5,571.22	4.02%
Employee Related	14,329.00	99,517.84	144,714.40	174,960.00	30,245.60	17.29%
Facilities	7,168.44	98,092.19	138,354.91	209,057.12	70,702.21	33.82%
Governance	779.63	21,102.65	29,383.15	29,073.13	(310.02)	-1.07%
Internet Service Provider	-	42,575.25	64,575.25	73,000.00	8,424.75	11.54%
Instructional	102.07	43,683.84	83,857.49	90,560.00	6,702.51	7.40%
Professional Services	2,284.43	33,966.91	46,380.35	57,449.00	11,068.65	19.27%
Student Related	1,860.05	9,738.08	102,066.25	120,394.25	18,328.00	15.22%
Pending Allocation	-	22,183.27	-	-	-	0.00%
Total Other School Expenses	46,762.81	565,335.33	911,836.66	1,069,636.27	157,799.60	14.75%
<u>Adjustments and Credits</u>						
Contractual Service Credit		-	(413,500.00)	-	413,500.00	-100.00%
Total Adjustments and Credits	-	-	(413,500.00)	-	413,500.00	-100.00%
Total Program Expenses	962,534.62	9,664,053.97	12,354,586.43	13,147,217.02	792,630.58	6.03%
Net Increase (Decrease)	(1,508.43)	107,625.48	(35,709.04)	28.65	(35,737.69)	124719.81%
Beginning fund balance	45,837.94	45,837.94	45,837.94			
Ending fund balance	44,329.51	153,463.42	10,128.90			

California Connections Academy @ Ripon
Balance Sheet
April 30, 2019

ASSETS

Cash and Short-Term Investments:

Checking	\$	(2,727.37)
Operating		3,069,483.06
Checking - CALOPS		748,925.81
Petty Cash		235.00

Total Cash and Short Term Investments		3,815,916.50
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Other Current Assets:

Pupil Funding		2,358,864.54
SPED Funding State		43,212.00
Other State Receivables		47,684.38
Other Receivables		(3,236.93)
Prepaid Expenses		6,476.45

Total Other Current Assets		2,453,000.44
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Total Current Assets		6,268,916.94
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Other Assets:

Ripon Unified School District - Science Lab Deposit		300.00
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Total Other Assets		300.00
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Total Assets	\$	6,269,216.94
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LIABILITIES

Current Liabilities:

Due to (from) Pearson Online and Blended Learning	\$	5,513,053.66
Due to (from) Capistrano Connections Academy		356,521.15
Accrued Expenses		(1,922.83)
Deferred Revenue		186,247.75
Accounts Payable		61,853.79

Total Current Liabilities		6,115,753.52
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Total Liabilities		6,115,753.52
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FUND BALANCE

Beginning Fund Balance		45,837.94
Change in Fund Balance		107,625.48

Ending Fund Balance		153,463.42
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Total Liabilities and Fund Balance	\$	6,269,216.94
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California Connections Academy @ Ripon
Schedule of Revenue
For the Period Ended April 30, 2019

	April-19 Actual	YTD Actual	Annual Forecast	Revised Budget 12/03/2018	Forecast vs Budget
Revenue					
State Funding					
LCFF / General Purpose Block Grant - State	643,734.90	6,707,969.58	8,270,099.48	8,727,061.75	(456,962.26)
LCFF / General Purpose Block Grant - State EPA	136,098.32	1,168,844.37	1,441,041.00	1,441,041.00	-
Star Testing Reimbursement	-	2,267.00	2,267.00	2,184.00	83.00
Lottery	18,037.36	193,930.11	239,091.92	253,845.96	(14,754.03)
Special Education Pass Through Funds - State	17,395.89	149,400.00	184,191.78	184,191.78	-
One Time State Funding	19,017.79	163,033.33	201,000.00	371,324.20	(170,324.20)
Mandated Cost Reimbursement	-	33,073.00	33,073.00	33,073.00	-
Low Performing Student Block Grant	-	25,194.25	25,194.25	25,194.25	-
Classified Employee PD grant	-	734.00	734.00	-	734.00
Prior Year Revenue Adjustments	-	(67,250.68)	(67,250.68)	28,330.77	(95,581.45)
Total State Funding	834,284.26	8,377,194.96	10,329,441.76	11,066,246.70	(736,804.94)
Federal & Other Programs Funding					
Title I	-	55,361.00	163,434.00	160,687.00	2,747.00
Title II	-	6,977.00	27,822.00	32,000.00	(4,178.00)
Title IV	-	2,515.00	10,060.00	10,000.00	60.00
IDEA	-	-	150,000.00	150,000.00	-
E-Rate	-	-	1,900.00	1,900.00	-
Total Federal & Other Programs Funding	-	64,853.00	353,216.00	354,587.00	(1,371.00)
Local Funding					
LCFF / General Purpose Block Grant - Local	122,449.53	1,316,525.59	1,623,113.74	1,723,273.83	(100,160.09)
Microsoft Voucher Reimbursement Program	-	536.96	536.96	536.96	-
Donations/Tax Credits	-	101.18	101.18	101.18	-
Total Local Funding	122,449.53	1,317,163.73	1,623,751.88	1,723,911.97	(100,160.09)
Other Funding					
Interest	4,292.40	12,467.76	12,467.76	2,500.00	9,967.76
Total Other Funding	4,292.40	12,467.76	12,467.76	2,500.00	9,967.76
Total Revenue	961,026.19	9,771,679.45	12,318,877.39	13,147,245.67	(828,368.28)

California Connections Academy @ Ripon
Schedule of Fees
For the Period Ended April 30, 2019

	April-19 Actual	YTD Actual	Annual Forecast	Revised Budget 12/03/2018	Forecast vs Budget
SCHEDULE OF FEES:					
Enrollment/Unit Based Fees					
Accounting and Regulatory Reporting	5,525.00	58,756.25	70,666.50	72,947.89	2,281.39
Community Outreach	4,166.50	41,666.50	50,000.00	50,000.00	-
Connexus™ Annual License (LMS)	66,300.00	705,075.00	847,998.00	875,374.67	27,376.67
Curriculum Postage	3,839.00	53,735.00	64,779.00	66,957.00	2,178.00
Direct Course Instruction Support	2,622.00	27,346.27	33,714.58	39,617.77	5,903.19
Educational Resource Center	13,923.00	148,065.75	178,079.58	183,828.68	5,749.10
Enrollment and Records Management	4,653.33	65,133.33	78,520.00	81,160.00	2,640.00
Facility Support Services	-	4,990.50	6,653.88	6,653.88	-
Hardware/Software - Employees	3,225.00	34,766.56	42,781.28	42,524.41	(256.87)
Human Resources Support	6,718.75	72,430.33	89,127.67	88,592.52	(535.15)
Internet Subsidy Payment Processing	-	30,983.63	25,125.00	22,650.00	(2,475.00)
School Curriculum Supplies	2,320.83	25,572.61	31,557.16	31,354.66	(202.50)
Short-Term Substitute Teaching	11,669.89	94,095.91	94,095.91	61,276.23	(32,819.68)
Student Technology Assistance	60,614.58	476,770.83	577,875.00	520,950.00	(56,925.00)
Tangible and Intangible Instructional Materials	126,164.59	1,687,458.34	2,027,925.00	2,093,150.00	65,225.00
Technical Support and Repairs	16,575.00	176,268.75	211,999.50	218,843.67	6,844.17
Voice Over IP Services	-	-	25,668.77	25,514.65	(154.12)
Total Enrollment/Unit Based Fees	328,317.47	3,703,115.56	4,456,566.83	4,481,396.02	24,829.19
Revenue Based Fees					
Marketing Services	9,000.39	101,771.12	119,715.80	128,099.16	8,383.36
School Administration	54,002.30	610,626.70	718,294.77	768,594.94	50,300.16
Special Education Direct Services	27,849.33	167,095.91	334,191.78	334,191.78	-
Special Education Oversight and Liability	22,500.96	254,427.79	299,289.49	320,247.89	20,958.40
Treasury Services	13,500.58	152,656.68	179,573.70	334,192.00	154,618.30
Total Revenue Based Fees	126,853.56	1,286,578.20	1,651,065.54	1,885,325.77	234,260.23
Total Fee Based Expenses	455,171.03	4,989,693.76	6,107,632.37	6,366,721.79	259,089.42
SCHEDULE OF COMPENSATION:					
Administrative Compensation					
Salaries	44,796.60	459,895.97	620,605.10	607,465.98	(13,139.12)
Benefits	10,975.17	112,674.52	152,048.26	148,829.20	(3,219.07)
Pension	5,304.39	40,329.99	57,638.56	51,239.90	(6,398.66)
Taxes	1,712.95	18,907.14	25,928.70	25,897.67	(31.04)
Total Administrative Compensation	62,789.11	631,807.63	856,220.63	833,432.74	(22,787.89)
Instructional Compensation					
Salaries	274,847.33	2,457,752.49	3,448,913.38	3,469,505.53	20,592.15
Benefits	67,137.53	601,551.42	844,385.83	850,028.85	5,643.02
Pension	51,796.97	369,326.52	530,687.52	494,108.33	(36,579.18)
Taxes	4,029.84	48,586.83	68,410.04	63,783.51	(4,626.54)
Total Instructional Compensation	397,811.67	3,477,217.26	4,892,396.77	4,877,426.22	(14,970.55)
Total Compensation	460,600.78	4,109,024.89	5,748,617.40	5,710,858.96	(37,758.44)

California Connections Academy @ Ripon
Schedule Other Expenses
For the Period Ended April 30, 2019

	April-19 Actual	YTD Actual	Annual Forecast	Revised Budget 12/03/2018	Forecast vs Budget
SCHEDULE OF OTHER SCHOOL EXPENSES:					
Assessment					
Student Testing & Assessment Facilities & Services	(3,549.00)	54,243.54	86,400.00	90,000.00	3,600.00
Student Testing & Assessment Travel	13,536.55	15,415.05	55,360.32	57,667.00	2,306.68
Student Testing Technology	-	12,421.50	27,840.00	29,000.00	1,160.00
Total Assessment	9,987.55	82,080.09	169,600.32	176,667.00	7,066.68
Authorizer Oversight					
District Administrative Fees	1,033.33	10,333.31	12,400.00	12,400.00	-
District Oversight	8,621.47	96,099.59	113,342.54	118,913.77	5,571.22
STRS Reporting	596.83	5,962.31	7,162.00	7,162.00	-
Total Authorizer Oversight	10,251.64	112,395.21	132,904.54	138,475.77	5,571.22
Employee Related					
Staff Recruiting/Background Checks	390.07	3,519.26	7,106.65	7,985.00	878.35
Staff Training/Prof. Dvlpmt	12,523.54	88,576.96	92,527.07	103,963.00	11,435.93
Team Building	345.03	1,539.88	5,087.26	11,334.00	6,246.74
Travel and Conferences - Teachers	161.16	1,296.63	14,640.33	18,697.00	4,056.67
Travel and Conferences - Administration	909.20	4,585.11	25,353.09	32,981.00	7,627.91
Total Employee Related	14,329.00	99,517.84	144,714.40	174,960.00	30,245.60
Facilities					
Copiers/ Reproduction	-	4,119.33	5,619.33	6,598.00	978.67
Equipment/Supplies	-	-	-	17,500.00	17,500.00
Expensed Furniture and Equipment	-	544.93	1,544.93	19,008.00	17,463.07
Internet	-	4,149.95	5,649.95	14,261.00	8,611.05
Maintenance & Repairs	262.19	4,879.73	6,879.73	15,526.00	8,646.27
Office Postage	60.61	5,069.30	7,569.30	12,339.00	4,769.70
Office Supplies	155.53	6,930.54	9,430.54	14,417.00	4,986.46
Office Rent	5,578.01	56,091.23	67,247.25	61,385.12	(5,862.13)
Prop 39 Clean Energy Planning	-	-	10,000.00	10,000.00	-
Rent Operating Expense	704.44	6,913.06	9,936.00	9,936.00	-
Rent Storage Unit	-	2,066.24	4,000.00	4,000.00	-
Telephone	11.83	2,218.37	3,268.37	11,777.00	8,508.63
Utilities	395.83	5,109.51	7,209.51	12,310.00	5,100.49
Total Facilities	7,168.44	98,092.19	138,354.91	209,057.12	70,702.21
Governance					
Accreditation	-	1,020.00	1,020.00	1,020.00	-
Banking Fees	131.86	943.57	1,243.57	600.00	(643.57)
Board-Related Expenses	-	193.11	4,654.00	6,654.00	2,000.00
Dues	647.77	15,828.39	19,348.00	19,348.00	-
Insurance Expenses	-	3,117.58	3,117.58	1,451.13	(1,666.45)
Total Governance	779.63	21,102.65	29,383.15	29,073.13	(310.02)
Internet Service Provider					
ISP Payment Reimbursement	-	42,575.25	64,575.25	73,000.00	8,424.75
Total Internet Service Provider	-	42,575.25	64,575.25	73,000.00	8,424.75
Instructional					
LiveSpeech	-	4,960.00	6,480.00	6,480.00	-
Math Time to Talk	-	-	14,564.16	15,171.00	606.84
Other Curriculum	-	22.01	5,496.33	9,892.00	4,395.67
Science Lab	-	15,770.33	26,400.00	27,500.00	1,100.00
Science Lab - Other Contracted Services	102.07	6,414.50	9,600.00	10,000.00	400.00
Summer School	-	16,517.00	16,517.00	16,517.00	-
Title I - SES Tutoring	-	-	4,800.00	5,000.00	200.00
Total Instructional	102.07	43,683.84	83,857.49	90,560.00	6,702.51
Professional Services					
Accounting Services/Audit	-	8,625.00	9,500.00	9,500.00	-
AERIES	-	4,431.35	4,431.35	5,500.00	1,068.65
Legal Services	2,284.43	16,125.03	22,756.00	22,756.00	-
Manager Services	-	-	-	10,000.00	10,000.00
Other School Contracted Services	-	4,638.16	8,362.00	8,362.00	-
Other School Expense	-	147.37	1,331.00	1,331.00	-
Total Professional Services	2,284.43	33,966.91	46,380.35	57,449.00	11,068.65
Student Related					
College and Career Grant	-	-	45,000.00	62,000.00	17,000.00
Graduation Expense	192.01	4,845.21	8,640.00	9,000.00	360.00
Low Performing Student Block Grant Expenses	-	-	25,194.25	25,194.25	-
Student Activities	1,668.04	4,892.87	23,232.00	24,200.00	968.00
Total Student Related	1,860.05	9,738.08	102,066.25	120,394.25	18,328.00
Pending Allocation					
Expenses Pending Allocation	-	22,183.27	-	-	-
Total Pending Allocation	-	22,183.27	-	-	-
Total Other Expenses	46,762.81	565,335.33	911,836.66	1,069,636.27	157,799.60

Capistrano California Connections Academy
Revenue and Expense Statement
For the Period Ended April 30, 2019

	April-19 Actual	YTD Actual	Annual Forecast	Revised Budget 12/03/18	Forecast vs Budget \$	Forecast vs Budget %
Forecasted Enrollment						
Forecasted ADM			4,103	4,210	(107)	-2.54%
Forecasted Total Enrollment			5,469	5,650	(181)	-3.20%
Forecasted Funded Enrollment			3,652	3,837	(185)	-4.83%
Revenue						
State Funding	897,147.14	9,099,112.19	11,170,118.78	13,465,916.30	(2,295,797.52)	-17.05%
Federal & Other Program Funding	-	292,496.00	1,160,496.00	1,163,556.00	(3,060.00)	-0.26%
Local Aid	1,893,383.55	19,892,974.16	24,526,973.42	24,365,371.18	161,602.25	0.66%
Other Funding Sources	8,007.53	56,821.12	56,821.12	15,000.00	41,821.12	278.81%
Total Revenue	2,798,538.22	29,341,403.47	36,914,409.32	39,009,843.48	(2,095,434.15)	-5.37%
Program Expenses						
Compensation Expense						
Administration Staff	189,734.93	1,915,441.91	2,593,568.83	2,524,708.81	(68,860.01)	-2.73%
Instructional Staff	1,150,383.94	10,196,420.46	14,277,252.18	14,246,799.44	(30,452.74)	-0.21%
Total Compensation Expense	1,340,118.87	12,111,862.38	16,870,821.01	16,771,508.25	(99,312.76)	-0.59%
Fee Based Expenses						
Enrollment/Unit Based Fees	1,051,567.28	10,838,544.58	13,021,198.52	12,985,700.76	(35,497.76)	-0.27%
Revenue Based Fees	426,459.28	3,885,479.07	5,008,333.90	5,243,194.10	234,860.20	4.48%
Total Fee Based Expenses	1,478,026.56	14,724,023.65	18,029,532.42	18,228,894.86	199,362.44	1.09%
Other School Expenses						
Assessment	29,043.37	201,756.29	390,291.75	398,256.89	7,965.14	2.00%
Authorizer Oversight	27,403.08	303,532.59	358,338.76	373,878.99	15,540.23	4.16%
Employee Related	41,329.50	296,375.77	472,363.07	541,980.98	69,617.91	12.85%
Facilities	21,768.25	294,959.77	509,501.37	638,798.53	129,297.16	20.24%
Governance	1,919.79	60,635.77	80,633.52	85,329.97	4,696.45	5.50%
Internet Service Provider	-	125,705.08	188,705.08	222,000.00	33,294.92	15.00%
Instructional	295.17	143,404.50	287,744.04	295,251.50	7,507.46	2.54%
Professional Services	6,750.46	89,280.28	123,470.60	144,052.00	20,581.40	14.29%
Student Related	19,886.79	48,706.73	214,976.60	252,529.00	37,552.40	14.87%
Pending Allocation	-	68,055.98	-	-	-	0.00%
Total Other School Expenses	148,396.41	1,632,412.76	2,626,024.79	2,952,077.87	326,053.07	11.04%
Adjustments and Credits						
Discretionary Service Credit		-	(172,500.00)	-	(172,500.00)	0.00%
Total Adjustments and Credits	-	-	(172,500.00)	-	(172,500.00)	0.00%
Total Program Expenses	2,966,541.84	28,468,298.79	37,353,878.22	37,952,480.98	253,602.76	1.58%
Net Increase (Decrease)	(168,003.62)	873,104.68	(439,468.90)	1,057,362.50	(1,496,831.40)	141.56%
Beginning fund balance	449,678.93	449,678.93	449,678.93			
Ending fund balance	281,675.31	1,322,783.61	10,210.03			

Capistrano California Connections Academy
Balance Sheet
April 30, 2019

ASSETS

Cash and Short Term Investments:

Analysis Checking	\$	(22,969.70)
Payroll		1,357,181.65
Operating Account		362,744.16
CalOPS Checking		2,464,441.00
OCDE Cash Account		5,609,097.64
Petty Cash		59.00

Total Cash and Short Term Investments **9,770,553.75**

Other Current Assets:

Pupil Funding	1,974,813.48
SPED Funding State	123,577.07
Other State Receivables	100,611.13
Federal Programs	5,976.13
Other Receivables	1,109.64
Prepaid Expenses	58,830.92

Total Other Current Assets **2,264,918.37**

Total Current Assets **12,035,472.12**

Fixed Assets:

Office Equipment - Shelving System	32,521.50
Accumulated Depreciation	(1,445.44)

Net Fixed Assets **31,076.06**

Other Assets:

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

Total Assets **\$ 12,086,835.48**

LIABILITIES

Current Liabilities:

Due to (from) Pearson Online and Blended Learning	\$	10,373,908.74
Due to (from) CalOPS Schools		(539,352.34)
Pension Payable		373,562.62
Accrued Expenses		923.08
Deferred Revenue		504,423.00
Accounts Payable		50,586.77

Total Current Liabilities **10,764,051.87**

Total Liabilities **10,764,051.87**

FUND BALANCE

Beginning Fund Balance	449,678.93
Change in Fund Balance	873,104.68

Ending Fund Balance **1,322,783.61**

Total Liabilities and Fund Balance **\$ 12,086,835.48**

Capistrano California Connections Academy
Schedule of Revenue
For the Period Ended April 30, 2019

	April-19 Actual	YTD Actual	Annual Forecast	Revised Budget 12/03/18	Forecast vs Budget
Revenue					
State Funding					
LCFF / General Purpose Block Grant - State	661,027.84	6,760,278.84	8,334,590.29	10,050,215.42	(1,715,625.13)
LCFF / General Purpose Block Grant - State EPA	64,425.09	553,297.83	682,148.00	682,148.00	-
Star Testing Reimbursement	-	6,802.00	7,009.74	7,000.00	9.74
Lottery	54,680.68	574,678.91	708,508.25	744,455.85	(35,947.61)
Special Education Pass through funds - State	55,982.65	480,792.20	592,757.50	592,490.22	267.28
One Time State Funding	61,030.88	523,206.41	645,049.00	1,191,655.80	(546,606.80)
Mandated Cost Reimbursement	-	108,042.00	108,042.00	108,042.00	-
Classified Employee PD grant	-	2,105.00	2,105.00	-	2,105.00
Low Performing Student Block Grant	-	89,909.00	89,909.00	89,909.00	-
Total State Funding	897,147.14	9,099,112.19	11,170,118.78	13,465,916.30	(2,295,797.52)
Federal & Other Programs Funding					
Title I	-	261,493.00	551,078.00	551,078.00	-
Title II	-	23,308.00	92,940.00	96,000.00	(3,060.00)
Title IV	-	7,695.00	30,778.00	30,778.00	-
IDEA	-	-	480,000.00	480,000.00	-
E-Rate	-	-	5,700.00	5,700.00	-
Total Federal & Other Programs Funding	-	292,496.00	1,160,496.00	1,163,556.00	(3,060.00)
Local Funding					
LCFF / General Purpose Block Grant - Local	1,893,383.55	19,898,938.73	24,532,937.99	24,371,335.75	161,602.25
Microsoft Voucher Reimbursement Program	-	6,853.43	6,853.43	6,853.43	-
Donations/Tax Credits	-	10.00	10.00	10.00	-
Prior Year Revenue Adjustments	-	(12,828.00)	(12,828.00)	(12,828.00)	-
Total Local Funding	1,893,383.55	19,892,974.16	24,526,973.42	24,365,371.18	161,602.25
Other Funding					
Interest	8,007.53	56,821.12	56,821.12	15,000.00	41,821.12
Total Other Funding	8,007.53	56,821.12	56,821.12	15,000.00	41,821.12
Total Revenue	2,798,538.22	29,341,403.47	36,914,409.32	39,009,843.48	(2,095,434.15)

Capistrano California Connections Academy
Schedule of Fees
For the Period Ended April 30, 2019

	April-19 Actual	YTD Actual	Annual Forecast	Revised Budget 12/03/18	Forecast vs Budget
SCHEDULE OF FEES:					
Enrollment/Unit-Based Fees					
Accounting and Regulatory Reporting	17,162.50	170,948.13	205,140.00	210,477.00	5,337.00
Community Outreach	45,831.50	458,331.50	550,000.00	550,000.00	-
Connexus Annual License (EMS)	205,950.00	2,051,377.50	2,461,680.00	2,525,724.00	64,044.00
Curriculum Postage	12,619.75	150,205.00	180,477.00	186,450.00	5,973.00
Direct Course Instruction Support	8,008.50	80,893.52	99,731.74	119,714.21	19,982.47
Educational Resource Center	43,249.50	430,789.28	516,952.80	530,402.04	13,449.24
Enrollment and Records Management	15,296.67	182,066.67	218,760.00	226,000.00	7,240.00
Facility Support Services	-	15,079.95	20,106.56	20,106.56	-
Hardware/Software - Employees	11,795.00	104,252.22	123,364.71	122,329.09	(1,035.62)
Human Resources Support	24,572.92	217,192.13	257,009.81	254,852.26	(2,157.55)
ISP Processing Fee	-	83,385.00	69,850.00	64,075.00	(5,775.00)
School Curriculum Supplies	8,616.67	76,774.24	90,998.69	90,083.48	(915.21)
Short-Term Sub Teaching Services	33,747.60	276,238.39	276,238.39	62,933.67	(213,304.72)
Student Technology Assistance- Laptops	181,795.83	1,322,020.83	1,606,550.00	1,473,725.00	(132,825.00)
Tangible/Intangible Instr. Materials	391,433.34	4,706,145.84	5,654,900.00	5,844,000.00	189,100.00
Technical Support and Repairs	51,487.50	512,844.38	615,420.00	631,431.00	16,011.00
Voice Over IP Services	-	-	74,018.82	73,397.45	(621.37)
Total Enrollment/Unit Based Fees	1,051,567.28	10,838,544.58	13,021,198.52	12,985,700.76	(35,497.76)
Revenue-Based Fees					
Marketing Services	30,623.79	304,683.07	357,779.67	379,154.90	21,375.23
School Administration	183,742.79	1,828,098.50	2,146,678.04	2,274,929.39	128,251.35
Special Education Oversight and Liability	89,597.50	774,745.71	894,449.18	947,887.25	53,438.06
Special Education Direct Services	76,559.50	520,927.17	1,072,757.50	1,072,490.22	(267.28)
Treasury Services	45,935.70	457,024.62	536,669.51	568,732.35	32,062.84
Total Revenue Based Fees	426,459.28	3,885,479.07	5,008,333.90	5,243,194.10	234,860.20
Total Fee-Based Expenses	1,478,026.56	14,724,023.65	18,029,532.42	18,228,894.86	199,362.44
SCHEDULE OF COMPENSATION:					
Administrative Compensation					
Salaries	135,365.51	1,394,209.42	1,879,837.19	1,840,133.63	(39,703.55)
Benefits	33,164.55	341,581.33	460,560.15	450,832.84	(9,727.31)
Pension	16,028.71	122,342.47	174,645.18	155,309.82	(19,335.36)
Taxes	5,176.16	57,308.69	78,526.31	78,432.53	(93.78)
Total Administrative Compensation	189,734.93	1,915,441.91	2,593,568.83	2,524,708.81	(68,860.01)
Instructional Compensation					
Salaries	794,798.08	7,211,855.74	10,069,981.34	10,139,239.02	69,257.68
Benefits	194,147.00	1,765,160.94	2,465,401.71	2,484,113.55	18,711.84
Pension	149,785.45	1,077,248.25	1,542,551.10	1,437,603.76	(104,947.33)
Taxes	11,653.42	142,155.54	199,318.04	185,843.11	(13,474.94)
Total Instructional Compensation	1,150,383.94	10,196,420.46	14,277,252.18	14,246,799.44	(30,452.74)
Total Compensation	1,340,118.87	12,111,862.38	16,870,821.01	16,771,508.25	(99,312.76)

Capistrano California Connections Academy
Schedule Other Expenses
For the Period Ended April 30, 2019

	April-19 Actual	YTD Actual	Annual Forecast	Revised Budget 12/03/18	Forecast vs Budget
SCHEDULE OF OTHER SCHOOL EXPENSES:					
Assessment					
Student Testing & Assessment Facilities & Services	(10,410.44)	134,953.27	194,040.00	198,000.00	3,960.00
Student Testing & Assessment Travel	39,042.58	43,515.59	170,771.75	174,256.89	3,485.14
Student Testing Technology	411.23	23,287.43	25,480.00	26,000.00	520.00
Total Assessment	29,043.37	201,756.29	390,291.75	398,256.89	520.00
Authorizer Oversight					
District Administrative Fees	100.00	1,000.00	1,200.00	1,200.00	-
District Oversight	25,499.58	284,497.59	335,496.76	351,036.99	15,540.23
STRS Reporting	1,803.50	18,035.00	21,642.00	21,642.00	-
Total Authorizer Oversight	27,403.08	303,532.59	358,338.76	373,878.99	15,540.23
Employee Related					
Staff Recruiting/Background Checks	1,125.35	10,321.13	21,473.92	24,128.00	2,654.08
Staff Training/Prof. Dvlpmnt	36,121.69	264,100.56	291,425.16	327,444.00	36,018.84
Team Building	995.15	4,579.38	20,480.72	34,248.00	13,767.28
Travel and Conferences - Administration	2,622.41	13,453.25	88,698.77	99,661.54	10,962.77
Travel and Conferences - Teachers	464.90	3,921.45	50,284.51	56,499.45	6,214.94
Total Employee Related	41,329.50	296,375.77	472,363.07	541,980.98	69,617.91
Facilities					
Copiers/ Reproduction	-	12,247.23	16,247.23	19,939.00	3,691.77
Depreciation	180.68	1,445.44	1,626.12	1,626.12	-
Equipment/Supplies	-	-	66,500.00	66,500.00	-
Expensed Furniture and Equipment	-	1,646.63	22,438.00	57,438.00	35,000.00
Internet	-	12,325.98	19,825.98	43,095.00	23,269.02
Maintenance & Repairs	792.29	13,443.41	41,915.00	46,915.00	5,000.00
Office Postage	132.36	14,960.66	22,067.83	37,286.00	15,218.17
Office Rent	16,855.25	169,071.46	202,781.96	201,923.41	(858.55)
Office Supplies	448.82	20,757.96	34,388.29	43,564.00	9,175.71
Prop 39 Clean Energy Planning	-	-	10,000.00	10,000.00	-
Rent Operating Expense	2,128.62	20,832.44	28,026.00	30,026.00	2,000.00
Rent Storage Unit	-	6,243.60	7,700.00	7,700.00	-
Telephone	34.11	6,545.13	13,545.13	35,589.00	22,043.87
Utilities	1,196.12	15,439.83	22,439.83	37,197.00	14,757.17
Total Facilities	21,768.25	294,959.77	509,501.37	638,798.53	129,297.16
Governance					
Accreditation	-	1,060.00	1,060.00	1,020.00	(40.00)
Banking Fees	51.46	1,340.46	1,757.13	1,400.00	(357.13)
Board-Related Expenses	-	2,855.53	15,107.00	20,107.00	5,000.00
Dues	1,868.33	46,197.39	53,527.00	58,527.00	5,000.00
Insurance Expenses	-	9,182.39	9,182.39	4,275.97	(4,906.42)
Total Governance	1,919.79	60,635.77	80,633.52	85,329.97	4,696.45
Internet Service Provider					
ISP Payment Reimbursement	-	125,705.08	188,705.08	222,000.00	33,294.92
Total Internet Service Provider	-	125,705.08	188,705.08	222,000.00	33,294.92
Instructional					
LiveSpeech	-	15,520.00	19,520.00	17,680.00	(1,840.00)
Math Time to Talk	-	-	44,926.14	45,843.00	916.86
Other Curriculum	-	1,749.35	24,294.16	29,892.00	5,597.84
Science Lab	-	46,984.16	87,159.24	88,938.00	1,778.76
Science Lab - Other Contracted Services	295.17	18,952.49	41,846.00	42,700.00	854.00
Summer School	-	60,198.50	60,198.50	60,198.50	-
Title I - SES Tutoring	-	-	9,800.00	10,000.00	200.00
Total Instructional	295.17	143,404.50	287,744.04	295,251.50	9,347.46
Professional Services					
Accounting Services/Audit	-	12,575.00	12,575.00	9,500.00	(3,075.00)
AERIES	-	12,843.60	12,843.60	16,500.00	3,656.40
Legal Services	6,606.07	47,968.54	68,764.00	68,764.00	-
Manager Services	-	-	-	20,000.00	20,000.00
Other School Contracted Services	-	13,935.41	25,267.00	25,267.00	-
Other School Expense	144.39	1,957.73	4,021.00	4,021.00	-
Total Professional Services	6,750.46	89,280.28	123,470.60	144,052.00	20,581.40
Student Related					
College and Career Grant	-	-	-	35,000.00	35,000.00
Graduation Expense	553.81	4,141.39	41,846.00	42,700.00	854.00
Low Performing Student Block Grant Expenses	-	-	89,909.00	89,909.00	-
Student Activities	19,332.98	44,565.34	83,221.60	84,920.00	1,698.40
Total Student Related	19,886.79	48,706.73	214,976.60	252,529.00	37,552.40
Pending Allocation					
Expenses Pending Allocation	-	68,055.98	-	-	-
Total Pending Allocation	-	68,055.98	-	-	-
Total Other Expenses	148,396.41	1,632,412.76	2,626,024.79	2,952,077.87	326,053.07



California Online Public Schools (CalOPS)
MINUTES OF THE BOARD OF DIRECTORS MEETING
GOVERNING BOARD for:

California Connections Academy @ North Bay Charter (CalCAN)
California Connections Academy @ Central (CenCA)
California Connections Academy @ Ripon (CalCAR)
Capistrano Connections Academy (CapoCA)
CalCA Central Coast
CalCA Monterey Bay

Tuesday, April 23, 2019 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
2142 E. Yosemite, Merced, CA 95340
25858 Tanforan Drive, Madera, CA 93638
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
44304 Copper Moon Lane, Lancaster, CA 93536

I. Call to Order

Ms. Pavlich called the meeting to order at 3:38 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, Mike Henjum, Paul Hedrick and Adam Pulsipher (all via phone);

Board Members Joined During Meeting: Diana Rivas (via phone);

Board Members Absent: Dave Souza and Veronica Schreiber, Brooke Watkins;

Guests Present: Heather Tamayo, Capo Site Administrator; Franci Sassin and Julie Colombero, School staff (in person at CapoCA office); Richard Savage, Executive Director; Leslie Dombek, CalCAN Site Administrator; Marcus White, CenCA Site Administrator; Ritchie Ramero, School staff; Brian Rosta, Jay W. Ragley, Donna Kozub and Laura Coleman, Pearson Online & Blended Learning (POBL) staff (all via phone).

Oral Reports

In the absence of a quorum of Board members, Ms. Pavlich indicated the Board's intent to hear Oral Reports until additional members of the Board could join the meeting.

a. Executive Director's Report

i. Graduation Plans and End of Year Activities Update

Dr. Savage advised the Board of the school's planning for the upcoming high school graduation ceremony and encouraged Board members to attend. He further reviewed upcoming student and staff activities.

[Ms. Rivas joined at 3:39 p.m.]

ii. State Testing Update

Dr. Savage provided the Board with the ongoing state testing preparations by school staff members and participation rates.

iii. Potential New Charter School Update

Dr. Savage provided the Board with an update on the upcoming meetings with the various California school districts regarding potential new charter schools. He further discussed the expected timelines for the charter applications.

iv. Conferences Update

Dr. Savage provided the Board with an update on his recent attendance at conferences, presentations and outreach to encourage online education.

III. Public Comment

There were no public comments at this time.

IV. Routine Business

a. Approval of Agenda

Ms. Pavlich asked the Board to review the Agenda distributed prior to the meeting, and posted by April 19, 2019 in compliance with the Brown Act requirements. There Board requested to move Consent Item (f) Approval of Staff Compensation Plan for the 2019-2020 School Year to Action Items for additional explanation. There being no further changes noted, the following motion was made and seconded as follows:

RESOLVED, that the Agenda for the April 23, 2019 Board Meeting, as amended, is hereby approved.

The motion was approved unanimously.

V. Oral Reports

b. Executive Director's Report

i. Graduation Plans and End of Year Activities Update

This item was presented earlier in the meeting.

ii. State Testing Update

This item was presented earlier in the meeting.

iii. Potential New Charter School Update

This item was presented earlier in the meeting.

iv. Conferences Update

This item was presented earlier in the meeting.

c. Site Administrator's Reports

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.

1. Oversite Visit

On behalf of Ms. Mannix, Dr. Sassin reviewed with the Board the recent positive oversight visit and the ongoing partnership.

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.

d. CalCA Financial Report

i. P2 Submission Update

Dr. Sassin provided the Board with an update on the P2 submission.

ii. 990 Update

Dr. Sassin provided the Board with an update on the annual review and filing process for the schools' Form 990s. She advised the Board that the Form 990s will be sent for their review as required by law prior to submission to the Internal Revenue Service (IRS).

iii. Consolidated Financial Report

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

iv. 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.

v. 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.

vi. 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. There were no questions from the Board at this time.

vii. 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.

e. POBL Products, Services and Initiatives Update

Dr. Rosta reviewed Pearson Online & Blended Learning's (POBL) 2019-2020 Products, Services and Initiatives memo as included in the Board materials. He reviewed upcoming program enhancements, planned product roll-outs, and specific initiatives that are high on the priority list of POBL for the next school year, and beyond. He detailed curriculum changes and alignment initiatives, and reviewed the anticipated timeline for the next generation of the school's learning management system to be available.

VI. Consent Agenda

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

RESOLVED, the Consent Items:

- a. Approval of Minutes from the February 26, 2019 Board Meeting;
- b. Approval of Staffing Report;
- c. Approval of Connections Education Invoice(s);
- d. Approval of LiveSpeech Invoice(s);
- e. Ratification of Second Interim Reports;
- g. Approval of the School Calendar for the 2019-2020 School Year;
- h. Approval of the Administrative Calendar for the 2019-2020 School Year;
- i. Approval of Board President as Board Designee to Approve Summer Staffing Decisions for the 2019-2020 School Year;
- j. Approval of Revision(s) to 2018-2019 School Year State Specific Handbook: Student and Employee Communications;
- k. Ratification of CalCA North Bay (CalCAN) Charter Renewal; and
- l. Approval of School-Funded Summer School Budget; are hereby approved.

The motion passed unanimously.

VII. Action Items

a. Approval of CalCA Monterey Bay Memorandum of Understanding

Dr. Sassin reviewed with the Board the CalCA Monterey Bay Memorandum of Understanding (MOU), as included in the Board meeting materials. She further reviewed the negotiations by school leadership and noteworthy stipulations, including CalCAR enrollment exceptions. There being no further discussion, a motion was made and seconded as follows:

RESOLVED, that the CalCA Monterey Bay Memorandum of Understanding, as presented, is hereby approved.

The motion passed unanimously.

b. Approval of Statement of Agreement (SOA) with Pearson Online & Blended Learning

Mr. Ragley reviewed the process completed to date regarding the Statement of Agreement (SOA) with POBL, including negotiations with school leadership, Board counsel, POBL support staff and POBL Counsel. He further reviewed the timeline and process expected for consideration at a future Board meeting. There being no further discussion, this item was tabled.

c. Approval of Resolution and Participation in CalSTRS for CalCA Central Coast and CalCA Monterey Bay

Dr. Sassin reviewed with the Board the resolution and participation in the California State Teachers' Retirement System (CalSTRS) for the CalCA Central Coast and CalCA Monterey Bay schools in detail. She further noted that a copy of the resolution would be attached to the official Board meeting minutes. There being no further discussion, a motion was made and seconded as follows:

RESOLVED, that the Resolution and Participation in CalSTRS for CalCA Central Coast and CalCA Monterey Bay, as discussed, is hereby approved.

The motion passed unanimously.

d. Approval of Tulare County Special Education Local Plan Area (SELPA) Documentation for CalCA Central Coast and CalCA Monterey Bay

Dr. Sassin reviewed with the Board the Tulare County Special Education Local Plan Area (SELPA) Documentation for CalCA Central Coast and CalCA Monterey Bay, as included in the Board meeting materials in detail. There being no further discussion, a motion was made and seconded as follows:

RESOLVED, that the Tulare County Special Education Local Plan Area (SELPA) Documentation for CalCA Central Coast and CalCA Monterey Bay, as discussed, is hereby approved.

The motion passed unanimously.

e. Approval of Application to El Dorado Charter Special Education Local Plan Area (SELPA) and Associated Documentation

Dr. Sassin reviewed with the Board the Application to El Dorado Charter SELPA and Associated Documentation, as included in the Board meeting materials in detail. She reviewed the SELPA contingency plan in detail to ensure all schools are in one SELPA. There being no further discussion, a motion was made and seconded as follows:

RESOLVED, that the Application to El Dorado Charter Special Education Local Plan Area (SELPA) and Associated Documentation, as discussed, is hereby approved.

The motion passed unanimously.

f. Approval of Resolution of the Board of Directors to Authorize Bank Accounts

Dr. Sassin reviewed the proposed changes in bank account signers based upon the recent Board officer changes. There being no further discussion, a motion was made and seconded as follows:

RESOLVED, that the Resolution of the Board of Directors to Authorize Bank Accounts, as discussed, is hereby approved.

The motion passed unanimously.

g. Approval of Resolutions for Banking Transfers

Dr. Sassin reviewed with the Board the banking transfers resolutions for banking arrangements, as included in the Board meeting materials. There being no further discussion, a motion was made and seconded as follows:

RESOLVED, that the Resolutions for Banking Transfers, as discussed, is hereby approved.

The motion passed unanimously.

Approval of Staff Compensation Plan for the 2019-2020 School Year:

Dr. Savage reviewed with the Board the staff compensation plan for the 2019-2020 school year, as included in the Board meeting materials. He further reviewed the proposal to roll the bonus potential into the base salary for returning employees for the 2019-2020 school year. There being no further discussion, a motion was made and seconded as follows:

RESOLVED, that the Resolutions for Banking Transfers, as discussed, is hereby approved.

The motion passed unanimously.

VIII. Information Items

a. State & Strategic Client Relations Update

Mr. Ragley reviewed the recent legislative activities in California which may impact the school. Mr. Ragley further provided the Board with an update on support services and personnel provided to the school and Board by POBL. The Board discussed legislative activities in detail with Mr. Ragley.

b. 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 presented the quarterly School Operations Metrics to the Board. He reviewed the data included in the Board materials, highlighting the school's performance as compared with other Connections' partnering schools of similar size and years in operation.

c. Sponsoring District(s) Update

There was no update at this time.

d. Outreach Plan for the 2019-2020 School Year

Ms. Colombero reviewed the school's proposed Outreach Plan for the upcoming school year, as included in the Board materials. Ms. Colombero highlighted current and projected enrollment numbers, as well as planned activities for student recruitment.

[Mr. Henjum left at 5:01 p.m.]

[Ms. Rivas left at 5:03 p.m.]

CUSD Annual Oversight Report

At the request of the Board, this item was moved up on the agenda.

Dr. Sassin reviewed with the Board the recent positive oversight visit and the ongoing partnership with Capistrano Unified School District (CUSD).

[Ms. Rivas rejoined at 5:06 p.m.]

e. CCSA and NSBA Conference Updates

Ms. Rivas provided the Board with an update on her recent trips to the California Charter School Conference and National School Board Association Conference. She thanked the Board for the opportunity to attend the conferences and noted the value of the information presented and networking opportunities.

f. CUSD Annual Oversight Report

This item was reviewed earlier in the meeting.

g. Local Control Accountability Plan (LCAP) Update

Mr. Romero reviewed with the Board the Local Control Accountability Plan (LCAP) Dashboard as included in the meeting materials. He further reviewed the continued progress and timeline for the Board's consideration at a future meeting.

IX. Adjournment and Confirmation of Next Meeting on Tuesday, May 28, 2019 at 3:30 p.m. PT

There being no further business to discuss, the meeting was adjourned at 5:15 p.m. The next meeting is scheduled for Tuesday, May 28, 2019 at 3:30 p.m. PT.

Charter School Application for CalSTRS Activation

ES1026 (NEW 05/16)

CALSTRS

California State Teachers' Retirement System
P.O. Box 15275, MS 17
Sacramento, CA 95851-0275
800-228-5453
CalSTRS.com

Instructions

Prior to submitting contributions to CalSTRS, charter school must complete and submit the *Charter School Application for CalSTRS Activation* (ES1026) packet. Please complete all the following sections and the required documents. Email completed *Charter School Application for CalSTRS Activation* (ES1026) packet to CharterSchoolQuestions@CalSTRS.com.

Section 1-A: Charter School Profile Summary

ORGANIZATION NAME (CHARTER SCHOOL NAME)	CHARTER SCHOOL NUMBER (SBE 4-digit no.):
California Connections Academy Central Coast	2031
CORPORATION NAME (if applicable):	<input checked="" type="checkbox"/> Non Profit <input type="checkbox"/> For Profit
CHARTERING AUTHORITY:	
Cuyama Joint Unified School District	
LOCAL SCHOOL DISTRICT:	COUNTY:
Cuyama Joint Unified School District	Santa Barbara
SCHOOL START DATE:	CALSTRS COVERAGE EFFECTIVE DATE:
9/3/19	7/1/19
PRE-TAX CONTRIBUTIONS EFFECTIVE DATE: (reference: EPMC form)	CHARTER TERM FISCAL YEAR PERIOD: (reference: Charter Petition/MOU/Board Minutes)
7/1/19	FROM: July 1 TO: June 30
CONTACT NAME and TITLE:	
Frances Sassini, Director of Business Services	
CONTACT TELEPHONE:	CONTACT E-MAIL ADDRESS:
949-306-8498	fsassini@calca.connectionsacademy.org
MAILING ADDRESS:	
33272 Valle Rd	
CITY, STATE and ZIP CODE:	
San Juan Capistrano CA 92675	



OFFICIAL SIGNATURE

SIGNATURE DATE

Section 1-B: CalSTRS Contributions Report Structure

To be completed by the County Office of Education (COE) or the Authorizing District

Please select transmittal and data reporting structure of CalSTRS Contributions

<input type="checkbox"/> COE Report Unit ID (combined with authorizing COE)	Organization Code (RU ID# XX-XXX)
<input type="checkbox"/> School District Report Unit ID (combined with authorizing School District)	
<input type="checkbox"/> Charter School District Report Unit ID (combined with charter schools of the same corporation located within the same county)	
<input type="checkbox"/> New Report Unit ID (Independent from Charter School District, COE and School District)	



Charter School Application for CalSTRS Activation

CALSTRS®

continued

Section 2: EPMC – Employer Paid Member Contributions Resolution

- **School Board** - Charter School's School Board or the authorizing School District's School Board.
- **County Superintendent of Schools** - County Office of Education (COE).
- **Charter School** - Charter School Name.

Whereas, the California Connections Academy Central Coast School Board [California Online Public Schools via orange County Superintendent of Schools] has the authority to implement the provisions of Internal Revenue Code (IRC) section 414(h)(2); and

Whereas, the Teachers' Retirement Board of the California State Teachers' Retirement System (CalSTRS) adopted its resolution of IRC section 414(h)(2) on May 17, 1985; and

Whereas, the Internal Revenue Service has stated on August 27, 1985, that the implementation of the provisions of IRC section 414(h)(2) pursuant to the resolution of the Teachers' Retirement Board would satisfy the legal requirements of IRC section 414(h)(2); and

Whereas, the California Connections Academy Central Coast School Board [California Online Public Schools via orange County Superintendent of Schools] has determined that even though the implementation of the provisions of IRC section 414(h)(2) is not required by law, the tax benefit offered by IRC section 414(h)(2) should be provided to its employees who are members of CalSTRS.

NOW, THEREFORE, BE IT RESOLVED:

- I. That the California Connections Academy Central Coast School Board [California Online Public Schools via orange County Superintendent of Schools] will implement the provisions of IRC section 414(h)(2) by making employee contributions to CalSTRS on behalf of its employees who are members of CalSTRS. "Employee contributions" shall mean those contributions to CalSTRS which are deducted from the salary of employees and are credited to individual employees' accounts.
- II. That the contributions made by the California Connections Academy Central Coast Charter School [via orange County Superintendent of Schools] to CalSTRS, although designated as employee contributions, are being paid by the California Connections Academy Central Coast Charter School [via orange County Superintendent of Schools] in lieu of contributions by the employees who are members of CalSTRS.
- III. That employees shall not have the option of choosing to receive the contributed amounts directly instead of having them paid by the California Connections Academy Central Coast Charter School [via orange County Superintendent of Schools] to CalSTRS.

Charter School Application for CalSTRS Activation

CALSTRS®

continued

Section 2: EPMC Resolution (continued)

- IV. That the California Connections Academy Central Coast Charter School [via orange County Superintendent of Schools] shall pay to CalSTRS the contributions designated as employee contributions from the same source of funds as used in paying salary.
- V. That the Amount of the contributions designated as employee contributions and paid by the California Connections Academy Central Coast Charter School [via orange County Superintendent of Schools] to CalSTRS on behalf of an employee shall be the entire contribution required of the employee by the Teachers' Retirement Law (California Education Code sections 22000 et seq.).
- VI. That the contributions designated as employee contributions made by California Connections Academy Central Coast Charter School [via orange County Superintendent of Schools] to CalSTRS shall be treated for all purposes, other than taxation, in the same way that member contributions are treated by CalSTRS.
- VII. That the California Connections Academy Central Coast Charter School [via orange County Superintendent of Schools] shall make no contributions designated as employee contributions until CalSTRS has developed and implemented procedures for administering the provisions of IRC section 414(h)(2) and until CalSTRS has officially notified the California Connections Academy Central Coast Charter School [and orange County Superintendent of Schools] that it will accept contributions pursuant to IRC section 414(h)(2).

EPMC RESOLUTION EFFECTIVE DATE:
(must be the same as CalSTRS coverage effective date)

7/1/19

DATE ADOPTED BY THE SCHOOL BOARD:

OFFICIAL'S NAME and TITLE:



OFFICIAL'S SIGNATURE

SIGNATURE DATE

Section 3: Charter Petition

Attach a copy of current and approved charter school petition with this packet.

CHARTER PETITION DATE:

Approved 9-13-18

REFERENCE PAGE #:

1

CHARTER TERM FISCAL YEAR PERIOD:

July 1 to June 30

REFERENCE PAGE #:

149

RETIREMENT BENEFITS:

☒ CalSTRS ☒ Social Security ☐ Other Retirement

REFERENCE PAGE #:

104

for certified for classified

Charter School Application for CalSTRS Activation



continued

Section 4: Support Documents (optional or upon request by CalSTRS)

Support documents are requested to confirm charter petition amendments on retirement benefits, charter term effective dates, EPMC resolution effective dates, or other significant dates and information requiring clarification from Charter School or Charter School Board.

Support documents must be complete with Officials' Signatures and Dates.

Please select support document(s) submitted with this packet.

- ☐ Board Approved Minutes
- ☐ Memorandum Of Understanding (MOU)
- ☐ Other (please specify) _____

Charter School CalSTRS Activation – Instructions

CalSTRS Offers Retirement Benefits to Charter Schools

Charter schools have the unique ability to decide whether to provide CalSTRS benefits and services to their employees.

CalSTRS offers the following benefits to members:

- Defined Benefit Program
- Defined Benefit Supplement Program
- Pension2®, a voluntary supplemental savings plan
- Cash Balance Benefit Program

Criteria for a Charter School to Elect CalSTRS

During the initial writing of a charter petition, the school can elect to participate in the State Teachers' Retirement Plan administered by CalSTRS to provide retirement benefits for their employees.

Charter schools must meet the following criteria to participate in CalSTRS retirement programs:

- Recognized as a public charter by the California Department of Education
- Elect participation in CalSTRS and enroll eligible employees
- Submit a completed Charter School CalSTRS Activation (ES1026) packet to CalSTRS confirming participation before reporting contributions
- Report contributions to CalSTRS via school district or county office of education

Laws in California Education Code for Charter Schools

- California Education Code section 47605: Provides a charter school the option of participating in CalSTRS, CalPERS or Social Security.
- California Education Code section 47611: Informs charter schools that participation in CalSTRS means that all parts of the Teachers' Retirement Law apply to them in the same manner as to other public schools.
- California Education Code section 47611.3: Requires school districts of County Offices of Education to report contributions and data to CalSTRS on behalf of charter schools.

Required Documents from Charter Schools Electing CalSTRS

Prior to accepting contributions, CalSTRS requires a completed Charter School CalSTRS Activation (ES1026) packet consisting of the following documents:

- ☐ Section 1-A: Completed Charter School Profile Summary
- ☐ Section 1-B: Reporting Structure of CalSTRS Data and Contributions
- ☐ Section 2: Completed Pre-Tax Resolution Form - Employer Paid Member Contributions (EPMC)
- ☐ Section 3. Copy of Approved Charter School Petition
- ☐ Section 4. Other Support Documents: Approved Board Minutes or MOU

Email completed Charter School CalSTRS Activation (ES1026) packet to CharterSchoolQuestions@CalSTRS.com.

Charter School Application for CalSTRS Activation

CALSTRS®

continued

Section 2: EPMC Resolution (continued)

- IV. That the Calif Connections Academy Monterey Bay Charter School [via Orange] County Superintendent of Schools] shall pay to CalSTRS the contributions designated as employee contributions from the same source of funds as used in paying salary.
- V. That the Amount of the contributions designated as employee contributions and paid by the Calif Connections Academy Monterey Bay Charter School [via Orange] County Superintendent of Schools] to CalSTRS on behalf of an employee shall be the entire contribution required of the employee by the Teachers' Retirement Law (California Education Code sections 22000 et seq.).
- VI. That the contributions designated as employee contributions made by California Connections Academy Monterey Bay Charter School [via Orange] County Superintendent of Schools] to CalSTRS shall be treated for all purposes, other than taxation, in the same way that member contributions are treated by CalSTRS.
- VII. That the Calif Connections Academy Monterey Bay Charter School [via Orange] County Superintendent of Schools] shall make no contributions designated as employee contributions until CalSTRS has developed and implemented procedures for administering the provisions of IRC section 414(h)(2) and until CalSTRS has officially notified the Calif Connections Academy Monterey Bay Charter School [and Orange] County Superintendent of Schools] that it will accept contributions pursuant to IRC section 414(h)(2).

EPMC RESOLUTION EFFECTIVE DATE:
(must be the same as CalSTRS coverage effective date)

7/1/19

DATE ADOPTED BY THE SCHOOL BOARD:

OFFICIAL'S NAME and TITLE:



OFFICIAL'S SIGNATURE

SIGNATURE DATE

Section 3: Charter Petition

Attach a copy of current and approved charter school petition with this packet.

CHARTER PETITION DATE:

Approved 2/26/19

REFERENCE PAGE #:

1

CHARTER TERM FISCAL YEAR PERIOD:

July 1 to June 30

REFERENCE PAGE #:

129

RETIREMENT BENEFITS:

☒ CalSTRS ☒ Social Security ☐ Other Retirement

REFERENCE PAGE #:

111

for certificate for classified

Charter School Application for CalSTRS Activation



continued

Section 4: Support Documents (optional or upon request by CalSTRS)

Support documents are requested to confirm charter petition amendments on retirement benefits, charter term effective dates, EPMC resolution effective dates, or other significant dates and information requiring clarification from Charter School or Charter School Board.

Support documents must be complete with Officials' Signatures and Dates.

Please select support document(s) submitted with this packet.

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- ☐ Memorandum Of Understanding (MOU)
- ☐ Other (please specify) _____

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- ☐ Section 1-B: Reporting Structure of CalSTRS Data and Contributions
- ☐ Section 2: Completed Pre-Tax Resolution Form - Employer Paid Member Contributions (EPMC)
- ☐ Section 3. Copy of Approved Charter School Petition
- ☐ Section 4. Other Support Documents: Approved Board Minutes or MOU

Email completed Charter School CalSTRS Activation (ES1026) packet to CharterSchoolQuestions@CalSTRS.com.

Charter School Application for CalSTRS Activation

ES1026 (NEW 05/16)


CALSTRS®

California State Teachers' Retirement System
P.O. Box 15275, MS 17
Sacramento, CA 95851-0275
800-228-5453
CalSTRS.com

Instructions

Prior to submitting contributions to CalSTRS, charter school must complete and submit the *Charter School Application for CalSTRS Activation* (ES1026) packet. Please complete all the following sections and the required documents. Email completed *Charter School Application for CalSTRS Activation* (ES1026) packet to CharterSchoolQuestions@CalSTRS.com.

Section 1-A: Charter School Profile Summary

ORGANIZATION NAME (CHARTER SCHOOL NAME) <i>California Connections Academy Monterey Bay</i>		CHARTER SCHOOL NUMBER (SBE 4-digit no.):
CORPORATION NAME (if applicable): <i>California Online Public Schools</i>		<input checked="" type="checkbox"/> Non Profit <input type="checkbox"/> For Profit
CHARTERING AUTHORITY: <i>Scotts Valley Unified School District</i>		
LOCAL SCHOOL DISTRICT: <i>Scotts Valley Unified School District</i>	COUNTY: <i>Santa Cruz</i>	
SCHOOL START DATE: <i>9/3/19</i>	CALSTRS COVERAGE EFFECTIVE DATE: <i>7/1/19</i>	
PRE-TAX CONTRIBUTIONS EFFECTIVE DATE: (reference: EPMC form) <i>7/1/19</i>	CHARTER TERM FISCAL YEAR PERIOD: (reference: Charter Petition/MOU/Board Minutes) FROM: <i>July 1</i> TO: <i>June 30</i>	
CONTACT NAME and TITLE: <i>Frances Sassini, Director of Business Services</i>		
CONTACT TELEPHONE: <i>949-306-8498</i>	CONTACT E-MAIL ADDRESS: <i>fsassini@calca.connectionsacademy.org</i>	
MAILING ADDRESS: <i>33272 Valle Rd</i>		
CITY, STATE and ZIP CODE: <i>San Juan Capistrano CA 92675</i>		
		
OFFICIAL SIGNATURE		SIGNATURE DATE

Section 1-B: CalSTRS Contributions Report Structure

To be completed by the County Office of Education (COE) or the Authorizing District

Please select transmittal and data reporting structure of CalSTRS Contributions

<input type="checkbox"/> COE Report Unit ID (combined with authorizing COE)	Organization Code (RU ID# XX-XXX)
<input type="checkbox"/> School District Report Unit ID (combined with authorizing School District)	
<input type="checkbox"/> Charter School District Report Unit ID (combined with charter schools of the same corporation located within the same county)	
<input type="checkbox"/> New Report Unit ID (Independent from Charter School District, COE and School District)	



Charter School Application for CalSTRS Activation

CALSTRS®

continued

Section 2: EPMC – Employer Paid Member Contributions Resolution

- **School Board** - Charter School's School Board or the authorizing School District's School Board.
- **County Superintendent of Schools** - County Office of Education (COE).
- **Charter School** - Charter School Name.

Whereas, the Calif. Connections Academy Monterey Bay School Board [California Online Public Schools via
orange County Superintendent of Schools] has the authority to implement the provisions of Internal Revenue Code (IRC) section 414(h)(2); and

Whereas, the Teachers' Retirement Board of the California State Teachers' Retirement System (CalSTRS) adopted its resolution of IRC section 414(h)(2) on May 17, 1985; and

Whereas, the Internal Revenue Service has stated on August 27, 1985, that the implementation of the provisions of IRC section 414(h)(2) pursuant to the resolution of the Teachers' Retirement Board would satisfy the legal requirements of IRC section 414(h)(2); and

Whereas, the Calif. Connections Academy Monterey Bay School Board [California Online Public Schools via
orange County Superintendent of Schools] has determined that even though the implementation of the provisions of IRC section 414(h)(2) is not required by law, the tax benefit offered by IRC section 414(h)(2) should be provided to its employees who are members of CalSTRS.

NOW, THEREFORE, BE IT RESOLVED:

- I. That the Calif. Connections Academy Monterey Bay School Board [California Online Public Schools via
orange County Superintendent of Schools] will implement the provisions of IRC section 414(h)(2) by making employee contributions to CalSTRS on behalf of its employees who are members of CalSTRS. "Employee contributions" shall mean those contributions to CalSTRS which are deducted from the salary of employees and are credited to individual employees' accounts.
- II. That the contributions made by the California Connections Academy Monterey Bay Charter School [via orange
County Superintendent of Schools] to CalSTRS, although designated as employee contributions, are being paid by the California Connections Academy Monterey Bay Charter School [via orange
County Superintendent of Schools] in lieu of contributions by the employees who are members of CalSTRS.
- III. That employees shall not have the option of choosing to receive the contributed amounts directly instead of having them paid by the California Connections Academy Monterey Bay Charter School [via orange
County Superintendent of Schools] to CalSTRS.

Staffing Reports

New Hires

Name	Area	Compensation	Bonus Potential	Start Date
Harrison, Katherine B.	Teacher - Secondary	\$45,240.00	0.05	04/29/2019
Hertzler, Daniel J.	Teacher - Secondary	\$54,340.00	0.05	04/29/2019
Ross, Jordyn M.	School Counselor	\$51,940.00	0.05	04/22/2019
Simmons, Rebecca A.	Teacher - Special Edu	\$54,000.00	0.05	04/22/2019

Departing Employees

Name	Area	Last Day Worked	Reason
n/a			

Promotions/Transfers

Name	Previous Position	New Position	Compensation	Bonus	Effective Date
n/a					

Katherine Harrison

CERTIFICATION

Preliminary California Single Subject Credential – English December 2018

EDUCATION

University of San Francisco - Branch Campus, Sacramento, CA
Master of Arts in Education with Teaching Credential December 2018

Brigham Young University, Provo, UT

Bachelor of Arts in English and Women's Studies December 1998

TEACHING EXPERIENCE

Student Teacher Wheatland High School, Wheatland, CA Fall 2018

- Taught English 2 daily to a class of 30 sophomores using student-centered instruction
- Collaborated with my Master Teacher to plan standards-based, differentiated lessons
- Modified curriculum for English learners and students with IEP's by breaking concepts into simpler steps, using videos and visual aids, providing graphic organizers and interactive activities to enhance learning
- Established strong relationships with students and maintained a respectful classroom environment
- Designed an innovative tech-based final exam review that was also used by the other English 2 teachers
- Planned and facilitated a guest speaker's visit to all seven sophomore English classes
- Fulfilled a support role in English 4 and Yearbook, observed, assisted and taught lessons
- Attended weekly staff and department meetings to learn about various tech tools, PBIS, PALS program, CAASPP testing, departmental goals

Student Teacher Del Campo High School, Carmichael, CA July 2017

- Assisted in a Newcomer English Language Development class of 30 new English learners
- Taught lessons on beginning English grammar using Google slides, magazine collage activity, Four Square activity, and modeling use of sentence stems
- Accompanied students on a field trip to the state capitol, assisted and translated during the tour and activities

Substitute Teacher and Aide California Montessori Project, Shingle Springs, CA 2006 – 2011

- As a K-8 substitute teacher, implemented teachers' lesson plans while adapting curriculum when appropriate
- As an aide, administered K/1 reading program and 4/5 literature and reading comprehension groups, assisted teachers with classroom management, supervised playground
- Attended weekly staff meetings and annual staff trainings covering programs such as Rosetta Stone and Accelerated Reader, classroom management and Montessori philosophy

ADDITIONAL EXPERIENCE

Hotline/Teen Outreach YWCA Sonoma County , Santa Rosa, CA January 2015 - May 2016

- Completed 40-hour training and certified as a domestic violence counselor
- Answered safe house hotline, provided callers with agency resources and community referrals
- Presented Teen Dating Violence content to Sonoma County high schools

Parent Volunteer California Montessori Project, Shingle Springs CA 2003-2011

- Taught weekly small-group garden lessons to K-6 students
- Taught weekly dance lessons to 4/5 students, including performance preparation

Dance Teacher Center Stage Dance Academy July 2004 – June 2006

- Taught weekly clogging lessons, including choreography and performance preparation, to students age 7-18

Youth Leader/Teacher LDS Church, Cameron Park, CA 1996-2012

- Choreographed, directed and prepared youth age 8-18 for musical theater performances
- Taught church lessons and planned after-school activities for teens age 12-18

SKILLS AND INTERESTS

- Proficient with G Suite for Education (Classroom, Slides, Docs, Forms/Quizzes), Turnitin.com, Canvas, Zoom, Plickers, Kahoot, iMovie
- Beginning Spanish (currently studying to strengthen conversational Spanish skills)
- Conscious Discipline, Mindfulness in Education
- Eager to mentor students in leadership, drama, dance, yearbook and journalism
- Dance choreography and performance (particularly clogging, world dance, ballroom)

Daniel Hertzler, M.Ed

Objective

To be a leader and teacher who uses his strengths, experience, and expertise to support and develop school leaders, leadership teams, and students, nurture and shape school culture, support teacher efficacy, and ultimately foster student achievement and growth towards their personal goals.

Relevant Qualifications

Ability to build highly effective and cohesive leadership teams that lead adaptively through strong relationships and a dedication to a common vision and set of core beliefs.

Experienced in the integration of technology into the classroom as well as the daily habits and routines of both staff and students.

Knowledgeable in Local Control Funding Formula and Local Control Accountability Plans

Accomplished at using data to drive and influence instructional programs

Experienced in Adult Management, Human Resources, and conflict management and resolution through restorative practices

In depth knowledge of the California Charter Petition and Renewal process.

A belief and practice of distributed leadership that encourages all staff members to take part in leadership practices and growth minded risk-taking.

Education

Clear Administrative Services Credential School Leadership Program (SLP) California State University at Dominguez Hills, September 2015 – August 2017.

Master of Arts Degree in Educational Administration & Tier 1 Administrative Credential Charter and Autonomous Schools Leadership Academy (CASLA) California State University at Dominguez Hills, August 2014.

Single Subject CLAD Teaching Credential - Social Science California State University at Fullerton, December 2006.

Bachelor of the Arts Degree in Biblical Studies with an emphasis in Youth Ministries The Master's College, Santa Clarita, CA May 2003.

Leadership Experience

Board of Directors - Vice Chair

Intellectual Virtues Academies of Long Beach: Charter Middle and High Schools

May 2016 - Present

IVA's purpose is to foster meaningful growth in the personal qualities of a good thinker and learner through an Intellectual Virtues Educational Model.

Member of Academic Oversight, Educational Leadership, and Marketing standing committees.

Responsible for oversight and supervision of school site leadership, fiscal oversight of both middle school and high school.

Support school leaders with authorizer communication and charter renewal processes.

Assistant Principal

Ánimo Ellen Ochoa Charter Middle School: Green Dot Public Charter Schools. East Los Angeles.

July 2016 – June 2018.

Worked collaboratively toward the accomplishment of the mission to move all students toward being prepared for "College, Leadership, and Life".

Served a high needs population of students with approximately 15% special education students, 70% English language learners and 93% Free or Reduced Lunch Program.

Oversaw 6th grade team at separate satellite campus during a year of facilities transition.

Full Certification in the College Ready Teaching Framework (CRTF)

Responsible for the formal and informal observation, evaluation, and coaching of 6th grade teaching staff based on the College Ready Teaching Framework

Implemented and managed a "Safe & Civil" Plan for student movement and safety based on the Safe & Civil Schools Model

Utilized extensive Tableau based data system to manage and monitor school data including but not limited to SART processes, Grades, English Language Learner reclassification, Behavioral tracking, and Math and English Intervention progress monitoring.

Daily use of PowerSchool and LAUSD Welligent Student Information Software

Participated in yearlong, monthly PD series with The National Equity Project.

Director of Instructional Operations & CA Charter Development

Opportunities for Learning & Options for Youth Public Charter Schools; April 2015 – June 2016

Supervised 6 Principals covering 35 resource centers and approximately 435 certificated and classified staff members serving approximately 7,000 students.

Responsible for fostering and maintaining strong relationships with four chartering districts.

Coordinated charter petition writing for start-up and renewal charter petitions.

Managed school budgets, projections, and strategic growth plans for each charter and region.

Principal & Regional Supervisor

Opportunities for Learning Public Charter School; San Gabriel Valley & Los Angeles regions

June 2012 – March 2015

Led diverse leadership teams of assistant principals, instructional coaches, and student advisors who, as a team, developed and maintained a culture of high expectations and compassion for an underserved and 'at risk' student population.

Worked with LAUSD Diploma Project schools to give struggling students educational options beyond the school environments where they were struggling.

Designed and implemented "LEADership Academy" program for Assistant Principals and other leadership staff in an effort to deepen the bench of future leaders in our schools.

Led team through the acquisition of and transition to new charter with Duarte USD.

Managed and developed more than 100 staff members over 7 school sites.

Planned, organized, and hired for new school site locations in the cities of Duarte and Cudahy.

Helped develop and pilot Character Education class that is currently being used school wide.

Jordyn M Ross

EDUCATION

M.Ed. Educational Psychology: School Counseling, University of Utah May 2014

B.S. Integrated Studies: Biology and Communications, Dixie State University Dec. 2011

PROFESSIONAL EXPERIENCE

Online ESL Teacher, VIPkid, Online (Remote), April 2017-Current

- Provide an international learning experience to children in China ages 4-12
- Help immerse children, one-on-one, in English language instruction as a qualified teacher
- Teach content based on the U.S. common Core Standards with a flipped classroom approach that fosters creativity and critical thinking skills
- Worked with faculty and staff to make sure all students had equal opportunities for education

Administrative Assistant, Fishbone Seafood, Gardena, California (remote work), 2018

- Utilized Google Drive for email, documents, sheets, and team drives
- Set up food delivery services for Postmates, Doordash, GrubHub, and Uber Eats
- Designed and edited restaurant menu
- Communicated with radio stations about advertisements
- Communicated with restaurant owner and other staff in order to make restaurant processes more efficient

Middle School Counselor, Desert Hills Middle School, St. George, Utah Aug. 2016-May 2017

- Met with students to create and revise schedules
- Met with students in groups and individually for various academic and social reasons
- Met with parents and students to plan for future schooling and career goals
- Worked with faculty and staff to make sure all students had equal opportunities for education

Academic Advisor, Dixie State University, St. George, Utah,, Aug. 2016-May 2017

- Met with students for advisement, registration, and graduation certification
- Helped students choose the correct classes for graduation requirements
- Assisted with recruitment and orientation sessions
- Referred students to other agencies for assistance
- Served on various committees including: The Inclusion and Equity Task Force and UWHEN (Utah Women in Higher Education)

SERVICE AND HONORS

California Pupil Personnel Services Credential: Professional Educator License

Completed The CCTI Training Modules: 100 hours of training in College and Career Readiness

BPW (Business and Professional Women) Scholarship recipient, Spring 2013 and Spring 2014

Academic Scholarship, Dixie State University, Fall 2008-Fall 2011

ACTIVITIES AND INTERESTS

Previous member of Dixie State University's Women's Soccer Team, 2008-2011

Passionate about technology and helping others

Rebecca Simmons

PROFESSIONAL SUMMARY

TECHNOLOGY RICH, PROJECT BASED LEARNING FOCUSED SPECIAL EDUCATION TEACHER WHO CREATES A RELATIONSHIP AND ENVIRONMENT WHERE ALL STUDENTS ARE SUCCESSFUL AND ACCEPTED. STUDENT FOCUSED LEARNING MODELS CREATE TRUST AND ENTHUSIASM IN LEARNING TO ENCOURAGE STUDENTS TO TAKE OWNERSHIP OF THEIR LEARNING PROCESS.

EDUCATION

- WEST VIRGINIA UNIVERSITY – MASTER’S OF ARTS: SPECIAL EDUCATION
MULTICATEGORICAL 5-ADULT MORGANTOWN, WV
Magna Cum Laude Cumulative GPA 3.75
August 2013 – May 2015
- WEST VIRGINIA UNIVERSITY AT PARKERSBURG – BACHELOR OF APPLIED SCIENCE
BUSINESS MANAGEMENT; BUSINESS INFORMATION TECHNOLOGY PARKERSBURG, WV
Magna Cum Laude Cumulative GPA 3.75
January 2007 – December 2012
Professional Development (Post Grad)
- MARSHALL UNIVERSITY – 5 HOURS
Integrated Math I & II; Fundamentals of Math I & II
- CONCORD UNIVERSITY – 3 HOURS
Computers, Applications, and Game Design I

PROFESSIONAL EXPERIENCE

MISSION ACADEMY – LANCASTER, CA
LEARN 4 LIFE, INC.
November 2018 – Present
Online Special Education Teacher

- Special Education Instructor (Grades 6 -12)
- Case Manager

PROFESSIONAL EXPERIENCE (CONTINUED)

BARBOUR COUNTY SCHOOLS – BARBOUR COUNTY, WV
December 2017 – August 2018
Special Education Teacher; Homebound Teacher; Virtual Instructor

- Gifted Instructor (Grades 1-12)
- Special Education Instructor (Grades K-12)
- Homebound Instructor (Grades K-12)
- Virtual School Facilitator (Grades K-12)
- Inclusion Teacher (Grades 6-8)

RANDOLPH COUNTY SCHOOLS – RANDOLPH COUNTY, WV
November 2014 – October 2017
Special Education Teacher; Homebound Teacher

- Gifted Instructor (Grades 1-12)
- Special Education Instructor (Grades K-12)
- Homebound Instructor (Grades K-12)
- Inclusion Teacher (Grades 9-12)

RESA VII – RANDOLPH COUNTY, WV
November 2014 – June 2015
Limited English Proficiency Teacher

- English Instructor to English Language Learners

BARBOUR COUNTY SCHOOLS – BARBOUR COUNTY, WV
August 2014 – June 2015
Substitute Teacher; Long – Term Special Education Substitute

RANDOLPH COUNTY SCHOOLS – RANDOLPH COUNTY, WV
August 2013 – May 2015
Student Teaching; Field Experience

RESA VII – RANDOLPH COUNTY, WV
October 2012 – June 2014
Behavior Interventionist

RANDOLPH COUNTY SCHOOLS – RANDOLPH COUNTY, WV
March 2012 – October 2012
Substitute Secretary; Substitute Aide

REFERENCES

MIKE FERGUSON
DIRECTOR OF STUDENT SERVICES
BARBOUR COUNTY SCHOOLS
PHILIPPI, WV



INVOICE

Customer Bill-to:

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

Attention:

Accounts Payable

Customer Ship-to:

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

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

10960 Grantchester Way
Columbia, MD 21044
Tel: 1-866-842-7428(Option-2)

Email:

poblsalesops@pearson.com

Tax ID No:

68-0519943

Invoice Number : 91000002481

Date : 15-MAY-2019

Due Date : 14-JUN-2019

Payment Terms : NET 30

Customer Account : 3903212

Project Number : 82036371

Currency : USD

Shipment Terms :

Purchase Order Number : CalCAN

Number of Pages : Page 1 of 2

Total Ordered Quantity (No. Of Items) :	8
Net Amount :	USD \$112,058.53
Tax Total :	USD \$0.00
Invoice Total :	USD \$112,058.53
Amount Due :	USD \$112,058.53

REMITTANCE INFORMATION

Make Checks Payable to:

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

Bank Wire to:

Bank Name

ABA ACH No

ABA Wire No

SWIFT Code

A/C No

Bank Account Name

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

Always quote your invoice number when paying

Invoice Number: 91000002481							Page 2 of 2
Project Number	Project Agreement Number	Description	Quantity	List Price	Net Price	Tax	Line Total
82036371	CalCAN	Direct Charges	1		152,655.23	0.00	152,655.23
82036371	CalCAN	Pass Through	1		10,043.91	0.00	10,043.91
82036371	CalCAN	Adjust April 19 Benefits	1		132.26	0.00	132.26
82036371	CalCAN	Adjust April 19 BWH	-1		86.69	0.00	-86.69
82036371	CalCAN	Adjust April 19 CFNB	1		19.79	0.00	19.79
82036371	CalCAN	Adjust April 19 PT amount	-1		873.30	0.00	-873.30
82036371	CalCAN	Adjust April 19 Sub Teacher Amount	-1		49,735.17	0.00	-49,735.17
82036371	CalCAN	Remove April 19 Facility Support Services	-1		97.50	0.00	-97.50
Invoice Total			Subtotal		Total Tax		Invoice Total
			USD		USD		USD
			\$112,058.53		\$0.00		\$112,058.53



Pearson

Charges for the Following Period:

April 2019

Compensation Expenses

Benefits - Administration	1,434.29
Benefits - Instructional	9,865.31
	<hr/> 11,299.60

Enrollment/Unit Based Charges

Student Technology Assistance	15,429.17
Connexus™ Annual License (EMS)	11,300.00
Technical Support and Repairs	2,825.00
Tangible and Intangible Instructional Materials	30,072.92
Curriculum Postage	866.25
Enrollment and Records Management	1,050.00
Educational Resource Center	2,373.00
Direct Course Instruction Support	370.50
School Curriculum Supplies	475.00
Hardware/Software - Employees	730.00
Human Resources Support	1,520.83
Accounting and Regulatory Reporting	941.67
	<hr/> 67,954.34

Revenue Based Charges

Special Education Oversight and Liability	4,026.26
Special Education Direct Services	4,270.50
School Administration	9,663.02
Marketing Services	1,610.50
Treasury Services	2,415.76
	<hr/> 21,986.04

Pass Through Expenses

5,341.51

Short Term Substitute Teaching Services

1,714.83

Withholdings

4,946.05

Credit for Non-Billable Earnings Paid By the Schools

(1,183.84)

Total Amount Due

\$	112,058.53
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INVOICE

Customer Bill-to:

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

Attention:

Accounts Payable

Customer Ship-to:

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

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

10960 Grantchester Way
Columbia, MD 21044

Tel: 1-866-842-7428(Option-2)

Email:

poblsalesops@pearson.com

Tax ID No:

68-0519943

Invoice Number : 91000002478

Date : 15-MAY-2019

Due Date : 14-JUN-2019

Payment Terms : NET 30

Customer Account : 3922001

Project Number : 82036369

Currency : USD

Shipment Terms :

Purchase Order Number : CenCA

Number of Pages : Page 1 of 2

Total Ordered Quantity (No. Of Items) :		7
Net Amount :	USD	\$236,831.67
Tax Total :	USD	\$0.00
Invoice Total :	USD	\$236,831.67
Amount Due :	USD	\$236,831.67

REMITTANCE INFORMATION**Make Checks Payable to:**

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

Bank Wire to:

Bank Name

ABA ACH No

ABA Wire No

SWIFT Code

A/C No

Bank Account Name

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

Always quote your invoice number when paying

Invoice Number: 91000002478							Page 2 of 2
Project Number	Project Agreement Number	Description	Quantity	List Price	Net Price	Tax	Line Total
82036369	CenCA	Pass Through	1		24,625.83	0.00	24,625.83
82036369	CenCA	Direct Charges	1		209,912.64	0.00	209,912.64
82036369	CenCA	Adjust April 19 BWH	1		144.83	0.00	144.83
82036369	CenCA	Adjust April 19 CFNB	-1		33.08	0.00	-33.08
82036369	CenCA	Adjust April 19 Benefits	-1		14.66	0.00	-14.66
82036369	CenCA	Adjust April 19 Passthrough Amount	-1		2,121.57	0.00	-2,121.57
82036369	CenCA	Adjust April 19 Sub Teacher Services	1		4,317.68	0.00	4,317.68
Invoice Total			Subtotal		Total Tax		Invoice Total
			USD		USD		USD
			\$236,831.67		\$0.00		\$236,831.67



Pearson

Charges for the Following Period:

April 2019

Compensation Expenses

Benefits - Administration	3,909.16
Benefits - Instructional	24,838.69
	<hr/> 28,747.85

Enrollment/Unit Based Charges

Student Technology Assistance	25,683.33
Connexus™ Annual License (EMS)	22,665.00
Technical Support and Repairs	5,666.25
Tangible and Intangible Instructional Materials	59,727.09
Curriculum Postage	1,861.75
Enrollment and Records Management	2,256.67
Educational Resource Center	4,759.65
Direct Course Instruction Support	655.50
School Curriculum Supplies	1,083.33
Hardware/Software - Employees	1,485.00
Human Resources Support	3,093.75
Community Outreach	2,083.25
Accounting and Regulatory Reporting	1,888.75
	<hr/> 132,909.32

Revenue Based Charges

Special Education Oversight and Liability	8,545.17
Special Education Direct Services	10,419.58
School Administration	20,508.40
Marketing Services	3,418.06
Treasury Services	5,127.10
	<hr/> 48,018.31

Pass Through Expenses

13,276.90

Short Term Substitute Teaching Services

4,317.68

Withholdings

12,583.30

Credit for Non-Billable Earnings Paid By the Schools

(3,021.69)

Total Amount Due

\$	236,831.67
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INVOICE

Customer Bill-to:

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

Attention:

Accounts Payable

Customer Ship-to:

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

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

10960 Grantchester Way
Columbia, MD 21044

Tel: 1-866-842-7428(Option-2)

Email:

poblsalesops@pearson.com

Tax ID No:

68-0519943

Invoice Number : 91000002480

Date : 15-MAY-2019

Due Date : 14-JUN-2019

Payment Terms : NET 30

Customer Account : 3922560

Project Number : 82036370

Currency : USD

Shipment Terms :

Purchase Order Number : CalCAR

Number of Pages : Page 1 of 2

Total Ordered Quantity (No. Of Items) :	8
Net Amount :	USD \$595,888.26
Tax Total :	USD \$0.00
Invoice Total :	USD \$595,888.26
Amount Due :	USD \$595,888.26

REMITTANCE INFORMATION**Make Checks Payable to:**

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

Bank Wire to:

Bank Name

ABA ACH No

ABA Wire No

SWIFT Code

A/C No

Bank Account Name

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

Always quote your invoice number when paying

Invoice Number: 91000002480							Page 2 of 2
Project Number	Project Agreement Number	Description	Quantity	List Price	Net Price	Tax	Line Total
82036370	CalCAR	Direct Charges	1		521,364.25	0.00	521,364.25
82036370	CalCAR	Pass Through	1		68,275.34	0.00	68,275.34
82036370	CalCAR	Adjust April 2019 BWH	-1		74.64	0.00	-74.64
82036370	CalCAR	Adjust April 19 CFNB	1		17.06	0.00	17.06
82036370	CalCAR	Adjust April 19 Benefits	1		759.09	0.00	759.09
82036370	CalCAR	Adjust April 19 Passthrough	-1		5,613.23	0.00	-5,613.23
82036370	CalCAR	Adjust April 19 Sub Teacher Expense	1		11,669.89	0.00	11,669.89
82036370	CalCAR	Remove April 19 Facility Support	-1		509.50	0.00	-509.50
Invoice Total			Subtotal		Total Tax		Invoice Total
			USD		USD		USD
			\$595,888.26		\$0.00		\$595,888.26



Pearson

Charges for the Following Period:

April 2019

Compensation Expenses

Benefits - Administration	10,975.17
Benefits - Instructional	67,137.53
	78,112.70

Enrollment/Unit Based Charges

Student Technology Assistance	60,614.58
Connexus™ Annual License (EMS)	66,300.00
Internet Subsidy Payment Processing	-
Technical Support and Repairs	16,575.00
Tangible and Intangible Instructional Materials	126,164.59
Curriculum Postage	3,839.00
Enrollment and Records Management	4,653.33
Educational Resource Center	13,923.00
Direct Course Instruction Support	2,622.00
School Curriculum Supplies	2,320.83
Hardware/Software - Employees	3,225.00
Human Resources Support	6,718.75
Community Outreach	4,166.50
Accounting and Regulatory Reporting	5,525.00
Facility Support Services	-
	316,647.58

Revenue Based Charges

Special Education Oversight and Liability	22,500.96
Special Education Direct Services	27,849.33
School Administration	54,002.30
Marketing Services	9,000.39
Treasury Services	13,500.58
	126,853.56

Pass Through Expenses	36,637.59
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Short Term Substitute Teaching Services	11,669.89
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Withholdings	34,190.70
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Credit for Non-Billable Earnings Paid By the Schools	(8,223.76)
------------------------------------------------------	------------

Total Amount Due	\$ 595,888.26
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INVOICE

Customer Bill-to:

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

Attention:

Accounts Payable

Customer Ship-to:

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

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

10960 Grantchester Way
Columbia, MD 21044

Tel: 1-866-842-7428(Option-2)

Email:

poblsalesops@pearson.com

Tax ID No:

68-0519943

Invoice Number : 91000002479

Date : 15-MAY-2019

Due Date : 14-JUN-2019

Payment Terms : NET 30

Customer Account : 3921999

Project Number : 82036368

Currency : USD

Shipment Terms :

Purchase Order Number : CapoCA

Number of Pages : Page 1 of 2

Total Ordered Quantity (No. Of Items) :	9
Net Amount :	USD \$1,889,635.49
Tax Total :	USD \$0.00
Invoice Total :	USD \$1,889,635.49
Amount Due :	USD \$1,889,635.49

REMITTANCE INFORMATION**Make Checks Payable to:**

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

Bank Wire to:

Bank Name

ABA ACH No

ABA Wire No

SWIFT Code

A/C No

Bank Account Name

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

Always quote your invoice number when paying

Invoice Number: 91000002479							Page 2 of 2
Project Number	Project Agreement Number	Description	Quantity	List Price	Net Price	Tax	Line Total
82036368	CapoCA	Direct Charges	1		1,669,349.04	0.00	1,669,349.04
82036368	CapoCA	Pass Through	1		196,723.47	0.00	196,723.47
82036368	CapoCA	Adjust April 19 Benefits	1		3,911.97	0.00	3,911.97
82036368	CapoCA	Adjust April 19 BWH	1		16.50	0.00	16.50
82036368	CapoCA	Adjust April 19 CFNB	-1		3.76	0.00	-3.76
82036368	CapoCA	Adjust April 19 PT Charges	-1		12,438.83	0.00	-12,438.83
82036368	CapoCA	Adjust April 19 Sub Teacher	1		33,747.60	0.00	33,747.60
82036368	CapoCA	Remove April 19 Facilities Support Services	1		1,670.50	0.00	1,670.50
82036368	CapoCA	Adjust April 19 Facilities Support (reverse and correct)	-1		3,341.00	0.00	-3,341.00
Invoice Total			Subtotal		Total Tax		Invoice Total
			USD		USD		USD
			\$1,889,635.49		\$0.00		\$1,889,635.49



Pearson

Charges for the Following Period:

April 2019

Compensation Expenses

Benefits - Administration	33,164.55
Benefits - Instructional	194,147.00
	<hr/> 227,311.55

Enrollment/Unit Based Charges

Student Technology Assistance	181,795.83
Connexus™ Annual License (EMS)	205,950.00
Technical Support and Repairs	51,487.50
Tangible and Intangible Instructional Materials	391,433.34
Curriculum Postage	12,619.75
Enrollment and Records Management	15,296.67
Educational Resource Center	43,249.50
Direct Course Instruction Support	8,008.50
School Curriculum Supplies	8,616.67
Hardware/Software - Employees	11,795.00
Human Resources Support	24,572.92
Community Outreach	45,831.50
Accounting and Regulatory Reporting	17,162.50
	<hr/> 1,017,819.68

Revenue Based Charges

Special Education Oversight and Liability	89,597.50
Special Education Direct Services	76,559.50
School Administration	183,742.79
Marketing Services	30,623.79
Treasury Services	45,935.70
	<hr/> 426,459.28

Pass Through Expenses

108,779.38

Short Term Substitute Teaching Services

33,747.60

Withholdings

99,495.78

Credit for Non-Billable Earnings Paid By the Schools

(23,977.78)

Total Amount Due

\$ 1,889,635.49

California Online Public Schools

Health & Safety Policies

Submitted for approval on May 28, 2019

To go into effect immediately upon approval
Applicable to all California Connections Academy Schools

The California Online Public Schools (the “Corporation”) Board of Directors (“Board”) has approved the following Health and Safety Policies to provide a safe environment for students and staff, and reduce the liability of the California Connections Academy Schools (the “Schools”).

The Schools will work with Connections Education, the Schools’ insurance carriers, sponsoring districts, and other appropriate entities to ensure that this policy is implemented. The Schools will comply with applicable local, state and federal laws regarding Health and Safety. The School Safety Plan will be consistent with these Health and Safety Policies.

The appropriate sections of these policies and/or the implementation of these policies will be incorporated into the Employee and School Handbooks. The Executive Director is responsible for implementation of these Health and Safety Policies.

School Employees

1. All employees will provide a current Tuberculosis Risk Assessment and/or appropriate Tuberculosis examination documentation in accordance with the current procedures and timelines implemented by Human Resources and/or the Schools’ designated Administrative staff. New employees will provide this within two weeks of employment. School staff will not be permitted to attend in-person school events until a current Risk Assessment or clearance has been provided.
2. Credentialed employees will maintain current certification in CPR as required by their credential. The Schools may additionally require employees who work in direct contact with students to have First Aid certification. Employees will be informed of the current requirements or guidelines by Human Resources and/or the School’s designated Administrative staff.
3. In accordance with Ed Code Sections 44830.1 and 45122.1 , all employees will submit fingerprints for a criminal background check prior to employment. No employee can be employed by the School unless their criminal clearance has been received, reviewed and approved in accordance with the current procedures implemented by the Schools.
4. Volunteers or outside contractors or vendors may also be subject to a criminal background check. Such persons who only have “limited contact” with students, as determined by the Corporation in its sole discretion, will be exempt. The Executive Director or designee will consider the circumstances as listed in Ed. Code Section 45125.1 (c) when deciding whether there is more than “limited contact”. The Executive Director or designee will ensure that

California Connections Academy Schools Health and Safety Policies

appropriate measures are taken to protect the safety of students that may come in contact with any person affiliated with the organization who has not received criminal record clearance.

5. The School will maintain a drug, alcohol and tobacco-free workplace, including e-cigarettes and vaping. The School's Employee Handbook will include the current guidelines regarding drug testing. Employees who violate the drug, alcohol or tobacco policies are subject to disciplinary action in accordance with current school policies and the Employee Handbook.

6. The Schools' employees will participate in Blood-Borne Pathogen Training annually, or as otherwise required by law. The training will include preventing contact with blood-borne pathogens as well as procedures if employees come into possible contact with blood-borne pathogens.

7. Employees are expected to use safe work practices at all times and to immediately report and correct any unsafe conditions that may occur. The Schools will develop guidelines for basic workplace safety policies, procedures and training, and will inform employees that they are responsible for immediately reporting any work related injury or illness to their supervisor or Human Resources.

8. The Schools will post Employee Safety information as required by law at any school office location.

9. The Corporation will maintain Workers' Compensation insurance coverage for its employees. The Corporation may also, at the discretion of the Board, implement a separate disability insurance policy for full time employees. Worker's Compensation insurance may not include coverage for volunteers or other members of the community who participate in School events.

10. All employees will receive regular training on preventing and reporting harassment (including sexual harassment) and the School Safety Plan will include a statement that the learning and work environment is to be free from harassment.

11. All employees will participate in annual training on child abuse reporting, and Human Resources will monitor completion of the training to be sure employees have completed it within the legally required timelines. The training will provide procedures and resources to employees for reporting suspected abuse or neglect. Additional information on the procedures will be included in the School Safety Plan.

Facilities

1. Safety considerations will be given a high priority in selecting a facility for the school office(s).

2. The School will operate in a facility that meets local building and fire safety codes.

California Connections Academy Schools Health and Safety Policies

3. The School will consult with the local Fire Marshall, as required, to ensure fire safety has been adequately addressed.
4. The facility will be equipped with an operational fire extinguisher. A functional fire alarm system, or suitable alternative, such as a sprinkler system, will also be in place. The School Safety Plan will address additional procedures to be implemented in case of fire or natural disasters.
5. All visitors to the School office(s) will sign in at the front desk. The School reserves the right to control who is in the school facility.

Fire/Natural Disaster/Intruder

1. The School will develop a School Safety Plan. In addition to plans for natural or man-made disasters, the School Safety Plan will also include procedures in case of a human threat (e.g. intruder/active shooter) at a School facility or School event venue. Procedures for staff training regarding emergency incident will be included in the Plan.
2. The School Safety Plan will include emergency site evacuation plans for the school offices. The evacuation plan will be coordinated with any other plans or requirements of the landlord and/or property management company, when applicable. The evacuation diagrams will be posted in the School offices in appropriate locations.
3. In the event of closure of the School offices due to an emergency closure, a process developed by Executive Director or designee will be in place to notify the Schools' families. The current notification process will be included in the School Handbook and State-Specific Handbook Supplement.
4. The Schools will maintain an emergency first aid kits at each office. The Site Administrator or designee is responsible for making sure the emergency kit is updated periodically. The School Safety Plan will include additional information on providing emergency medical care and/or first aid.
5. The Schools will maintain a list of all employees who regularly work on site at the School offices. This list, as well as the sign-in list of visitors, will be removed from the office in the case of an emergency evacuation.

Student Safety

1. The School will develop school safety guidelines and a Student Code of Conduct. These guidelines will be published in the School Handbook and/or the State-Specific Handbook Supplement. The safety guidelines will include an Internet safety policy. The Student Code of Conduct will include prohibition against threatening or harassing behavior, including sexual harassment, towards other students, staff, or other members of the school community.

California Connections Academy Schools Health and Safety Policies

2. If a student consistently breaks the rules and/or creates an environment that is not safe for fellow students, steps will be taken in accordance with the School's discipline policy as set out in the School Handbook and/or the State-Specific Handbook Supplement.
3. The School Safety Plan will contain information about how School staff can protect the safety of students online, as well as at School events or at one of the school offices.

Student Health

1. All students will provide their School with documentation of immunization in accordance with current California law applicable to independent study programs. The Schools will maintain this documentation as part of the student's permanent record. Students without evidence that they have received the proper immunizations will be excluded from participation at any classroom based activities. The definition of 'classroom based activities', if any are offered, will be included in the Schools' State Specific Handbook Supplement.
2. The Schools are a virtual schools and while outbreaks of a contagious illness are unlikely, the Schools shall notify all families if an unusual outbreak occurs that is related to a School activity.
3. Students entering the public school system in first grade, or for the first time if older, shall provide the school with the results of a health exam, or an appropriate waiver, during the enrollment process, in accordance with applicable laws.
4. The Schools will maintain health information and emergency information on each student. The Schools will ensure that students' records are updated. School staff members will have access to students' emergency contact information for emergency purposes.
5. The Schools will maintain a drug, alcohol and tobacco free environment (including e-cigarettes and vaping) at the school site and all school events. Students who violate this policy are subject to disciplinary action in accordance with the Schools' discipline policies in the School Handbook and/or State Specific Handbook Supplement.
6. All employees will be notified in the Employee Handbook and during the annual Child Abuse Training of their responsibility to report any suspected instances of child abuse to the proper authorities. The School Safety Plan also contains procedures and resources for reporting suspected abuse.
7. Since the Schools' students do not attend the Schools in a classroom setting, administration of medications or prescription drugs remains completely the responsibility of the parent or guardian.
8. The School does not currently provide health screenings, such as vision, hearing, dental or scoliosis screening, for students. In the case where a student's health may be affecting the

California Connections Academy Schools Health and Safety Policies

student's academic performance, the Special Education staff may assist families in undergoing such screenings.

Field Trip/ School Event Safety

1. Parents maintain responsibility for student safety during school events. The Schools will develop appropriate procedures for field trips and other school events and these will be made available to families in the School Handbook and/or State Specific Handbook Supplement, and to staff through procedural manuals and/or the School Safety Plan. Release forms and other permission slips will be utilized by the School staff for School events.

While the School strongly discourages it, students over the age of 18 may attend field trips or other School events without adult supervision, and may drive to such events in accordance with the School's Student Driving Policy in the School Handbook and State-Specific Handbook Supplement. Students who attend school events without adult supervision are responsible for appropriate conduct in accordance with the School's guidelines.

Under limited circumstances, as laid out in the State Specific Handbook Supplement, students over the age of 16 may drive to certain School events with parental permission and in accordance with any applicable state law.

2. First Aid measures may be administered by trained school staff members in case of accident or injury during a School event. The School Safety Plan will address emergency medical situations at School events and will provide additional procedures for various types of incidents.

Legal Requirements

1. The Corporation, on behalf of the Schools, will ensure that other legally required policies and procedures related to Health and Safety are in place, including, but not limited to a School Safety Plan, a Suicide Prevention Policy, prevention of bullying, information on access to mental health resources and prevention of human trafficking, etc. These items may be included in the State Specific School Handbook Supplement, when appropriate.
2. The Schools will implement the California Health Youth Act, as applicable to charter schools. Initially, the schools will provide the required instruction in grades 7 and 10, but this is subject to change in future years if it is determined that alternative or additional grade levels should receive this instruction. The Schools will implement the required parent opt outs for the instruction, as described in Ed. Code Section

Capistrano Connections Academy
Consolidated Title I
FY2019

		Original Budget
Title I Allocation		551,078.00
Title IVA Allocation Transfer		33,778.00
Expenses		
100 - Salaries		
Ahumada, David	School Counselor	
Axson, Susan	School Counselor	
Barcnas, Leticia	Teacher - Secondary	
Berris, William	School Counselor	
Brown, Tiffany	School Counselor	
Brunelle, Lisa	Teacher - Secondary	
Conlon, John	Teacher - Secondary	
Flower, Lauren	Teacher - Elementary	
Gearing, Rebecca	School Counselor	
Gilbuena, Brenda	School Counselor	
Hammers, Amy	Teacher - Secondary	
Jackson, Brandi	School Counselor	
Jackson, Deiana	Teacher - Secondary	
Jaimes, Karen	Teacher - Secondary	
Johnson, Diane	School Counselor	
Jones, Mieasha	School Counselor	
Kevorkian, Maria	School Counselor	
Kim, Victoria	Teacher - Secondary	
Le, Hai	Teacher - Secondary	
Luyks, Leona	School Counselor	
O'Bannon, Lucia	School Counselor	
Qawasmi, Abel	Teacher - Secondary	
Richards, Sean	Teacher - Secondary	
Robbins, Jennifer	Teacher - Elementary	
Rushing, Michele	Teacher - Secondary	
Stratton, Kristi	Teacher - Elementary	
Sturtevant, Jonathan	Teacher - Secondary	
Thomas, Faith	School Counselor	
Todd, Lisa	Teacher - Secondary	
Woolstenhulme, Victoria	School Counselor	
Yabut, Aida	Teacher - Secondary	
Yip, Jennifer	School Counselor	
Total Salaries		361,193.99
200 - Benefits		
Total Benefits		131,657.00
400 - Purchased Services		
Tutoring		5,282.56
Professional Development (AVID)		55,107.80
Internet Subsidy		15,814.65
Math Time to Talk		15,000.00
Total Purchased Services		91,205.01
500 - Supplies		
Homeless Set-Aside		800.00
Insert Item Here		
Insert Item Here		
Insert Item Here		
Total Supplies		800.00
Total Expenses		584,856.00
Net Grants Receivable/(Deferred)		-

Capistrano Connections Academy
Consolidated Title IIA - Activity Summary
FY2019

	Original Budget
Title II Allocation	93,230.00
Expenses	
100 - Salaries	
Total Salaries	
200 - Benefits	
Total Benefits	
400 - Purchased Services	
Professional Development	
Tuition Reimbursements	
Total Purchased Services	93,230.00
500 - Supplies	
Total Supplies	
Total Expenses	93,230.00
Net Grants Receivable/(Deferred)	-

Capistrano Connections Academy
Consolidated IDEA
FY2019

	Original Budget
IDEA Allocation	480,162.00
Expenses	
100 - Salaries	
Arnesen, Aimee	
Braden, Amanda M.	
DeBoer, Stanley G.	
Duckworth, Katherine	
Gammell, Alex D.	
Gott, Allison M.	
Groves, Angelisha L.	
Hann, Mary E.	
Hansen, Lindsay	
Higareda, Cortnie	
Kain, Jamie M.	
Law, Kristyn N.	
Mitchell, Moya K.	
Pulido, Jessica M.	
Rempe, Sherri	
Sanabria Jr., Enrique	
Sanchez, Caren L.	
Santiago, Jesse	
Sidney, Robin D.	
Singh, Bindy	
Singh, Kiran	
Stanley II, Richard A.	
Stilson, Karley A.	
Van Dyke, Debra L.	
Wolf, Marissa J.	
Total Salaries	387,102.17
200 - Benefits	
Total Benefits	93,059.83
400 - Purchased Services	
Total Purchased Services	-
500 - Supplies	
Total Supplies	-
Total Expenses	480,162.00
Net Grants Receivable/(Deferred)	0.00

Central California Connections Academy
Consolidated Title I
FY2019

		Original Budget
Title I Allocation		87,041.00
Title IVA Allocation Transfer		10,000.00
Expenses		
100 - Salaries		
Ahumada, David	School Counselor	
Axson, Susan	School Counselor	
Barcenas, Leticia	Teacher - Secondary	
Berris, William	School Counselor	
Brown, Tiffany	School Counselor	
Brunelle, Lisa	Teacher - Secondary	
Conlon, John	Teacher - Secondary	
Flower, Lauren	Teacher - Elementary	
Gearing, Rebecca	School Counselor	
Gilbuena, Brenda	School Counselor	
Hammers, Amy	Teacher - Secondary	
Jackson, Brandi	School Counselor	
Jackson, Deiana	Teacher - Secondary	
Jaimes, Karen	Teacher - Secondary	
Johnson, Diane	School Counselor	
Jones, Mieasha	School Counselor	
Kevorkian, Maria	School Counselor	
Kim, Victoria	Teacher - Secondary	
Le, Hai	Teacher - Secondary	
Luyks, Leona	School Counselor	
O'Bannon, Lucia	School Counselor	
Qawasmi, Abel	Teacher - Secondary	
Richards, Sean	Teacher - Secondary	
Robbins, Jennifer	Teacher - Elementary	
Rushing, Michele	Teacher - Secondary	
Stratton, Kristi	Teacher - Elementary	
Sturtevant, Jonathan	Teacher - Secondary	
Thomas, Faith	School Counselor	
Todd, Lisa	Teacher - Secondary	
Woolstenhulme, Victoria	School Counselor	
Yabut, Aida	Teacher - Secondary	
Yip, Jennifer	School Counselor	
Total Salaries		38,575.25
200 - Benefits		
Total Benefits		15,788.85
400 - Purchased Services		
Tutoring		728.96
Professional Development (AVID)		12,947.94
Internet Subsidy		26,000.00
Math Time to Talk		3,000.00
Total Purchased Services		42,676.90
500 - Supplies		
Homeless Set-Aside		
Insert Item Here		
Insert Item Here		
Insert Item Here		
Total Supplies		-
Total Expenses		97,041.00
Net Grants Receivable/(Deferred)		-

Central California Connections Academy
Consolidated Title IIA
FY2019

	Original Budget
Title II Allocation	12,851.00
Expenses	
100 - Salaries	
Total Salaries	-
200 - Benefits	
Total Benefits	-
400 - Purchased Services	
Professional Development	
Tuition Reimbursements	
Total Purchased Services	12,851.00
500 - Supplies	
Total Supplies	-
Total Expenses	12,851.00
Net Grants Receivable/(Deferred)	-

Central California Connections Academy
Consolidated IDEA
FY2019

	Original Budget
IDEA Allocation	63,224.00
Expenses	
100 - Salaries	
Arnesen, Aimee	
Braden, Amanda M.	
DeBoer, Stanley G.	
Duckworth, Katherine	
Gammell, Alex D.	
Gott, Allison M.	
Groves, Angelisha L.	
Hann, Mary E.	
Hansen, Lindsay	
Higareda, Cortnie	
Kain, Jamie M.	
Law, Kristyn N.	
Mitchell, Moya K.	
Pulido, Jessica M.	
Rempe, Sherri	
Sanabria Jr., Enrique	
Sanchez, Caren L.	
Santiago, Jesse	
Sidney, Robin D.	
Singh, Bindy	
Singh, Kiran	
Stanley II, Richard A.	
Stilson, Karley A.	
Van Dyke, Debra L.	
Wolf, Marissa J.	
Total Salaries	51,000.00
200 - Benefits	
Total Benefits	12,224.00
400 - Purchased Services	
Total Purchased Services	-
500 - Supplies	
Total Supplies	-
Total Expenses	63,224.00
Net Grants Receivable/(Deferred)	-

California Connections Academy @ Ripon
Consolidated Title I
FY2019

		Original Budget
Title I Allocation		160,687.00
Title IVA Allocation Transfer		10,060.00
Expenses		
100 - Salaries		
Ahumada, David	School Counselor	
Axson, Susan	School Counselor	
Barcenas, Leticia	Teacher - Secondary	
Berris, William	School Counselor	
Brown, Tiffany	School Counselor	
Brunelle, Lisa	Teacher - Secondary	
Conlon, John	Teacher - Secondary	
Flower, Lauren	Teacher - Elementary	
Gearing, Rebecca	School Counselor	
Gilbuena, Brenda	School Counselor	
Hammers, Amy	Teacher - Secondary	
Jackson, Brandi	School Counselor	
Jackson, Deiana	Teacher - Secondary	
Jaimes, Karen	Teacher - Secondary	
Johnson, Diane	School Counselor	
Jones, Mieasha	School Counselor	
Kevorkian, Maria	School Counselor	
Kim, Victoria	Teacher - Secondary	
Le, Hai	Teacher - Secondary	
Luyks, Leona	School Counselor	
O'Bannon, Lucia	School Counselor	
Qawasmi, Abel	Teacher - Secondary	
Richards, Sean	Teacher - Secondary	
Robbins, Jennifer	Teacher - Elementary	
Rushing, Michele	Teacher - Secondary	
Stratton, Kristi	Teacher - Elementary	
Sturtevant, Jonathan	Teacher - Secondary	
Thomas, Faith	School Counselor	
Todd, Lisa	Teacher - Secondary	
Woolstenhulme, Victoria	School Counselor	
Yabut, Aida	Teacher - Secondary	
Yip, Jennifer	School Counselor	
Total Salaries		100,800.00
200 - Benefits		
Total Benefits		42,000.00
400 - Purchased Services		
Tutoring		1,745.84
Professional Development (AVID)		15,887.00
Internet Subsidy		5,314.16
Math Time to Talk		5,000.00
Total Purchased Services		27,947.00
500 - Supplies		
Homeless Set-Aside		
Total Supplies		-
Total Expenses		170,747.00
Net Grants Receivable/(Deferred)		-

California Connections Academy @ Ripon
Consolidated Title IIA - Activity Summary
FY2019

	Original Budget
Title II Allocation	27,908.00
Expenses	
100 - Salaries	
Total Salaries	-
200 - Benefits	
Total Benefits	-
400 - Purchased Services	
Professional Development	
Tuition Reimbursements	
Total Purchased Services	27,908.00
500 - Supplies	
Total Supplies	-
Total Expenses	27,908.00
Net Grants Receivable/(Deferred)	-

California Connections Academy @ Ripon
Consolidated IDEA
FY2019

	Original Budget
IDEA Allocation	149,515.00
Expenses	
100 - Salaries	
Arnesen, Aimee	
Braden, Amanda M.	
DeBoer, Stanley G.	
Duckworth, Katherine	
Gammell, Alex D.	
Gott, Allison M.	
Groves, Angelisha L.	
Hann, Mary E.	
Hansen, Lindsay	
Higareda, Cortnie	
Kain, Jamie M.	
Law, Kristyn N.	
Mitchell, Moya K.	
Pulido, Jessica M.	
Rempe, Sherri	
Sanabria Jr., Enrique	
Sanchez, Caren L.	
Santiago, Jesse	
Sidney, Robin D.	
Singh, Bindy	
Singh, Kiran	
Stanley II, Richard A.	
Stilson, Karley A.	
Van Dyke, Debra L.	
Wolf, Marissa J.	
Total Salaries	120,112.00
200 - Benefits	
Total Benefits	29,403.00
400 - Purchased Services	
Total Purchased Services	
500 - Supplies	
Total Supplies	
Total Expenses	149,515.00
Net Grants Receivable/(Deferred)	-

California Connections Academy @ North Bay
Consolidated Title I
FY2019

		Original Budget
Title I Allocation		22,686.00
Title IVA Allocation Transfer		10,000.00
Expenses		
100 - Salaries		
Ahumada, David	School Counselor	
Axson, Susan	School Counselor	
Barcenas, Leticia	Teacher - Secondary	
Berris, William	School Counselor	
Brown, Tiffany	School Counselor	
Brunelle, Lisa	Teacher - Secondary	
Conlon, John	Teacher - Secondary	
Flower, Lauren	Teacher - Elementary	
Gearing, Rebecca	School Counselor	
Gilbuena, Brenda	School Counselor	
Hammers, Amy	Teacher - Secondary	
Jackson, Brandi	School Counselor	
Jackson, Deiana	Teacher - Secondary	
Jaimes, Karen	Teacher - Secondary	
Johnson, Diane	School Counselor	
Jones, Mieasha	School Counselor	
Kevorkian, Maria	School Counselor	
Kim, Victoria	Teacher - Secondary	
Le, Hai	Teacher - Secondary	
Luyks, Leona	School Counselor	
O'Bannon, Lucia	School Counselor	
Qawasmi, Abel	Teacher - Secondary	
Richards, Sean	Teacher - Secondary	
Robbins, Jennifer	Teacher - Elementary	
Rushing, Michele	Teacher - Secondary	
Stratton, Kristi	Teacher - Elementary	
Sturtevant, Jonathan	Teacher - Secondary	
Thomas, Faith	School Counselor	
Todd, Lisa	Teacher - Secondary	
Woolstenhulme, Victoria	School Counselor	
Yabut, Aida	Teacher - Secondary	
Yip, Jennifer	School Counselor	
Total Salaries		14,800.00
200 - Benefits		
Total Benefits		6,000.00
400 - Purchased Services		
Tutoring		242.64
Professional Development (AVID)		3,343.36
Internet Subsidy		8,000.00
Math Time to Talk		300.00
Total Purchased Services		11,886.00
500 - Supplies		
Homeless Set-Aside		
Total Supplies		-
Total Expenses		32,686.00
Net Grants Receivable/(Deferred)		-

California Connections Academy @ North Bay
Consolidated Title IIA
FY2019

	Original Budget
Title II Allocation	4,021.00
Expenses	
100 - Salaries	
Total Salaries	-
200 - Benefits	
Total Benefits	-
400 - Purchased Services	
Professional Development	
Tuition Reimbursements	
Total Purchased Services	4,021.00
500 - Supplies	
Total Supplies	-
Total Expenses	4,021.00
Net Grants Receivable/(Deferred)	-

California Connections Academy @ North Bay
Consolidated IDEA - Activity Summary
FY19

	Original Budget
IDEA Allocation	21,071.00
Expenses	
100 - Salaries	
Arnesen, Aimee	
Braden, Amanda M.	
DeBoer, Stanley G.	
Duckworth, Katherine	
Gammell, Alex D.	
Gott, Allison M.	
Groves, Angelisha L.	
Hann, Mary E.	
Hansen, Lindsay	
Higareda, Cortnie	
Kain, Jamie M.	
Law, Kristyn N.	
Mitchell, Moya K.	
Pulido, Jessica M.	
Rempe, Sherri	
Sanabria Jr., Enrique	
Sanchez, Caren L.	
Santiago, Jesse	
Sidney, Robin D.	
Singh, Bindy	
Singh, Kiran	
Stanley II, Richard A.	
Stilson, Karley A.	
Van Dyke, Debra L.	
Wolf, Marissa J.	
Total Salaries	16,935.00
200 - Benefits	
Total Benefits	4,136.00
400 - Purchased Services	
Total Purchased Services	-
500 - Supplies	
Total Supplies	-
Total Expenses	21,071.00
Net Grants Receivable/(Deferred)	0.00



2019-20 Charter Schools Annual Information Update

Submission Record

Submission ID: 742

Submission Date: Friday, May 17, 2019 10:48 AM PT

Charter Name: California Connections Academy @ North Bay

Charter Number: 1653

CDS Code: 17640550129601

The previously collected charter school information is displayed below. Please verify the information and make any necessary updates for the upcoming school year. For further instructions please visit the [Charter Information Update Instructions](#).

Instructional Type

What is the charter school instructional type?

☐ Classroom-based ☒ Nonclassroom-based ☐ Combination

Funding Type

What is the charter school funding type?

☐ Locally Funded ☒ Direct Funded

Organizational Type

Is the school operated or affiliated with a Charter Management Organization (CMO) or Education Management Organization (EMO)?

☐ None ☒ CMO ☐ EMO ☐ Other

If affiliated with an organization, please fill out the following information:

Name of the organization:

California Online Public Schools/California Connections Academy Schools

Physical address of the organization:

33272 Valle Rd, San Juan Capo, CA 92675-4842

Mailing address of the organization:

33272 Valle Rd, San Juan Capo, CA 92675-4842

Employer Identification Number of the organization:

51-0596749

Retirement System

What retirement system does the school participate in for teachers and classified staff?

☒ CalSTRS ☐ CalPERS ☐ None ☒ Other

If "Other", describe:

Social Security for classified staff

Facility Type

Is the school currently occupying or plans to occupy Proposition 39 facilities in the upcoming school year?

☒ No ☐ Yes

If "Yes", enter the per-square-foot charge paid to the school district:

No response

Certification

I hereby certify that I am a representative of the charter school authorized to complete the Charter Information Update. I hereby certify that to the best of my knowledge and belief that the information is true and correct.

Name: Frances Sassin
Title: Director of Business Services
Email: fsassin@calca.connectionsacademy.org
Telephone: 949-461-1667

Once you submit this update you will be unable to make any changes. If you find you need to make a change, please contact the Charter Schools Division by phone at 916-322-6029 or by email at charterdata@cde.ca.gov.

Questions: Charter Data | charterdata@cde.ca.gov | 916-322-6029

California Department of Education
1430 N Street
Sacramento, CA 95814

[Web Policy](#)



2019-20 Charter Schools Annual Information Update

Submission Record

Submission ID: 744

Submission Date: Friday, May 17, 2019 10:53 AM PT

Charter Name: California Connections Academy@Central

Charter Number: 0804

CDS Code: 54718030112458

The previously collected charter school information is displayed below. Please verify the information and make any necessary updates for the upcoming school year. For further instructions please visit the [Charter Information Update Instructions](#).

Instructional Type

What is the charter school instructional type?

☐ Classroom-based ☒ Nonclassroom-based ☐ Combination

Funding Type

What is the charter school funding type?

☐ Locally Funded ☒ Direct Funded

Organizational Type

Is the school operated or affiliated with a Charter Management Organization (CMO) or Education Management Organization (EMO)?

☐ None ☒ CMO ☐ EMO ☐ Other

If affiliated with an organization, please fill out the following information:

Name of the organization:

California Online Public Schools/California Connections Academy Schools

Physical address of the organization:

33272 Valle Rd, San Juan Capo, CA 92675-4842

Mailing address of the organization:

33272 Valle Rd, San Juan Capo, CA 92675-4842

Employer Identification Number of the organization:

51-0596749

Retirement System

What retirement system does the school participate in for teachers and classified staff?

☒ CalSTRS ☐ CalPERS ☐ None ☒ Other

If "Other", describe:

Social security for classified staff

Facility Type

Is the school currently occupying or plans to occupy Proposition 39 facilities in the upcoming school year?

☒ No ☐ Yes

If "Yes", enter the per-square-foot charge paid to the school district:

No response

Certification

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Title: Director of Business Services
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Telephone: 949-461-1667

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California Department of Education
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Sacramento, CA 95814

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2019-20 Charter Schools Annual Information Update

Submission Record

Submission ID: 745

Submission Date: Friday, May 17, 2019 10:59 AM PT

Charter Name: California Connections Academy Central Coast

Charter Number: 2031

CDS Code: 42750100138891

The previously collected charter school information is displayed below. Please verify the information and make any necessary updates for the upcoming school year. For further instructions please visit the [Charter Information Update Instructions](#).

Instructional Type

What is the charter school instructional type?

☐ Classroom-based ☒ Nonclassroom-based ☐ Combination

Funding Type

What is the charter school funding type?

☐ Locally Funded ☒ Direct Funded

Organizational Type

Is the school operated or affiliated with a Charter Management Organization (CMO) or Education Management Organization (EMO)?

☐ None ☒ CMO ☐ EMO ☐ Other

If affiliated with an organization, please fill out the following information:

Name of the organization:

California Online Public Schools/California Connections Academy Schools

Physical address of the organization:

33272 Valle Rd, San Juan Capistrano, CA 92675

Mailing address of the organization:

33272 Valle Rd, San Juan Capistrano, CA 92675

Employer Identification Number of the organization:

51-0596749

Retirement System

What retirement system does the school participate in for teachers and classified staff?

☒ CalSTRS ☐ CalPERS ☐ None ☒ Other

If "Other", describe:

Social Security for classified staff

Facility Type

Is the school currently occupying or plans to occupy Proposition 39 facilities in the upcoming school year?

☒ No ☐ Yes

If "Yes", enter the per-square-foot charge paid to the school district:

No response

Certification

I hereby certify that I am a representative of the charter school authorized to complete the Charter Information Update. I hereby certify that to the best of my knowledge and belief that the information is true and correct.

Name: Frances Sassin
Title: Director of Business Services
Email: fsassin@calca.connectionsacademy.org
Telephone: 949-461-1667

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Questions: Charter Data | charterdata@cde.ca.gov | 916-322-6029

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2019-20 Charter Schools Annual Information Update

Submission Record

Submission ID: 743

Submission Date: Friday, May 17, 2019 10:51 AM PT

Charter Name: California Connections Academy @ Ripon

Charter Number: 1398

CDS Code: 39686500125849

The previously collected charter school information is displayed below. Please verify the information and make any necessary updates for the upcoming school year. For further instructions please visit the [Charter Information Update Instructions](#).

Instructional Type

What is the charter school instructional type?

☐ Classroom-based ☒ Nonclassroom-based ☐ Combination

Funding Type

What is the charter school funding type?

☐ Locally Funded ☒ Direct Funded

Organizational Type

Is the school operated or affiliated with a Charter Management Organization (CMO) or Education Management Organization (EMO)?

☐ None ☒ CMO ☐ EMO ☐ Other

If affiliated with an organization, please fill out the following information:

Name of the organization:

California Online Public Schools/California Connections Academy Schools

Physical address of the organization:

33272 Valle Rd, San Juan Capo, CA 92675-4842

Mailing address of the organization:

33272 Valle Rd, San Juan Capo, CA 92675-4842

Employer Identification Number of the organization:

51-0596749

Retirement System

What retirement system does the school participate in for teachers and classified staff?

☒ CalSTRS ☐ CalPERS ☐ None ☒ Other

If "Other", describe:

Social Security for classified staff

Facility Type

Is the school currently occupying or plans to occupy Proposition 39 facilities in the upcoming school year?

☒ No ☐ Yes

If "Yes", enter the per-square-foot charge paid to the school district:

No response

Certification

I hereby certify that I am a representative of the charter school authorized to complete the Charter Information Update. I hereby certify that to the best of my knowledge and belief that the information is true and correct.

Name: Frances Sassin
Title: Director of Business Services
Email: fsassin@calca.connectionsacademy.org
Telephone: 949-461-1667

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Questions: Charter Data | charterdata@cde.ca.gov | 916-322-6029

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Sacramento, CA 95814

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2019-20 Charter Schools Annual Information Update

Submission Record

Submission ID: 741

Submission Date: Friday, May 17, 2019 10:44 AM PT

Charter Name: Capistrano Connections Academy

Charter Number: 0664

CDS Code: 30664640106765

The previously collected charter school information is displayed below. Please verify the information and make any necessary updates for the upcoming school year. For further instructions please visit the [Charter Information Update Instructions](#).

Instructional Type

What is the charter school instructional type?

☐ Classroom-based ☒ Nonclassroom-based ☐ Combination

Funding Type

What is the charter school funding type?

☐ Locally Funded ☒ Direct Funded

Organizational Type

Is the school operated or affiliated with a Charter Management Organization (CMO) or Education Management Organization (EMO)?

☐ None ☒ CMO ☐ EMO ☐ Other

If affiliated with an organization, please fill out the following information:

Name of the organization:

California Online Public Schools/California Connections Academy Schools

Physical address of the organization:

33272 Valle Rd, San Juan Capo, CA 92675-4842

Mailing address of the organization:

33272 Valle Rd, San Juan Capo, CA 92675-4842

Employer Identification Number of the organization:

51-0596749

Retirement System

What retirement system does the school participate in for teachers and classified staff?

☒ CalSTRS ☐ CalPERS ☐ None ☒ Other

If "Other", describe:

Social Security for classified employees

Facility Type

Is the school currently occupying or plans to occupy Proposition 39 facilities in the upcoming school year?

☒ No ☐ Yes

If "Yes", enter the per-square-foot charge paid to the school district:

No response

Certification

I hereby certify that I am a representative of the charter school authorized to complete the Charter Information Update. I hereby certify that to the best of my knowledge and belief that the information is true and correct.

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Title: Director of Business Services
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Questions: Charter Data | charterdata@cde.ca.gov | 916-322-6029

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Sacramento, CA 95814

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Good Morning Charter School Administrator,

This email communication is being sent to all charter schools located in Orange County that are either currently or will be participating in the California State Teachers' Retirement System (CalSTRS) or the California Public Employees' Retirement System (CalPERS) during the 2019-20 school year.

As in prior years, the Orange County Department of Education (OCDE) will continue to provide retirement reporting services in 2019-20. The cost for services during the 2019-20 school year will be \$9.27 per employee per month (no increase from 2018-19). We are happy to provide these services to your agency in the coming year.

Please respond to this email, providing current information for your organization:

- 1) Name of the charter
- 2) Address of the charter school
- 3) Address charter's business office (if different than school address)
- 4) Contact information for staff responsible for purchasing/contracts:
 - a. Name
 - b. Email address
 - c. Phone Number
 - d. Address (if different than Business Office Address)
- 5) Contact information for staff responsible for payroll/retirement reporting
 - a. Name
 - b. Email Address
 - c. Phone Number
 - d. Address (if different than Business Office Address)

Once we receive this information, we will prepare contracts and send them out for signature.

If you have any questions or concerns, please feel free to contact our office using the information below.

Thank you!

Gary Stine, MPA
Executive Director, Support Services
Business Services
Orange County Department of Education
PH (714) 966-4253
FX (714) 327-0490
gstine@ocde.us

CALIFORNIA CONNECTIONS ACADEMY

CALIFORNIA CONNECTIONS ACADEMY SOUTHERN CALIFORNIA
Formerly known as CAPISTRANO CONNECTIONS ACADEMY

CHARTER RENEWAL

Approved by ~~Submitted to~~

Capistrano Unified School District

On December 12 ~~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
California Connections Academy Schools
rsavage@calca.connectionsacademy.org

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Cover Letter

CAPISTRANO CONNECTIONS ACADEMY

October 10, 2018

Board of Trustees of Capistrano Unified School District
33122 Valle Road
San Juan Capistrano, CA 92675

Dear Capistrano Unified School District Board of Trustees,

As Executive Director of California Online Public Schools (CalOPS) and the California Connections Academy Schools, I have been authorized to submit our charter school renewal application package for Capistrano Connections Academy for consideration by the Capistrano Unified School District Board of Trustees.

This package includes the complete application narrative addressing the required elements, as well as all additional requirements and miscellaneous provisions required for a complete charter renewal proposal. In addition, Exhibits A-I as referenced in the charter narrative are included.

We are submitting one (1) original document, with original signatures and the requisite page numbering, and a flash drive containing a searchable PDF version of the charter renewal petition. The first page of the document, which is this cover letter, is numbered and the entire document is comprised of 141 pages.

Our understanding is that this charter petition will be scheduled for a public hearing at the CUSD Board of Trustees meeting on October 24, 2018. We are prepared to discuss any items in the charter renewal application and to make amendments if necessary, at any time before or after this date.

As a virtual school in which students are learning outside the brick-and-mortar classroom, Capistrano Connections Academy is rather unique among Orange County charter schools. We anticipate that the district staff may have questions during their review that our team is very eager to answer immediately. Therefore, we hereby extend an offer to make ourselves readily available to answer staff questions and provide additional information as needed.

California Connections Academy Southern California Renewal as revised per renewal MOUs submitted on October 10, 2018

Should you or any of the district staff members have any questions, please don't hesitate to call me at (949) 461-1667 X 3013, or contact Dr. Franci Sassin, Director of Business Services, at (949) 306-8498.

On behalf of the Board of Directors for California Online Public Schools, thank you for your consideration of this charter renewal application.

Sincerely,



Dr. Richard Savage
Executive Director, California Online Public Schools (CalOPS)
Executive Director, California Connections Academy Schools
33272 Valle Road
San Juan Capistrano, CA 92675
(949) 461-1667x3013
RSavage@calca.connectionsacademy.org

cc: Dr. Kirsten Vital, Superintendent
Heidi Crowley, Coordinator II, Charter Schools and Strategic Initiatives

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.ca.gov/faces/codes_displaySection.xhtml?sectionNum=47605.&lawCode=EDC

EXECUTIVE SUMMARY

California Connections Academy Southern California (abbreviated herein as CalCA SoCal and formerly known as Capistrano Connections Academy) 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 SoCal 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 SoCal 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 SoCal 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 SoCal 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 pupil academic achievement over its charter term, both schoolwide and by numerically significant student subgroups.

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

CalCA SoCal 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 four other California Connections Academy (CalCA) virtual public schools in the charter network referred to as 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,
- 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, and
- California Connections Academy Central Coast (CalCA Central Coast) will open under a charter authorized by Cuyama Joint Unified School District in SY 2019-2020 and will serve approximately 200 students in the Central Coast region of southern California.

CalCA SoCal 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 SoCal 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

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 as well as to best reflect the regional areas served. Similarly, existing Capistrano California Connections Academy will be updated to conform to this naming convention as California Connections Academy Southern California 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 SoCal, which is California Online Public Schools (CalOPS), unless otherwise specifically indicated as the CUSD Board of Trustees (the Capistrano Unified School District’s Board).

media. CalCA SoCal staff members facilitate enriching in-person community activities to round out the comprehensive learning experience.

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

CalCA SoCal’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 SoCal 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 SoCal 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 SoCal 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 SoCal was first chartered in June 2004 by the Governing Board of CUSD and was renewed in 2009 and 2014 (under the name Capistrano Connections Academy). This renewal will be the third for the school.

CalCA SoCal 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 SoCal subsequently requested and received charter amendments to add additional grades. CalCA SoCal 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 SoCal has been accredited for grades K-12 by the Western Association of Schools and Colleges (WASC), while Connections, which provides curriculum, technology, and school support services to CalCA SoCal, 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 SoCal 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 SoCal, 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.

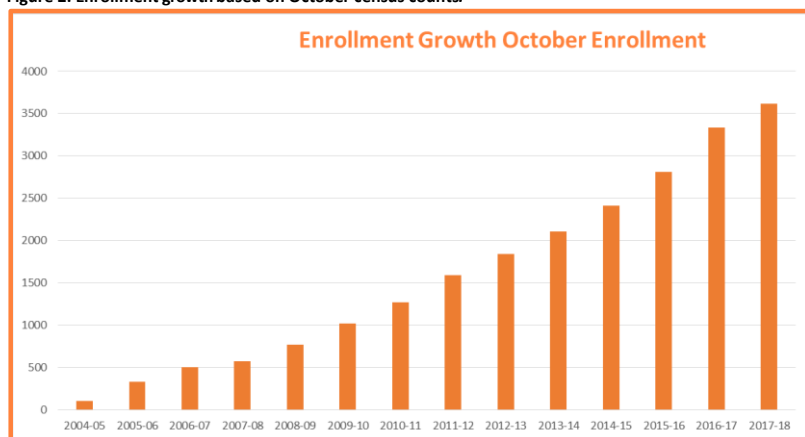
CalCA SoCal has experienced a steady increase in enrollment from year to year. School enrollment has increased by approximately 300 new students per year representing an average growth each year of 15% over the past six years.

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

ENROLLMENT AND DEMOGRAPHICS

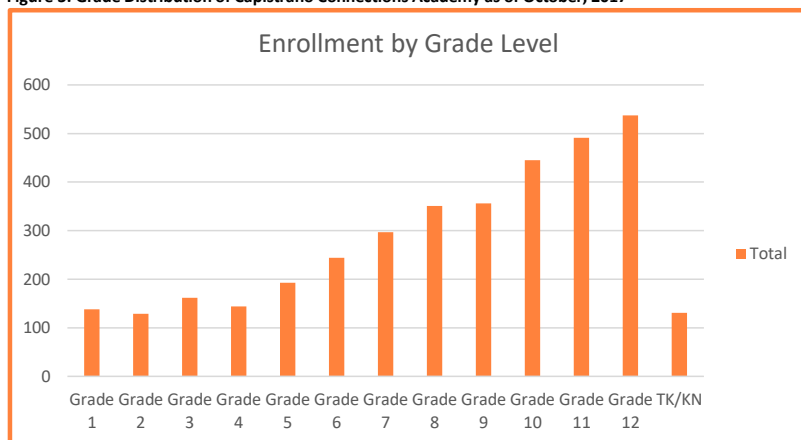
CalCA SoCal serves a diverse population and has experienced steady enrollment growth. Figure 2 demonstrates the growth trends from school year 2004-05 through 2017-18 for the school which serves grades Transitional Kindergarten (TK) through 12th grade:

Figure 2. Enrollment growth based on October census counts.



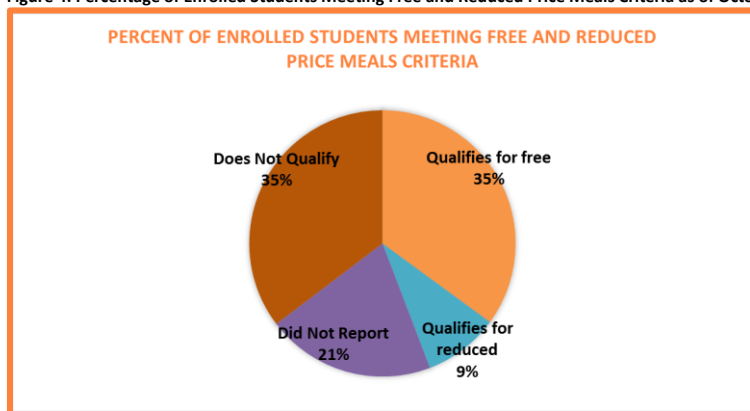
The following data points are compiled based on official state data from CalCA SoCal. Figure 3 illustrates the grade distribution as of the census count (Fall 1 count) in October of 2017, with grades 9-12 representing the largest number of students.

Figure 3. Grade Distribution of Capistrano Connections Academy as of October, 2017



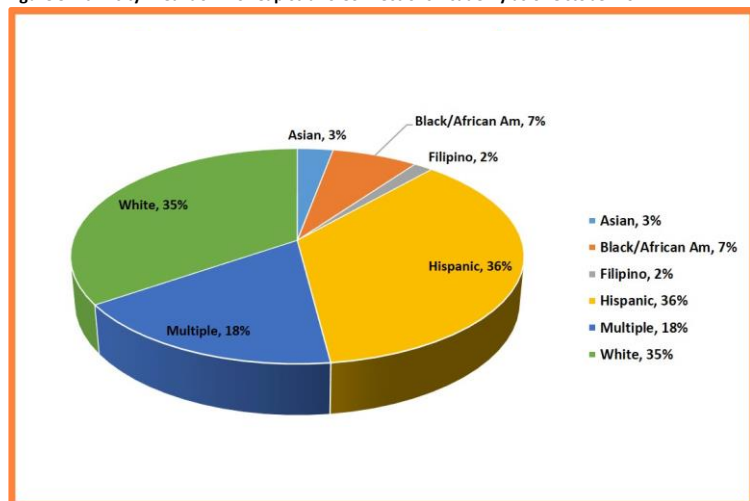
In addition, approximately 44% of the students served by CalCA SoCal (as of October 2017) are socio-economically disadvantaged, when measured by family income eligibility (defined as income levels that would qualify for free or reduced price meal benefits under federal guidelines), as illustrated in 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 SoCal 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 Capistrano Connections Academy 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, CalCA SoCal 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 should be the most important factor in a renewal under Education Code section 47607(b)(1), CalCA SoCal qualifies for renewal of its charter.

The information shown in Figure 6 highlights how CalCA SoCal 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). Additional academic achievements are also listed in the Accomplishments section below.

Figure 6. Historical Academic Performance on API.

	Academic Year	Overall API	Statewide Decile Rank	Similar Schools Rank
CalCA SoCal (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 SoCal students met or surpassed the state average in almost all grade levels in English Language Arts, and internal assessment data in English Language Arts analyzed between 2015-16 and 2016-17 demonstrated an increase in this subject area. For math, CalCA SoCal students met the state average in math in grade 6. While other grade levels performed below the state average in math, some improvements were seen when comparing 2015-16 and 2016-17, especially in grades 5 and 6. During this same time period, the Hispanic subgroup of students increased math scores. The middle school grades have the strongest math scores when compared to state averages. Figures 7 and 8 show grade band performance on the state assessments administered in Spring of 2017.

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

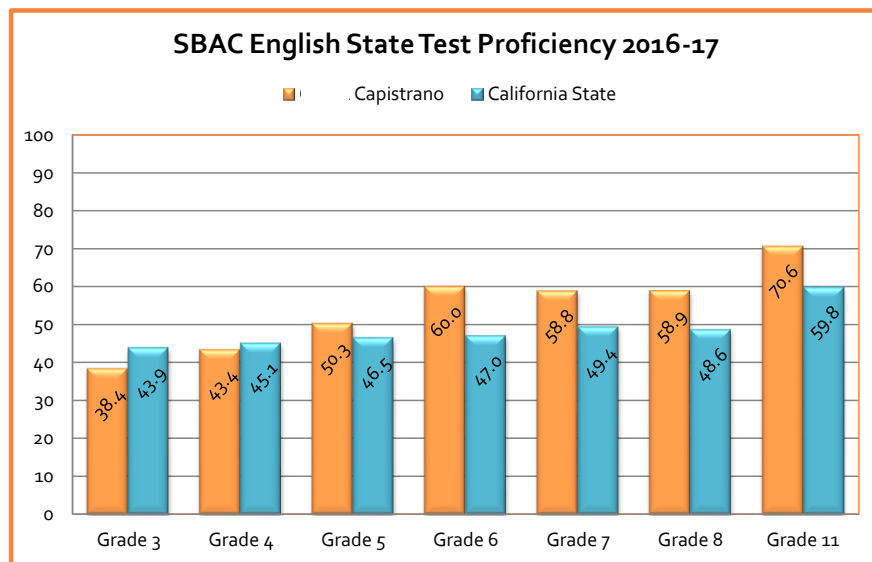
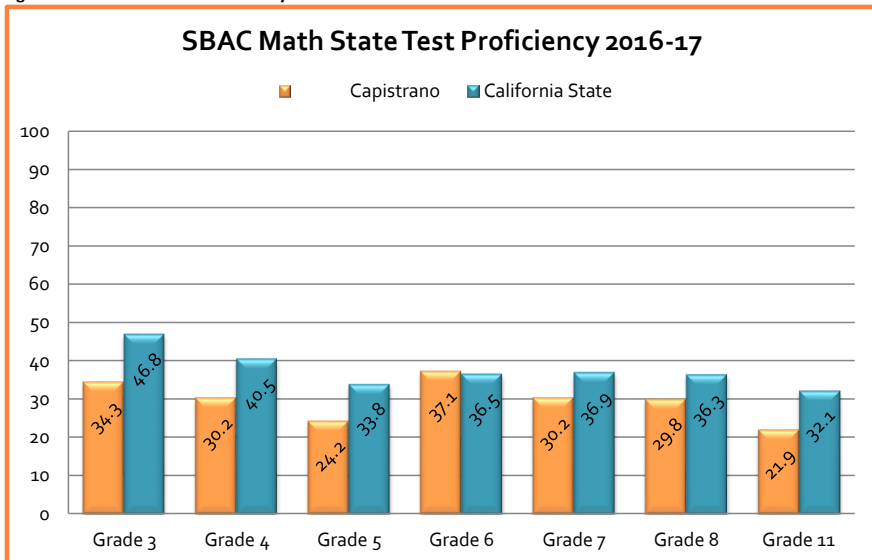


Figure 8. SBAC Math State Proficiency 2016-17.



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 SoCal 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 SoCal's academic performance to other schools which serve similar student populations, the school will be able to continue to demonstrate that it is doing well educationally with the students it is 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 SoCal 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 CalCA SoCal meets the CCSA minimum criteria for renewal. The two most recent CCSA accountability reports are provided for CalCA SoCal. Figures 9, 10, and 11 are illustrations of these CCSA Accountability reports, which can also be found on the CCSA public website (www.ccsa.org/advocacy/accountability).

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

Figure 9. Capistrano Connections Academy CCSA Academic Accountability Report 2016-17.



Figure 10. Capistrano Connections Academy CCSA Academic Accountability Report 2015-16.

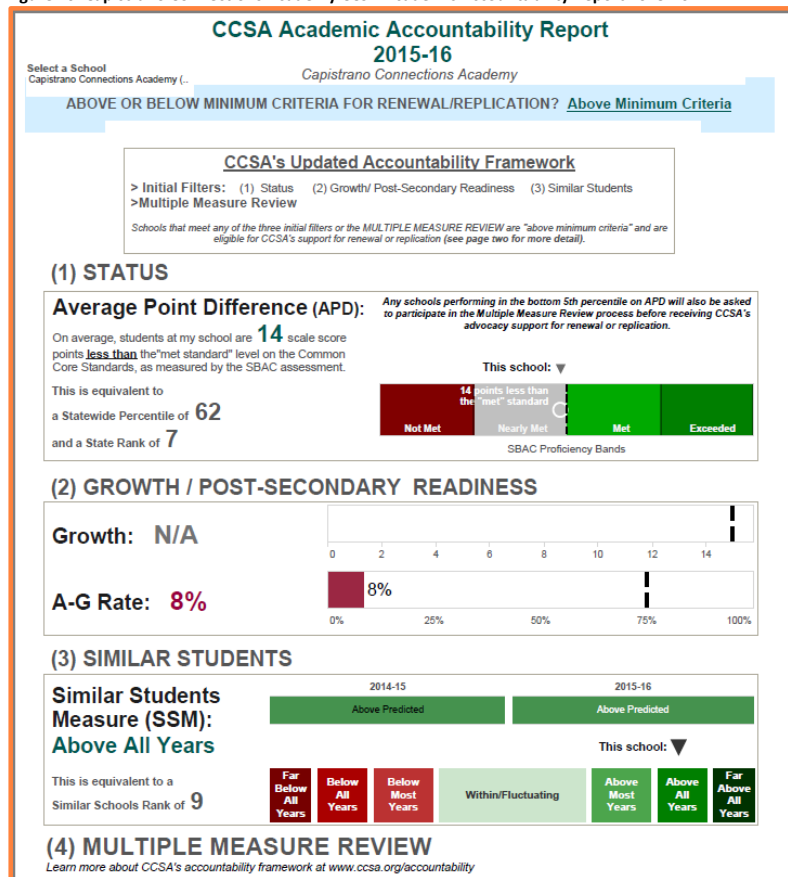
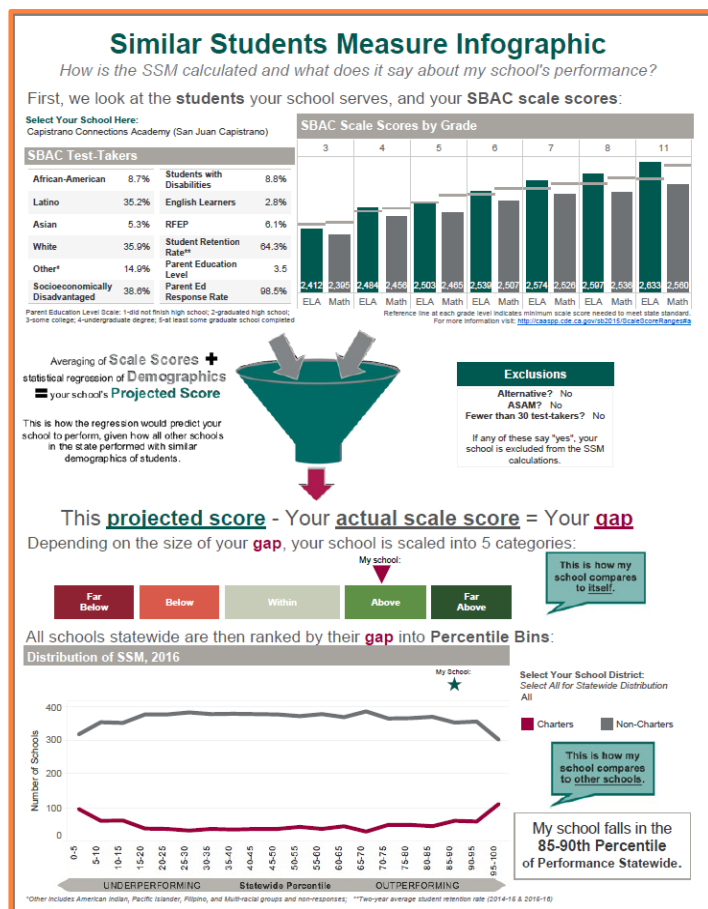


Figure 11. Capistrano Connections Academy CCSA SSM Infographic with 2015-16 data.



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 nationally for students enrolled during the 2013–2014 to 2015–2016 academic years, the following comparative statements about the efficacy of Connections Academy schools have been validated: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 SoCal. 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;

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>

- Implementing Professional Learning Communities (PLCs) within the faculty;
- Adding targeted professional development for teachers aimed at areas of greatest student need; and
- Adding academic resources and supplemental materials for students who are struggling, especially in math.

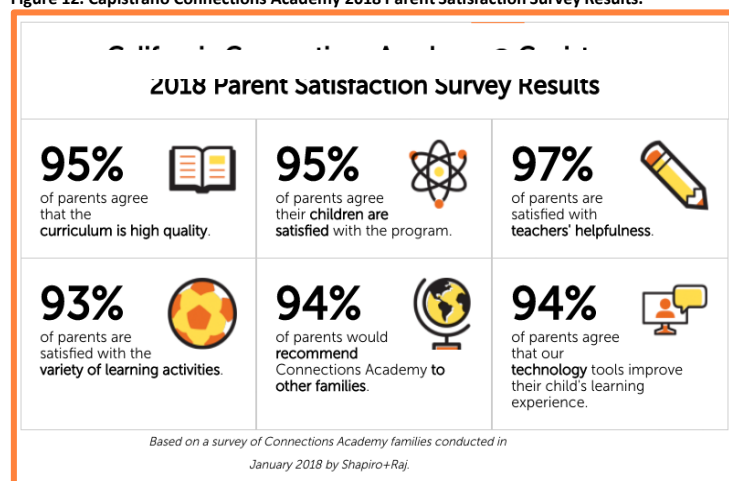
Regularly evaluating the academic performance of students, using student performance data to drive changes and improvements to the school program, increasing use of PLCs, and developing annual goals and plans to increase student academic achievement all demonstrate a dedication and focus on student performance.

PARENT SATISFACTION

Figure 12 presents the most recently compiled parent satisfaction survey results from CalCA SoCal. 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 12. Capistrano Connections Academy 2018 Parent Satisfaction Survey Results.



The following testimonials are from students and parents currently enrolled. 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.

Capistrano Connections Academy Makes Learning Fun

I love Capistrano 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 Capistrano Connections Academy. 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 Capistrano Connections Academy. – Capistrano Connections Academy parent

Students Have Extra Time for Special Projects

I love Capistrano 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 Capistrano 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 Capistrano 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 Capistrano 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 Capistrano Connections Academy because of its teachers' credentials, certifications, and enrichment curriculum; it was a relief to have found this school.

He likes Capistrano 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 SoCal is proud of its accomplishments:

Academic and Educational Achievements

- CalCA SoCal students exceeded the state average on the 2017 CAASPP tests in English Language Arts in grades 5 through 8 and grade 11.
- California Connections Academy Schools 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 California Connections Academy Schools 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 SoCal 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).
- CalCA SoCal implements 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 SoCal. Survey responses were provided by 390 parents of children who were diagnosed with a learning disability and have an IEP.
- CalCA SoCal successfully implements and has expanded programs for Gifted and Talented students (GATE).
- CalCA SoCal has 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 SoCal 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
- CalCA SoCal has 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 SoCal 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 SoCal graduating class grew from 50 graduates in June 2010 to 389 graduates in June 2018.
- More than eighty courses offered by CalCA SoCal meet National Collegiate Athletic Association (NCAA) approval.
- CalCA SoCal 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 SoCal 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 SoCal in 2018 have been accepted at the colleges listed in Figure 13.

Figure 13. College Acceptances.

College Acceptances for CalCA SoCal 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 Embry-Riddle Aeronautical University Glendale Community College Goldenwest College Grossmont College Irvine Valley Community College 	<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 Hondo Community College Riverside Community College Saddlebrook College Saddlebrook Community College San Diego Mesa College Santa Ana Community College Santa Barbara Community College Santa Monica 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 Wake Forest University West LA College Westmont College Western Governor's University

Other Achievements

- 96.8% of CalCA SoCal parents were satisfied with helpfulness of their teachers according to the 2018 Parent Satisfaction Survey.
- School climate and culture are strong at CalCA SoCal. 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 SoCal 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 SoCal 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 grade 8 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 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 SoCal — 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 SoCal serves socioeconomically, racially, ethnically, and geographically diverse student populations.
- CalCA SoCal builds a strong school community through both face-to-face and virtual interactions.
- CalCA SoCal 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 SoCal performs outreach and participates in many community events, and also collaborates with community organizations. Examples of community involvement include:
- CalCA SoCal has participated in food drives and provided volunteers to 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 Riverside Makers Faire, the Orange County Book Festival, Soka University of America International Festival, the San Juan Capistrano Swallow’s Day Festival, the Carlsbad Art Walk Chalk Festival, the Redlands Market Night, Los Angeles Ultimate Women’s Expo, Anaheim Cookie-Con, and the Juvenile Diabetes Research Foundation awareness events. The school’s National Junior Honor Society and National Honor Society chapter have also collected food and supplies for the Ronald McDonald House; supported disabled veterans through the Long Beach Veteran’s Hospital; donated supplies to Southern California-based foster youth, donated books to the Victorville library, participated in epilepsy awareness events and more.

- 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 SoCal is fiscally stable as evidenced by balanced budgets, adequate cash flow, and stable reserve balances.
- Each of the annual audit reports for CalCA SoCal since inception have been completed with no findings.
- CalCA SoCal implements thorough attendance accounting procedures to allow accurate recording of student attendance in a non-classroom based school.
- CalCA SoCal complies with the requirements of state and federal law as applicable to charter schools.
- CalCA SoCal 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 SoCal 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:

- **Ms. 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 CalCA SoCal very soon after the school first opened.

Wynnter graduated from CalCA SoCal in 2017 and is pursuing a career as a make-up artist. During Wynnter's 11 years enrolled in CalCA SoCal, Ms. Pavlich was a proud and devoted Learning Coach. She has been on the Governing Board of CalCA SoCal 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 outreach team to communicate with newly enrolled or families interested in enrolling with a California Connections Academy School to learn the perspective of the Learning Coach. 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.
- **Ms. Veronica Schreiber, Board Member:** Veronica Schreiber 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. Schreiber loves her work helping clients realize their retirement goals and needs. Ms. Schreiber 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.

- **Mr. 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.
- **Ms. 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 Capistrano 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 SoCal 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 SoCal in Southern California in 2005 as an elementary school teacher, teaching grades K–5, and has held several leadership roles within the school, including Master Teacher. She was also previously an Assistant Principal for grades K–8. She earned a Bachelor of Arts degree and her teaching credential from the University of California, Riverside.
- **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 California Connections Academy Schools in 2009. As a California Connections Academy teacher, Ms. Carter taught grades 4 and 5, taught the PACE (Program for All Children to Excel) program for language arts and math, served as an Elementary Master Teacher, and was the California Connections Academy's Director of State Testing for California Connections Academy Schools. 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 California Connections Academy Schools, she was Principal for an alternative small school that provided intensive academic and behavior supports for students with Autism and other social/emotional disorders. Her philosophy of special education is that teaching independence and creating independent learners opens doors and opportunities for all students. She encourages compassion, resiliency, grit and positivity in her staff, colleagues, her students and their families.

- **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 California Connections Academy Schools, he was a SELPA coordinator in Los Angeles County. Mr. Schultz 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 California Connections Academy Schools 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.
- **Support agencies:** CalCA SoCal 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)]

CalCA SoCal 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 SoCal 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 SoCal'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 SoCal 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 CalCA SoCal 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 SoCal currently uses is

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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 SoCal 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.

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

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

How does learning best occur?

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

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

Personalized Learning Plan

The centerpiece of instruction at CalCA SoCal 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 SoCal 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 14. 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 14. 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 Motivation⁸:** 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 SoCal 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;

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 engage students in discussions, problem solving, and group projects;
- 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 SoCal 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 the 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 SoCal 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 SoCal is accredited by WASC, all of its high school courses are considered transferable to other California high schools. CalCA SoCal 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 SoCal 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 SoCal’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 SoCal makes every effort to serve as many students as possible who apply.

CalCA SoCal 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 SoCal’s demographics typically mirror both the region’s and state’s school-age population. The age and demographic makeup of CalCA SoCal was previously shown in Figure 4.

CalCA SoCal’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. 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 SoCal'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 SoCal 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 SoCal. 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 SoCal, so that students are receiving timely and actionable feedback. Teachers at CalCA SoCal 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 personalization via online instruction is for the student to demonstrate increased content

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

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 SoCal, 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 SoCal 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

Curriculum and Instructional Design Principles

The CalCA SoCal 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;

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.

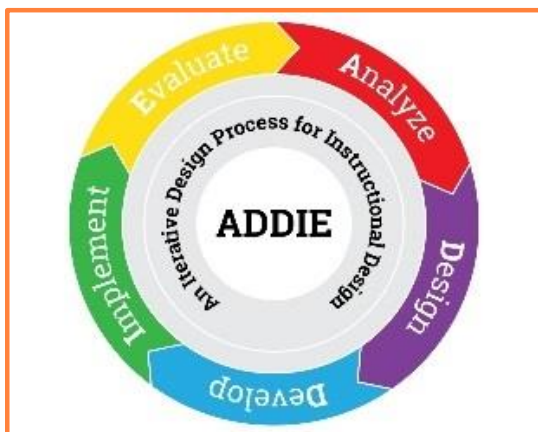
²⁶ American Psychological Association's Learner-Centered Psychological Principles: A Framework for School Reform and Redesign <http://www.apa.org/ed/governance/bea/learner-centered.pdf>

- 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 15.

Figure 15. 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.

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.

Overview of Curriculum, Technology, and Materials

CalCA SoCal 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 SoCal 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 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 SoCal 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 SoCal 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 SoCal 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 SoCal 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 SoCal 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 SoCal 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 SoCal is accredited by the WASC, allowing its courses to be transferable among other California schools. For students transferring into CalCA SoCal, 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 SoCal transcript detailing both the credits earned at CalCA SoCal 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 SoCal 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 SoCal 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 SoCal 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 SoCal 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 SoCal, a student must be enrolled during the semester immediately prior to graduation, must have earned a minimum number of credits at CalCA SoCal 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 SoCal 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.

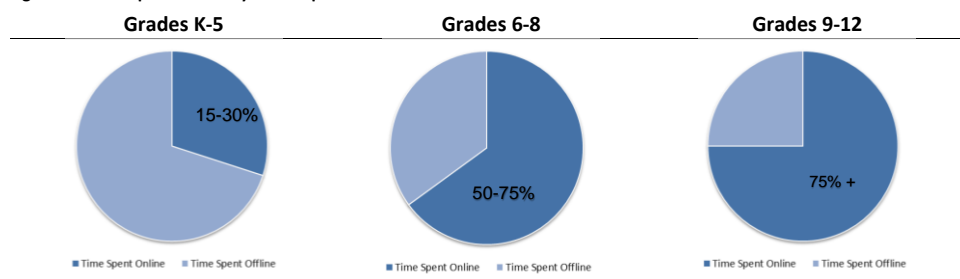
The counseling team implements weekly national LiveLesson sessions for high school students focused on academic achievement, personal/social growth and college and career readiness topics throughout the school year. These are also currently offered monthly for middle school students. Nationally, several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

CalCA SoCal'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 SoCal.

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 SoCal, actual time spent working online for students varies according to each student's developmental level, learning needs, and learning styles. As illustrated in Figure 16, 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 16. 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 SoCal 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 SoCal 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 SoCal 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 SoCal students and their families and to other authorized users according to their permissions. With this system, CalCA SoCal 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 SoCal 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 SoCal program. Curriculum specialists are available by telephone, email, and instant messaging to the CalCA SoCal 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 SoCal 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 SoCal 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 SoCal agrees to comply with California Education Code section 51745 et. seq. and 51745.6. CalCA SoCal also 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. CalCA SoCal will claim apportionment credit for independent study only to the extent of the time value of the students’ work product, as personally judged in each instance by a certificated teacher, as required by Education Code section 51747.5, subdivision (b).

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 SoCal 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.

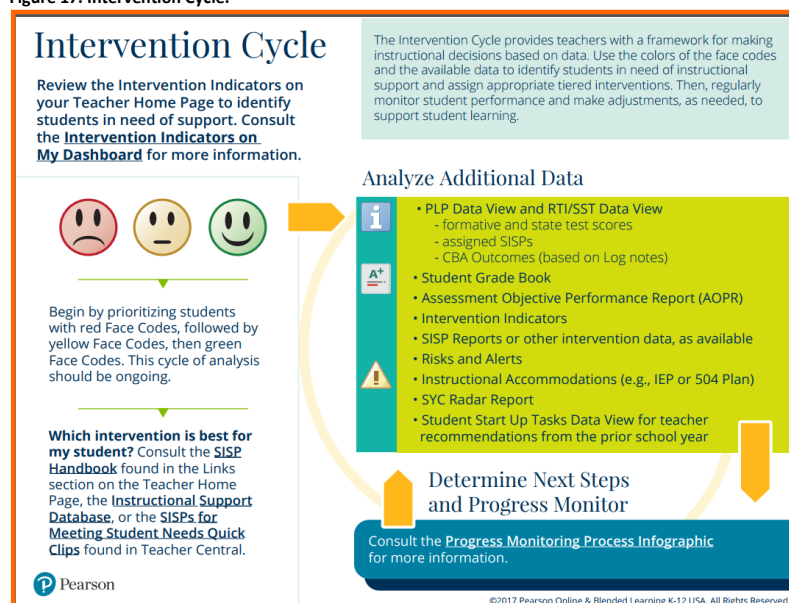
Teachers also implement the Response to Intervention (RTI) Model, a systematic approach to instruction, ensuring that all students receive the necessary level of instructional and behavioral supports throughout the learning process. Beginning with identified essential skills and standards based on the 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 17 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 17. Intervention Cycle.

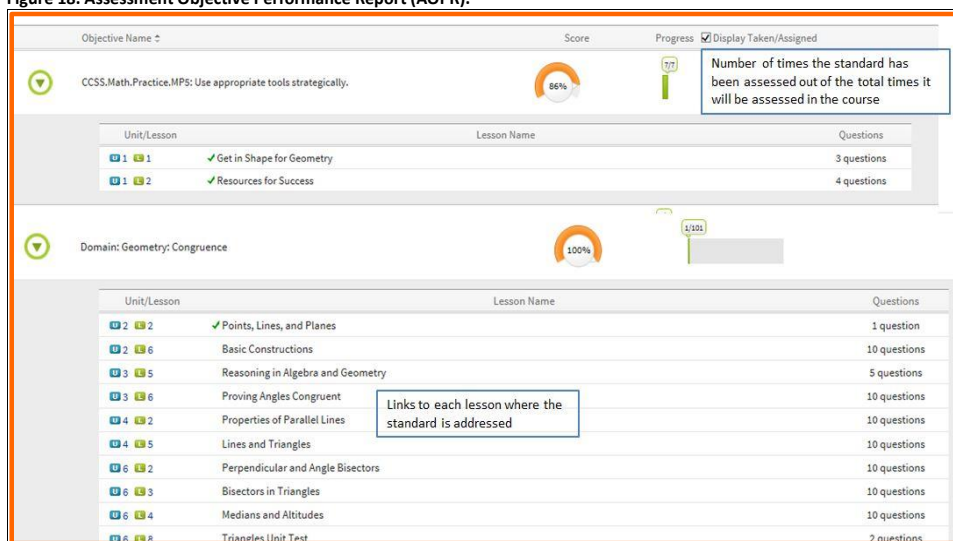


In addition, at both the section and individual student levels for students in grades 6-12, Assessment Objective Performance Reports (AOPR), as shown in Figure 18, can be generated displaying not only the essential skills and standards for a course but also exactly where in the curriculum each of these 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 18. 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.

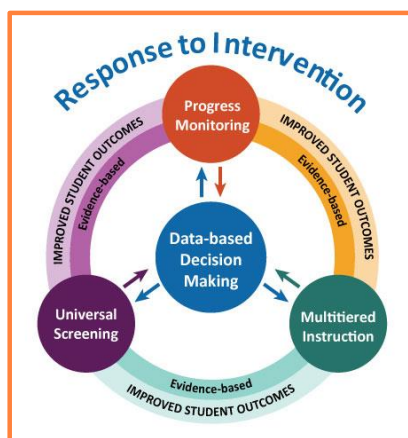
Response to Intervention (RTI)

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). This team typically consists of the student's teacher, RTI specialist(s), administrator(s), and parent(s) (when possible). The SST meets regularly, with the frequency based on student need, to evaluate student progress and make additional recommendations. If the SST determines the student is in need of Tier III

support, a special education teacher becomes part of the team to assist with interpreting data, making recommendations, and possibly recommending a referral for an assessment.

The SST is part of the RTI process that is illustrated in Figure 19. 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 19. Response to Intervention.



A sample of the visual information available for the Intervention Indicators is provided in Figures 20 and 21.

Figure 20. Visual of the Intervention Indicators.

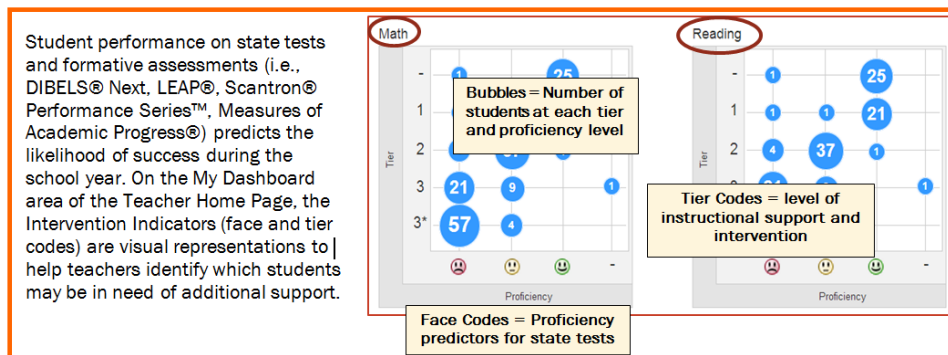


Figure 21. Additional Information Provided for Multi-tiered Intervention Area.

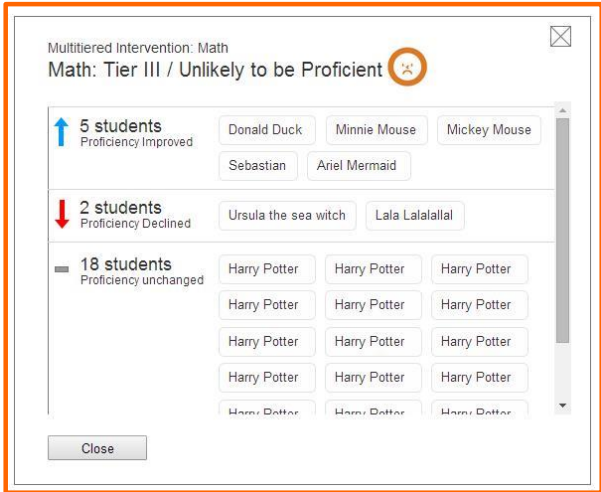


Figure 22 provides an explanation of codes teachers see in the Intervention Indicator display.

Figure 22. Explanation of Codes.

The face and number codes listed in the Multitiered Intervention section indicate the following information:			
Math and Reading Proficiency (Levels of Need)		Math and Reading: Current Tier/Intervention	
	Based on math and/or reading scores on formative and/or state tests, student is not likely to be at-risk or in need of additional support.	-	The student's teacher(s) has not checked a box in the PLP Data View indicating the student is progressing as expected, nor assigned any tiered interventions.
	Based on math and/or reading scores on formative and/or state tests, student is likely in need of attention.	1	A teacher has indicated "Student is progressing as expected" in the PLP Data View based on current student performance and need. For students with Green Faces, a 1 will automatically be assigned in the PLP Data View.
	Based on math and/or reading scores on formative or state tests, student is in need of additional support.	2	A teacher has indicated "Tier II Math/ELAR Intervention Assigned" in the PLP Data View (or RTI/SST Data View).
	Arrows or a dash reflect formative assessment changes from pretest to midtest to posttest.	3	A teacher has indicated "Tier III Math/ELAR Intervention Assigned" in the PLP Data View (or RTI/SST Data View).
M: -/R: -	Student has no formative or state test scores. Review all available data to determine whether additional support is needed within the student's first 30 days.	3	The student has an active IEP and is receiving services for Math/ELAR (as documented in the Special Education Data View). "Student is on an active IEP" will automatically populate in the PLP and RTI/SST Data Views.
N/A	Student is in a Connections Learning™ program.		

*If M: -/R: - is displayed for a student who has no pretest, midtest, posttest, state scores, teachers will see Not Eligible for Determination in the student's PLP Data View (Performance & Intervention Data Staff Only area).
NOTE: If either state or formative assessment data is missing, the face code will only reflect the available data.

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 SoCal 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 SoCal. 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 SoCal implements the robust Connections Gifted and Talented (GATE) program for students in grades 3–8 and offers Honors and Advanced Placement (AP) options for high school students.

The GATE 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 GATE 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 GATE 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 GATE 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 GATE 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 SoCal 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 SoCal 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 SoCal 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 SoCal 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

California Connections Academy Southern California Renewal ~~as revised per renewal MOUs submitted on October 10, 2018~~

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 SoCal deploys a comprehensive instructional approach, including adapted materials as well as special training for teachers with California ESL endorsement (CLAD/BCLAD). The team of EL teachers regularly attend internal and external trainings and workshops to further their understanding of EL instruction and curriculum, and also participate in a special PLC that focuses on support for EL students.

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

The school has policies in place for determining when an EL student should be considered for re-designation as fluent in English. This consideration happens throughout the school year as students enroll and are evaluated. Multiple factors are taken into account, including current language testing results, academic performance, state test results, teacher feedback, and parental input. Once the student has been re-designated as fluent, the student is closely monitored 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 SoCal 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 SoCal 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 SoCal effectively coordinates with its SELPA resources to meet the needs of special learners.

CalCA SoCal 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 SoCal 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 SoCal will convene an IEP meeting to discuss the student's needs and determine whether independent study is appropriate. If independent study is not appropriate, CalCA SoCal provides an offer of FAPE that addresses the student's needs. CalCA SoCal 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 SoCal is a member of the Tulare County/District SELPA as an LEA. CalCA SoCal reserves the right to request membership in another SELPA if it deems that a different SELPA would better serve the needs of the students and the school. CalCA SoCal understands and agrees that seeking a change to the SELPA membership will require a material revision to the charter, which must be made with District approval.

Commented [FS1]: Heidi—I have an update on our SELPA and want to discuss with you.

Since CalCA SoCal is a program focused on individualization, flexibility, and personalization, it is often a good fit for students with special needs. Thus, CalCA SoCal 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 SoCal 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 SoCal, 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 SoCal, 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 SoCal:

- 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 SoCal.
- Invites appropriate SELPA staff and/or staff from the student's resident district to participate in this process, when needed.
- Provides and/or arranges for related services per the IEP.
- Provides training and professional development for teachers and administrators regarding identification and support of students with IEPs.

Referring Students for Special Education Services

When the school suspects that a student requires Special Education services, the following procedures are initiated. If needed, coordination with the appropriate SELPA staff may also occur.

- The program teacher consults with the school's student services team and implements suggested accommodations, modifications, lesson adaptations, and alternative instructional strategies. The program teacher documents all accommodations and modifications and the student's level of success with each. The parent of any student suspected of needing or qualifying for special education services may also make a referral for an evaluation at any time.
- The student is then referred to the Student 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 SoCal 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 SoCal'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 SoCal 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 SoCal 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 SoCal, 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 SoCal 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 SoCal develops, maintains, and implements policies and procedures to ensure identification of and service to students who may require Section 504 accommodation(s)/ modification(s), and/or placement and related services. The school uses teachers to act as 504 Coordinators, and includes teachers, administrators and other specialists when needed on the 504 team.

Parents are also an integral part of the Section 504 team. Parents are provided documentation and Procedural Safeguards regularly and after each meeting. CalCA SoCal also provides professional development to assist teachers with identification and support of students with 504 plans.

Additional details of the Special Education and 504 programs can be included in the Memorandum of Understanding (MOU) with CUSD (see Exhibit G) as necessary.

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)(iii)]

A crucial part of CalCA SoCal'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 SoCal complies with all new regulations and expectations regarding the Local Control and Accountability Plan (LCAP). The required components are substantially addressed by CalCA SoCal 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 SoCal are integral parts of this charter. More information about actions designed to achieve the following goals can be found in the annual LCAP for the school.

CalCA SoCal 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 SoCal uses standardized testing to calibrate student performance and improvement on a yearly basis. CalCA SoCal is fully accountable for its students' achievement in keeping with current California accountability laws, including California Education Code § 52052, as well as applicable federal law and any other applicable statutory achievement requirements for charter schools.

Goal I: Aligns with State Priority 4

Goal I: Measurement: CalCA SoCal 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).

Goal I: Performance Criteria: CalCA SoCal actively works to meet or exceed academic performance of demographically comparable schools, and to increase student academic achievement both schoolwide and for numerically significant subgroups. In addition, CalCA SoCal actively works to meet other applicable standardized test performance targets established for charter schools. These performance criteria apply to the school overall as it is compared to other demographically comparable schools with similar student groups.

Goal I: Planned Actions: PLCs analyze academic data; Math Support Program; ELA Intervention strategies; and AVID Program.

Goal II: Student Progress. Based on a value-added model of academic growth, students 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 students 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 SoCal intervenes and provides additional support until an acceptable level of achievement is reached.

Goal II: Aligns with State Priority 4

Goal II: 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.

Goal II: Performance Criteria: CalCA SoCal actively works towards meeting the goal of having 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 can be 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 II: Planned Actions: PLCs analyze academic data; Math Support Program; ELA Intervention strategies; and AVID Program.

Goal III: Graduation and Post-Secondary Plans. Based on Post-Secondary Plans, students are prepared to pursue educational/career opportunities after graduation.

Goal III: Aligns with State Priorities 7 and 8

Goal III: Measurement: CalCA SoCal works to ensure that full academic year students in grade 12 (students who are enrolled in CalCA SoCal 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.

Goal III: Performance Criteria: 90% of full academic year students in grade 12 will complete their post-secondary plan prior to the end of the school year. This performance criteria will apply to all numerically significant student subgroups and well as to the school as a whole.

Goal III: Planned Actions: Credit checks and Four Year Plans; Credit Recovery Program; Enhance and Expand a-g Curriculum; Develop Career and Technical Education (CTE) Program; and Summer School Program

CalCA SoCal has also established important goals for aspects of the school that go beyond core academic learning activities but clearly support student achievement and are in alignment with the state priorities for student achievement. All non-academic outcomes apply to the entire school but may not be disaggregated for student subgroups.

Goal IV: Attendance: CalCA SoCal students will maintain high attendance rates. Attendance is a measure of student and parent engagement and can be an indicator of success in the school.

Goal IV: Aligns with State Priority 5

Goal IV: Measurement: CalCA SoCal 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.

Goal IV: Performance Criteria: CalCA SoCal targets an average school attendance rate of 93% over the school year.

Goal IV: Planned Actions: Implement High School Homeroom Model; Attendance Committee; and Learning Coach Support System.

Goal V: High-Quality Teaching: CalCA SoCal provides its students with excellent teaching by teachers who are dedicated to a specific teaching task and who work closely together to ensure the success of students.

Goal V: No alignment with a State Priority

Goal V: Measurement: Teacher recruitment, retention, qualifications, and performance on staff evaluations.

Goal V: Performance Criteria: CalCA SoCal makes every effort to hire teachers that meet all of the qualification guidelines established by the charter. CalCA SoCal also hires teachers who meet the state credentialing guidelines for charter schools and who are assigned to teach the subject matter in alignment with their credential(s). CalCA SoCal sets high standards in its evaluation of teachers. As an example, using the current system, "Effective" is an excellent rating, and only a handful of teachers are rated "Highly Effective" each year. CalCA SoCal actively works to ensure that retention of "Effective" and "Highly Effective" teachers meets or exceeds 90% of teachers each year, and that the overall teacher performance ratings on the CalCA SoCal evaluation provide evidence of a strong teaching faculty. The goal is that at least 90% of returning teachers have "Effective" or "Highly Effective" ratings on the school's evaluation system.

Goal V: Planned Actions: Staff professional development; and Enhance staff recruiting and retention through compensation and Career Ladder.

Goal VI: Parent Satisfaction: CalCA SoCal parents and students are satisfied with their school experience, community, and culture.

Goal VI: Aligns with State Priority 3

Goal VI: Measurement: In order to understand the perception of parents and students and to include their input in making decisions for CalCA SoCal each year, families will participate in a parent satisfaction survey administered by an independent, third-party firm with results reported to all stakeholders.

Goal VI: Performance Criteria: CalCA SoCal 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.

Goal VI: Planned Actions: Learning Coach Support System; Implement High School Homeroom Model; and Enhance field trips and events.

III.B ACADEMIC ACCOUNTABILITY SYSTEM

Where applicable, include a plan for attaining improvement in pupil outcomes and addressing the state's evaluation rubrics.

CalCA SoCal 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 SoCal 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 SoCal 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 SoCal attained its stated accountability targets. The staff of teachers, education specialists, and administrators annually evaluate whether the CalCA SoCal program needs to make any adjustments in order to meet its targets. For example, in recent years additional math support has been added, a more robust credit recovery program has been implemented, and high school changed its structure to a homeroom model for purposed of attendance and student engagement. 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 SoCal 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 SoCal's various assessments combine with top-quality curriculum and instruction to improve student achievement and maintain a high level of accountability.

CalCA SoCal'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 SoCal 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 SoCal 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 SoCal 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 that CalCA SoCal 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 SoCal 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 SoCal 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 SoCal, 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 SoCal is dedicated to meeting and exceeding all of California's goals and grade level requirements. At in-person, proctored locations, CalCA SoCal 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 SoCal'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 SoCal 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 SoCal 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.

Schoolwide Assessment Strategies

In addition to assessment of students, CalCA SoCal uses a variety of measures for determining the success of the overall school program.

School self-assessment/evaluation: CalCA SoCal 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 currently 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 SoCal 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 23 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 24, teachers can see if students have overdue lessons and are falling behind. Figure 25 shows a specific student's Grade Book.

Figure 23. Teacher's Homepage

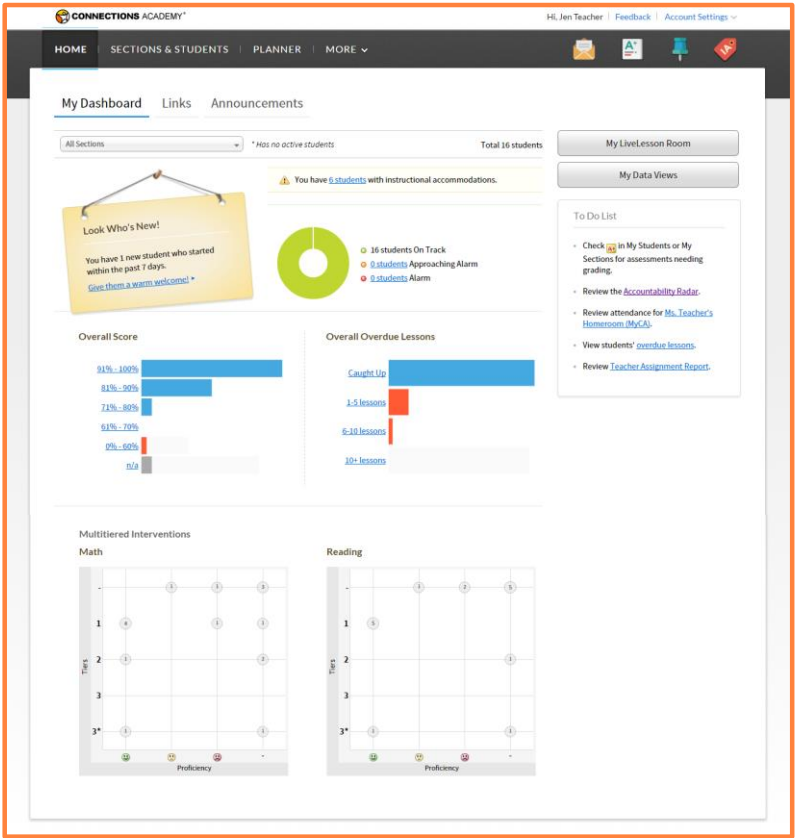


Figure 24. Students with Overdue Lessons

The screenshot shows the 'My Students' page in the Connections Academy interface. It features a table with columns for ID, My Students, Days Enrolled, Grade, Attendance, Overall Score, Total Overdue, Alerts, and Intervention. The table lists seven students, all marked as 'On Track' with an attendance of 100%. The 'Total Overdue' column shows the number of overdue lessons for each student: 0, 4, 0, 1, 4, 4, and 0 respectively. The 'Alerts' column shows the number of alerts: 0, 1, 0, 1, 0, 1, and 0 respectively. The 'Intervention' column shows the intervention status: 'M-1/R-0', 'M-1/R-1', 'M-1/R-3', 'M-1/R-3', 'M-1/R-2', 'M-2/R-1', and 'M-1/R-0'.

ID	My Students	Days Enrolled	Grade	Attendance	Overall Score	Total Overdue	Alerts	Intervention
100661	Demo, Stella	179	10	On Track	100%	0	0	M-1/R-0
128788	Demo, Dee	179	6	On Track	100%	4 lessons	1	M-1/R-1
146122	Demo, Chelsea	179	9	On Track	100%	0	0	M-1/R-3
167915	Demo, Meaghan	179	7	On Track	100%	1 lessons	1	M-1/R-3
216090	Demo, Anderson	179	12	On Track	100%	4 lessons	0	M-1/R-2
216091	Demo, Jackson	179	8	On Track	100%	4 lessons	1	M-2/R-1
216092	Demo, Olivia	179	11	On Track	100%	0	0	M-1/R-0

Figure 25. Specific Student Grade Book

The screenshot shows the 'User Grade Book for Anderson Demo (ID 216090)' page. It includes a 'Section Summary' table with columns for Section, Score, Grade, Lesson Completion, Teacher, and Objectives. The table lists seven sections: Calculus B, English 12 B, Living Music I, Marine Science B, Psychology B, Web Design I B, and Overall. The 'Overall' row shows a score of 87%, a grade of B+, and 201/243 (84%) lesson completion. To the right of the table 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	35 objectives
Living Music I	93%	A	37/46 (90%)	Teacher, Jen	
Marine Science B	97%	A+	35/41 (89%)	Teacher, Jen	
Psychology B	75%	C	34/35 (99%)	Teacher, Jen	
Web Design I B	97%	A+	15/21 (79%)	Teacher, Jen	
Overall	87%	B+	201/243 (84%)		

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 able to meet school, district, county, state and federal customized 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 SoCal 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 SoCal 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 SoCal 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 SoCal is aware of the cooperation between FERPA and IDEA and adheres to the applicable requirements of both. CalCA SoCal 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 SoCal 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 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, [Conflict of Interest Code](#) and IRS affirmation letter regarding the corporation's tax exempt determination). CalOPS bylaws provide a full description of the organization of the corporation.

²⁹ Capistrano Connections Academy, Inc. and Friends of California Virtual Education, both California non-profit public benefit corporations, were merged into Alpaugh Academies, also a California non-profit public benefit corporation, and the surviving corporation's name is "California Online Public Schools."

CalCA SoCal 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 SoCal in writing and the changes shall not 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 SoCal'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 SoCal.

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

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).

- 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 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 SoCal 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 SoCal 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 Board actively recruits Board Members who have professional skills that complement or add to the existing Board composition. The Board endeavors to appoint 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 appoint someone with expertise in education. In order to ensure parental involvement in the governance of the school, the Board also makes efforts to recruit a qualified parent of a current or former student who is/are/were enrolled in a charter school operated by the corporation to serve as a Board member. One board member may satisfy multiple categories.

As per the Bylaws, the Board members vote to fill positions with new or continuing Board Members, with a majority vote required. The sponsoring district of any charter governed by the Governing Board may add a representative to the Board (reference California Education Code § 47604(b)). CUSD may choose instead to select a Board liaison who would be included in all

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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. CalOPS acknowledges that the laws for non-profit public benefit corporations governs the removal of Board members and that CalOPS will comply with these laws.

Any current employee of CalCA SoCal, 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 these 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 SoCal, 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 SoCal's full commitment to financial transparency and

service. CalCA SoCal shall be subject to applicable sections of Government Code § 1090 et seq., if the California legislature mandates as such.

CalCA SoCal 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 SoCal 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 SoCal 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 SoCal 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 SoCal 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 SoCal.

In keeping with the state’s new accountability strategies under the LCAP Funding Formula, CalCA SoCal 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

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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 SoCal 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 SoCal, 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 SoCal 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 SoCal 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 SoCal 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 SoCal. 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 SoCal 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 SoCal 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 SoCal 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 SoCal 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 SoCal 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 SoCal. 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 SoCal community with unparalleled level of educational expertise and experience, but also enables CalCA SoCal 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 SoCal 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 SoCal, 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 SoCal’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 SoCal 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 emphasize 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 SoCal 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 SoCal 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 SoCal 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 SoCal 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 SoCal. 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 SoCal students may be located outside of the counties served by CalCA SoCal, 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 SoCal 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 SoCal 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. [CalCA](#)

California Connections Academy Southern California Renewal as revised per renewal MOUs submitted on October 10, 2018

SoCal agrees that any material change to the retirement program offered to its staff will require a material revision of the charter and is subject to approval by the District.

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 SoCal 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 SoCal 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 SoCal’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 SoCal, 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 SoCal, 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 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 SoCal 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;

California Connections Academy Southern California Renewal as revised per renewal MOUs submitted on October 10, 2018

- 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;

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- 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 SoCal 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)]

Disputes with the Authorizer

In the event of a dispute between CalCA SoCal 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 SoCal 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 SoCal 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 SoCal 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 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 SoCal 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 SoCal 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" along with the California Connections Academy name.

CalCA SoCal 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 SoCal 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 SoCal, 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 SoCal 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 SoCal 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 SoCal 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 SoCal sends out a postcard inviting parents to attend an Information Session, visit the website, and/or contact the call center. CalCA SoCal also uses email to communicate with people who approach CalCA SoCal 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 SoCal 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 SoCal takes every opportunity to brief school district administrators and guidance personnel on CalCA SoCal as an alternative for students who might benefit from individualized instruction in a non-classroom setting.
- **Media outreach:** CalCA SoCal 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 SoCal, and the school works closely with families so they can share their positive experiences with their friends and neighbors. More than 94% of CalCA SoCal parents reported that they recommend the program to other parents they know.
- **Online and Social Media Marketing:** CalCA SoCal 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 SoCal 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 SoCal does not charge tuition or any fees that are prohibited. CalCA SoCal 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 SoCal 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 SoCal 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 SoCal regularly discloses full details about its program and encourages families to carefully consider its academic rigor and practical implications before applying. CalCA SoCal 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 SoCal 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 SoCal 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 SoCal 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 SoCal 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 SoCal, 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. There has not been a need to conduct a lottery in any past years and it is not expected that this will be needed in the future.

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 SoCal actively works to do the same. Through extensive community outreach and full disclosure about the school's program, CalCA SoCal 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 SoCal 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 SoCal provides parents with a clear and accurate picture of the CalCA SoCal learning experience so they can make the most appropriate choices for their children.

CalCA SoCal 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 SoCal.

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 SoCal notifies the Superintendent of the school district of the pupil's last known address within 30 days, and shall, upon written request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information.

Students enrolled in the charter school have no right to admission in a particular school of any local education agency as a consequence of enrollment in the charter school, except to the extent that such a right is extended by the local education agency.

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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 SoCal 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 SoCal—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 SoCal 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 SoCal 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 SoCal 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. Students who are expelled will be referred back to their district of residence and will be given information about their right to return to CalCA SoCal

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. CalCA SoCal does not anticipate that CUSD will need to be involved in suspensions or expulsions of CalCA SoCal students.

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 for both CUSD as well as the student's district of residence will be notified in a timely way of any expulsions by a designated member of the CalCA SoCal 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 SoCal 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 SoCal 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 SoCal 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 SoCal, 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 SoCal is eligible for Federal Title funds and plans to access these programs annually. When federal funds are received, CalCA SoCal 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 SoCal'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 SoCal budget includes expenditure items to provide for special education staff and services to fully meet the needs of students with disabilities. As expected, the costs of the Special Education program exceed the revenue provided through state and federal Special Education revenue. These excess costs are incorporated into the budget. 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. The insurance costs shown in Exhibit H are for the Directors and Officers insurance. The school's general liability and property insurance are currently purchased through the agreement with Connections and so the school does not currently incur additional cost but rather the cost of these policies is included in the "Other Support Services" line item of the budget.
- **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 for a draft MOU), along with any District services that may be agreed upon on a fee-for-service basis. The District shall charge CalCA SoCal for supervisory oversight of CalCA SoCal, up to any maximum permitted by law (currently described and limited in Education Code § 47613), currently set at 1%. CalCA SoCal 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 SoCal'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 SoCal 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

California Connections Academy Southern California Renewal ~~as revised per renewal MOUs submitted on October 10, 2018~~

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.

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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 SoCal 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 SoCal 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 SoCal continues to submit a funding determination application to the California Department of Education (CDE) by the mandated deadlines. CalCA SoCal 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 SoCal will submit a revised budget to CUSD for approval by July 1 for the following fiscal year. The CalCA SoCal educational program, as outlined in the charter petition, is of the highest quality. CalCA SoCal 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 SoCal's Director of Business Services 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 SoCal 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 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 SoCal 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 SoCal 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 SoCal 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 SoCal utilizes accurate and sophisticated systems for documenting student attendance. CalCA SoCal'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 SoCal 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 (as stated, please 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 SoCal's right to operate as a charter school pursuant to this charter or cause CalCA SoCal to cease operations until CalCA SoCal 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 SoCal. If any District property is leased, rented or borrowed by CalOPS and/or CalCA SoCal, 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 by July 30 of each year. 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 SoCal and/or any obligation of CalOPS under the foregoing provisions of this charter.

CalCA SoCal 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 SoCal from any other claims for damages for personal injury, including death, and claims for damages to any property of CalCA SoCal, or of the public, which may arise from school operations, whether such operations be by CalCA SoCal or by any subcontractor or anyone directly or indirectly employed by any of them.

Indemnification

To the fullest extent permitted by law, CalCA SoCal and California Online Public Schools jointly agree to promptly, fully and completely indemnify, defend and hold harmless the District, the CUSD's Board of Trustees, and each of their members, officers, administrators and employees ("Indemnitees") from and against any and all claims, demands, actions, causes of action, suits, fines, or liabilities, including, but not limited to, attorney's fees and litigation costs, that in any way arise out of or relate to any actual or alleged act or omission on the part of CalCA SoCal or CalOPS, and/or on the part of the board of directors, administrators, and employees of CalCA SoCal or CalOPS in any way related to the performance of and/or to the failure to perform in whole or in part any obligation under the charter and/or in any way related to the operation or operations of CalCA SoCal, CalOPS or of any other facility, CalCA SoCal program, or activity of CalCA SoCal. In the event the District determines that the interests of CalCA SoCal and CalOPS and the District cannot be ethically represented by counsel for both parties, District shall be entitled to be represented by counsel reasonably acceptable to the District. The joint obligations of CalCA SoCal and CalOPS to defend the District and the other Indemnitees identified herein is not contingent upon there being an acknowledgement of or a determination of the merit of any claim, demand, action, cause of action, or suit, and those obligations will be deemed to be triggered immediately upon the assertion of any claim, demands, actions, cause of action, or suit within the scope of this paragraph. However, nothing in this paragraph shall be constructed to obligate CalCA SoCal or CalOPS to indemnify Indemnitees for any claims, demands, actions, causes of action, suits, fines, or liabilities resulting from an Indemnitee's sole negligence, from an Indemnitee's active negligence, or from an Indemnitee's willful misconduct where such sole negligence, active negligence, or willful misconduct has been adjudged by the final and binding findings of a court of competent jurisdiction; except, in instances where the active negligence or willful misconduct of an Indemnitee accounts for only part of the loss(es) involved, the indemnity obligations of CalCA SoCal and CalOPS shall be for that portion of the loss(es) not due to the active negligence or the willful misconduct of such Indemnitees.

CalCA SoCal and CalOPS further jointly specify that its indemnification, defense, and hold harmless obligations pursuant to this charter extend to indemnify, defend, and hold the District and District personnel harmless from any and all financial obligations in the event of an unbalanced budget.

CalCA SoCal and CalOPS obligation to indemnify, defend, and hold harmless the District and District personnel, as set forth 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 SoCal's right to operate as a charter school pursuant to this charter or cause CalCA SoCal to cease operations.

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 SoCal 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 SoCal 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.

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The CalCA SoCal 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 SoCal 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 SoCal shall comply with all applicable laws for establishing resource centers, including any jurisdictional limitations to locations of its facilities. CalCA SoCal will provide all required notification to the district and county of all facilities that it operates. Any notifications to the District and county Office of Education regarding the location of its school sites and/or resource centers will be in writing. CalCA SoCal agrees that the addition of a new resource center or an change in the location its school sites or resource centers will require a material revision of the charter, which must be approved by the District's Board of Trustees.

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 SoCal do not require transportation services for regular school activities. While the school helps facilitate local extracurricular and recreational activities among CalCA SoCal 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 SoCal 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 SoCal is audited annually by an independent, certified public accounting firm according to the guidelines applicable to public charter schools in California. CalCA SoCal agrees that its annual, independent financial audits shall be prepared employing generally accepted accounting principles, as required by Education Code section 47695 (b) (5) (I).

The Board commissions the audit and engages an auditor with experience in public school finance. The Board solicits a proposal from at least one audit firm approved by the state to audit public schools, then reviews the proposal(s) as part of an agenda item in open session of a Board meeting. 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. The Audit Committee may be the full Board. The Board (or the Audit Committee, if appointed) approves an audit proposal by a majority vote.

The cost of the independent audit is borne by CalCA SoCal. 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

CalCA SoCal has 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. The Board, or, if so appointed, the Audit Committee, would review the audit and any audit exceptions or deficiencies. If the Audit Committee has reviewed the audit exceptions, it would and then report to the Governing Board with recommendations on how to resolve them. The Board would take action on a plan for resolving any audit exceptions or deficiencies, which This report would include timelines and deadlines for the plan, resolving the exceptions or deficiencies. The Board then would report to CUSD and any other required agencies regarding how the exceptions and deficiencies have been or will be resolved. The Board is responsible for overseeing the resolution of any audit

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exceptions and for working with CUSD regarding any concerns about the resolution plan. CalCA SoCal will also copy CUSD on its communications with other agencies regarding audit exceptions or deficiencies, including the Orange County Department of Education and the California Department of Education. Any disputes between CalCA SoCal and CUSD 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 SoCal ceases operation for any reason, CalCA SoCal 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 SoCal 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 SoCal does not have sufficient assets to pay all of its bills at the time it ceases operation, neither CUSD, the OrangeCapistrano 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 SoCal 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 SoCal's right to operate as a charter school pursuant to this charter or cause CalCA SoCal 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 SoCal;
- 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 SoCal staff and approved by the school's Governing Board.

Connections provides some administrative and fiscal support services. CalCA SoCal 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 SoCal 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 SoCal compiles and provides a LCAP 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 SoCal 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 SoCal 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 SoCal shall promptly comply with all reasonable inquiries from the District in accordance with Education Code § 47604.3. CalCA SoCal shall be subject to the California Public Records Act.

VIII.D REVOCATION

Prior to commencement of revocation proceedings, CUSD and CalCA SoCal 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 SoCal 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 SoCal 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 SoCal 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 SoCal 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 SoCal, 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 SoCal 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 SoCal 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 SoCal 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 SoCal 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 SoCal 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=i10b1qfopu1/t#mission

IX.B BENEFITS

There are many benefits that CUSD receives through sponsoring CalCA SoCal. 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 SoCal. 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 SoCal 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 SoCal has no negative impact on the district with respect to facilities. As a non-classroom-based program, CalCA SoCal 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 SoCal 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 SoCal 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.

CalCA SoCal shall indemnify, defend, and hold harmless the District to the fullest extent permitted by law and in accordance with the terms of this charter and the MOU between the District and CalCA SoCal. 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 SoCal 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 Southern California, 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 Southern California 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 as it has been applied to charter schools in Education Code 47604.1.
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

California Connections Academy Southern California Renewal as revised per renewal MOUs submitted on October 10, 2018

access to the district to such records.

24.25. Will comply with Government Code section 1090 as it has been applied to charter schools in Education Code 47604.1.



Signature

10/2/18

Date

Dr. Richard Savage

Printed Name

Executive Director

Title

EXHIBITS

- A Personalized Learning Plan (Sample)
- 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 Pubic Schools (CalOPS) Documents—REVISED PER RENEWAL MOU
- F Statement of Agreement (Current)
- G Memorandum of Understanding (Draft)
- H Business Plan, including Budgets and Cash Flow Narrative—REVISED PER RENEWAL MOU
- I Insurance Certificates (Sample)

**Financial and Operational
MEMORANDUM OF UNDERSTANDING
Between
Cuyama Joint Unified School District and California Online Public Schools
for California Connections Academy Central Coast
Effective July 1, 2019**

1. RECITALS

The governing Board of Cuyama Joint Unified School District (hereinafter referred to as "District") granted a charter to California Online Public Schools, a non-profit corporation (hereinafter referred to as "Corporation") for California Connections Academy @ Central Coast, a charter school, (hereinafter referred to as "School") on September 13, 2018, pursuant to the *Charter Schools Act* of 1992, as amended. This charter, among other matters, calls for the Corporation, acting on behalf of the school, and the District to enter into a mutually agreeable Memorandum of Understanding ("MOU" or "Agreement") that describes funding entitlements of the School, operation and oversight arrangements, and other matters of mutual interest. To the extent this MOU contains terms that are inconsistent with the terms of the approved charter, the terms of the Charter shall control.

2. PURPOSE OF THIS MEMORANDUM

- Define funding entitlements of the School and the terms under which the District will make funds available to the School
- Define fees to be paid from the School to the District
- Define services that the District will provide to the School
- Clarify the responsibilities of each party.

3. TERM

The term of this MOU shall be from July 1, 2019 and will continue in full force and effect until such time the School is no longer chartered by the District, unless the MOU is terminated pursuant to Section 21.3. Both parties agree to review this MOU annually and update this MOU as necessary.

4. STATUS OF CHARTER SCHOOL

The following characteristics describe the School and its relationship to the District for purposes of this MOU:

Legal status	<u> </u> Dependent on District	<u> X </u> Non-profit Corporation
Employer for Collective Bargaining	<u> </u> District	<u> X </u> School
Special Education	<u> </u> Provided By District	<u> X </u> Provided By School
Legal Status of Special Ed	<u> </u> Public School of District	<u> X </u> LEA in SELPA

(subject to acceptance by ~~El Dorado Charter~~ ~~Tulare County District~~ SELPA)

5. FUNDING SOURCES

- 5.1 Direct Funding. The School shall receive direct state funding in accordance with Ed. Code Section 47633. The School will be responsible for providing the State Department of Education and/or the District with all data required for direct funding. The School shall receive funding from new or “one-time” funding sources available to schools or school districts provided by the State of California to the extent that the Charter School and its Students generate such entitlements. The District will cooperate with the School, as necessary, to procure such additional funds.
- 5.2 Property Taxes. The District shall distribute the funds known as “in lieu of property taxes” to the School as described in Ed. Code Section 47635, and as outlined in this agreement (See Section 6.1). In the case where distribution of property tax to the school in accordance with the schedule laid out in Ed. Code Section 47635(b) creates a financial hardship for the District, or as otherwise agreed to by both parties, the School and District will work out an alternative payment plan.
- 5.3 State and Federal Funds. The District and/or County Treasurer shall distribute funds to the School from state and federal sources in a manner and timeline similar to other public schools.
- 5.4 Special Education Funds. The ~~Tulare County District~~ El Dorado Charter Special Education Local Plan Area (SELPA) and the School will maintain a separate arrangement for Special Education funding. However, if the District receives any of the Special Education funding for School students, the District shall immediately transfer such funds. The parties recognize the funds received for special education purposes from federal and state resources are currently inadequate, and that additional funds are required. It is the intent of the parties that, outside of the above-mentioned funding received from the SELPA and/or the District, the School will bear financial responsibility for the provision of special education services. The School, as a Local Educational Agency (LEA) in the SELPA, will be required to pay for all excess costs related to the provision of special education services to its Students. The School may participate in any risk pooling arrangements of the SELPA in the same manner as any other LEA of the SELPA. The School retains the right to join another SELPA and in which case, the parties will amend the MOU to reflect the name of the new SELPA.
- 5.5 Non-governmental Funds. The School retains the right to apply for and receive private grant money and/or private donations on its own, and to engage in other fund-raising and service providing activities. The School shall retain all such funds for its use consistent with the terms of such grants or activities. Any such monies received shall not reduce the annual apportionment received from the District.

6. CASH FLOW AND TRANSFER

- 6.1 **Payments From District to School.** The District agrees to pay the School “in lieu of property taxes” according to ~~the schedule laid out in Ed Code Section 47635. The schedule will be developed and included in Table 1~~ a schedule agreed upon annually. ~~The schedule will be developed annually and agreed upon in writing by both Parties no later than August 1 of each fiscal year. (NOTE for DRAFT: Table 1 to be developed based on mutually agreeable schedule of payments)~~ The payments will be based initially on the most recent funding rates from the state and on the ADA projected in the school’s adopted budget. The amount due to the School may then be re-calculated based on the P1 certified property tax rates, and then modified again after the P2 certification occurs. At the end of the fiscal year, the final amounts of payments will be made, which ~~may will~~ also include any calculations for prior year adjustments to property tax, as certified by the state. The District will make payments based on the ~~current and updated Table 1 amounts~~ the agreed upon schedule within 30 days of the beginning of each month. Details of the amounts due from the District to the School ~~will be calculated in Table 1, which~~ may be updated as often as three times per year: prior to the commencement of school, after P1 certification and after P2 certification. This payment plan may be adjusted by mutual agreement pursuant to the adjustment and reconciliation process described in Section 7 below. Both parties agree to re-negotiate this section, as mentioned in Section 5.2 above, if the state schedule of payments creates a financial hardship for the District, or if otherwise desirable to both parties.
- 6.2 **Payments From School to District.** The School shall pay funds due to the District ~~according to a schedule agreed upon annually by the Parties. The schedule will be developed annually and agreed upon in writing by both Parties no later than August 1 of each fiscal year, as described in the schedule developed as part of this MOU and as laid out in Table 2. Table 2 (NOTE for DRAFT: Table 2 to be developed based on mutually agreeable schedule of payments)~~ The schedule will contains details of ongoing funds due and is to be updated at least twice annually: prior to the commencement of the school year, based on the adopted budget, and then again after the P2 reporting period has ended, as soon as possible after certification of P2 by the state. ~~The District will send invoice(s) to the School based on the agreed upon schedule, and The School may pay the amounts due to the District using the amounts in Table 2, or the District may elect to invoice the School separately for funds due to the District. If the District elects to invoice the School,~~ the School shall pay the District as soon as possible and no later than sixty (60) days after the receipt of an invoice.
- Oversight fees are described in Section 8.3 of this Agreement. The schedule of payments may be adjusted by mutual agreement pursuant to the adjustment and reconciliation process described in Section 7 below.
 - Administrative service fees are described in Section 12 and will be adjusted annually.
- 6.3 **Other Services.** The estimates of costs for other services provided by the District to the School are based on mutual agreement and are discussed in Section 12 of this MOU.

Other services shall be agreed upon and recorded in separate agreements. Payments may be incorporated herein with mutual written consent of parties.

7. ADJUSTMENTS AND RECONCILIATION

The amounts ~~described in Tables 1 and 2~~ initially included in the payment schedules are estimates of amounts due to be transferred between the District and the School based on the current best information available. These amounts are estimated based on the projected enrollment of the School, the budget adopted by the School's Board of Directors ("Board"), estimates of state and local funding rates, and the guidelines of the CDE School Fiscal Services Division.

Either party may request, at any time, a meeting to discuss adjustments to, or reconciliation of, these figures whenever there is reason to believe that these estimates are not reflective of the actual amounts owing. Payments to the School will be adjusted following P2 adjustments to revenues made by the state, and reconciled annually during the fiscal close out of the prior fiscal year. Payments to the School shall also be subject to adjustment based on any adjustments to student counts as a result of an audit by the state of California.

Financial adjustments may be made in subsequent fiscal years between the School and the District that result from apportionment changes, audit adjustments, and/or other legally required adjustments.

~~Any funds due the School under the Charter School Law between the beginning of a contracted fiscal year and the commencement of the terms of this agreement will be paid as soon as possible following written invoice by the School for these funds, and no later than thirty (30) days following receipt by the District of the invoice.~~

8. SUPERVISORIAL OVERSIGHT

The School, the Corporation, and the District agree that the "supervisory oversight" as used in Ed. Code sec. 47613 shall include the following:

1. All activities related to the charter revocation, renewal and amendment processes, as described in Ed. Code sec. 47607 and of the School Charter.
2. Activities related to monitoring the performance and compliance of the Charter School with respect to the terms of its Charter, related agreements and applicable laws.
3. Review of and timely response, if applicable, to any school performance reports, including LCAP (Charter, Section VIII.A.) and related processes as outlined in the School's Charter.
4. Participating in the dispute resolution process as described in Section V. E. of the Charter.
5. Development and updating of this MOU to clarify and interpret the charter and the operational relationship of the District and the School.
6. Completion of the following duties required under Education Code Section 47604.32:
 - a. Identify at least one (1) District staff member as a contact person for the School.
 - b. Visit the School at least annually. If the school does not have a ~~local administrative office facility~~ physical location within the District, the School and District may meet at the District office as part of the annual oversight process.

- c. Ensure that the School complies with all reports required of charter schools by law.
- d. Monitor the fiscal condition of the School, including review of annual fiscal audit of the School.
- e. Provide timely notification to the California Department of Education if any of the following circumstances occur: Renewal of the charter is granted or denied; the charter is revoked; or, the School ceases operation for any reason.

7. Inspection of teacher credentials, as per EC 47605 (l). The District will attempt to provide one business days' notice of any inspection of credentials it wishes to conduct. The School will provide the name and state ID number for credentialed teachers annually upon request of the District.

8. Communication between the School and District staff that relates to these oversight and monitoring activities will not be considered "other services" as defined in Section 12 of this MOU.

8.1 Local Control Accountability Plan. In addition to an annual audit and in accordance with Education Code Section 47606.5, the School shall deliver to the District by July 1 of each year, a report which provides an analysis of academic performance of Students during the prior school year as required by the state and as further described in the Charter Section VIII. A. The report shall include performance required in the state's accountability system, applicable requirements under the Every Student Succeeds Act, or equivalent federal requirements, and any other required elements.

8.2 Monitoring Activities by District. The District shall provide at least 24-hour advance notice prior to an official visit for the purpose of monitoring the School and shall make an effort not to disrupt instruction during any visit. After the 24-hour notice, the superintendent reserves the right to visit the school. This provision however, shall not impede the District's ability to visit the school without advance notice should the District have reason to believe that a severe and imminent threat to the health or safety of pupils exists at the school.

8.3 Oversight Fees. ~~In accordance with Education Code Section 47613 (a) and (f), the District will charge the School for the actual costs of this oversight. Table 2 indicates the current estimate of this amount. (See also Section 6.2.) The School and District agree that the Oversight Fee shall not exceed one (1%) percent of The Parties agree that the District will incur costs in connection with its performance of supervisory oversight of the School as required by law, and that it is not in the best interests of either Party to require a mechanical assessment, accounting, billing and payment process to compensate the District for such costs. The Parties further agree that the District is not providing the School with substantially rent-free facilities as referenced by Education Code section 47613(b). Therefore, the Parties agree that the cost of the District's supervisory oversight of the School is one percent (1%) of the School's Local Control Funding Formula general purpose revenues, as defined in Education Code section 47613, subd. (f).~~ The annual amount owed for the Oversight Fees will be adjusted at least once annually following the state's certification at P2 of the amount of revenue owed to the school as defined above.

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Subsequent adjustments may also be made during the following fiscal year if necessitated by adjustments to the school's revenue by the state.

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9. DATA REPORTING

- 9.1 Average Daily Attendance (ADA). The School will develop an attendance reporting calendar and maintain a system to record and account for ADA. The School will report the ADA figures to the District, the Santa Barbara County Office of Education, and/or the California Department of Education, as required by law, on a timely basis for the P1, P2 and annual reporting periods. When requested, the School shall report ADA to the District on a more frequent basis. The School and District will review and agree on the procedures to be used for attendance accounting when updating this MOU, including review of the school's attendance calendar.
- 9.2 California Pupil Longitudinal Achievement Data System (CALPADS). The School shall complete and submit enrollment and other necessary demographic information to CALPADS and obtain State Student Identification Numbers from CALPADS, as necessary, on its own behalf. The School and District may negotiate for the District to provide support for CALPADS reporting on a fee for service basis, but only if such a service is mutually agreeable to both parties.
- 9.3 Other Data. The District and the School shall work cooperatively to supply any other information necessary to enable the School and District to calculate entitlement to all available funding sources and to comply with any other state reporting requirements.
- 9.4 Information Systems Package. The School has elected to purchase its own software for Information Systems and will maintain the software so that ADA and other data reporting may be done in a timely and accurate manner in accordance with state guidelines.

10. BUDGET AND FINANCE

On behalf of the School, the Corporation shall annually provide the following financial information to the District:

- a) A proposed budget, approved by the Corporation's Board for the School, for the upcoming fiscal year. The budget will show estimated revenue and expenditures based on identified and reasonable assumptions. The approved budget will be available on or before July 1 of the fiscal year.
- b) Following final budget revisions at the State level, if the Corporation has revised the School's budget, the Corporation will provide the School's revised operational budget effective as of October 31. The revised Budget would be provided as part of the first interim financial report due on December 15 each year. The Corporation will notify the District prior to that date if the School becomes aware of any substantial budget changes.
- c) Monthly financial reports will be available to the District in the format used to present the reports to Corporation's Board.

- d) In accordance with Education Code Section 447604.33, mid-year financial reports displaying the financial status of the School as of October 31st, and January 31st, will be provided to the District and County Office of Education no later than December 15th and March 15th, respectively. Financial information will be provided in a format mutually agreed upon by the Corporation and District. The Corporation will provide the District and the County Office of Education with unaudited actual reports for the School for the full prior year no later than September 15, as required by Education Code Section 47604.33. The charter school alternative format provided annually by the CDE will be the format used unless otherwise mutually agreed upon by the School and District.
- e) The District reserves the right to request additional School financial information and inspect School financial records if District officials deem such information necessary to perform State required financial oversight responsibilities. Such requests would be made in writing and reasonable timeframes would be established to allow the Corporation to produce such additional financial information.

11. FISCAL AUDIT

The Corporation shall cause to be prepared an annual audit of the financial transactions of the School each year pursuant to the terms specified in the charter. The Corporation shall retain an auditor certified to audit public schools. This audit will include School attendance records (as described in the Charter). The Corporation shall forward a copy of the audit to the Superintendent of the District, as well as to other parties required by law, after review by the Corporation's Board of the final audit findings. An annual audit will be completed by December 15th following the close of the school year. Any negative findings or exceptions shall be resolved pursuant to the terms of the Charter and the relevant provisions of the Education Code.

12. OTHER SERVICES

- 12.1 Facility and Mail Services. The District will provide the School with office and/or storage and/or testing facility space on District property, and the use of the District's office equipment, for a monthly fee of \$500 (five hundred dollars). The District will provide mail services to the School for a monthly fee of \$250 (two hundred and fifty dollars). The School will pay for these services within 60 (sixty) days of receipt of an invoice from the District. Both parties agree services may be paid in advance. Fees for Other Services.

~~The District may provide other technical support to the School upon request at a mutually agreed upon rate.~~

- 12.2 Administrative Support Services. The Parties understand and agree that, in addition to its supervisory oversight obligations, as set forth in Section 8, the District will provide certain general administrative support and assistance falling outside of the District's supervisory oversight responsibilities ("Administrative Support Services") as listed below, at a blended rate for all time spent by the District on Administrative Support Services of \$100 (one hundred dollars) per hour. During the first year of operation the District estimates the hours needed will be 30 (thirty), therefore, the School agrees to pay

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\$3,000 (three thousand dollars) divided into two installments, to be paid within 60 (sixty) days of receipt of an invoice from the District. However, if the District's service hours exceed this estimate, then the District's invoices shall include the number of extra hours, which may be billed in ½ hour increments, per category of Administrative Support Services for the billing period. In light of financial constraints, the School's obligation to pay for, and the District's obligation to provide the Administrative Support Services pursuant to this Agreement shall be subject to a maximum cap of \$5,000 (five thousand dollars) for fees incurred in Year One of this Agreement ("Year One Maximum Cap") Estimated hours for the second year of the Agreement and beyond will be agreed upon by both parties in writing no later than August 1 of each fiscal year. Administrative Support Services include, but are not limited to, the following, to the extent they are not required oversight obligations:

- a) Responding to communications from third parties regarding the School,
- b) Professional development or technical support provided to the School,
- c) Providing information to the surrounding community and region regarding the School, and
- d) Meetings and communications with the School and/or with other parties, legal counsel or support organizations in order to provide support to the School.

Scheduling of Services. The School will submit requests for District services via mutually agreeable procedures. The School agrees to work cooperatively with District staff to coordinate the scheduling and scope of the services to be provided.

12.3 Additional Services. The Parties may, by separate written agreement, mutually agree on additional services ("Additional Services") the District will provide to the School, and the fees to be charged to the School for the provision of such Additional Services.

Optional Services. The School may opt for the following services from the District or from another provider:

- a) Information/computer systems and support for attendance accounting and student information data management, technical and software support provided by District personnel, billed on a mutually agreeable basis.
- b) Fiscal consultation and planning (for services beyond the scope of Supervisorial oversight).
- c) Risk management.
- d) Staff development and training: Provided on a rate to be agreed upon prior to the training session. Training services may be obtained by attendance at district classes, or be organized specifically for School staff.
- e) Food Services.
- f) Counseling or academic advising services.
- g) Special education services.
- h) Temporary testing locations to administer proctored tests to students of the School.

12.4 Termination of Services. If either the District or the School (or the Corporation on behalf of the School) decide to terminate provision of ongoing services being provided ~~under~~ Section 12.3, that party must give the other at least sixty (60) days' notice of its

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determination to terminate services being provided. The remaining provisions of this Agreement shall survive a termination pursuant to this section.

13. SPECIAL EDUCATION AND RELATED SERVICES

The School has elected to be a Local Educational Agency for special education purposes pursuant to Education Code 47641. For purposes of this agreement, the SELPA shall provide the state and federal Special Education funding to the School and the School shall provide all services to the School's Students and shall be financially responsible for the provision of those services as further described below. This MOU constitutes written verifiable assurances that the School will provide special education services in compliance with all applicable laws and regulations. The information below provides additional information about how the School will provide Special Education Services to enrolled students in compliance with applicable laws.

- 13.1 Section 504 and the ADA. Absent agreement of the parties to the contrary, the School shall be solely responsible, at its own expense, for compliance with Section 504 and the Americans with Disabilities Act (ADA) with respect to eligible Students.
- 13.2 Interpretation of Agreement. Nothing in this MOU is intended to supersede any term or condition of the charter granted to the School.
- 13.3 Identification and Referral of Students. The School has the initial responsibility to make referrals for identification and assessments of any Students who are enrolled in the School who are believed to be eligible for special education assessment and/or services. Prior to making any referral, the School shall convene a Student study team, if at all possible (given a parent's right to refuse such an option) to determine if alternative interventions are appropriate. All referrals shall immediately be provided to the School Special Education staff and/or the School's contracted service provider for consultation, identification and assessment.
- 13.4 Assessment of Special Education Students. The School will determine what assessments, if any, are necessary and arrange for such assessments for all referred Students, for annual assessments, and for tri-annual assessments.
- 13.5 Individualized Education Program. The School shall be initially responsible for arranging the necessary Individualized Education Program (IEP) meetings. The School shall be responsible for providing adequate meeting arrangements, having the designated representative of the School participate in the IEP meeting, in addition to representatives who are knowledgeable about the regular education program at the School. Further, the School responsibilities shall include documentation of the IEP meeting and the provision of parent rights.
- 13.6 Eligibility and Placement. Decisions regarding eligibility, goals/objectives, program placement and exit from special education shall be the decision of the IEP team. Team

membership shall be in compliance with federal law and shall include the designated representative of the School. Services and placement shall be provided to all eligible School Students in accordance with the IDEA and the policies, procedures and requirements of the SELPA.

- 13.7 Interim Placement. For Students who enroll in the School with a current IEP where the IEP team determined that Independent Study is appropriate, it is the responsibility of the School to implement the existing IEP to the extent possible at the School. The School will also require, as part of its admissions process, that prospective Students consent to acquisition of their cumulative files, including all special education files from their prior school. For Students who were previously enrolled in the District, the District agrees to forward the student's cumulative file, including all special education files to the School within ten (10) days of written notification.
- 13.8 Special Educational Services and Programs. The School can contract all or part of its above responsibilities for the provision of special needs services to a third party provider. To the extent that the agreed upon IEP requires educational or related services to be delivered by staff other than the School staff, the School shall provide such services through a contract with a third party special education provider(s). All services required by the IEP will be provided by the School and its contractor(s).
- 13.9 Parent/Guardian Concerns. Parent/Guardian concerns regarding special education services shall be directed to the School. The School shall address the Parent/Guardian concerns. The School shall distribute with its admissions material information pertaining to the provision of special education services.
- 13.10 Complaints. The School shall address, respond, investigate, and take any and all necessary action to respond to all complaints received under, among other things, the uniform complaint procedure, involving special education and IDEA compliance.
- 13.11 Due Process Hearing. The School may initiate a due process hearing on behalf of the Student enrolled in the School as the School determines is legally necessary to meet its responsibilities under federal law.
- 13.12 SELPA Activities and Meetings. The School shall participate in SELPA meetings and activities to the extent allowable under SELPA policies. To the extent that the District and/or SELPA provide training opportunities and/or information regarding special education to site staff, such opportunities/information shall be made available to the School and its staff.
- 13.13. Supervisory Oversight. The District will have "supervisory oversight", as that term is defined in Ed. Code § 47613, over the School providing Special Education Services. The parties acknowledge that School has responsibility for following the policies and procedures of the SELPA, of which it is a member. In the event the District receives or initiates a complaint or inquiry regarding School's discharge of its responsibilities, it shall

forward such complaint or inquiry to School and School shall be solely responsible for responding to such complaint or inquiry. In the event of a dispute between the parties arising out of such complaint or inquiry that the parties are unable or unwilling to resolve, such dispute shall be subject to the dispute resolution process set forth in the MOU. The parties agree that a representative of the SELPA shall be entitled to participate in any dispute resolution proceeding that relates to the School's responsibilities under this Section and/or the District's oversight responsibilities referenced in this Section, and the parties waive any right to object to such participation by SELPA. The oversight services performed by the District referenced in this section, together with the oversight services to be provided by the District pursuant to Section 8, will be subject to the oversight fee provided for in Section 8.3.

- 13.14 Special Education Funding. The SELPA shall provide the School all state or federal revenues that are generated by Students attending the School that are distributed to the SELPA by the state and in accordance with SELPA policies. The parties recognize the funds received for special education purposes from federal and state resources are currently inadequate, and that additional funds are required. It is the intent of the parties that, outside of the above-mentioned funding received by the SELPA, the School will bear financial responsibility for the provision of special education services. The School will be required to pay for all excess costs related to special education services to School Students.

14. STANDARDIZED TESTING

- 14.1 State Standardized Testing. The School will administer the California State standardized testing as required by law. Arrangements for ordering, administering, and obtaining reimbursement for the state tests will be done by the School independently from the District. The School is responsible to ensure the School's test scores and data are reported accurately according to law. Upon request, District may provide one (1) testing site for test administration. The District's fee for providing such a testing site is included in Section 12. may charge a mutually agreed to usage fee for use of facilities. ~~The School, however, will provide staff to administer the assessments.~~
- 14.2 English Language Proficiency Assessments for California (ELPAC). The School will administer the ELPAC or its successors as required by law. Arrangements for ordering, administering, and being reimbursed for the state tests will be done by the School. The School will insure the School's test scores and data are compiled and reported accurately and on time. In addition, the School will work to identify and designate the status of English Language Learners enrolled at the school. Upon request, District may provide one (1) testing site for test administration and annual training for schools' test administrators. The District's fee for providing such a testing site is included in Section 12. The District may charge a mutually agreed to usage fee for use of facilities.

- 14.3 Staff Development. The School and District agree to communicate regarding District's staff development and training sessions that apply to either administration or interpretation of State tests, and District agrees that if requested by the School, representatives from School staff may choose to attend. If such training is requested by the School or the District offers other training sessions that the School staff may wish to attend, the District will provide an estimate in advance of the anticipated cost of such training sessions, or may provide such training at no cost to the School.

15. DISTRICT REPRESENTATIVE TO GOVERNING BOARD

15.1 District Representative. The District has the option of appointing a representative to the Corporation's Board under Education Code 47604. Until and unless changed in writing by the District, the District elects at this time not to appoint a representative ~~(subject to discussion when finalizing the MOU)~~ to the Corporation's Board. The District may also designate at any time a liaison to the Board who will not be a member but who may attend meetings and receive public board agendas, minutes, and materials. The District Superintendent, or designee, shall initially serve as liaison. The District may appoint a member to the Corporation's Board or change the designated liaison at any time by notifying the School in writing.

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16. NOTIFICATIONS TO SCHOOL PARENTS

16.1 Notification of Transferability of High School Courses: The School will notify parents of the transferability of School courses to other high schools and colleges as part of the School Handbook.

17. SCHOOL RECORDS

17.1 School Records. The School will be responsible for keeping and maintaining accurate and legal records regarding its business, including, but not limited to, student and personnel records. On behalf of the school, the Corporation will implement policies and procedures regarding content and responsibility for these records and will comply with applicable law regarding retention, confidentiality, and destruction of school records. The District will be provided with a copy of this policy for review upon request. The Corporation and School agree to cooperate with the District regarding input on this policy. The School and District agree to provide any applicable student or personnel records to the other in a timely way. The School or District may charge for the actual cost of providing such records (e.g. copying and mailing). The School and District shall cooperate on maintaining long-term student records. The School and District also agree to cooperate with each other if further assistance beyond student records is needed following a student transfer.

18. PERSONNEL AGREEMENT

18.1 Personnel Agreement. As stated in the Charter in Section V.C., Rights of School District Employees, if an employee leaves District employment, from either the sponsoring District or any other district, to work at the charter school, the collective bargaining agreements and District

Board policies of that district shall govern the return rights of such employees. The District and the Corporation are separate employers.

Upon request, the School shall provide the District proof of employment of appropriately credentialed teachers at the School for that school year consistent with the qualification requirements for “Teachers” set forth in the Charter. The District reserves the right to review School staffing lists to ensure compliance with applicable law and to determine whether a teacher is deemed to be appropriately credentialed. Flexibility will be given to teachers hired by the School for non-core, non-college preparatory courses as permitted by Education Code Section 47605(1).

19. INSURANCE AND INDEMNIFICATION

19.1.1 General liability. The Corporation on behalf of the School shall maintain in force during the term of this Agreement, general and public liability coverage in amounts of not less than One Million (\$1,000,000) Dollars primary and Five Million (\$5,000,000) Dollars excess. The insurance or self-insurance program will name the District as an additional insured or the equivalent thereof, and certificates of insurance will be provided upon request.

19.1.2 Workers’ Compensation. The Corporation on behalf of the School agrees to carry workers’ compensation insurance to protect its employees at a limit determined by the Labor Code of the State of California and Employers’ Liability insurance in the amount of One Million (\$1,000,000) Dollars or its current limit of each, whichever is greater. Proof of such coverage will be furnished to the District upon request.

19.2 Property Insurance. The School shall have the sole responsibility for insuring its personal property and securing property insurance for its facility and/or property.

19.3 Indemnification. The District agrees to indemnify and hold the Corporation and the School and their officers, directors, employees, and agents harmless and free from all claims, actions, audits, losses, liabilities or expenses arising under this agreement that are the responsibility of the District that may arise as a result of the District’s acts or omissions in the performance of this agreement except such loss or damage caused solely by the negligence or willful misconduct of the Corporation.

The Corporation and the School agree to indemnify and hold the District and its officers, directors, employees, and agents harmless and free from all claims, actions, audits, losses, liabilities or expenses arising under this agreement that are the responsibility of the School that may arise as a result of the School’s acts or omissions in the performance of this agreement, except such loss or damage caused solely by the negligence or willful misconduct of the District.

19.4 Evidence of Coverage. The Corporation on behalf of the School will provide the District evidence of insurance coverage upon request.

20. FACILITIES USE AGREEMENT

- 20.1 Facilities Use Agreement. Aside from the provision of facilities under Sections 12 and 14, if the School has a need to use any District facilities, and the District agrees to provide such facilities, the School and District will prepare and approve a Facilities Use Agreement in addition to this MOU. This Agreement will contain the details of the arrangements, including fees, between the District and School for the use of a District facility. The school will use the District office address to report a physical location for compliance purposes. The District will arrange to forward mail received at that address intended for the school. Fees for this service will be arranged annually.
- 20.2 Proposition 39 Waiver. The District shall have no responsibility to construct, fund, improve, or modernize the School's facility, except to the extent that the facility may be property of the District. The District has no obligation to provide facilities to the School pursuant to Education Code section 47614 throughout the term of its Charter.

21. CONSTRUCTION AND SEVERABILITY

- 21.1 Amendments. This agreement may be amended or modified, in whole or in part, only by an agreement in writing developed in the same manner as this agreement, mutually agreed upon and executed by the parties.
- 21.2 Severability. If any provision or any part of this agreement is for any reason held to be invalid and/or unenforceable or contrary to public policy, law, statute, and/or ordinance, the remainder of this agreement shall not be affected thereby and shall remain valid and fully enforceable.
- 21.2 Dispute Resolution. To the extent consistent with the Charter, in the event of a dispute between the School and the District regarding the terms of the 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, this shall be specifically noted in the written dispute statement. Within 30 days of sending written correspondence, or longer, if both parties agree, the principal of the School and the District superintendent, or their designees, shall meet and confer in an attempt to resolve the dispute. The designees must be identified and confirmed in writing. If this joint meeting fails to resolve the dispute, the School representative and the District representative shall meet again within 15 days, or longer if both parties agree, to identify a neutral, third party mediator to assist in dispute resolution. Unless jointly agreed, the process involving assistance of a third party mediator shall conclude within 45 days.

All mediation costs and all other costs associated with dispute resolution shall be shared equally by the School and the District, provided that each party shall be solely

responsible for its own attorney's fees. The School is entitled to receive funds throughout the term of the Charter. In the event of a dispute between the School and the District, the District shall not be permitted to withhold, as a remedy or otherwise, any funds received on behalf of the School.

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 District indicates in writing that the violation constitutes a severe and imminent threat to the health and safety of the School's students, the District is not required to be referred to mediation, but reserves the right to take any action it deems appropriate to insure the safety of students. The School reserves the right to seek legal redress for any such actions under the law.

In addition to the processes above, the Board will develop, adopt and maintain updated policies and procedures for resolving internal and external disputes and grievances. These procedures will be included in the School and Employee Handbooks.

The District agrees to refer all complaints regarding the School's operations to the School staff and/or the Board for resolution in accordance with the School's adopted policies, except for a complaint related to a severe or imminent threat to the health and safety of the students.

21.3 Termination. Except as otherwise provided in Section 12 paragraph 12.5 of this MOU pursuant to which either party may separately terminate the provision of one or more services of the "Other Services" upon no less than 60 days' notice to the other party, the remaining provisions of this MOU may not be terminated except:

- a) In the event of a material breach of the MOU by a party and in that event only after the non-breaching party provides written notice to the breaching party specifically identifying the breach and a minimum of sixty (60) days opportunity to cure the specified breach in order to avoid termination; or
- b) In the event a party provides notification to the other party of its intent to terminate the MOU no less than sixty (60) days prior to the expiration of the existing charter term. Termination of this MOU under this subsection 21.3.b shall occur on the date the existing charter term ends.

In the event of termination, any amounts owed as of the date of termination shall be paid within sixty (60) days of such date. The parties' indemnity obligations and rights with respect to any liabilities and claims for damages, death, sickness or injury to persons or property from acts and/or omissions during the term of this Agreement shall survive the termination or expiration of this Agreement.

21.4 Charter School Governance. The Corporation is incorporated as a California non-profit public benefit corporation. The School will be governed by the Board of Directors pursuant to its bylaws.

DRAFT Memorandum of Understanding between Cuyama Joint Unified School District and California Online
Public Schools for California Connections Academy Central Coast Charter School

The Board will adhere to all applicable laws for non-profit public benefit corporations operating a charter school, including but not limited to the laws regarding interested parties and conflict of interest. In addition, the Board agrees to conduct its business in compliance with all applicable sections of the Ralph M. Brown Act (Open Meeting Laws). The Board will adopt and regularly update a Conflict of Interest Code under the Political Reform Act. The Board will also adhere to any additional statutes or requirements regarding charter school governance that set in place that are specifically applicable to California charter schools.

- 21.5 Notifications. All notices, requests and other communications (collectively "Notices") under this agreement given to or by the parties shall be in writing. Notices shall be deemed to have been duly given on the date of service if personally served on the party to whom the Notice is to be given, or seventy two (72) hours after mailing by United States first class mail, registered or certified mail, postage pre-paid, and addressed to the party to whom Notice is to be given at the proper addresses as follows:

To the District at:
Cuyama Joint Unified School District
Attn: Superintendent
2300 Highway 166
New Cuyama, CA 93254

To the Corporation and the School at:
California Connections Academy Central Coast Charter School
Procopio, Cory, Hargreaves & Savitch LLP
525 B Street, Suite 2200
San Diego, CA 92101
Attn: Board President, c/o Greg Moser

IN WITNESS WHEREOF, the parties to this agreement have duly executed it on the day and year set forth below.

On behalf of the Cuyama Joint Unified School District:

By _____ Date: _____
Stephen Bluestein, Superintendent

On behalf of California Online Public Schools for California Connections Academy Central Coast Charter School:

DRAFT Memorandum of Understanding between Cuyama Joint Unified School District and California Online
Public Schools for California Connections Academy Central Coast Charter School

By _____ Date: _____
Elaine Pavlich, President, California Online Public Schools

DRAFT



Aeries Software & Services Proposal

Proposal Prepared For: California Online Public Schools		Proposal Prepared By: Ray Valenzuela	
Name:	Franci Sassin	Phone:	(888) 487-7555
Address: City / State / Zip	33272 Valle Rd. San Juan Capistrano, CA 92675	Email:	ray@aeries.com
Email:	fsassin@calca.connectionsacademy.com	Proposal Ref #	California Connections Academy Schools-02334-4-22-2019
Phone:	949-306-8498	Proposal Date:	04/22/2019
Enrollment:	5,093	Expiration Date:	07/21/2019

Description of Products & Services Proposed

Aeries SIS Software / Annual Subscription:	Unit Price	Qty	Total Price
Aeries Cloud Hosting Services	\$3.50	5,093*	\$17,825.50
Additional Years Hosted DB Maintenance	\$250.00	4	\$1,000.00
Subtotal:			\$18,825.50

*Any changes in enrollment will be reflected starting July 1.

Aeries Configuration & Project Management Services	Unit Price	Qty	Total Price
Configuration of Aeries Hosting	\$2,000.00	1	\$2,000.00
Subtotal:			\$2,000.00

Grand Total:	\$20,825.50
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Signature

Date

NOTE: Aeries SIS annual subscription & annual Hosting are based on the most recent CDE Data Quest Reported Enrollment

<p>(1) <u>Current Database Conversion/Maintenance</u> During the initial Hosting implementation, three years databases are included in the base hosting fee. These are the current year, the prior year (if any) and one sandbox or test database.</p>	<p>(2) <u>Prior Year Database Maintenance:</u> There will be an annual database maintenance cost for all converted prior year databases at \$250 per year per database.</p> <p>(3) <u>Prior Year Database Conversion:</u> Aeries Software can convert prior years' Aeries databases to the SQL format for a cost-per-database. Price determined after the current and next year's DB are converted.</p>
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

- **Hosting Services:** *Please see the Description of Hosted Services document below for a complete description of the services to be provided to your District. During the implementation phase of hosting services, Aeries 2nd Level Support will determine the amount of client server logins available to the district for maximum performance.*
- **Non-Standardized Third-Party Vendors:** Interfaces are available for an additional fee.
- **Data Conversion:** Any subsequent data conversion other than that identified in this proposal will be quoted for an additional fee.

Aeries®

Student Information System

Description of Aeries Hosted Services

Aeries Student Information System proposes to be the Hosted Service Provider for the District.

Hardware& Systems Components, Security

Aeries Software provides all the required hardware, software, and configuration services needed to procure, setup, and manage the components necessary to house and maintain your Aeries data and make it readily available to all stakeholders.

This includes:

- Microsoft SQL Server hardware and software management
- Software Licensing (operating systems, database, certificates, etc.)
- Upgrades/patches – the hardware is maintained at the highest industry standards. Our technical staff is able to respond immediately to any disruption of services and fail-over redundancy is standard. Maintenance is scheduled to have the least possible impact on the District
- Disaster Recovery – in the event of a natural or other type of disaster, your Aeries database can be recovered from off-site backup
- Transport layer security encryption
- Expert administration, management, and maintenance of all hardware in hosted environment.
- DDoS/Intrusion detection and mitigation services.

Aeries SQL Database Management

- Aeries Updates for all Aeries Software
- Backups – full backup nightly, hourly automated back-ups
- Point-in-time data recovery
- Database maintenance
- Errant data correction assistance
- SQL database account and security management (user accounts/roles/permissions/etc.)
- Aeries systems security consulting
- Manage school-based code set consistency
- Industry standard SLA provided

Aeries Premium Hosting Services

The following services and pricing may vary dependent on the District's custom needs within the Aeries Hosted environment. These services are optional and can be purchased in addition to the standard features above.

- Dedicated SQL server with Elevated SQL permissions
- Permissions to administer SQL jobs
- Custom hosted SQL databases for users to integrate data with Aeries SIS database.
- Additional Aeries environment servers
- District developed Aeries customization support



INVOICE NO. M&S-6595

DATE 04/01/2019

TERMS

P.O. NO.

PLEASE REMIT TO:

Aeries Software
770 The City Dr. S.
Suite 6500
Orange, CA 92868

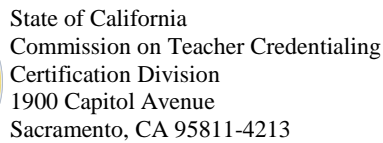
BILL TO

California Connections Academy Schools
33272 Valle Road
Attn: Accounts Payable
San Juan Capistrano, CA 92675

Please make all checks payable to Aeries Software and include a copy of this invoice with your check. If you have any questions, please contact Connie Castillo at conniec@aeries.com or (888) 487-7555

Message:

Quantity	Description	Unit Price	Start Date	End Date	Total Amount
5093	Software License/Support Subscription: Capistrano 3336, Ripon 1151, Central 434, North Bay 172	3.85	04/01/2019	03/31/2020	\$19,608.05
SUBTOTAL					19,608.05
TOTAL					19,608.05
AMOUNT RECEIVED					\$0.00
AMOUNT DUE					\$19,608.05



DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

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The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on ____/____/____, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, _____.

► ***Enclose a copy of the public announcement***

Submitted by Superintendent, Director, or Designee:

_____ <i>Name</i>	_____ <i>Signature</i>	_____ <i>Title</i>
_____ <i>Fax Number</i>	_____ <i>Telephone Number</i>	_____ <i>Date</i>
_____ <i>Mailing Address</i>		
_____ <i>E-mail Address</i>		

- *This declaration must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency*

AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS

Based on the previous year's actual needs and projections of enrollment, please indicate the number of emergency permits the employing agency estimates it will need in each of the identified areas during the valid period of this Declaration of Need for Fully Qualified Educators. This declaration shall be valid only for the type(s) and subjects(s) identified below.

This declaration must be revised by the employing agency when the total number of emergency permits applied for exceeds the estimate by ten percent. Board approval is required for a revision.

Type of Emergency Permit

Estimated Number Needed

CLAD/English Learner Authorization (applicant already holds teaching credential)

Bilingual Authorization (applicant already holds teaching credential)

List target language(s) for bilingual authorization:

Resource Specialist

Teacher Librarian Services

LIMITED ASSIGNMENT PERMITS

Limited Assignment Permits may only be issued to applicants holding a valid California teaching credential based on a baccalaureate degree and a professional preparation program including student teaching.

Based on the previous year's actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas:

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	
Single Subject	
Special Education	
TOTAL	

EFFORTS TO RECRUIT CERTIFIED PERSONNEL

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to www.cde.ca.gov for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved internship program in the region of the school district
- An individual who is scheduled to complete initial preparation requirements within six months

EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

Has your agency established a District Intern program? Yes No

If no, explain. _____

Does your agency participate in a Commission-approved college or university internship program? Yes No

If yes, how many interns do you expect to have this year? _____

If yes, list each college or university with which you participate in an internship program.

If no, explain why you do not participate in an internship program.



May 14, 2019

Richard Savage
California Online Public Schools
33272 Valle Rd.
San Juan Capistrano, CA 92675
rsavage@calca.connectionsacademy.org

Sent via Email

Dear Mr. Savage,

This letter is to confirm that the application for California Connections Academy Central Coast and California Connections Academy Monterey Bay have been reviewed and are approved for admission in the El Dorado Charter SELPA. To complete this process please submit a Letter of Intent, signed by the CEO, confirming your intent to join for the 2019-20 school year by, May 28, 2019.

You will receive an email with registration details for the upcoming New Partner Induction Meetings taking place this month. As soon as you receive the email, please choose the location/date that works best for you and register right away.

We look forward to our partnership. Please contact Kelly Carnahan at kcarnahan@edcoe.org, or (530) 295-2452, if you have any questions.

Sincerely,

David M. Toston
Associate Superintendent

DMT:kc

cc:

Ed Manansala, Ed.D., El Dorado County Office of Education, Superintendent of Schools
Stephen Bluestein, Cuyama Joint Unified, Charter Authorizer
Jarice Butterfield, Santa Barbara County, Current/Geographic SELPA
Tanya Krause, Scotts Valley Unified, Charter Authorizer
Jessica Little, N Santa Cruz County, Current/Geographic SELPA
Faris Sabbah, Santa Cruz County Office of Education, Administrative Unit
Franci Sassin, California Online Public Schools, Director of Business



May 20, 2019

El Dorado Charter Special Education Local Plan Area
6767 Green Valley Road
Placerville, CA 95667

To Whom It May Concern;

California Connections Academy Schools (CalCA), operated by the non-profit public benefit corporation California Online Public Schools, has applied and been accepted to the El Dorado Charter SELPA for two new charter schools which have been authorized to open in Fall of 2019. The names of the two schools are California Connections Academy Central Coast (CalCA Central Coast) and California Connections Academy Monterey Bay (CalCA Monterey Bay). CalCA Central Coast has received a charter school number (#2031) and CDS Code (42-75010-0138891). CalCA Monterey Bay was approved more recently and has submitted the paperwork for its charter number and CDS Code. These are expected from the CDE in mid-July after the July State Board of Education meeting.

This letter serves as a letter of intent for both of the two new charter schools listed above to join the El Dorado Charter SELPA as members starting in the 2019-20 school year. The Board of Directors of California Online Public Schools has approved the Assurances and Participation Agreements and is supportive of joining. As Executive Director I am authorized to act on behalf of the Board of Directors to accept the offer of membership and confirm our intention to join El Dorado Charter SELPA, effective immediately.

Please feel free to contact me with any questions. Thank you for your approval of our application. We truly look forward to our partnership.

Sincerely,

A handwritten signature in blue ink, appearing to read "Richard Savage".

Dr. Richard Savage
Executive Director
rsavage@calca.connectionsacademy.org

MEMO

DATE: May 17, 2019

TO: California Online Public Schools Board of Directors

FROM: Richie Romero, Director of Student Achievement

RE: Local Control Accountability Plans

BACKGROUND

This background information is being provided primarily for board members who are newer and have not gone through the LCAP approval cycle multiple times already.

First implemented during the 2013-14 school year as part of the new Local Control Funding Formula, the accountability requirement known as the “Local Control and Accountability Plan” or “LCAP” reports on academic progress, especially on pupil outcomes for the various demographic subgroups of students. The LCAP is designed to highlight school improvement planning, and must also explain how funds are being spent to achieve the pupil outcomes. The LCAP must describe how the school will spend the additional funds received under LCFF to benefit the students who are generating those additional funds, such as low income students.

The state completed their work in 2016 on the ‘evaluation rubrics’ which are required under the laws that implement LCFF and the LCAP. The state has decided to use these ‘evaluation rubrics’ as the new state accountability system. Information on the new system, called the California School Dashboard, has been presented previously, and additional information is available upon request. As the Dashboard data is compiled and released, additional updates on the status of each school will be provided to the Boards. The information in the Dashboard must be addressed in the LCAP. LCAP goals should address improvement on the Dashboard parameters, but progress on LCAP goals is not limited to only areas measured with the Dashboard. The Dashboard reports on achievement not only schoolwide, but also by the various numerically significant student demographic subgroups.

The schools’ first LCAPs were created in spring of 2014, and those first LCAPs formulated targets for improvement in various student outcomes. In Spring of each year after that, the schools completed a progress report, and provided an annual update to each Plan. The updates made some changes to the outcomes, goals and budget, including consolidation of some of the original goals. In Spring of 2019, the schools must again provide updates to the previous goals as well as modifications and budgetary implications. Inclusion of specific information from the state Dashboard is part of the LCAP template, and each school must address areas of strength and areas of growth found from analysis of Dashboard results. In particular, if a school has any “red” or “orange” performance indicators, there is an expectation that the reasons for this will be addressed in the LCAP and efforts will be made to improve in those areas.

As a reminder, the LCAP must also address the state's priorities for student achievement. Charter schools may identify which of the eight state priorities are relevant to their program and focus on those. In the new Dashboard, the state reports on data relevant to the eight state priorities, regardless of whether the school focuses on those priorities in its charter or not. Certain data is not available at the state level, so there are "local indicators" which the charter can tailor to its unique program. At this time, we only have one "local indicator" that we consider applicable to our program, and that is regarding parent engagement.

LCAP PROCESS

Charter schools are given more flexibility in their LCAP development process than school districts. However, charters are required to engage all stakeholders in the development and annual update of the LCAP. Ed. Code lists the required stakeholders with the statement that the charter school must "*consult with teachers, principals, administrators, other school personnel, parents, and pupils*". The schools have continued to engage the various stakeholders through several processes. The annual updates to the LCAP include the information on how the stakeholder engagement was accomplished. For charter schools, the LCAP is then approved by the school's Board of Directors and submitted to the school's authorizing agency. The authorizer is NOT required to approve the LCAP, but may consider it as part of their oversight responsibilities; much like the school budget is used currently. It is important to note that the school budget must now be adopted in conjunction with the LCAP and that the LCAP will contain information that shows the alignment of the school's budget with the academic program.

During 2017-18, a lot of stakeholder engagement and input took place during the WASC accreditation process. Goals developed collaboratively during the WASC process were incorporated in some way into the LCAP. In addition, The School Advisory Committee is also one important method that the school uses to inform and obtain input from various stakeholders. The Committee includes teachers, parents, students, board members and administrative staff members and meets two to three times a year. The third and final meeting for the year is being held on May 30 and will focus on the LCAP. Board members are invited to attend.

TIMELINE and BUDGET

The annual update is due to each authorizer by July 1, 2019. Prior to that, the school's Board of Directors must approve it. The draft budgets will be reviewed by the board, and then those budget numbers will then be incorporated into the LCAP draft, integrating them with the LCAP goals and actions. In addition, the LCAP template has a requirement to report all OTHER expenditures that are not included as part of LCAP goals. Once the budgetary information is incorporated and the adjustments to the goals and actions are made, then the final LCAPs, as well as the preliminary budgets for each school, will be presented and approved at the June Board meeting.

CURRENT PROGRESS ON LCAP

The School Leadership Team has been reviewing the goals as well as the data regarding progress towards those goals. During the WASC process, many of these areas were examined as part of the self-study process, and overall goals, actions and services were included in the WASC Action Plan.

Currently, the data from the metrics identified last year are being analyzed in order to incorporate the analysis and results into the LCAP update. In addition, the state Dashboard data is also being analyzed. The LCAP narrative sections will be one way that the school can explain the context for the various state indicators reported in the Dashboard.

Based on the various annual needs analyses, plus stakeholder input, some goals are likely to be modified this year. Specific actions and expenditures are still being reviewed in order to update and add to those. There are initiatives that are planned for 2019-20, including the expansion of a more robust credit recovery program. Actions related to these program improvements will fall under several of the LCAP goals. Progress has been made on the program development goals set for the support of ELL and foster/homeless youth. Therefore, the goals may be modified and additional methods to measure progress may be added. Board input is welcomed in the process at all stages.

In accordance with the Every Student Succeeds Act (ESSA), schools are eligible for Comprehensive Support and Improvement (CSI) when they are identified in one of the following two categories: 1. The 'CSI-Low Graduation Rate Schools' category, for 2018, consists of schools that have a two-year average high school graduation rate below 67 percent. This graduation rate criteria applies to both Title I-funded schools and schools that did not receive Title I funds. In addition, schools must have graduation rate data for both 2017 and 2018 to be eligible for identification in this category. 2. The 'CSI-Lowest Performing Schools' category, for 2018, consists of schools that received Title I funding for the 2017–18 school year and are the lowest performing based on the 2018 Dashboard data. At least five percent of the Title I-funded schools must be identified in this category. School identification categories are hierarchical. Schools can only be identified in one category for any given school year. The first identification group is 'CSI-Low Graduation Rate Schools.' As a result, three of our schools, Capistrano Connections Academy, California Connections Academy @ Central, and California Connections Academy @ Ripon, have been identified for Comprehensive Support and Improvement (CSI) due to graduation rates below 67%. Additional funding has been granted to help address these graduation rate realities. The CSI action and spending plan will be included in the LCAP.

The following chart shows the goals and the proposed associated metrics, as well as which will likely be the same and which may change. In addition, information about how these align with the California School Dashboard accountability system is included. As noted in previous years, it may take several cycles to determine the best methods to disaggregate and analyze the data to effectively report on the LCAP student outcomes for various student demographic subgroups.

LCAP GOAL	DESCRIPTION	METRICS	Dashboard Indicator	Goal Changed?
1	Improve Math proficiencies	-Rate of Satisfactory Progress on LEAP and Scantron in Math -CAASPP results	Academic Progress Indicator—Math Grades 3-8	No
2	Improved ELA proficiencies	-Rate of Satisfactory Progress on LEAP and Scantron in Math - CAASPP results	Academic Progress Indicator—Math Grades 3-8	No
3	Increase student retention and parent engagement	-Intent to Return rates -Actual Return rates in fall -During school year retention rates -Learning Coach engagement metrics	Local Indicators for Parent Engagement and School Climate	NO
4	Increase Graduation rates and increase a-g completion	-Graduation rates using CDE cohort counts -12 th Grade completion rates (internal metrics) -a-g completion rates	Graduation Rate Indicator College and Career Indicator	MAY BE MODIFIED
5	Further develop robust program to support all ELL students	-EL Program Development, such as coursework available and student performance in courses -ELL progress and LTEL progress towards English fluency	EL Progress Indicator	MAY BE MODIFIED
6	Further develop robust program to support all foster and homeless students	-Creation of additional support services -Provision of appropriate resources -Placement in support sections Enrollment policies and procedures to help with school stability	Foster Youth subgroup performance on various indicators, when available	MAY BE MODIFIED

The LCAP goals and metrics are an important way to show how the school is performing against its own local or internal measurements, especially now that the state accountability system has been released. Because of a number of various factors, the schools may not perform as well on the metrics being collected and reported by the state. The LCAP is one place to describe and analyze those factors, and to identify alternative measures that can demonstrate the effectiveness of the school program, in particular, against the goals laid out in the charters. School performance on the LCAP goals will

increasingly be important to charter renewal and district oversight, in addition to the performance on the charter goals and within the new state accountability system.