



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

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

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

Date and Time:
Tuesday, April 27, 2021 at 3:30 p.m. PT

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

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

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

BOARD AGENDA

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

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

The total time for any individual to present, either in person or via telephone, on an item on the agenda shall not exceed three (3) minutes, or six (6) minutes if the individual requesting to comment is a non-English speaker and requires a

translator, unless the Board grants additional time. However, in compliance with Board policy and the Brown Act, the Board is not permitted to discuss or take action on non-agenda items.

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

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

IV. Routine Business

- a. Approval of Agenda – E. Pavlich

V. Oral Reports

- a. Executive Director's Report (MSRs attached) – R. Savage
 - i. Graduation Plans and End of Year Activities Update
 - ii. State Testing Update
- b. Principals' Reports (attached)
 - i. Elementary School – M. White
 - ii. Middle School – H. Tamayo
 - iii. High School – K. Mannix
- c. CalCA Financial Report (to follow) – L. Carter
 - i. Special Education Service Contracts Update
 - ii. Budget Update
 - iii. Consolidated Financial Report (attached)
 - iv. CalCA North Bay Financial Report (attached)
 - v. CalCA Central Financial Report (attached)
 - vi. CalCA Central Coast Financial Report (attached)
 - vii. CalCA Monterey Bay Financial Report (attached)
 - viii. CalCA Ripon Financial Report (attached)
 - ix. CalCA Southern California Financial Report (attached)
- d. Policy and Compliance Report (to follow) – F. Sassin
 - i. Form 700 Update
 - ii. Form 990 Update
 - iii. P2 Attendance Reporting Update
 - iv. Lottery and Wait List Administrative Procedure Update

VI. Consent Items

- a. Approval of Minutes from the February 23, 2021 Board Meeting (attached)
- b. Approval of Staffing Report (attached)
- c. Approval of Online & Blended Learning (OBL) Invoice(s) (attached)
- d. Approval of Staff Compensation Plan for the 2020-2021 School Year (attached)
- e. Ratification of the Second Interim Reports (attached)
- f. Approval of Federal Title Funding Documentation: Budgets and Single Plan for Student Achievement (attached)
- g. Approval of Revision(s) to Local Control Accountability Plans (LCAP) Federal Addenda (attached)
- h. Ratification of Prop 39 Energy Grant Contract (attached)

VII. Action Items

- a. Approval of College and Career Access Pathways Dual Enrollment Agreement with Saddleback Community College (to follow) – R. Romero

- b. Approval of Memorandum of Understanding (MOU) with Western Governors University (to follow) – R. Romero/ F. Sassin
- c. Approval of COVID-19 Safety Plan (to follow) – R. Romero/ F. Sassin
- d. Ratification of Charter Amendment for SoCAL: Admissions (attached) – F. Sassin
- e. Approval of Work from Home Expense Stipends (to follow) – F. Sassin/ L. Carter

VIII. Information Items

- a. Outreach Plan for the 2021-2022 School Year (attached) – J. Colombero
- b. State Accountability Update – F. Sassin/ R. Romero
- c. State Account Relations (STAR) Update – E. Sigmund
 - i. Legislative Update
- d. Partner School Leadership Team (PSLT) Update – M. Brown
 - i. School Operations Metrics (attached)
 - ii. Service Spotlight (attached)
- e. Board Relations Update: Planning for the 2021-2022 School Year – L. Coleman
 - i. Proposed Board Meeting Schedule
 - ii. Board Composition
- f. Sponsoring District(s) Update – R. Savage/ F. Sassin

IX. Adjournment and Confirmation of the Next Meeting on Tuesday, May 25, 2021 at 3:30 p.m. PT

Agenda publicly posted by: Friday, April 23, 2021

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

MONTHLY SCHOOL REPORT

School & Date Selection

School

California Connections Academy @ North Bay ▾

Report Date

March 31, 2021 ▾

Currently Enrolled

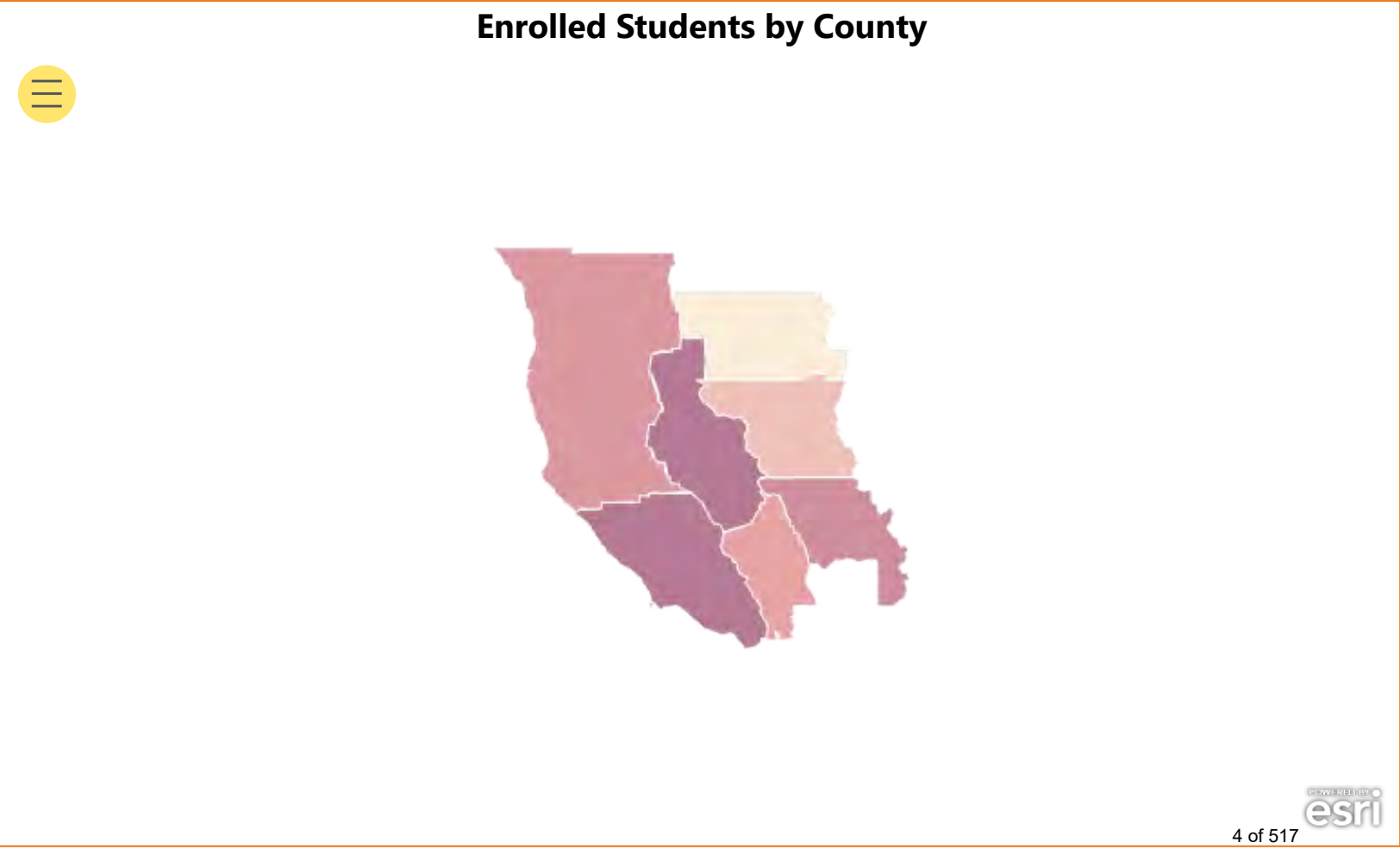
160

Total YTD Enrolled

211

Enrollment Services Complete (Stage 4)

226

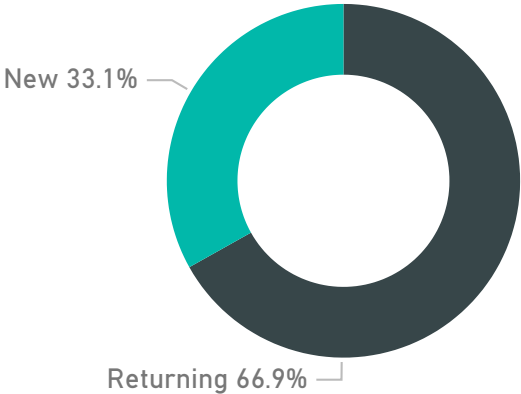


California Connections Academy at North Bay
March 31, 2021

Current Enrollment Month-Over-Month Change
-2%

Current Enrollment Year-Over-Year Change
-29%

New and Returning

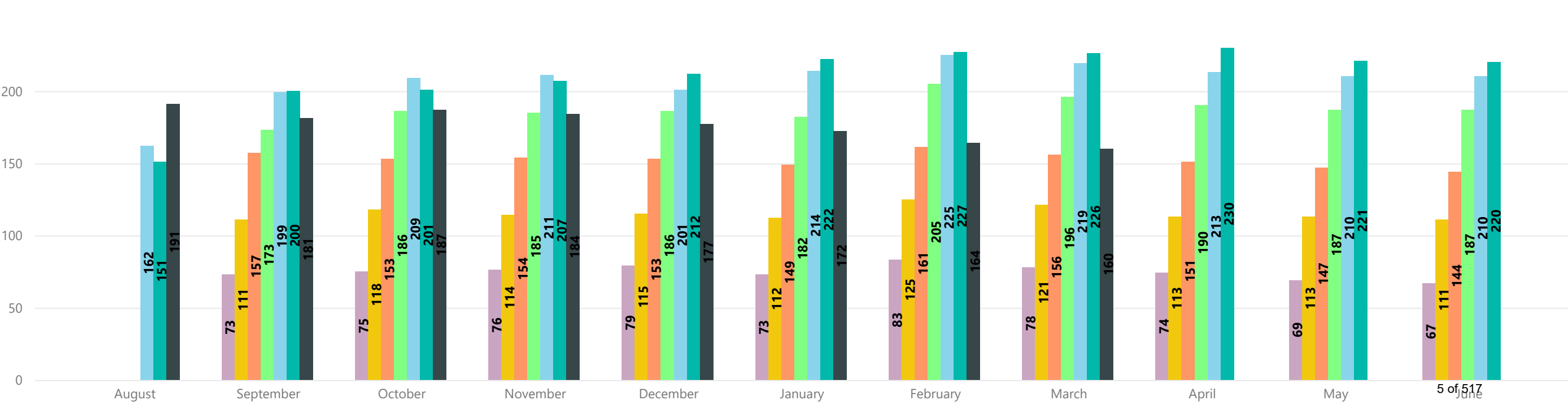


New and Returning Prior Year



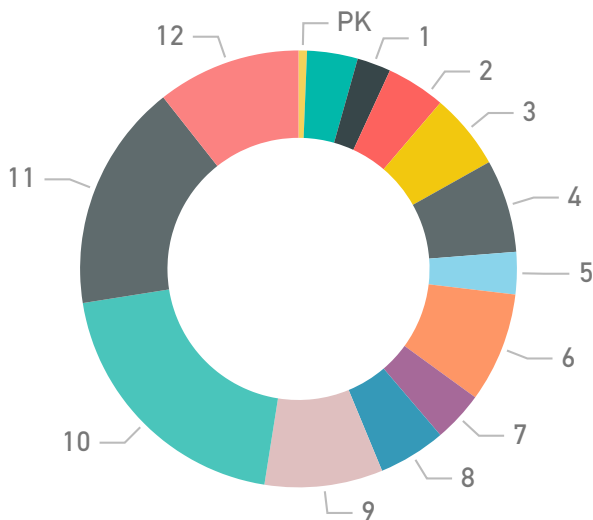
Monthly Student Current Enrollment Comparison

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

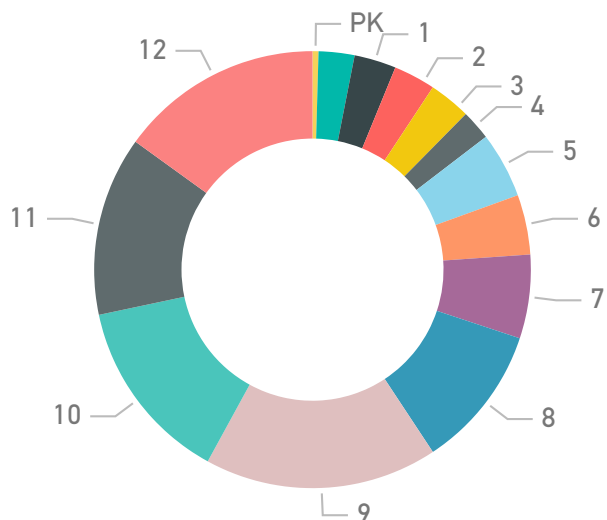


California Connections Academy at North Bay
March 31, 2021

Enrolled Students by Final Grade



Enrolled Students Prior Year by Final Grade

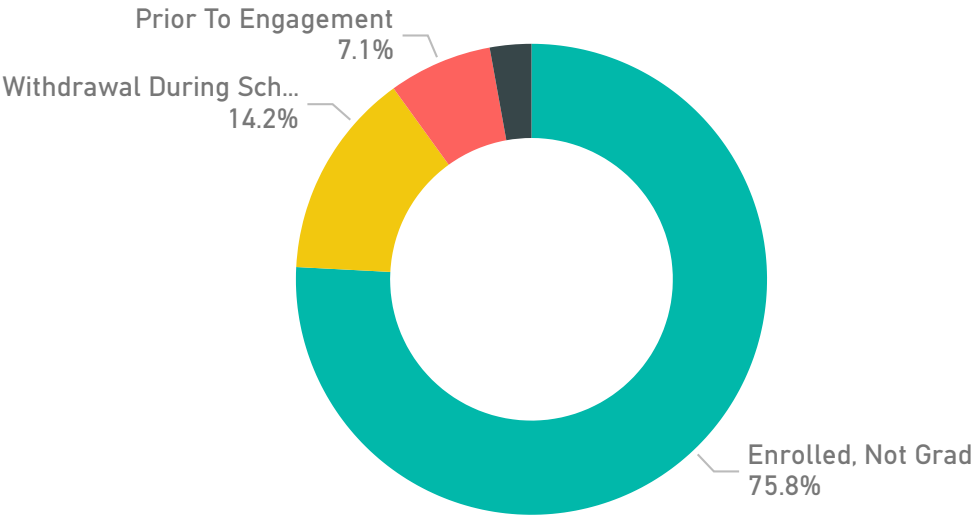


Grade Distribution

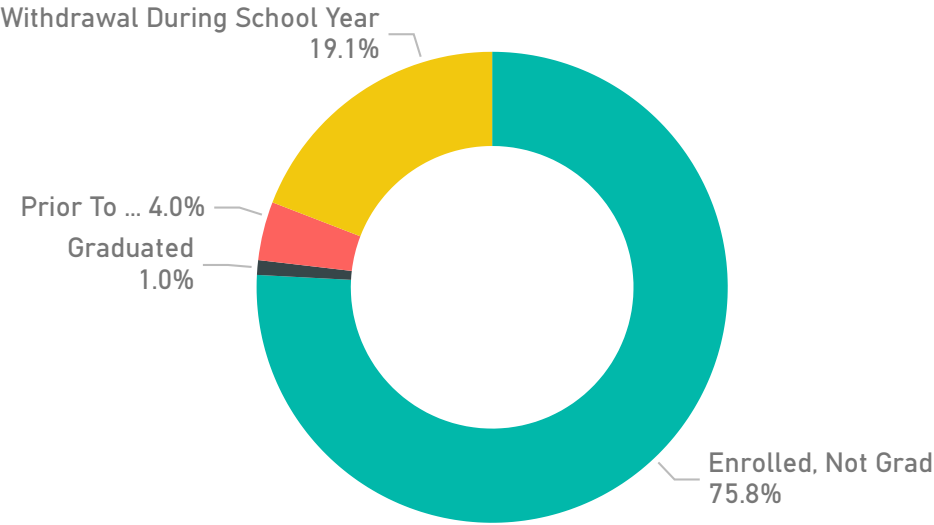
ReportPeriod	SameMonthPriorYear		PriorEOY		LastMonth		CurrentMonth	
GradeDistribution	Students	%CT Students	Students	%CT Students	Students	%CT Students	Students	%CT Students
PK-2	21	9%	19	9%	19	12%	18	11%
PK	1	0%	1	0%	1	1%	1	1%
KG	6	3%	5	2%	7	4%	6	4%
1	7	3%	7	3%	4	2%	4	3%
2	7	3%	6	3%	7	4%	7	4%
3-5	23	10%	24	11%	25	15%	25	16%
3	7	3%	8	4%	9	5%	9	6%
4	5	2%	5	2%	11	7%	11	7%
5	11	5%	11	5%	5	3%	5	3%
6-8	48	21%	50	23%	28	17%	27	17%
6	10	4%	10	5%	14	9%	13	8%
7	14	6%	15	7%	6	4%	6	4%
8	24	11%	25	11%	8	5%	8	5%
9-12	134	59%	127	58%	92	56%	90	56%
9	39	17%	36	16%	14	9%	14	9%
10	31	14%	32	15%	32	20%	32	20%
11	30	13%	28	13%	27	16%	27	17%
12	34	15%	31	14%	19	12%	17	11%
Total	226	100%	220	100%	164	100%	160	100%

California Connections Academy at North Bay
March 31, 2021

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	226	76%	220	71%	164	78%	160	76%
Graduated	3	1%	4	1%	5	2%	6	3%
Not Returning			1	0%				
Prior To Engagement	12	4%	14	5%	15	7%	15	7%
Withdrawal During School Year	57	19%	69	22%	27	13%	30	14%
Total	298	100%	308	100%	211	100%	211	100%

Enrollment Services Complete (Stage 4)

226

California Connections Academy at North Bay
March 31, 2021

Withdrawal Reason

WD Reason	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
	6	10		
Another Reason	1	1	1	1
Different/Better Schooling Option (Not related to socialization)	13	16	1	1
Inactivity			4	6
No Reason Given	22	25	9	9
Program not flexible enough	1	1		
Program takes too much of Learning Coach's time			2	2
Pursuing GED			1	1
Student wants more socialization	8	8	2	2
The curriculum is too hard	1	1	3	3
Transition to virtual school too difficult	1	1		
We are moving	4	6	4	5



California Connections Academy at North Bay

March 31, 2021

Household Data

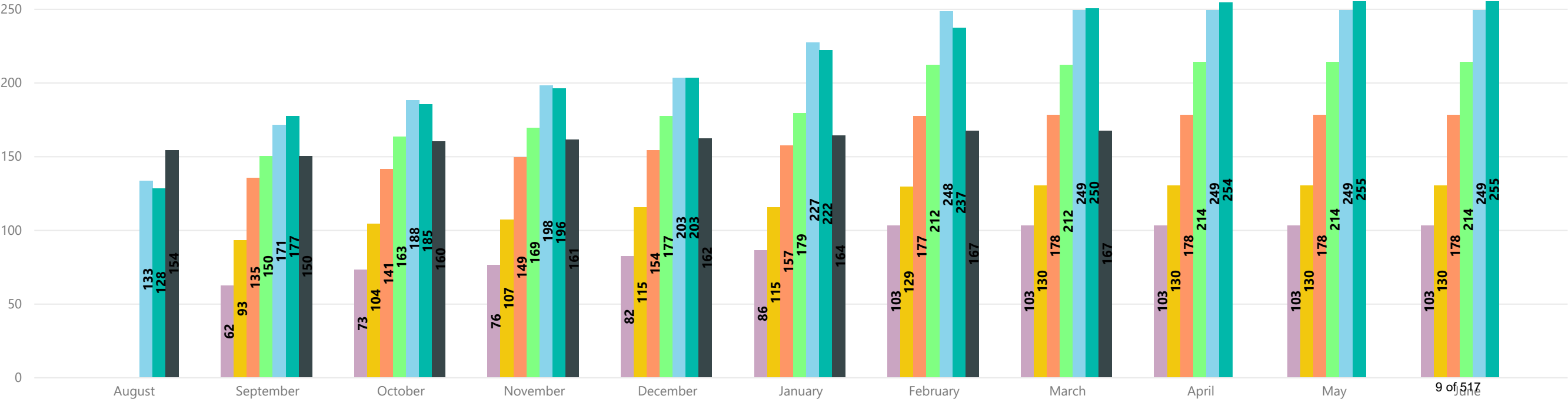
Household Data	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Active	188	178	127	123
Graduated	3	4	5	6
Not Returning		1		
WD During School Year	50	61	23	25
WD Prior To Engagement	12	14	15	15

Students Per Active Household

	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
	1.20	1.24	1.29	1.30

Monthly Total Households

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



California Connections Academy at North Bay
March 31, 2021

Ethnicity

Ethnicity	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Hispanic or Latino	63	64	46	46
Not Hispanic or Latino	163	156	117	113

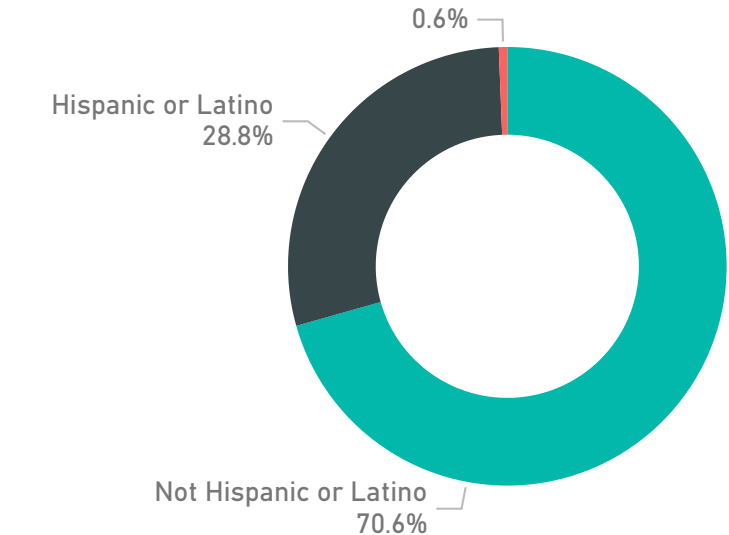
Race

Race	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
American Indian or Alaskan Native	15	14	7	6
Asian	19	22	10	10
Black/African American	28	22	17	16
Native Hawaiian or Other Pacific Islander	7	7	6	6
White	195	195	147	144

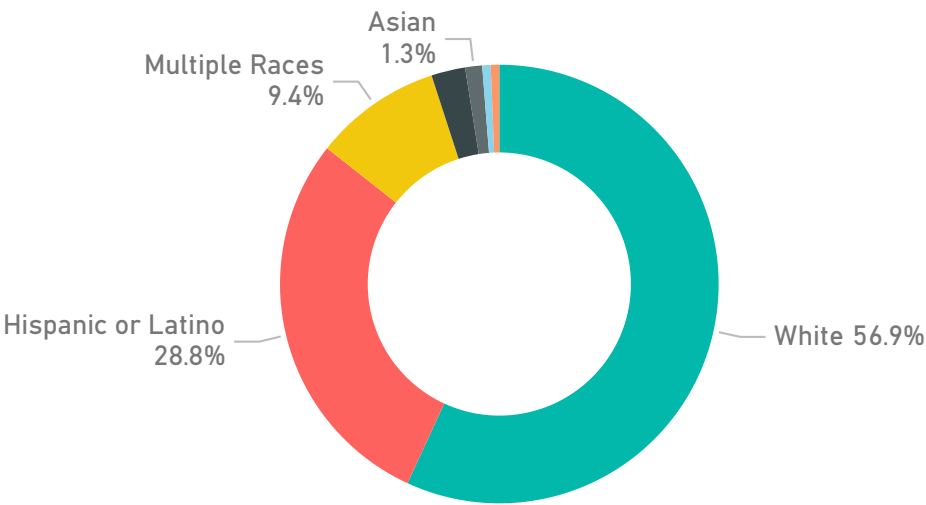
Distinct Race/Ethnicity

Distinct Race/Ethnicity	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
American Indian or Alaskan Native	4	3	2	1
Asian	6	6	2	2
Black/African American	8	4	4	4
Hispanic or Latino	63	64	46	46
Multiple Races	31	30	16	15
Native Hawaiian or Other Pacific Islander	1	1	1	1
White	113	112	93	91

Enrolled Students by Ethnicity



Enrolled Students by Distinct Race/Ethnicity



California Connections Academy at North Bay
March 31, 2021

Gender

Gender	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
F	131	125	92	90
M	95	95	72	70

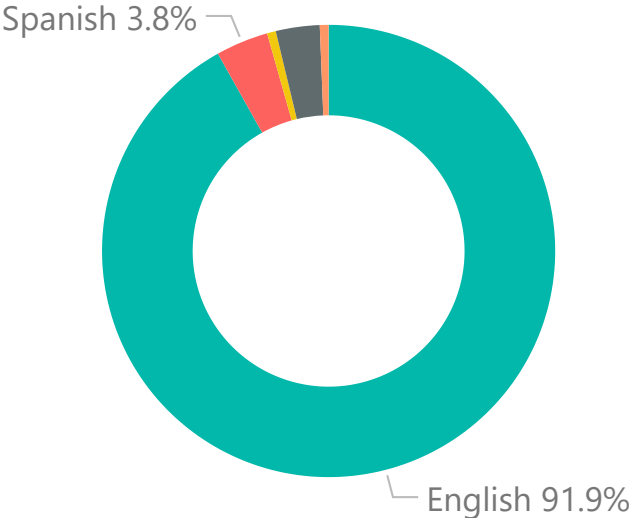
Primary Language

Home Language	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
English	213	207	151	147
Spanish	10	10	6	6
Russian			1	1
Arabic	1	1	5	5
Another Language	2	2	1	1

Enrolled Students by Gender



Enrolled Students by Language

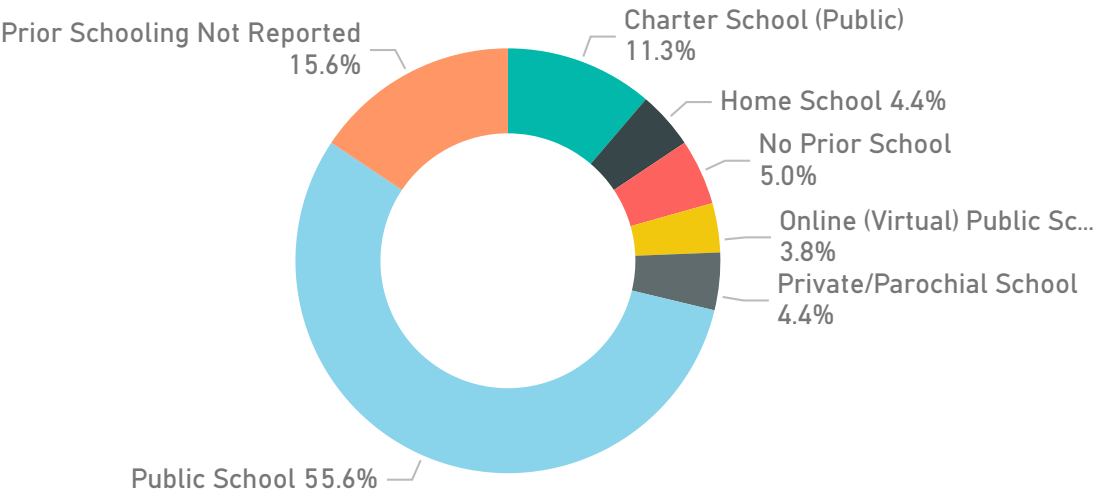


California Connections Academy at North Bay
March 31, 2021

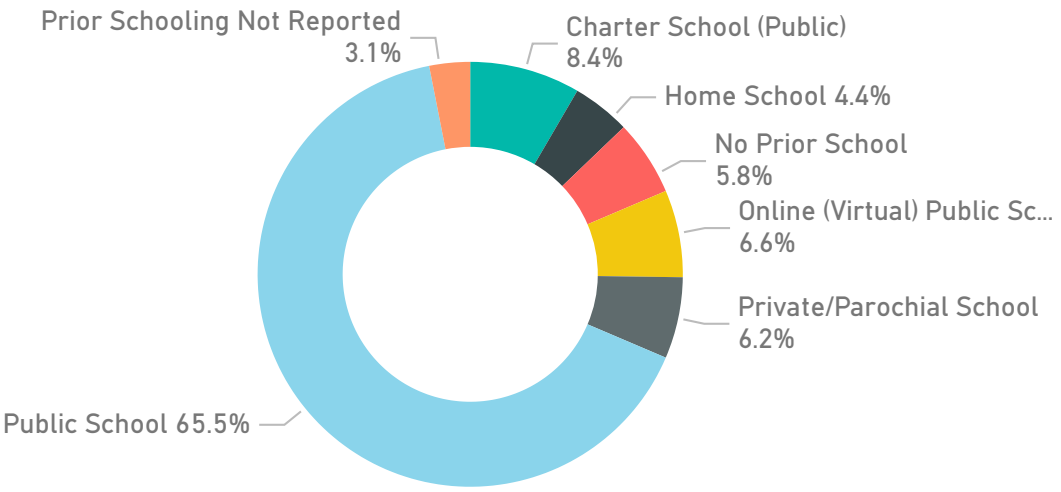
Prior Schooling

Prior Schooling	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Charter School (Public)	19	19	18	18
Home School	10	10	7	7
No Prior School	13	12	8	8
Online (Virtual) Public School	15	12	6	6
Private/Parochial School	14	14	7	7
Public School	148	148	92	89
Prior Schooling Not Reported	7	5	26	25

Prior Schooling
March 31, 2021

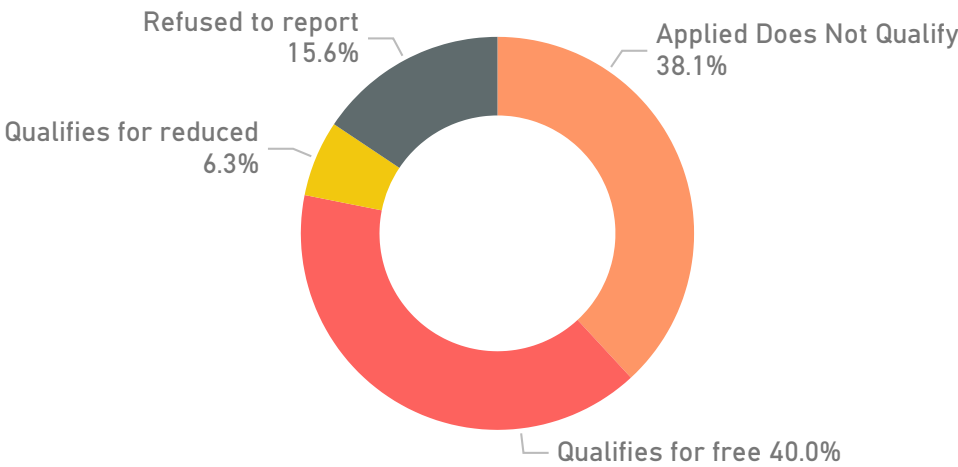


Prior Schooling
March 31, 2020

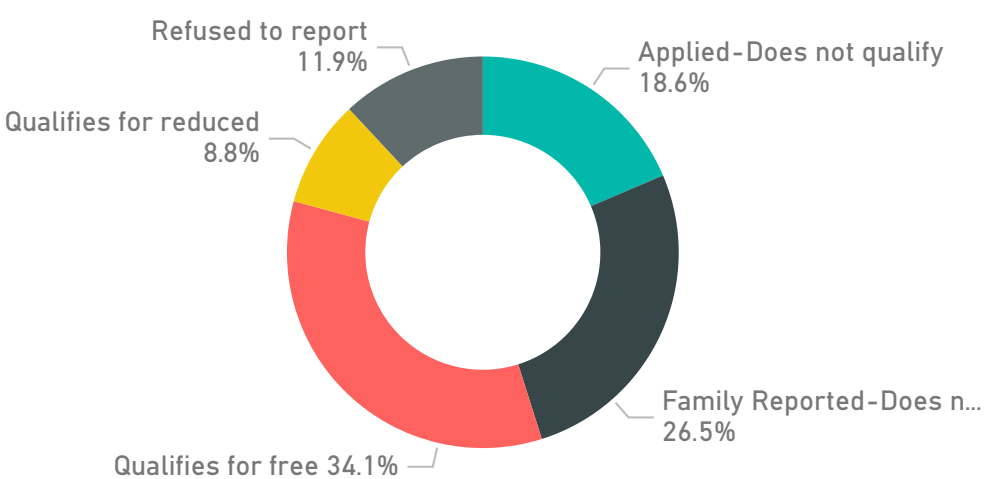


California Connections Academy at North Bay
March 31, 2021

FARM Eligibility
March 31, 2021

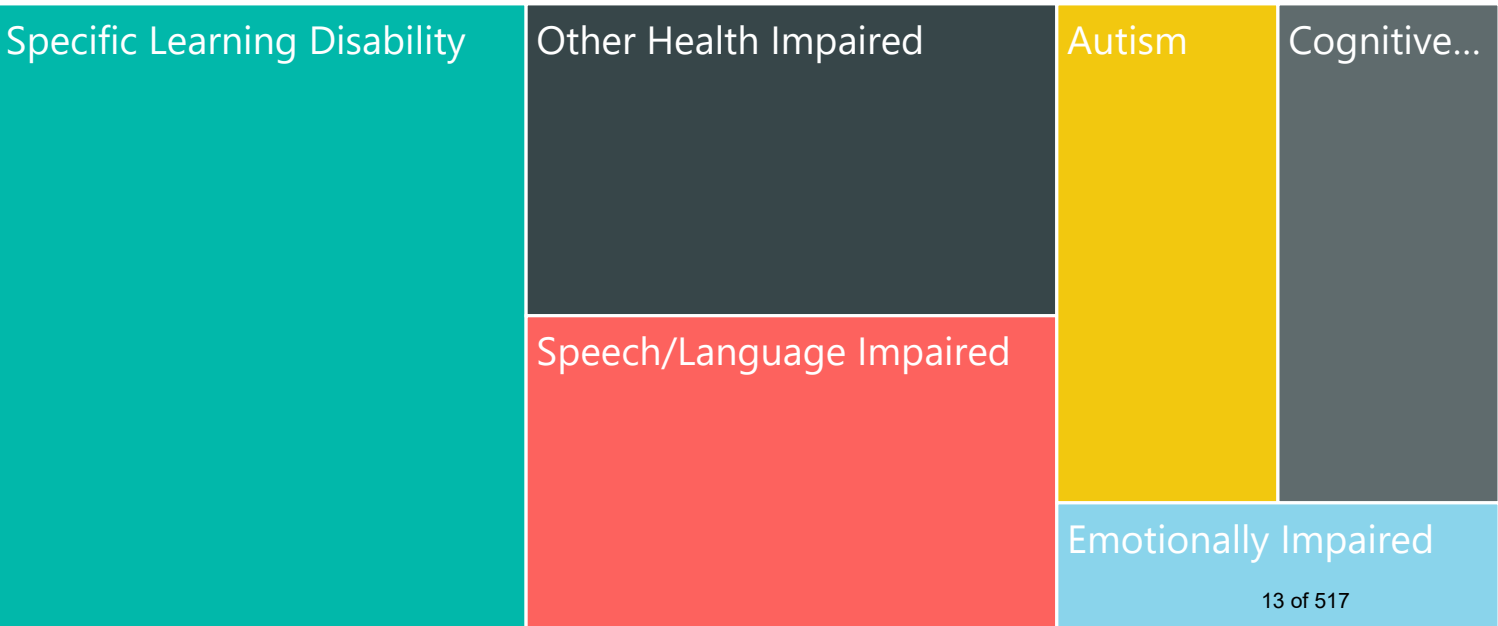


FARM Eligibility
March 31, 2020

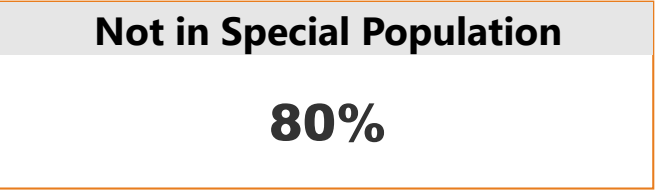
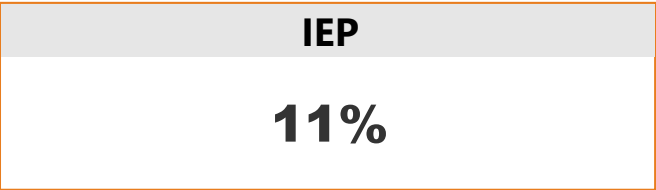
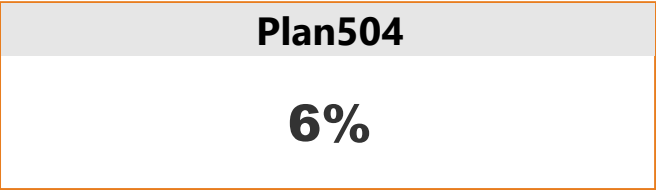
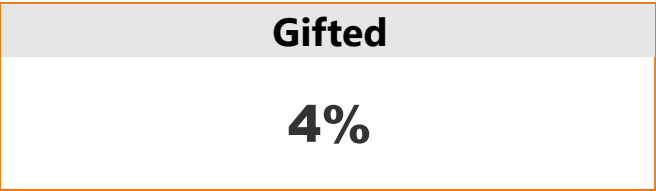
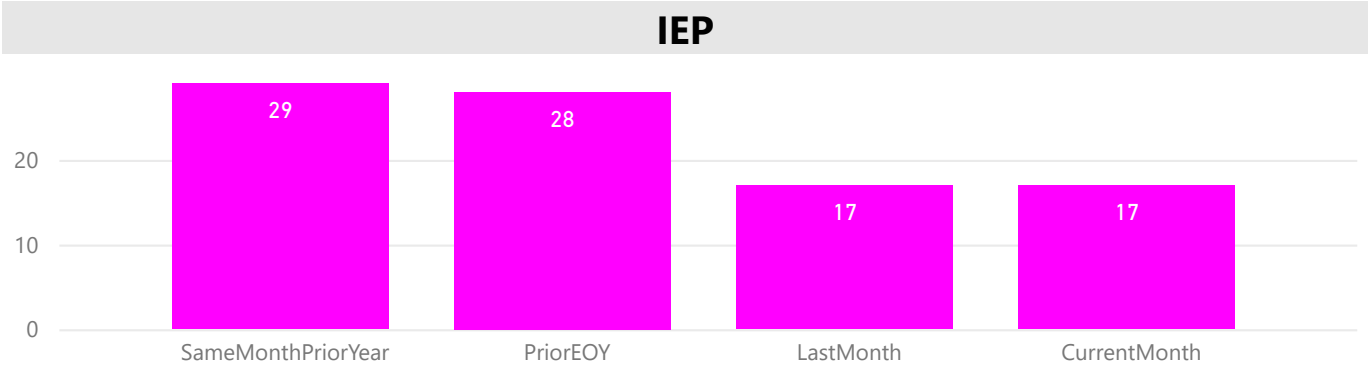
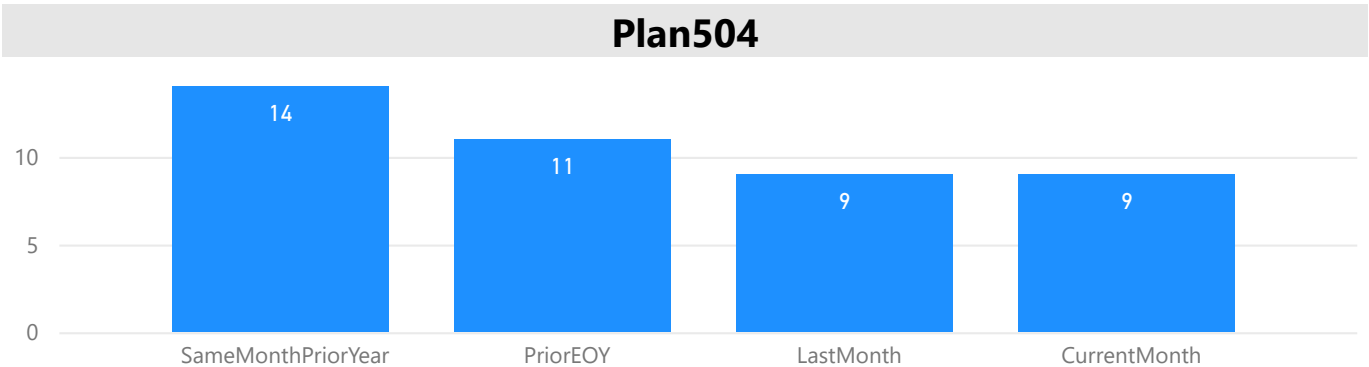
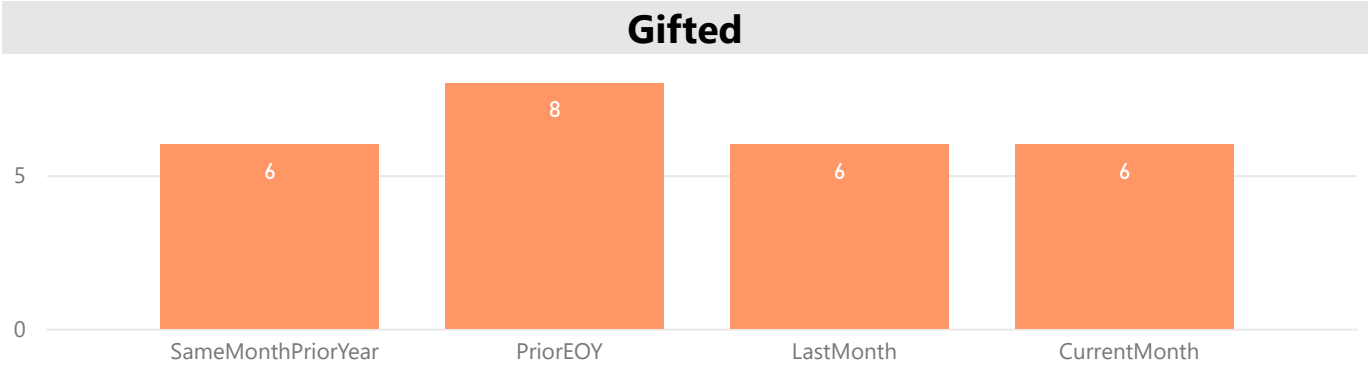


Disability

Disability	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Autism	2	2	2	2
Cognitive Disability	3	2	2	2
Emotionally Impaired	7	6	1	1
Other Health Impaired	4	4	3	3
Specific Learning Disability	13	14	6	6
Speech/Language Impaired	2	2	3	3

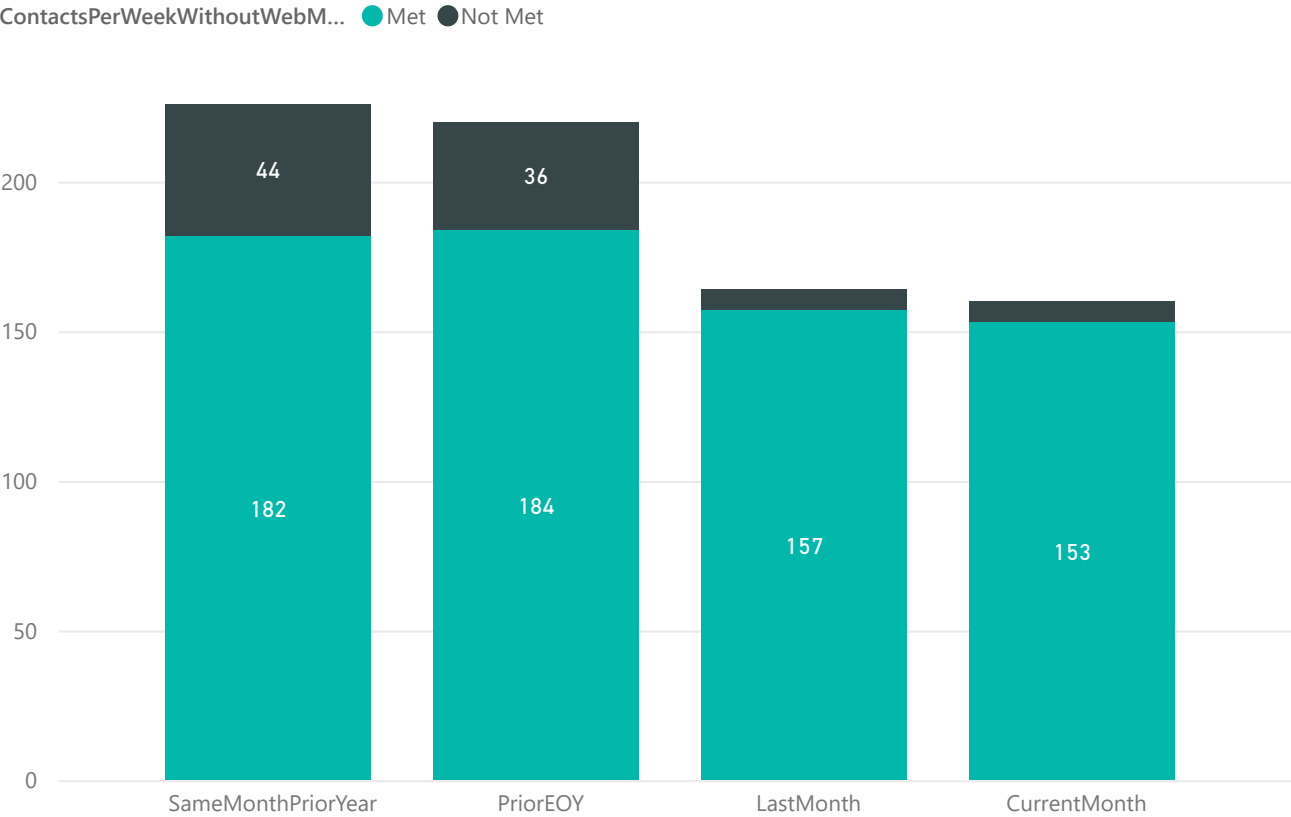


California Connections Academy at North Bay
March 31, 2021



California Connections Academy at North Bay
March 31, 2021

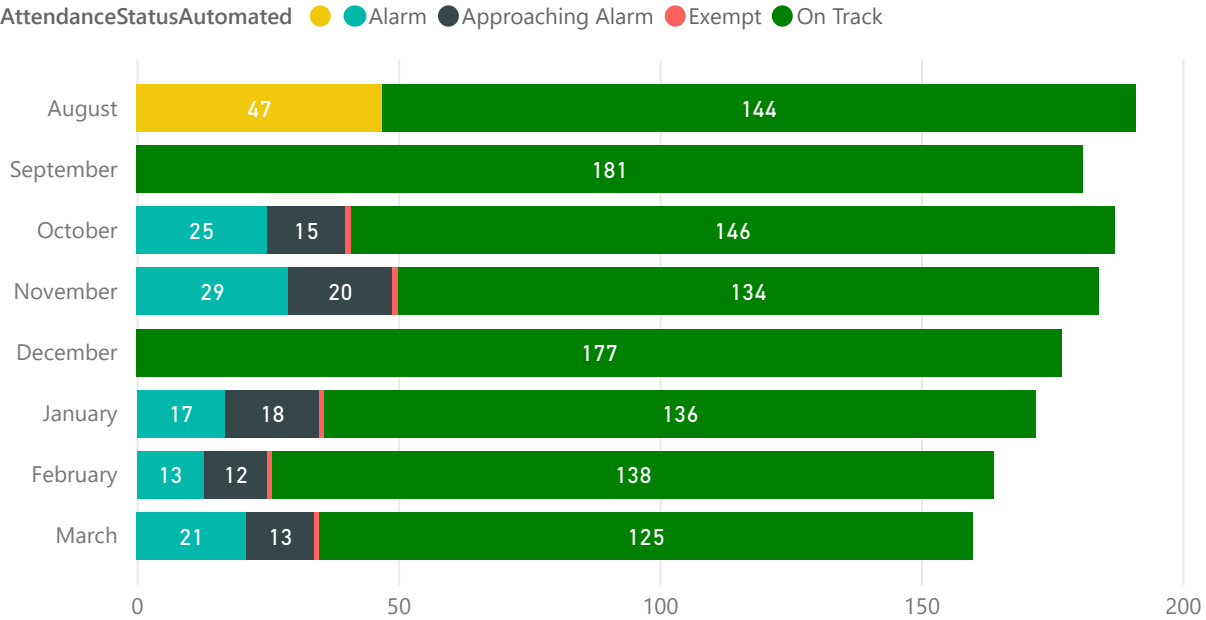
Contacts Per Week



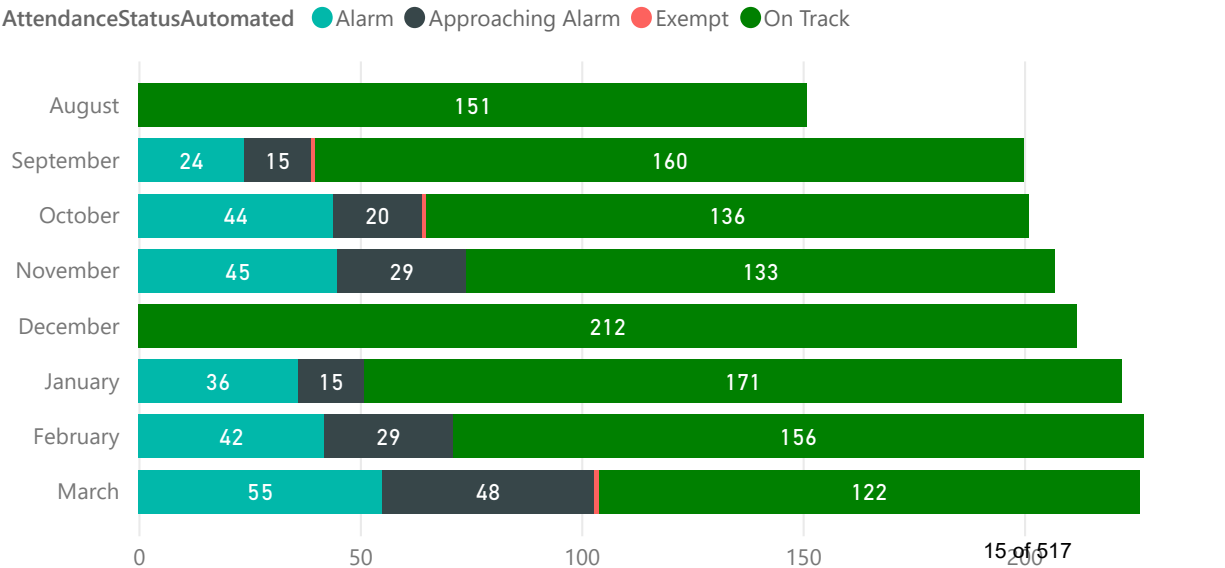
Currently Enrolled

160

School Year: 2020-2021



School Year: 2019-2020



California Connections Academy at North Bay

March 31, 2021

Average Participation

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	78%	95%	100%	92%
3-5	90%	100%	100%	101%
6-8	91%	96%	100%	108%
9-12	86%	92%	100%	90%
Total	87%	94%	100%	95%

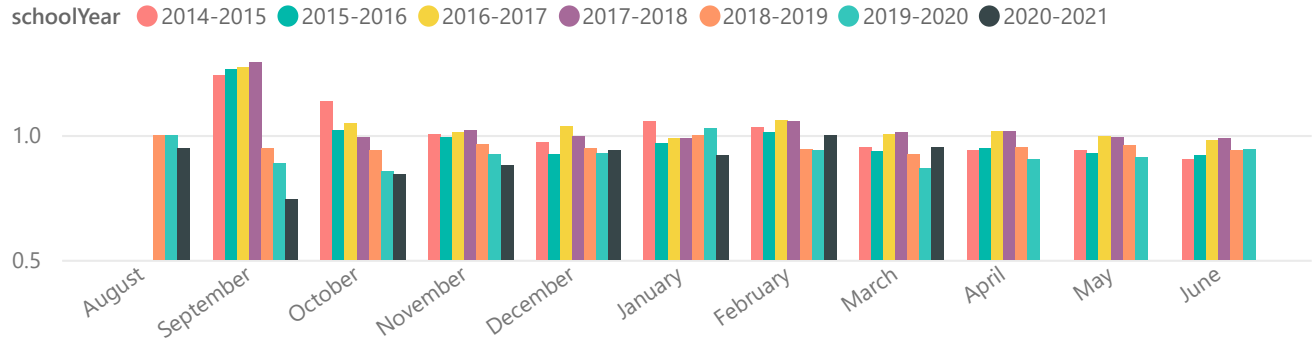
Average Performance

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	88%	87%	93%	93%
3-5	76%	84%	86%	87%
6-8	68%	73%	81%	79%
9-12	67%	71%	71%	72%
Total	70%	74%	77%	78%

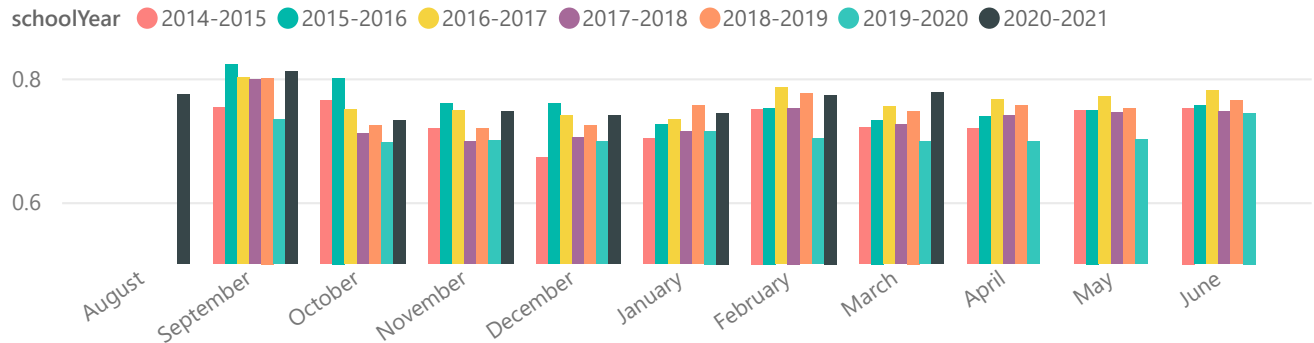
Average Attendance

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	90%	90%	96%	96%
3-5	94%	94%	96%	98%
6-8	87%	93%	97%	98%
9-12	80%	81%	87%	87%
Total	84%	86%	91%	92%

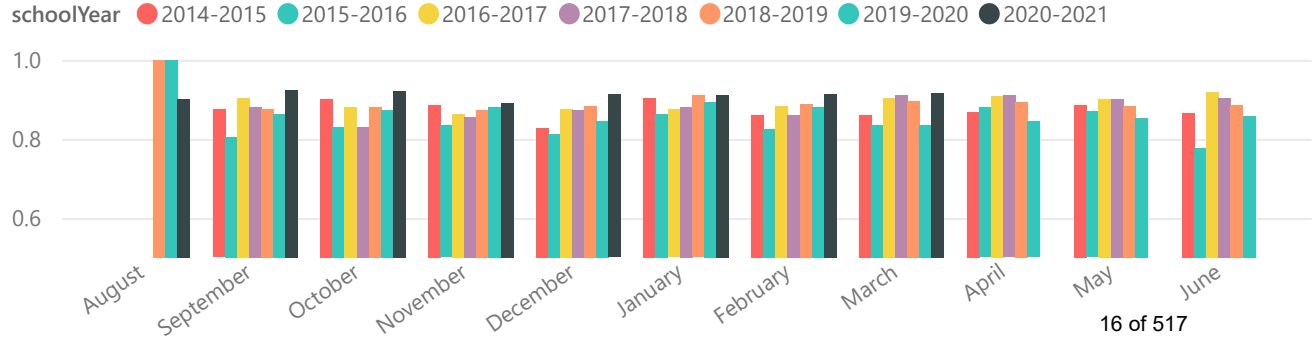
Average Total Participation

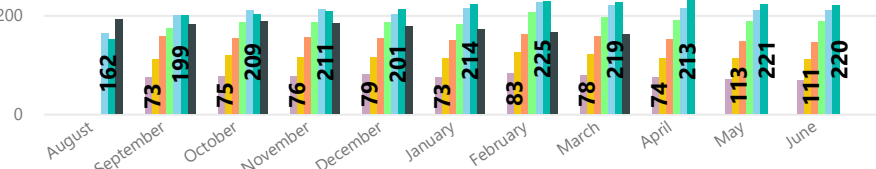


Average Total Performance



Average Total Attendance



Currently Enrolled		Total YTD Enrolled		California Connections Academy at North Bay March 31, 2021				Current Enrollment Month-Over-Month Change						
160		211						-2%						
Enrollment Services Complete (Stage 4)								Current Enrollment Year-Over-Year Change						
226								-29%						
Monthly Student Current Enrollment Comparison					Total YTD Enrollment									
<div>schoolYear</div> <div><div>2014-2015</div><div>2015-2016</div><div>2016-2017</div><div>2017-2018</div><div>2018-2019</div></div> <div></div>					ReportPeriod		SameMonthPriorYear		CurrentMonth					
					Withdrawal Category		Student Count	%CT Student Count	Student Count	%CT Student Count				
					Enrolled, Not Grad		226	76%	160	76%				
					Graduated		3	1%	6	3%				
					Prior To Engagement		12	4%	15	7%				
					Withdrawal During School Year		57	19%	30	14%				
					Total		298	100%	211	100%				
					New & Returning					Household Data			Students Per Active Household	
					ReportPeriod		SameMonthPriorYear		CurrentMonth		Household Data		SameMonthPriorYear	CurrentMonth
New or Returning		Students	%CT Students	Students	%CT Students	Active		1.20	1.30					
New		129	57.08%	53	33.13%	Graduated								
Returning		97	42.92%	107	66.88%	WD During School Year								
					WD Prior To Engagement									
Grade Distribution					Withdrawal Reason									
ReportPeriod		SameMonthPriorYear		CurrentMonth		Withdrawal Reason								
GradeDistribution		Students	%CT Students	Students	%CT Students	SameMont								
PK-2		21	9%	18	11%	Enrollment was intended to be short term and is no longer needed for my student.								
PK		1	0%	1	1%	Inactivity/Lack of Attendance								
KG		6	3%	6	4%	My student is pursuing GED								
1		7	3%	4	3%	My student wants to return to a traditional school setting for other (non-socialization related) reasons.								
2		7	3%	7	4%	My student wants to return to a traditional school setting for socialization reasons.								
3-5		23	10%	25	16%	No reason provided								
3		7	3%	9	6%	The curriculum is too hard.								
4		5	2%	11	7%	The program takes too much of the Learning Coach's time.								
5		11	5%	5	3%	The program/schedule is not flexible enough.								
6-8		48	21%	27	17%	The transition to virtual school was too difficult.								
6		10	4%	13	8%	There was not enough help/guidance setting us up in the school.								
7		14	6%	6	4%	Violation of state regulations								
8		24	11%	8	5%	We are moving.								
9-12		134	59%	90	56%									
9		39	17%	14	9%									
10		31	14%	32	20%									
11		30	13%	27	17%									
Total		226	100%	160	100%									
					17 of 517									

Gender		
Gender	SameMonthPriorYear	CurrentMonth
F	131	90
M	95	70
Primary Language		
Home Language	SameMonthPriorYear	CurrentMonth
English	213	147
Spanish	10	6
Russian		1
Arabic	1	5
Another Language	2	1

California Connections Academy at North Bay March 31, 2021		
Disability		
Disability	SameMonthPriorYear	CurrentMonth
Autism	2	2
Cognitive Disability	3	2
Emotionally Impaired	7	1
Other Health Impaired	4	3
Specific Learning Disability	13	6
Speech/Language Impaired	2	3

Gifted		
Gifted	SameMonthPriorYear	CurrentMonth
Yes	6	6
Plan 504		
Plan504	SameMonthPriorYear	CurrentMonth
504	14	9
IEP		
IEP	SameMonthPriorYear	CurrentMonth
IEP	29	17
Gifted		Plan504
4%		6%
IEP		Not in Special Population
11%		80%

Ethnicity		
Ethnicity	SameMonthPriorYear	CurrentMonth
Hispanic or Latino	63	46
Not Hispanic or Latino	163	113
Race		
Race	SameMonthPriorYear	CurrentMonth
American Indian or Alaskan Native	15	6
Asian	19	10
Black/African American	28	16
Native Hawaiian or Other Pacific Islander	7	6
White	195	144

Distinct Race/Ethnicity		
Distinct Race/Ethnicity	SameMonthPriorYear	CurrentMonth
American Indian or Alaskan Native	4	1
Asian	6	2
Black/African American	8	4
Hispanic or Latino	63	46
Multiple Races	31	15
Native Hawaiian or Other Pacific Islander	1	1
White	113	91

Household FARM Eligibility		
HouseholdFARMEligibility	SameMonthPriorYear	CurrentMonth
Applied Does Not Qualify		55
Applied-Does not qualify	33	
Family Reported-Does not qualify	53	
Qualifies for free	68	56
Qualifies for reduced	17	9
Refused to report	24	23

Prior Schooling		
Prior Schooling	SameMonthPriorYear	CurrentMonth
Charter School (Public)	19	18
Home School	10	7
No Prior School	13	8
Online (Virtual) Public School	15	6
Private/Parochial School	14	7
Public School	148	89
Prior Schooling Not Reported	7	25

California Connections Academy at North Bay
March 31, 2021

Contacts Per Week

ContactsPerWeekWithoutWebMail	SameMonthPriorYear	CurrentMonth
Met	182	153
Not Met	44	7

Attendance Status

AttendanceStatusAutomated	SameMonthPriorYear	CurrentMonth
Alarm	55	21
Approaching Alarm	48	13
Exempt	1	1
On Track	122	125

Average Participation

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	78%	92%
3-5	90%	101%
6-8	91%	108%
9-12	86%	90%
Total	87%	95%

Average Performance

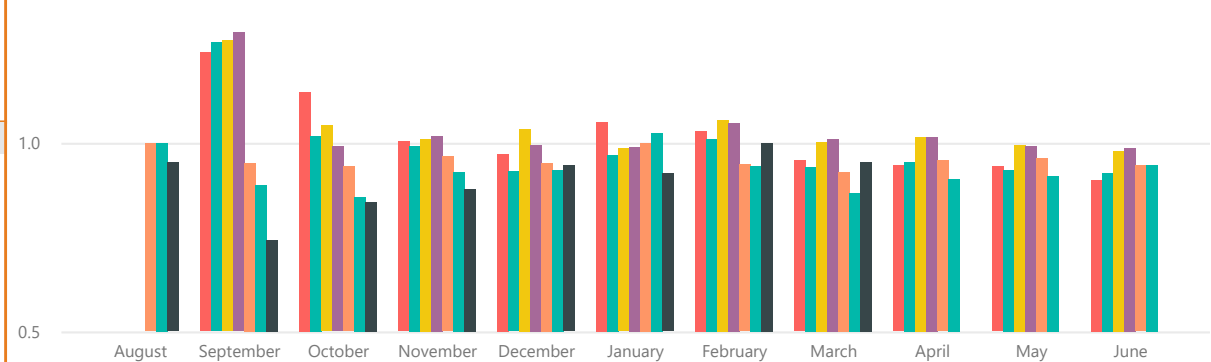
GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	88%	93%
3-5	76%	87%
6-8	68%	79%
9-12	67%	72%
Total	70%	78%

Average Attendance

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	90%	96%
3-5	94%	98%
6-8	87%	98%
9-12	80%	87%
Total	84%	92%

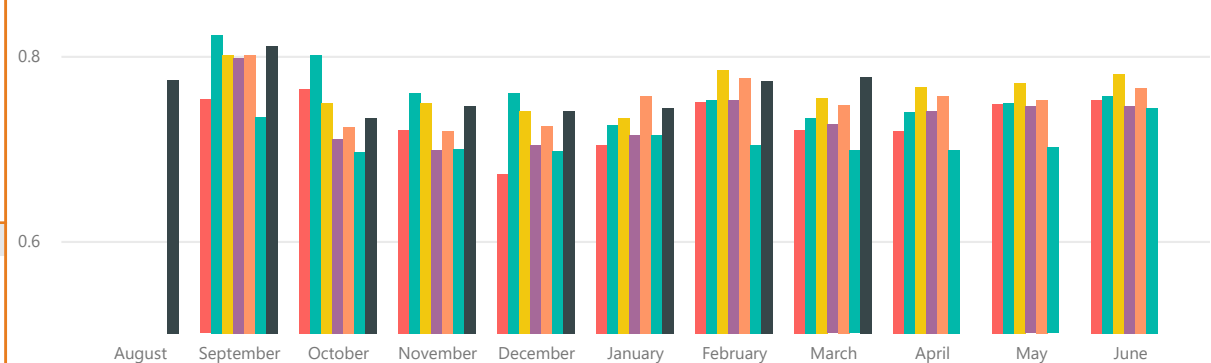
Average Total Participation

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



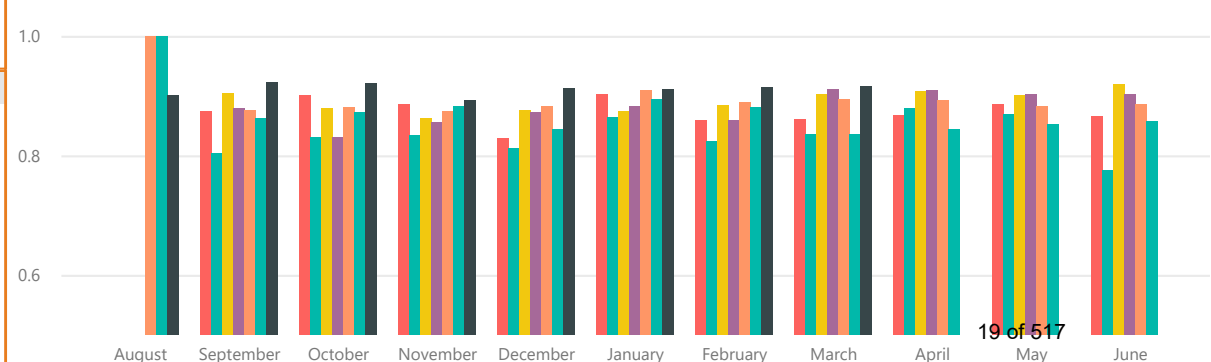
Average Total Performance

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



Average Total Attendance

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



MONTHLY SCHOOL REPORT

School & Date Selection

School

California Connections Academy @ Central

Report Date

March 31, 2021

Currently Enrolled

575

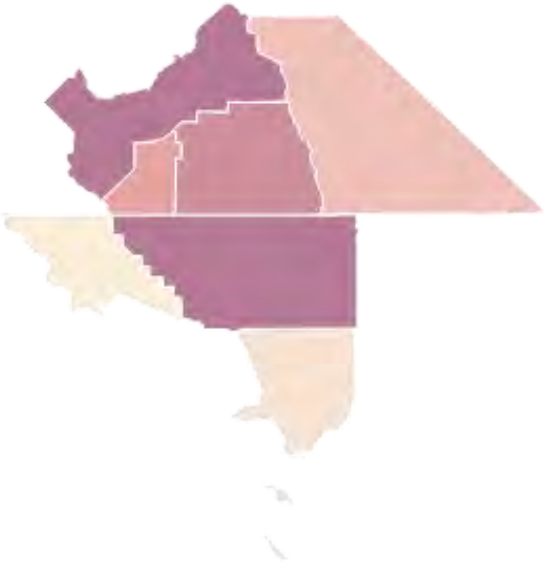
Total YTD Enrolled

704

Enrollment Services Complete (Stage 4)

748

Enrolled Students by County



Central California Connections Academy

March 31, 2021

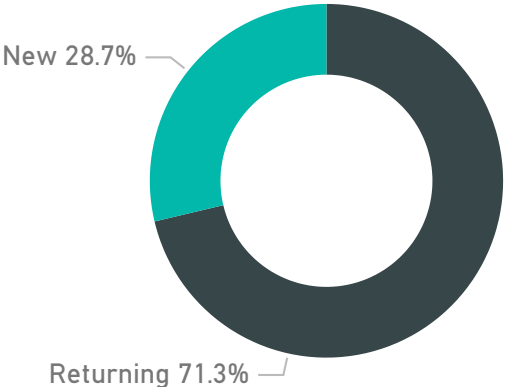
Current Enrollment Month-Over-Month Change

-1%

Current Enrollment Year-Over-Year Change

-14%

New and Returning

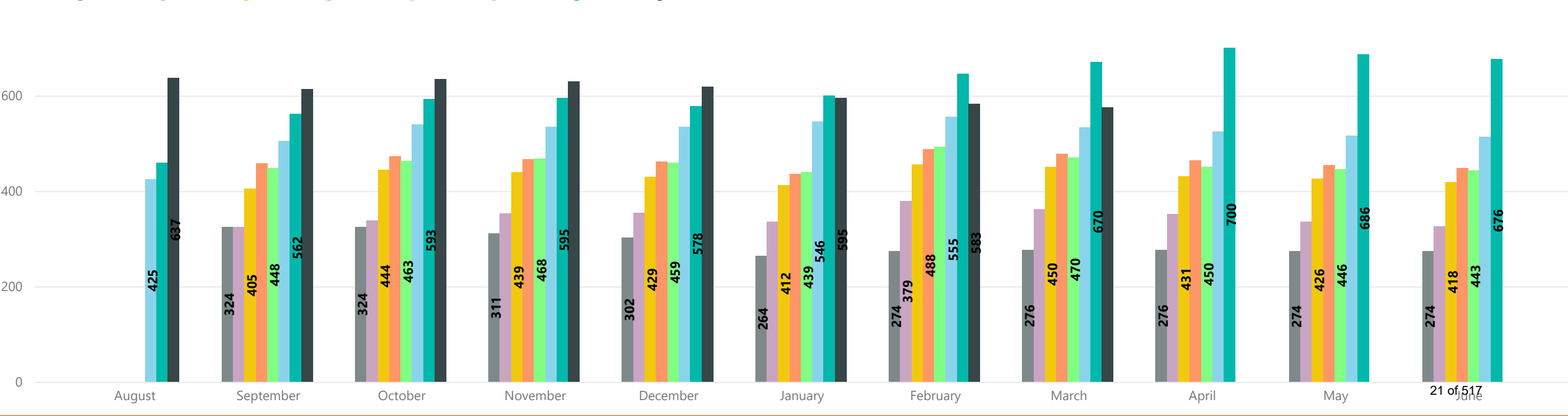


New and Returning Prior Year



Monthly Student Current Enrollment Comparison

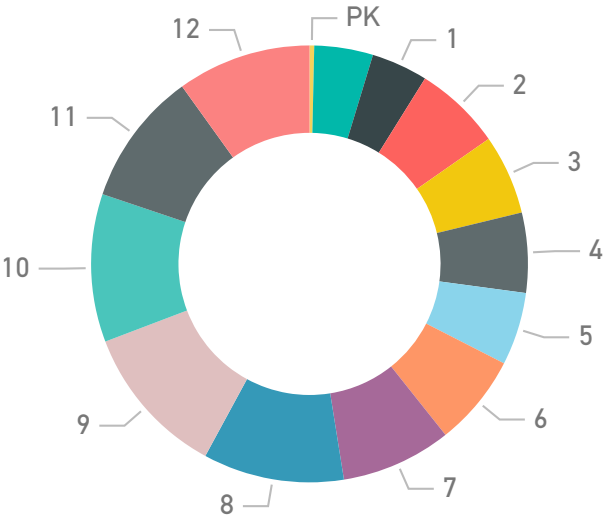
schoolYear 2013-2014 2014-2015 2015-2016 2016-2017 2017-2018 2018-2019 2019-2020 2020-2021



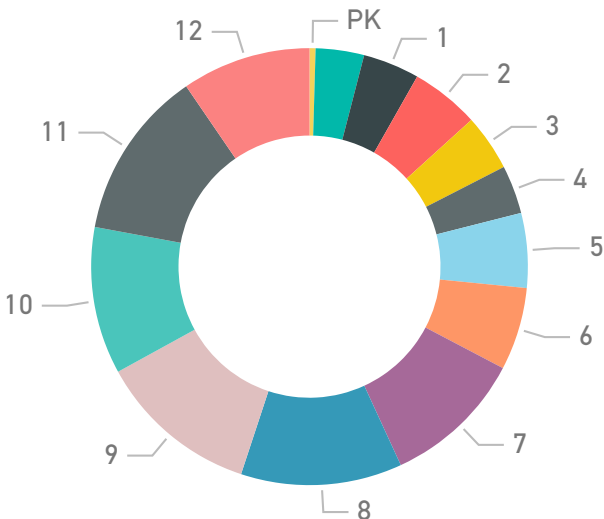
Central California Connections Academy

March 31, 2021

Enrolled Students by Final Grade



Enrolled Students Prior Year by Final Grade



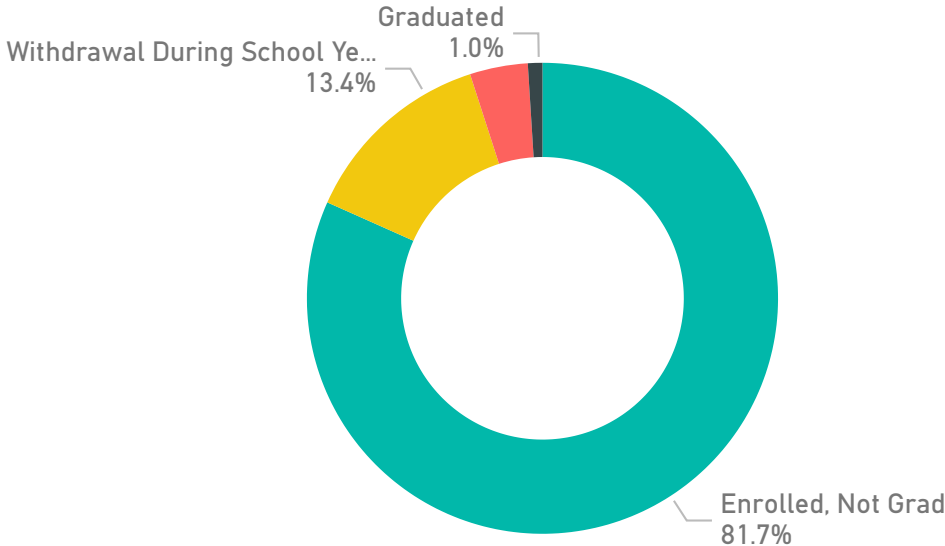
Grade Distribution

ReportPeriod	SameMonthPriorYear		PriorEOY		LastMonth		CurrentMonth	
GradeDistribution	Students	%CT Students	Students	%CT Students	Students	%CT Students	Students	%CT Students
PK-2	89	13%	96	14%	90	15%	88	15%
PK	3	0%	4	1%	1	0%	2	0%
KG	24	4%	29	4%	28	5%	25	4%
1	28	4%	28	4%	24	4%	24	4%
2	34	5%	35	5%	37	6%	37	6%
3-5	89	13%	93	14%	101	17%	99	17%
3	28	4%	31	5%	35	6%	34	6%
4	24	4%	26	4%	33	6%	34	6%
5	37	6%	36	5%	33	6%	31	5%
6-8	191	29%	191	28%	148	25%	146	25%
6	41	6%	44	7%	40	7%	39	7%
7	70	10%	64	9%	47	8%	47	8%
8	80	12%	83	12%	61	10%	60	10%
9-12	301	45%	296	44%	244	42%	242	42%
9	80	12%	80	12%	66	11%	65	11%
10	73	11%	73	11%	62	11%	63	11%
11	84	13%	82	12%	57	10%	57	10%
12	64	10%	61	9%	59	10%	57	10%
Total	670	100%	676	100%	583	100%	575	100%

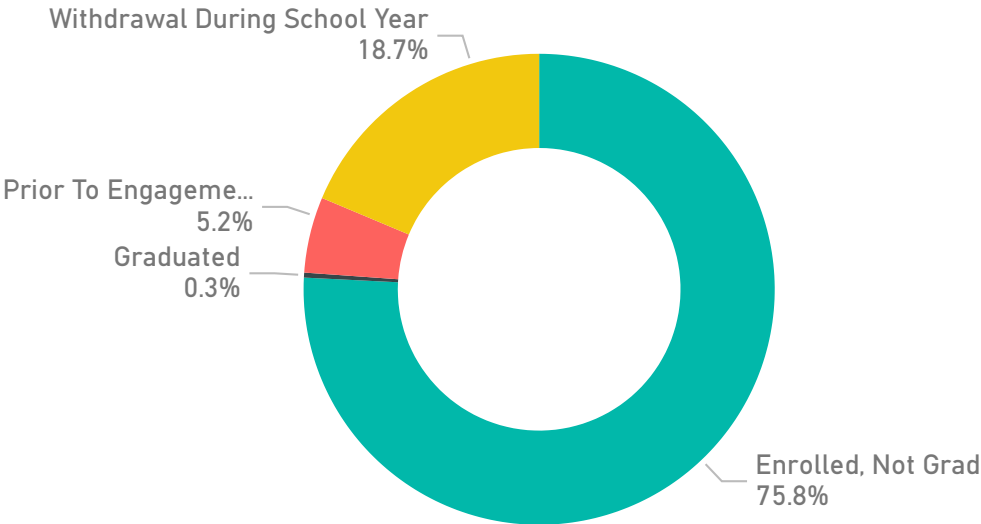
Central California Connections Academy

March 31, 2021

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	670	76%	676	73%	583	83%	575	82%
Graduated	3	0%	4	0%	6	1%	7	1%
Not Returning			1	0%				
Prior To Engagement	46	5%	59	6%	27	4%	28	4%
Withdrawal During School Year	165	19%	189	20%	84	12%	94	13%
Total	884	100%	929	100%	700	100%	704	100%

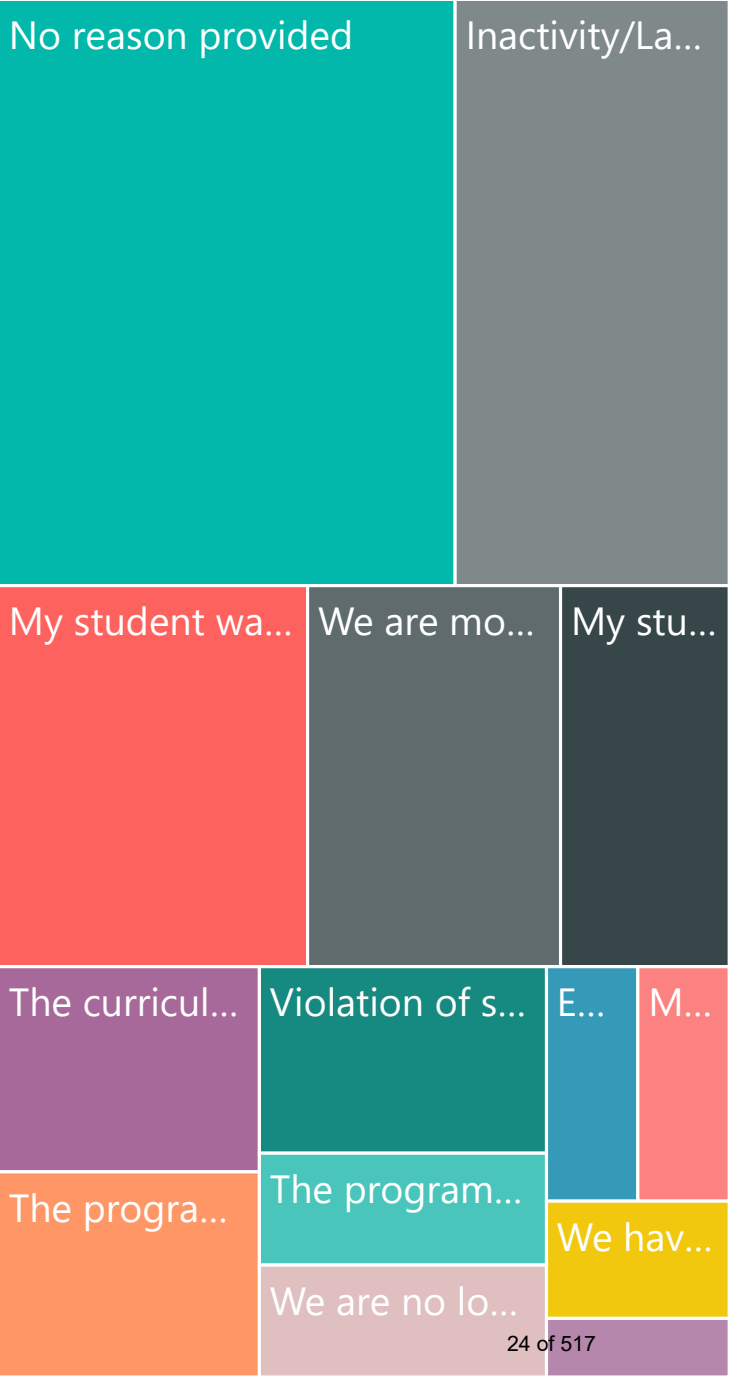
Enrollment Services Complete (Stage 4)

748

Central California Connections Academy

March 31, 2021

Withdrawal Reason				
WD Reason	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
	18	34	5	5
Another Reason	1	1	1	2
Different/Better Schooling Option (Not related to socialization)	24	29	6	6
Inactivity	5	5	14	15
No longer able to provide a Learning Coach	2	2	3	3
No Reason Given	66	69	22	25
Program not flexible enough			3	3
Program takes too much of Learning Coach's time	1	1	5	5
Pursuing GED	1	1	1	2
Student wants more socialization	12	11	8	11
Technical Difficulties	2	2		
The curriculum is too hard	4	5	4	5
Transition to virtual school too difficult	10	10		
Unhappy with the school			1	1
We are moving	16	16	9	9
We have chosen to home school	3	3	2	2



Central California Connections Academy

March 31, 2021

Household Data

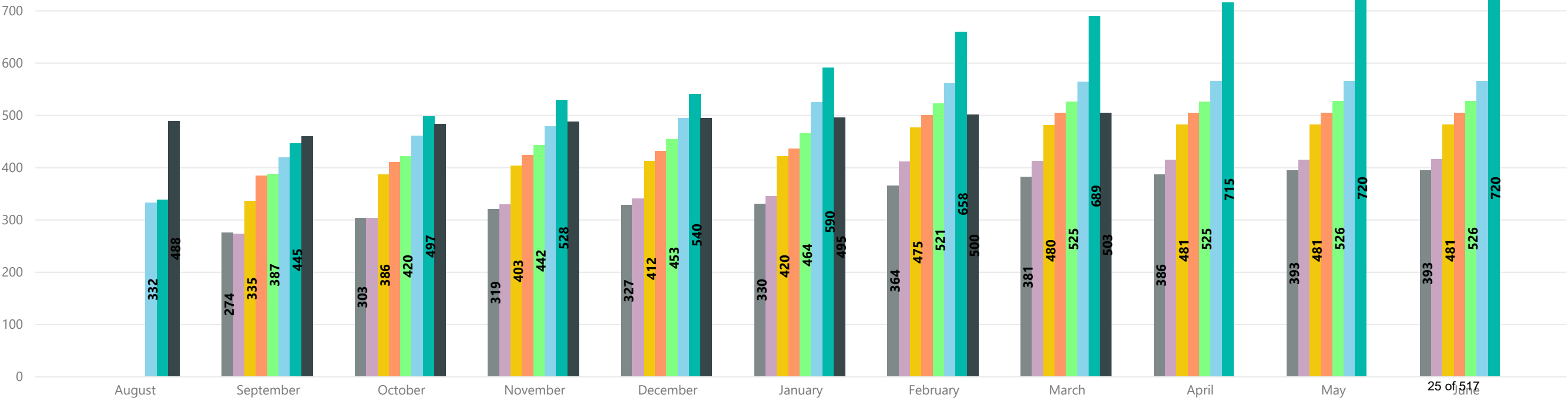
Household Data	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Active	531	529	421	414
Graduated	3	4	6	7
Not Returning		1		
WD During School Year	129	152	60	67
WD Prior To Engagement	41	52	26	27

Students Per Active Household

	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
	1.26	1.28	1.38	1.39

Monthly Total Households

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



Central California Connections Academy

March 31, 2021

Ethnicity

Ethnicity	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Hispanic or Latino	289	285	247	244
Not Hispanic or Latino	381	391	335	330

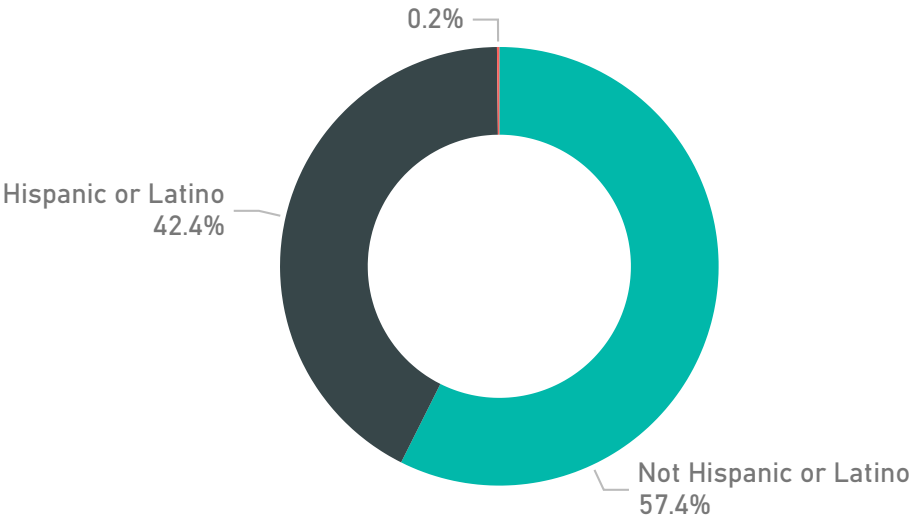
Race

Race	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
American Indian or Alaskan Native	80	80	52	52
Asian	36	36	37	38
Black/African American	84	88	74	74
Native Hawaiian or Other Pacific Islander	11	10	7	7
White	538	544	483	474

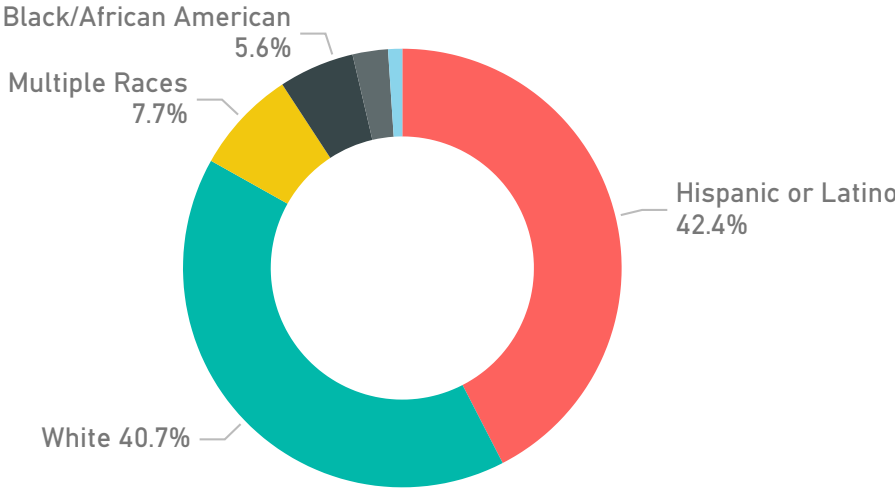
Distinct Race/Ethnicity

Distinct Race/Ethnicity	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
American Indian or Alaskan Native	8	10	6	6
Asian	12	10	15	15
Black/African American	42	44	32	32
Hispanic or Latino	289	285	247	244
Multiple Races	46	48	44	44
Native Hawaiian or Other Pacific Islander	2	1		
White	271	278	239	234

Enrolled Students by Ethnicity



Enrolled Students by Distinct Race/Ethnicity



Central California Connections Academy

March 31, 2021

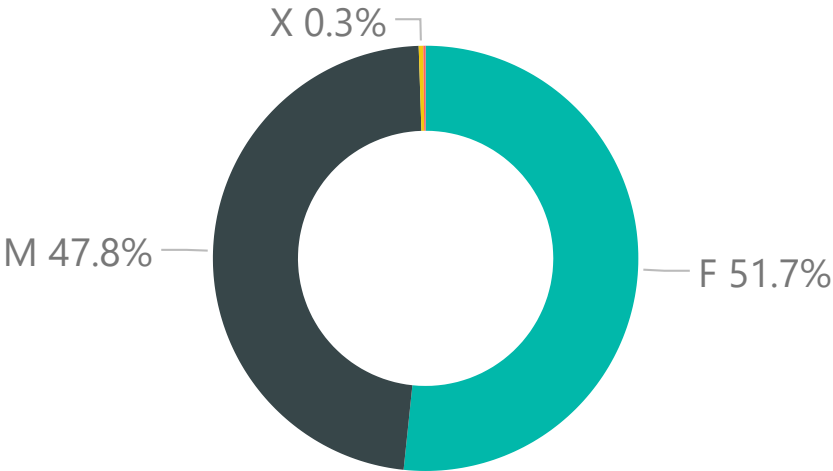
Gender

Gender	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
			1	1
F	354	357	301	297
M	316	319	279	275
X			2	2

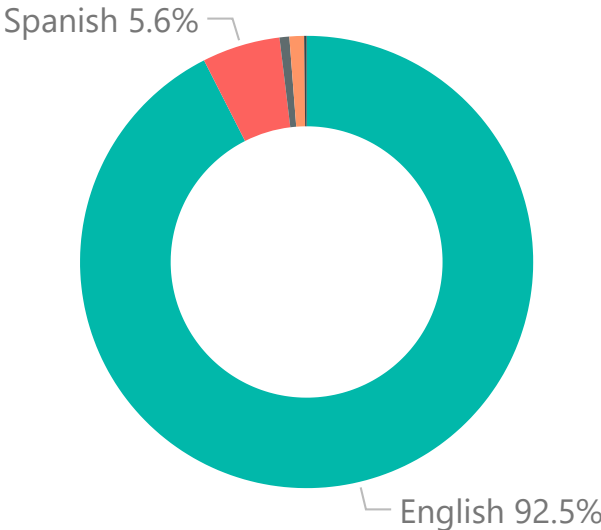
Primary Language

Home Language	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
English	620	631	540	532
Spanish	41	37	32	32
Arabic	4	4	4	4
Another Language	5	4	6	6
No Language Reported			1	1

Enrolled Students by Gender



Enrolled Students by Language



Central California Connections Academy

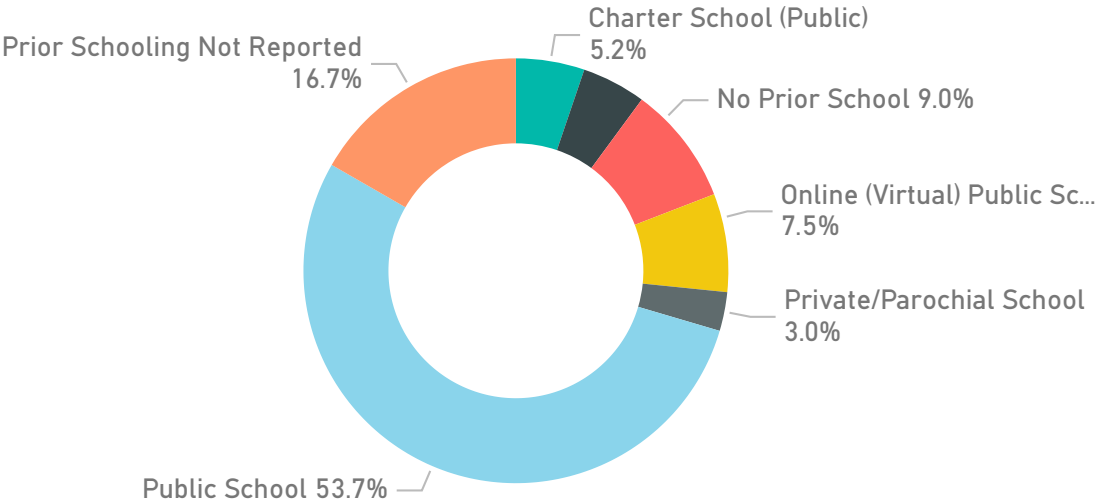
March 31, 2021

Prior Schooling

Prior Schooling	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Charter School (Public)	50	52	30	30
Home School	41	40	29	28
No Prior School	78	77	53	52
Online (Virtual) Public School	53	53	43	43
Private/Parochial School	17	18	17	17
Public School	403	408	315	309
Prior Schooling Not Reported	28	28	96	96

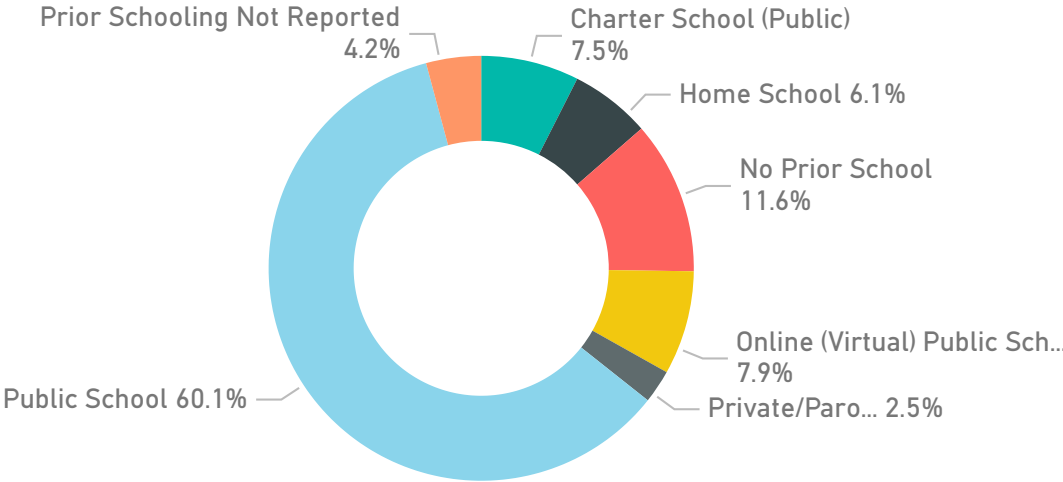
Prior Schooling

March 31, 2021



Prior Schooling

March 31, 2020

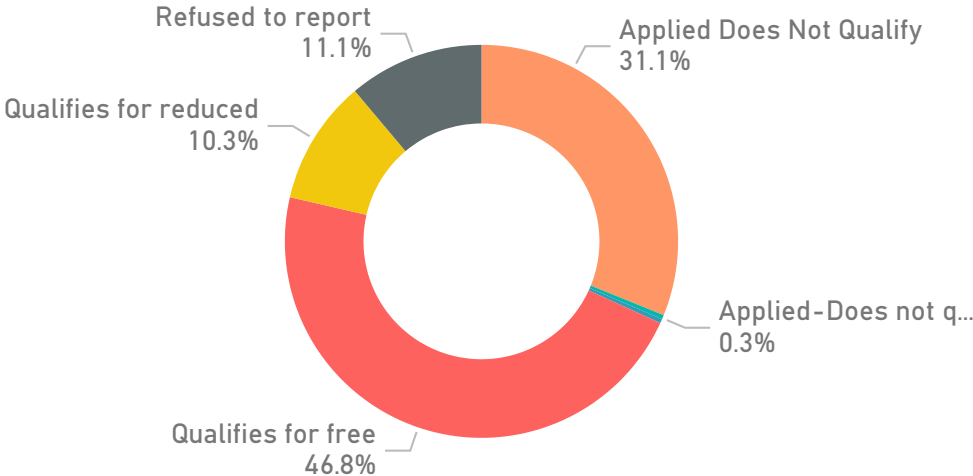


Central California Connections Academy

March 31, 2021

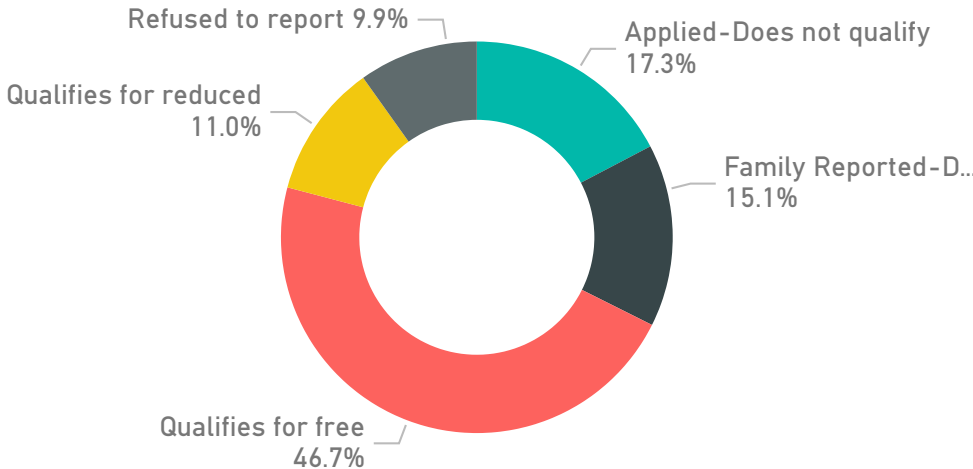
FARM Eligibility

March 31, 2021



FARM Eligibility

March 31, 2020



Disability

Disability	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Autism	23	24	23	23
Cognitive Disability	6	7	5	5
Emotionally Impaired	12	11	5	7
Other Health Impaired	18	19	16	16
Physical Disability	2	2	1	1
Specific Learning Disability	33	33	31	29
Speech/Language Impaired	9	10	15	15

Specific Learning Disability

Other Health Impaired

Emotion...

Autism

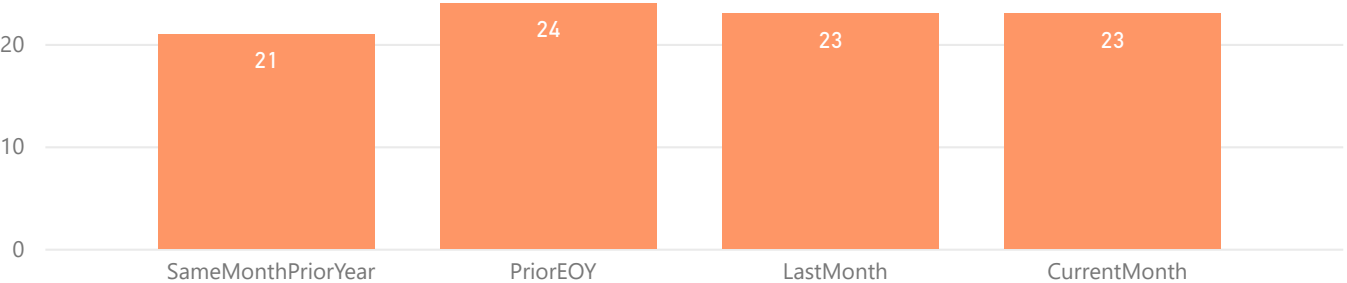
Speech/Language Impair...

Cognitiv...

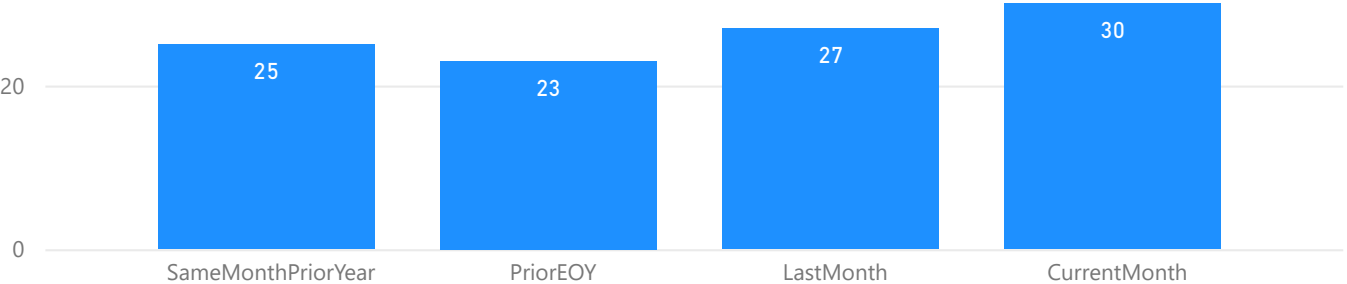
Central California Connections Academy

March 31, 2021

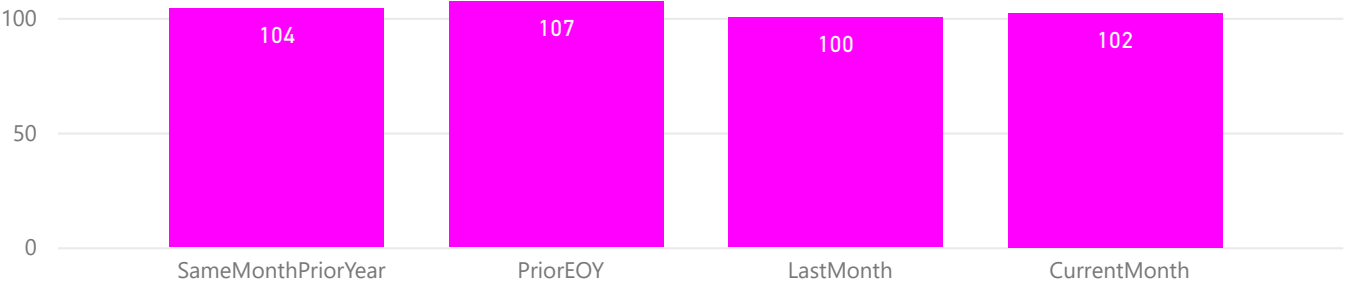
Gifted



Plan504



IEP



Currently Enrolled

575

Gifted

4%

Plan504

5%

IEP

18%

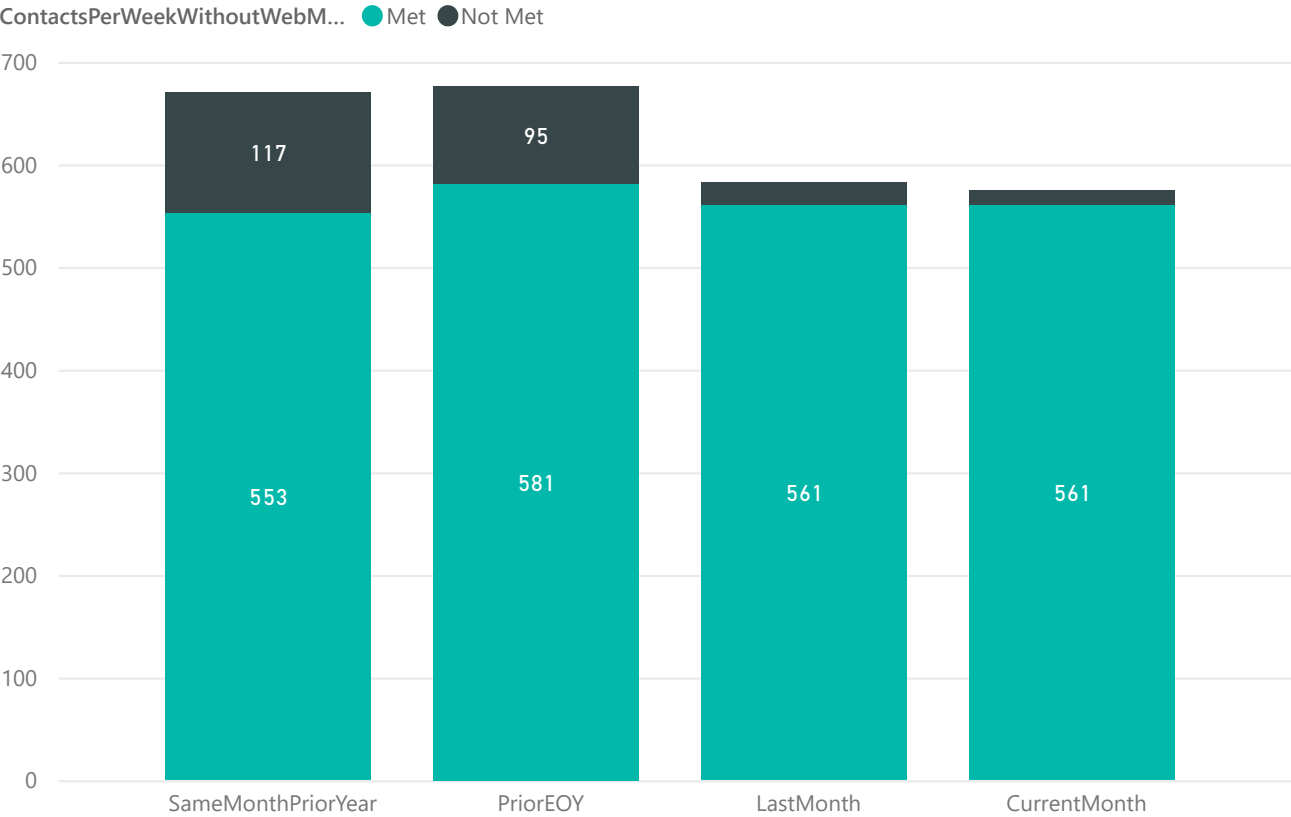
Not in Special Population

74%

Central California Connections Academy

March 31, 2021

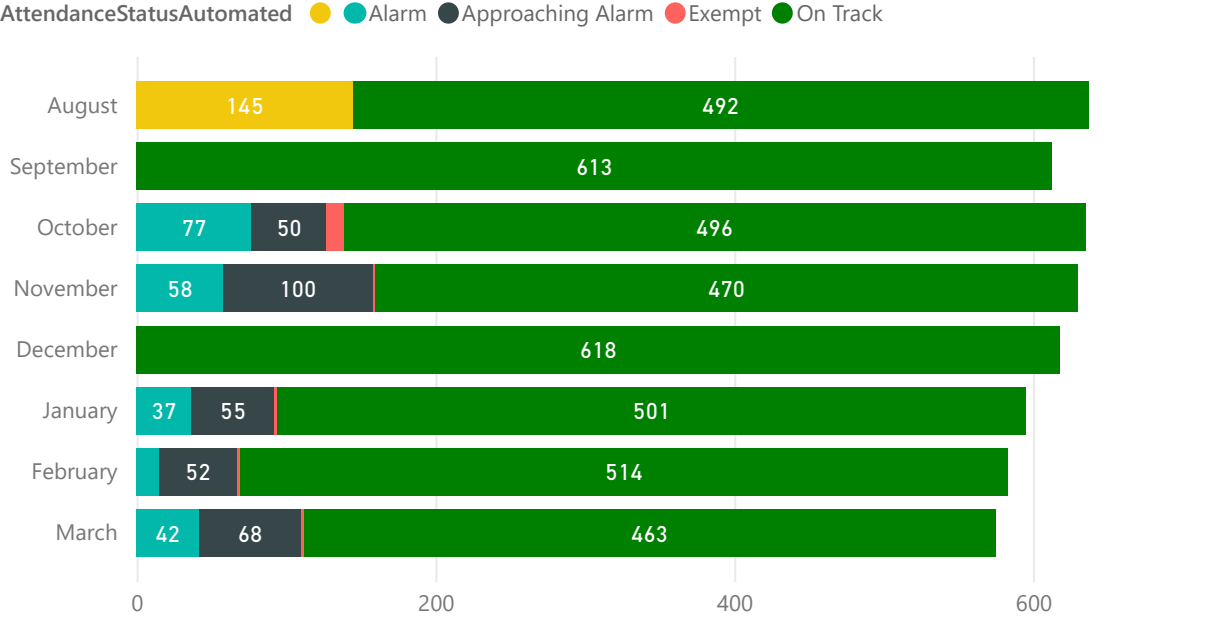
Contacts Per Week



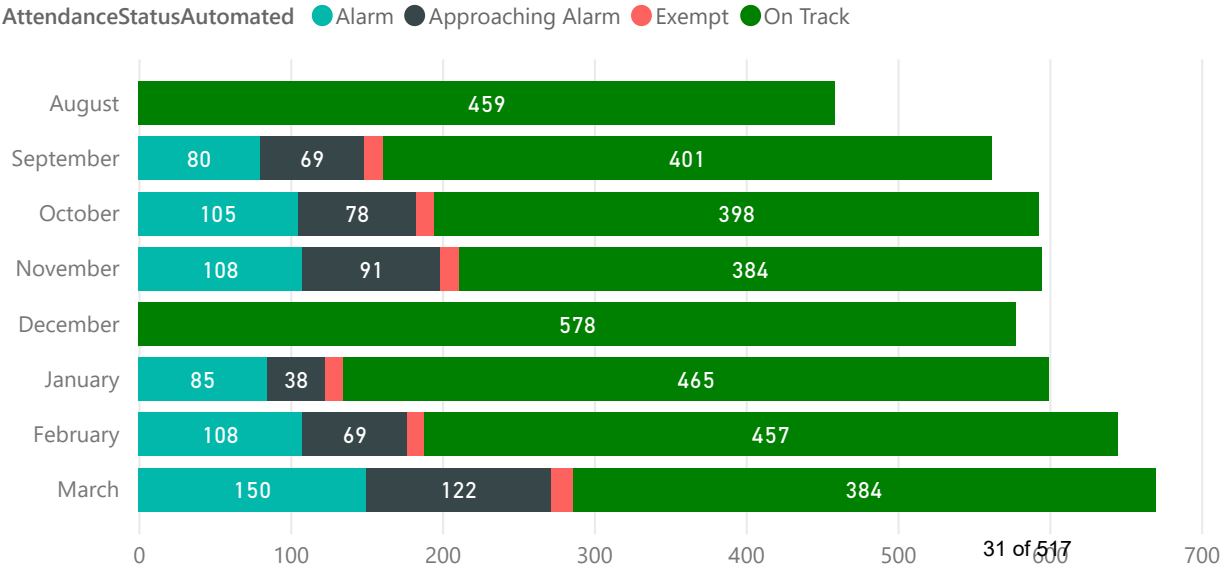
Currently Enrolled

575

School Year: 2020-2021



School Year: 2019-2020



Central California Connections Academy

March 31, 2021

Average Participation

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	92%	100%	100%	101%
3-5	92%	100%	100%	97%
6-8	89%	97%	100%	110%
9-12	84%	94%	99%	94%
Total	87%	97%	100%	100%

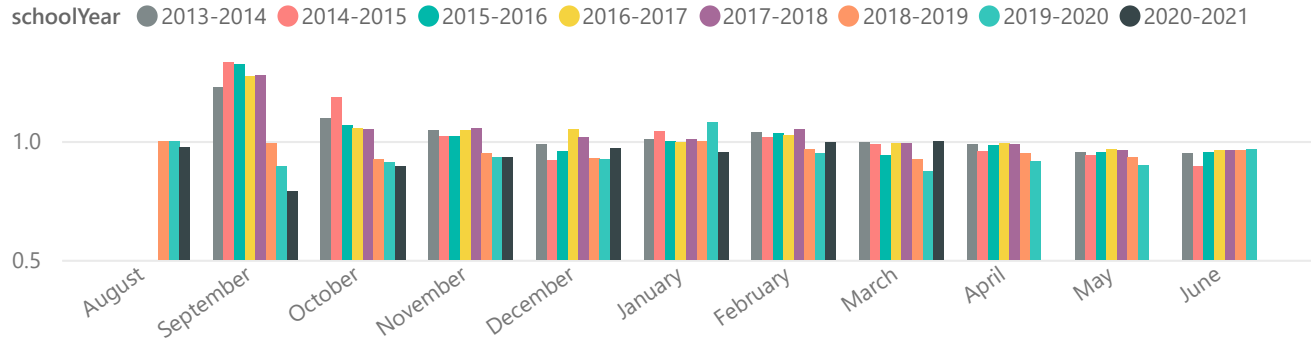
Average Performance

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	89%	93%	94%	93%
3-5	74%	78%	75%	77%
6-8	68%	69%	79%	77%
9-12	65%	69%	71%	72%
Total	70%	74%	77%	77%

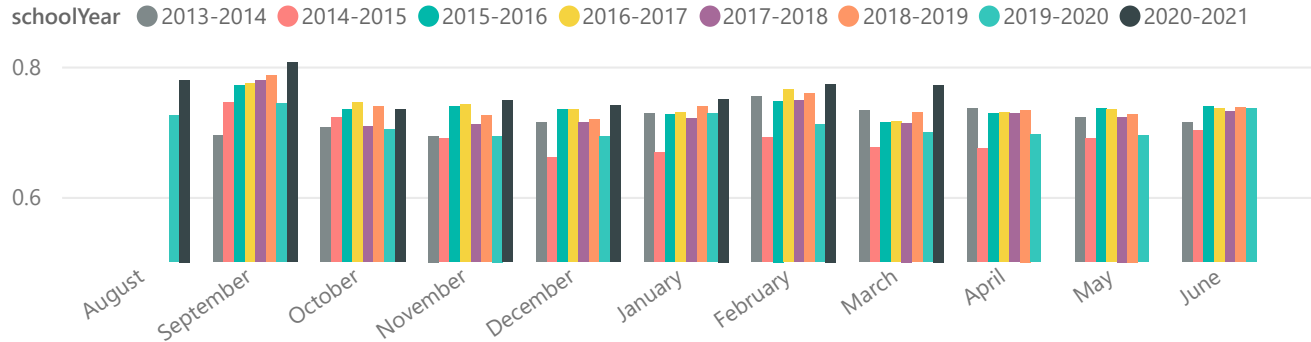
Average Attendance

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	87%	92%	96%	98%
3-5	85%	91%	92%	94%
6-8	87%	91%	96%	96%
9-12	82%	83%	91%	92%
Total	84%	88%	93%	94%

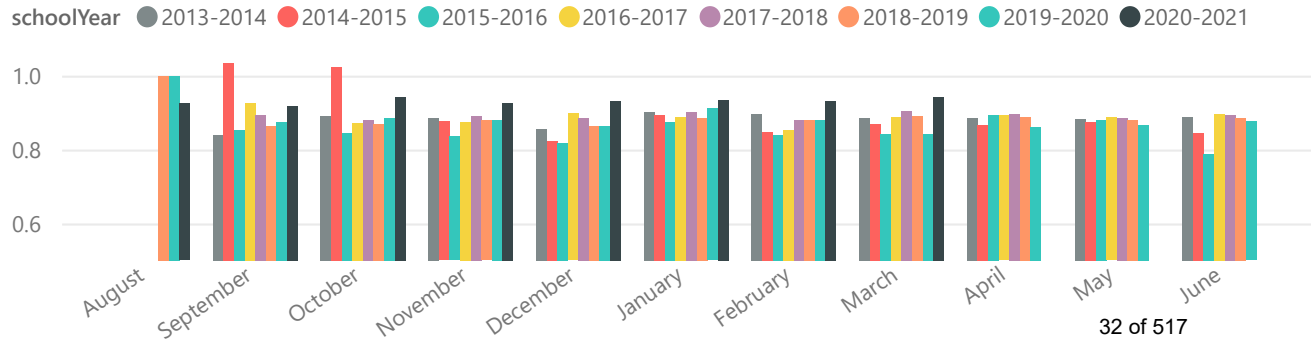
Average Total Participation

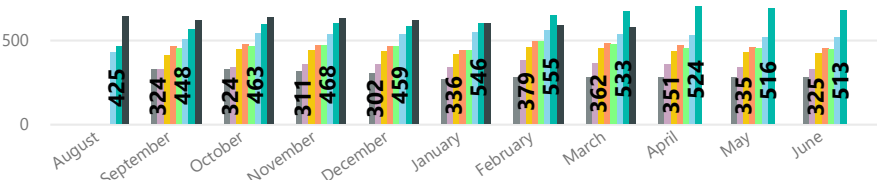


Average Total Performance



Average Total Attendance



Currently Enrolled 575		Total YTD Enrolled 704		Central California Connections Academy March 31, 2021				Current Enrollment Month-Over-Month Change -1%	
Enrollment Services Complete (Stage 4) 748				Current Enrollment Year-Over-Year Change -14%					
Monthly Student Current Enrollment Comparison				Total YTD Enrollment					
<div>schoolYear</div> <div><div>2013-2014</div><div>2014-2015</div><div>2015-2016</div><div>2016-2017</div><div>2017-2018</div></div> <div></div>				ReportPeriod		SameMonthPriorYear		CurrentMonth	
				Withdrawal Category		Student Count	%CT Student Count	Student Count	%CT Student Count
				Enrolled, Not Grad		670	76%	575	82%
				Graduated		3	0%	7	1%
				Prior To Engagement		46	5%	28	4%
				Withdrawal During School Year		165	19%	94	13%
				Total		884	100%	704	100%
				New & Returning				Household Data	
ReportPeriod		SameMonthPriorYear		CurrentMonth		Household Data		SameMonthPriorYear	CurrentMonth
New or Returning	Students	%CT Students	Students	%CT Students	Active	531	414	1.26	1.39
New	382	57.01%	165	28.70%	Graduated	3	7		
Returning	288	42.99%	410	71.30%	WD During School Year	129	67		
					WD Prior To Engagement	41	27		
Grade Distribution				Withdrawal Reason					
ReportPeriod		SameMonthPriorYear		CurrentMonth		Withdrawal Reason			
GradeDistribution	Students	%CT Students	Students	%CT Students	SameMonthPriorYear				
PK-2	89	13%	88	15%	Enrollment was intended to be short term and is no longer needed for my student.				
PK	3	0%	2	0%	Inactivity/Lack of Attendance				
KG	24	4%	25	4%	My student is pursuing GED				
1	28	4%	24	4%	My student wants to return to a traditional school setting for other (non-socialization related) reasons.				
2	34	5%	37	6%	My student wants to return to a traditional school setting for socialization reasons.				
3-5	89	13%	99	17%	No reason provided				
3	28	4%	34	6%	Technical Difficulties				
4	24	4%	34	6%	The curriculum is too hard.				
5	37	6%	31	5%	The program takes too much of the Learning Coach's time.				
6-8	191	29%	146	25%	The program/schedule is not flexible enough.				
6	41	6%	39	7%	The transition to virtual school was too difficult.				
7	70	10%	47	8%	There was not enough help/guidance setting us up in the school.				
8	80	12%	60	10%	Violation of state regulations				
9-12	301	45%	242	42%	We are moving.				
9	80	12%	65	11%	We are no longer able to provide a Learning Coach to assist our student.				
10	73	11%	63	11%	33 of 517				
11	84	12%	57	10%					
Total	670	100%	575	100%					

Gender		
Gender	SameMonthPriorYear	CurrentMonth
		1
F	354	297
M	316	275
X		2

Primary Language		
Home Language	SameMonthPriorYear	CurrentMonth
English	620	532
Spanish	41	32
Arabic	4	4
Another Language	5	6
No Language Reported		1

Ethnicity		
Ethnicity	SameMonthPriorYear	CurrentMonth
Hispanic or Latino	289	244
Not Hispanic or Latino	381	330

Race		
Race	SameMonthPriorYear	CurrentMonth
American Indian or Alaskan Native	80	52
Asian	36	38
Black/African American	84	74
Native Hawaiian or Other Pacific Islander	11	7
White	538	474

Household FARM Eligibility		
HouseholdFARMEligibility	SameMonthPriorYear	CurrentMonth
Applied Does Not Qualify		148
Applied-Does not qualify	94	2
Bad override		2
Family Reported-Does not qualify	92	
Qualifies for free	263	228
Qualifies for reduced	58	43
Refused to report	60	56

Central California Connections Academy March 31, 2021		
Disability		
Disability	SameMonthPriorYear	CurrentMonth
Autism	23	23
Cognitive Disability	6	5
Emotionally Impaired	12	7
Other Health Impaired	18	16
Physical Disability	2	1
Specific Learning Disability	33	29
Speech/Language Impaired	9	15

Gifted		
Gifted	SameMonthPriorYear	CurrentMonth
Yes	21	23

Plan 504		
Plan504	SameMonthPriorYear	CurrentMonth
504	25	30

IEP		
IEP	SameMonthPriorYear	CurrentMonth
IEP	104	102

Gifted	Plan504
4%	5%
IEP	Not in Special Population
18%	74%

Distinct Race/Ethnicity		
Distinct Race/Ethnicity	SameMonthPriorYear	CurrentMonth
American Indian or Alaskan Native	8	6
Asian	12	15
Black/African American	42	32
Hispanic or Latino	289	244
Multiple Races	46	44
Native Hawaiian or Other Pacific Islander	2	
White	271	234

Prior Schooling		
Prior Schooling	SameMonthPriorYear	CurrentMonth
Charter School (Public)	50	30
Home School	41	28
No Prior School	78	52
Online (Virtual) Public School	53	43
Private/Parochial School	17	17
Public School	403	309
Prior Schooling Not Reported	28	96

Central California Connections Academy
March 31, 2021

Contacts Per Week

ContactsPerWeekWithoutWebMail	SameMonthPriorYear	CurrentMonth
Met	553	561
Not Met	117	14

Attendance Status

AttendanceStatusAutomated	SameMonthPriorYear	CurrentMonth
Alarm	150	42
Approaching Alarm	122	68
Exempt	14	2
On Track	384	463

Average Participation

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	92%	101%
3-5	92%	97%
6-8	89%	110%
9-12	84%	94%
Total	87%	100%

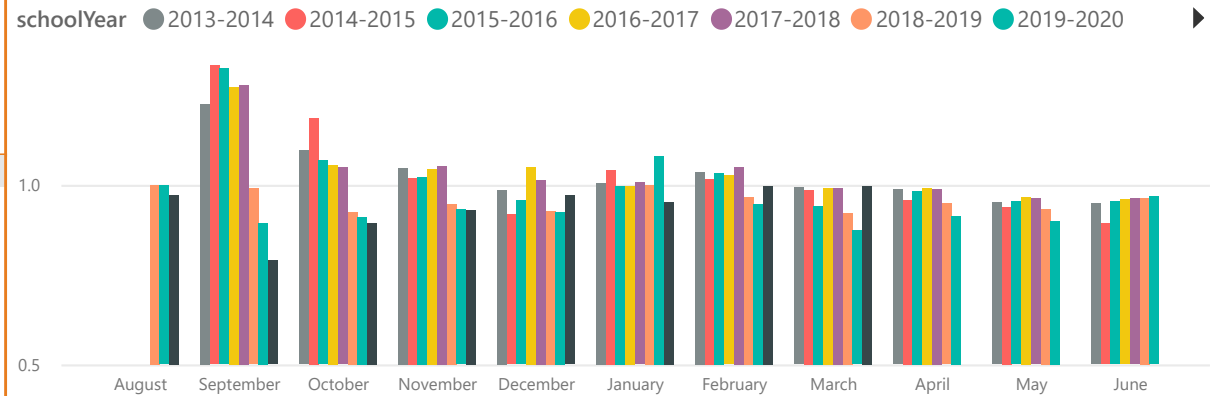
Average Performance

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	89%	93%
3-5	74%	77%
6-8	68%	77%
9-12	65%	72%
Total	70%	77%

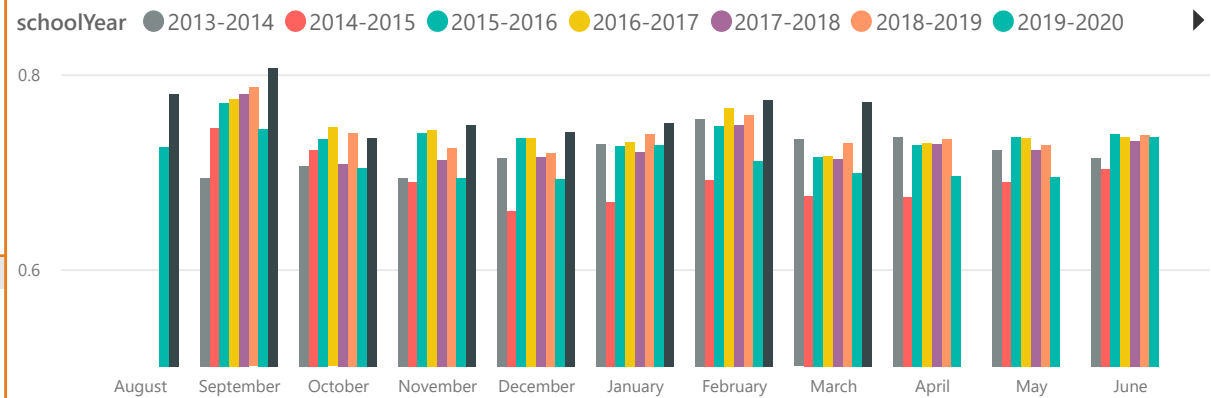
Average Attendance

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	87%	98%
3-5	85%	94%
6-8	87%	96%
9-12	82%	92%
Total	84%	94%

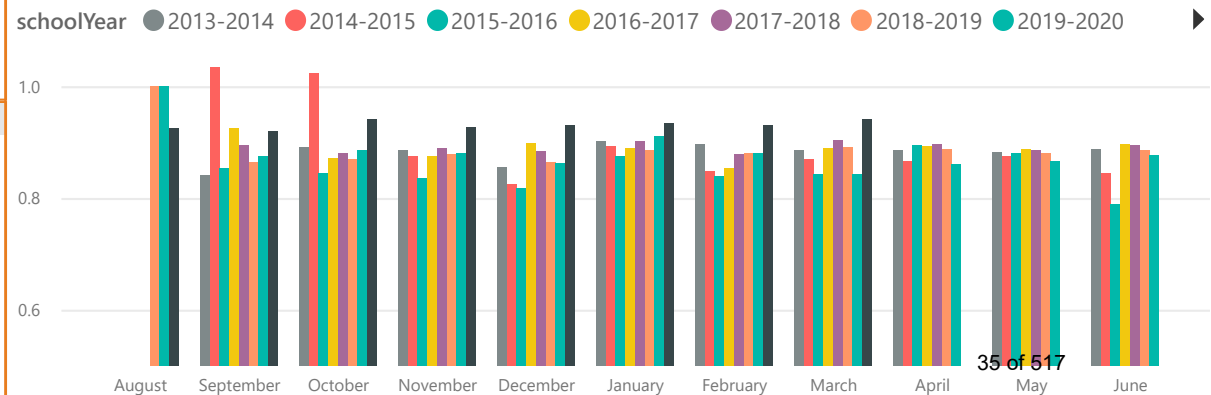
Average Total Participation



Average Total Performance



Average Total Attendance



MONTHLY SCHOOL REPORT

School & Date Selection

School

California Connections Academy @ Central Co... ▾

Report Date

March 31, 2021 ▾

Currently Enrolled

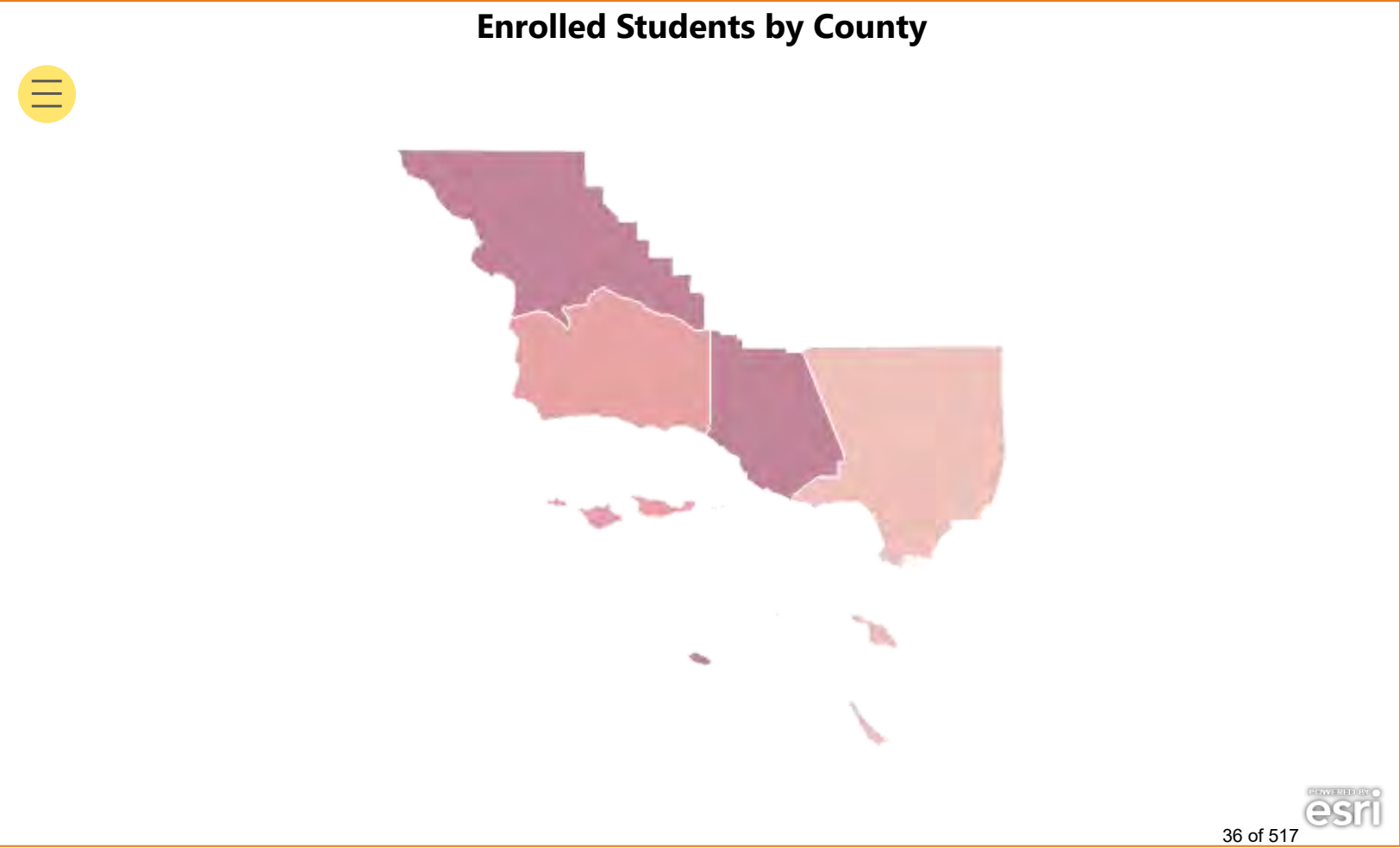
77

Total YTD Enrolled

104

Enrollment Services Complete (Stage 4)

115

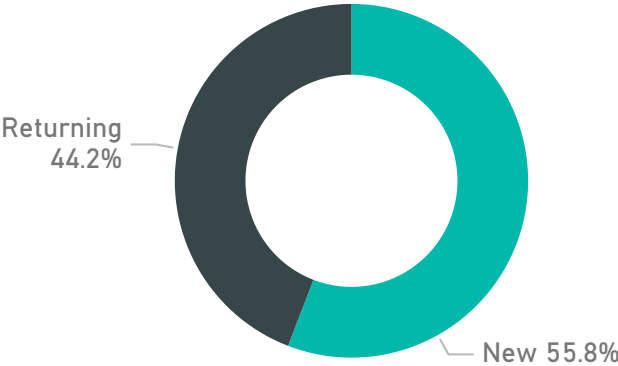


California Connections Academy at Central Coast
March 31, 2021

Current Enrollment Month-Over-Month Change
0%

Current Enrollment Year-Over-Year Change
18%

New and Returning

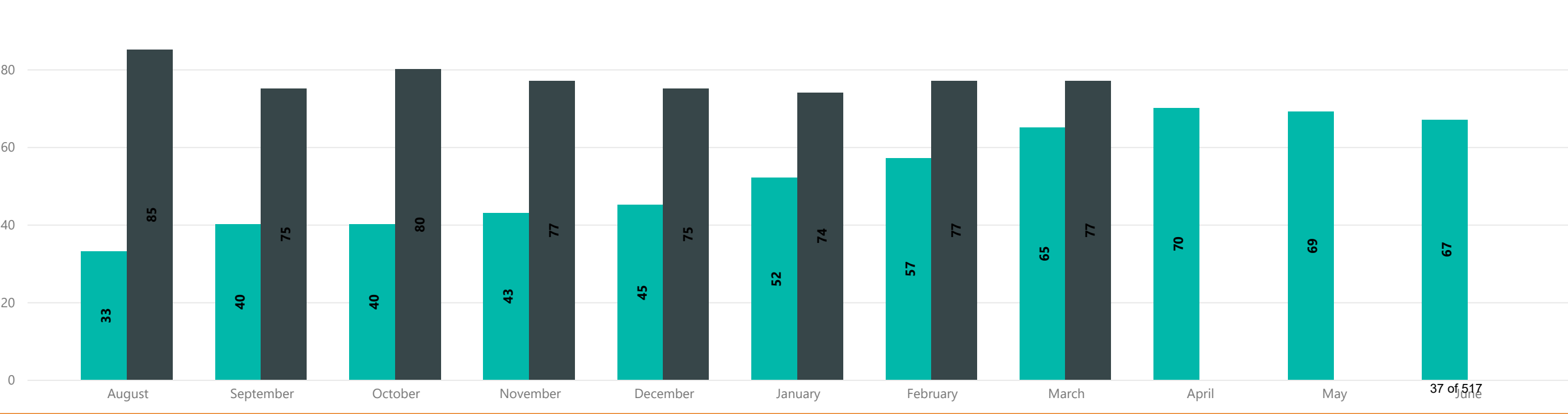


New and Returning Prior Year



Monthly Student Current Enrollment Comparison

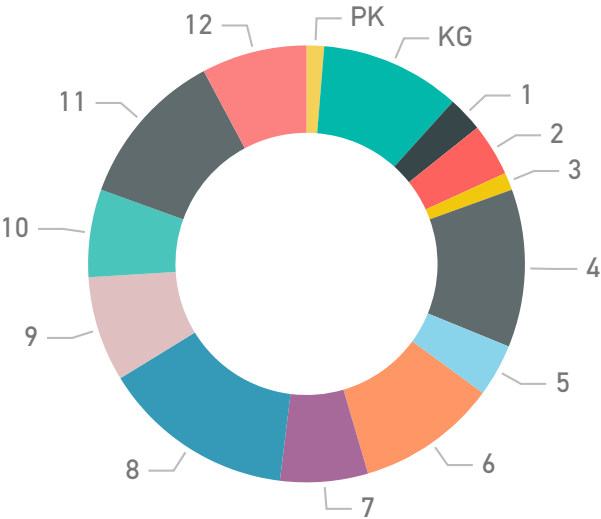
schoolYear 2019-2020 2020-2021



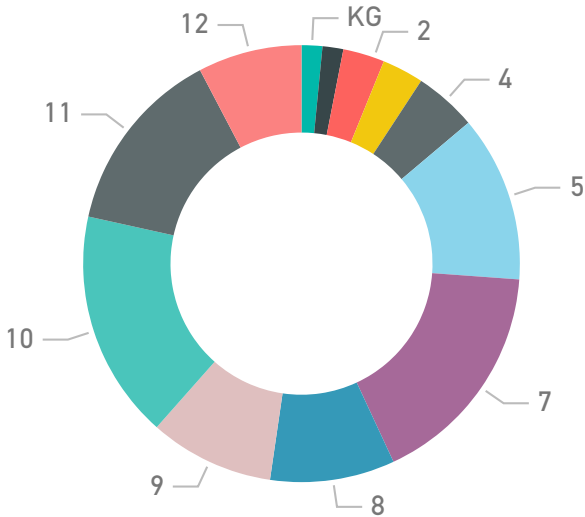
California Connections Academy at Central Coast

March 31, 2021

Enrolled Students by Final Grade



Enrolled Students Prior Year by Final Grade



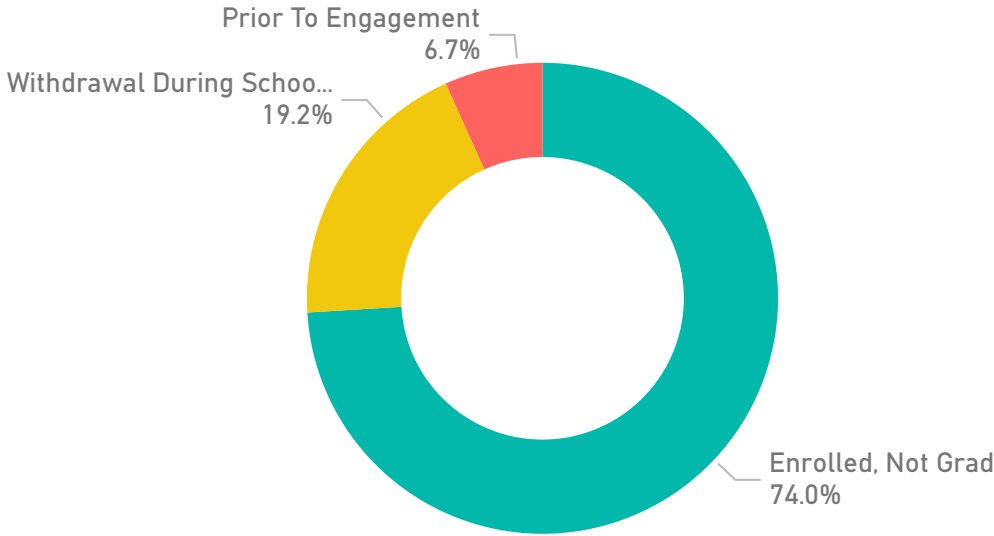
Grade Distribution

ReportPeriod	SameMonthPriorYear		PriorEOY		LastMonth		CurrentMonth	
GradeDistribution	Students	%CT Students	Students	%CT Students	Students	%CT Students	Students	%CT Students
PK-2	4	6%	5	7%	14	18%	14	18%
PK			1	1%	1	1%	1	1%
KG	1	2%	1	1%	8	10%	8	10%
1	1	2%	1	1%	2	3%	2	3%
2	2	3%	2	3%	3	4%	3	4%
3-5	13	20%	16	24%	13	17%	13	17%
3	2	3%	3	4%	1	1%	1	1%
4	3	5%	2	3%	9	12%	9	12%
5	8	12%	11	16%	3	4%	3	4%
6-8	17	26%	20	30%	24	31%	24	31%
6			2	3%	8	10%	8	10%
7	11	17%	12	18%	5	6%	5	6%
8	6	9%	6	9%	11	14%	11	14%
9-12	31	48%	26	39%	26	34%	26	34%
9	6	9%	4	6%	6	8%	6	8%
10	11	17%	11	16%	5	6%	5	6%
11	9	14%	7	10%	9	12%	9	12%
12	5	8%	4	6%	6	8%	6	8%
Total	65	100%	67	100%	77	100%	77	100%

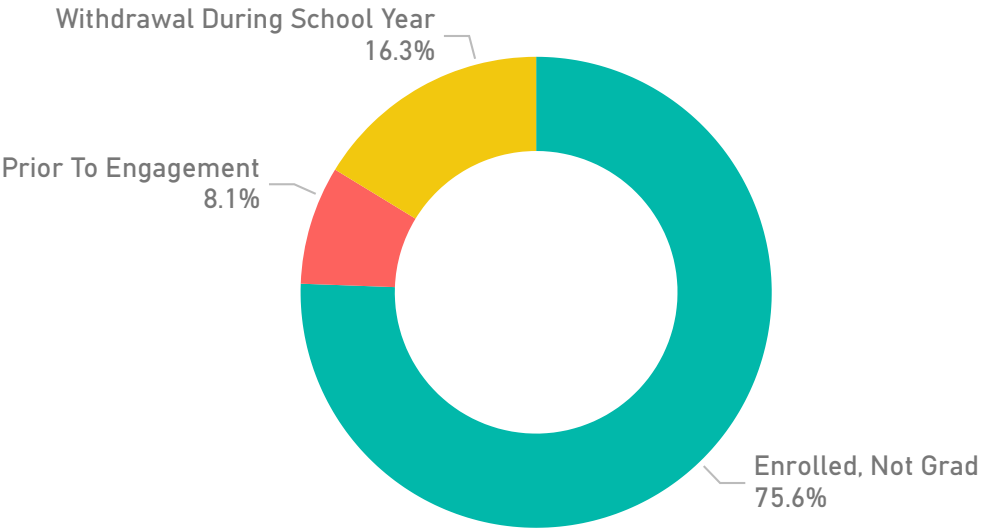
California Connections Academy at Central Coast

March 31, 2021

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	65	76%	67	67%	77	74%	77	74%
Not Returning			1	1%				
Prior To Engagement	7	8%	11	11%	7	7%	7	7%
Withdrawal During School Year	14	16%	21	21%	20	19%	20	19%
Total	86	100%	100	100%	104	100%	104	100%

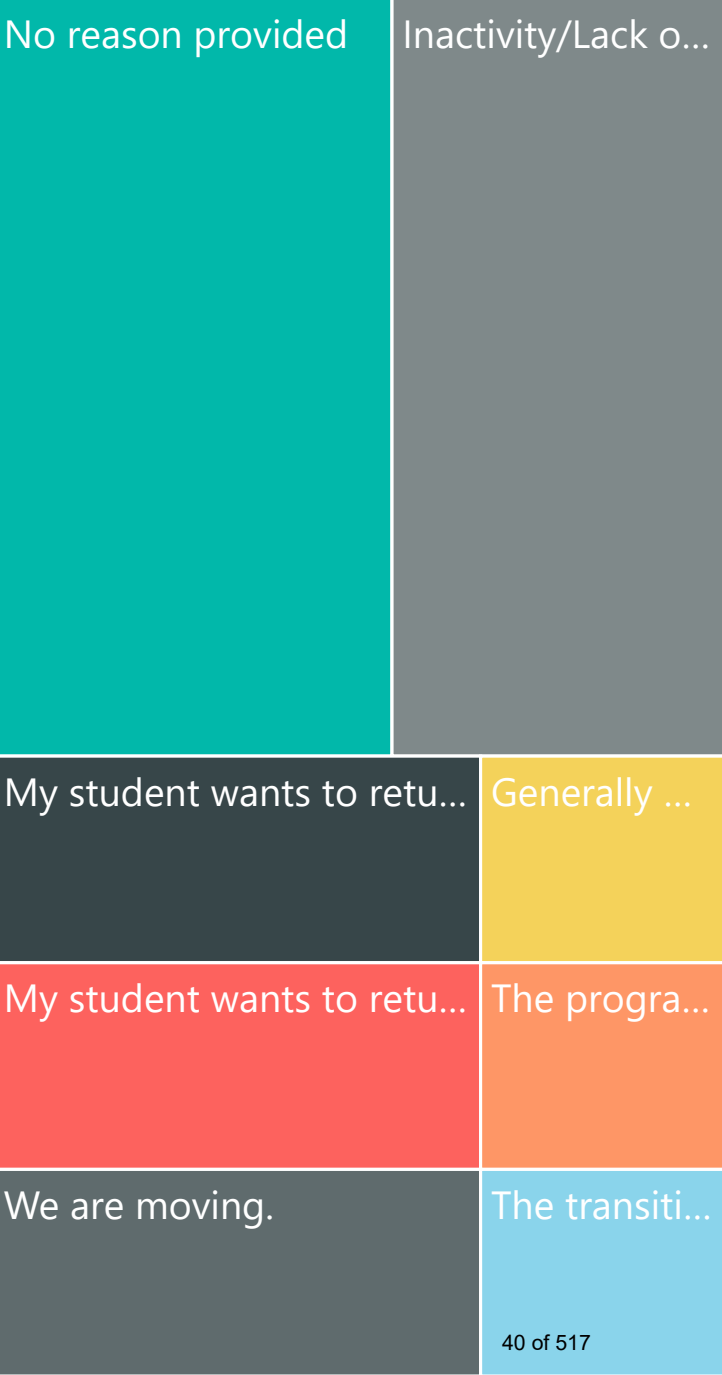
Enrollment Services Complete (Stage 4)

115

California Connections Academy at Central Coast
March 31, 2021

Withdrawal Reason

WD Reason	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
	1	3		
Another Reason		2		
Different/Better Schooling Option (Not related to socialization)	3	4	2	2
Generally dissatisfied with curriculum/course options			1	1
Inactivity			5	5
No longer able to provide a Learning Coach	1	1		
No Reason Given	5	7	6	6
Program takes too much of Learning Coach's time			1	1
Student wants more socialization			2	2
The curriculum is too hard	1	1		
Transition to virtual school too difficult			1	1
We are moving	3	3	2	2



California Connections Academy at Central Coast

March 31, 2021

Household Data

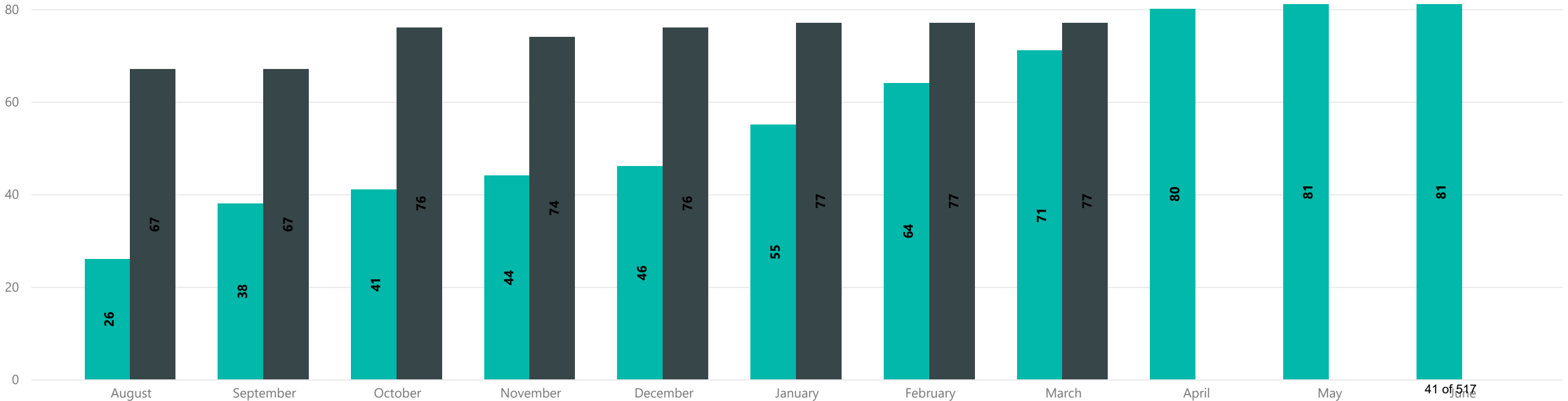
Household Data	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Active	52	55	60	60
Not Returning		1		
WD During School Year	12	18	14	14
WD Prior To Engagement	7	9	4	4

Students Per Active Household

	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
	1.25	1.22	1.28	1.28

Monthly Total Households

schoolYear 2019-2020 2020-2021



California Connections Academy at Central Coast

March 31, 2021

Ethnicity

Ethnicity	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Hispanic or Latino	25	27	27	27
Not Hispanic or Latino	40	40	49	49

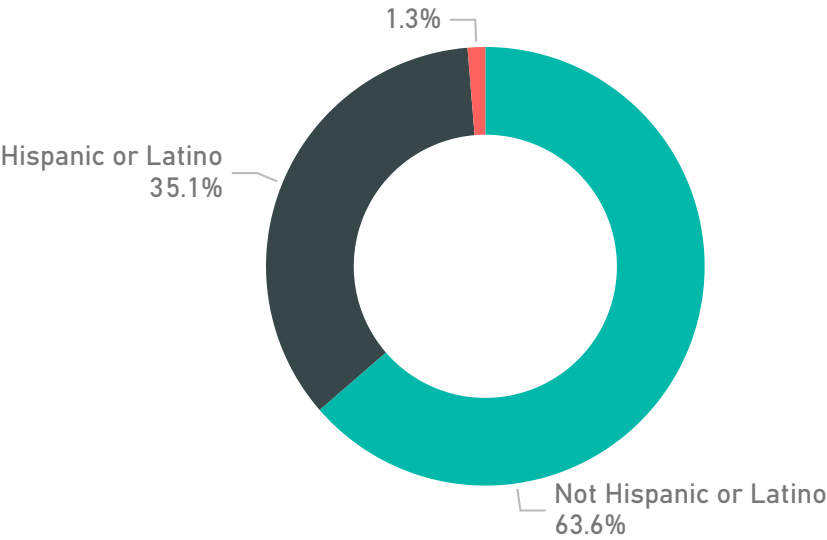
Race

Race	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
American Indian or Alaskan Native	5	5	7	7
Asian	1	1	4	4
Black/African American	7	10	6	6
Native Hawaiian or Other Pacific Islander	1	1		
White	61	62	69	69

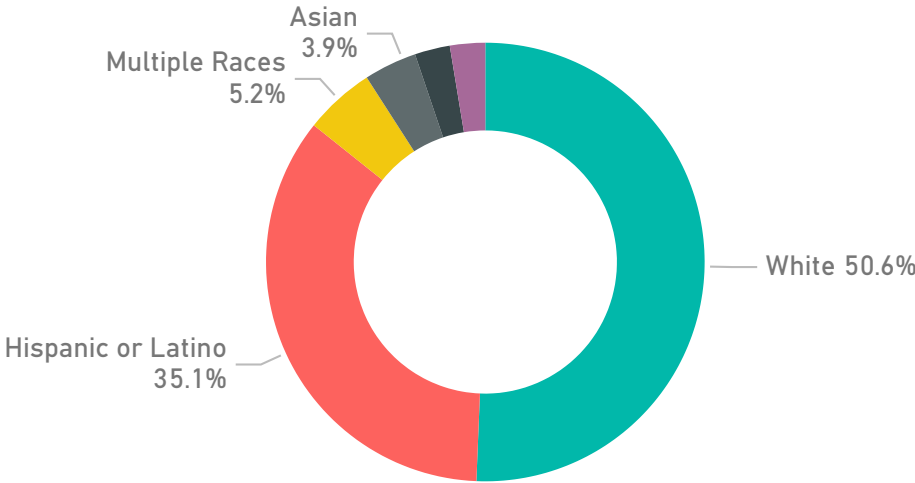
Distinct Race/Ethnicity

Distinct Race/Ethnicity	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
American Indian or Alaskan Native	1	1		
Asian			3	3
Black/African American	2	3	2	2
Hispanic or Latino	25	27	27	27
Multiple Races	4	6	4	4
Not Indicated			2	2
White	33	30	39	39

Enrolled Students by Ethnicity



Enrolled Students by Distinct Race/Ethnicity



California Connections Academy at Central Coast
March 31, 2021

Gender

Gender	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
F	37	39	47	47
M	28	28	30	30

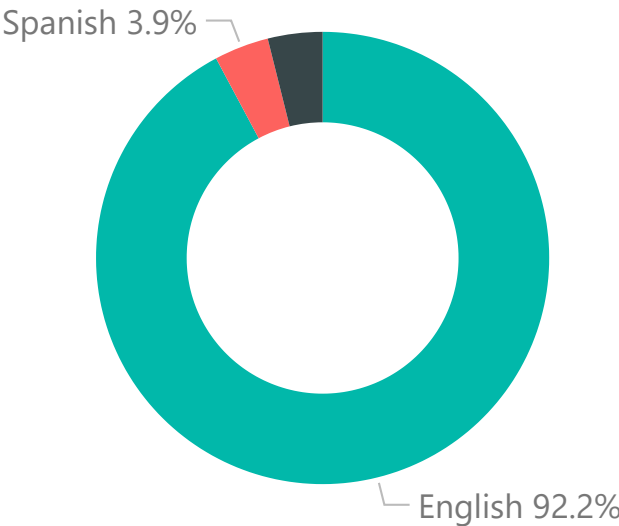
Primary Language

Home Language	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
English	64	66	71	71
Spanish	1	1	3	3
No Language Reported			3	3

Enrolled Students by Gender



Enrolled Students by Language

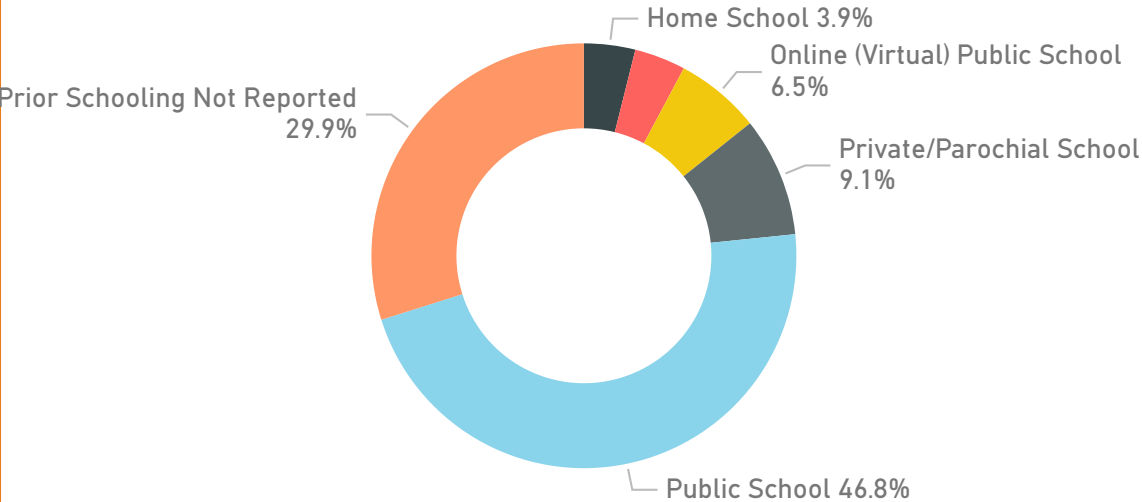


California Connections Academy at Central Coast
March 31, 2021

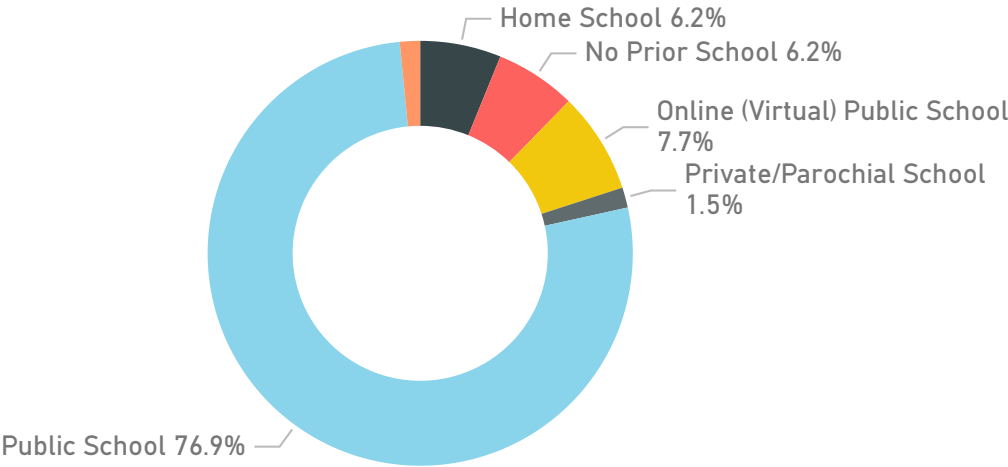
Prior Schooling

Prior Schooling	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Charter School (Public)		1		
Home School	4	4	3	3
No Prior School	4	4	3	3
Online (Virtual) Public School	5	5	5	5
Private/Parochial School	1	4	7	7
Public School	50	48	36	36
Prior Schooling Not Reported	1	1	23	23

Prior Schooling
March 31, 2021

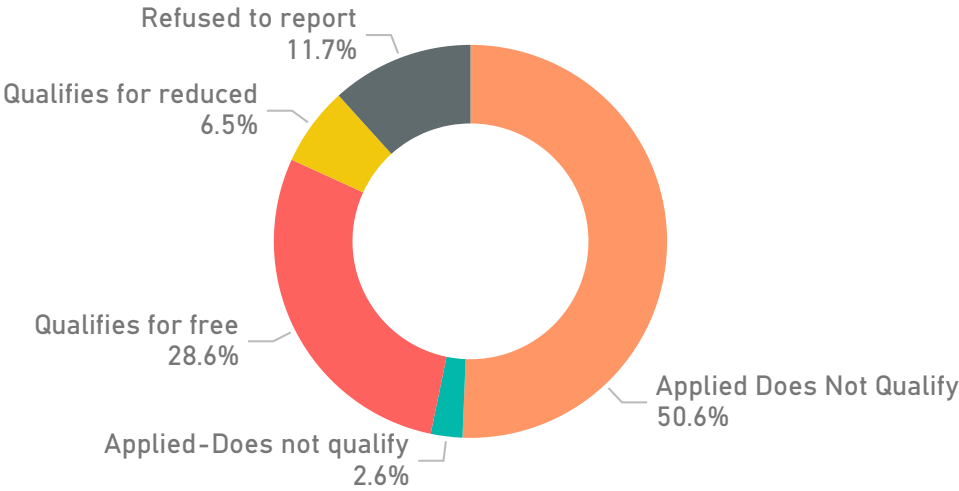


Prior Schooling
March 31, 2020

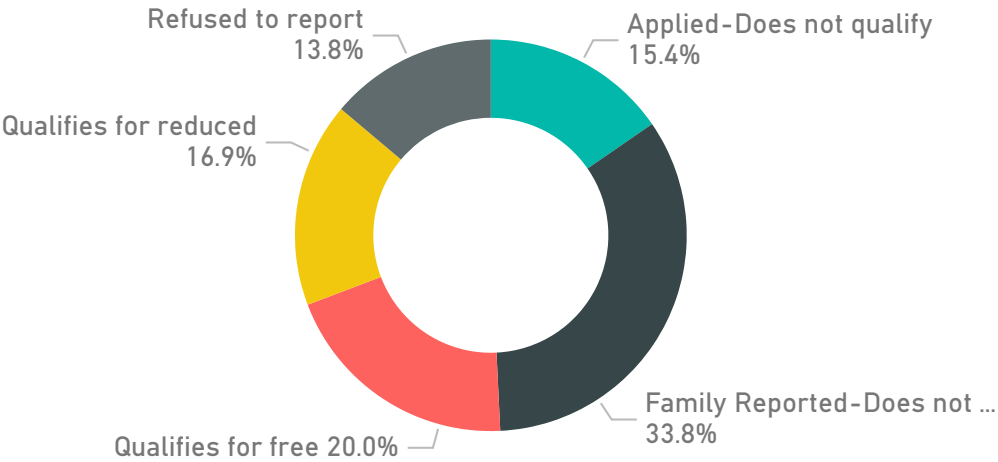


California Connections Academy at Central Coast
March 31, 2021

FARM Eligibility
March 31, 2021



FARM Eligibility
March 31, 2020



Disability

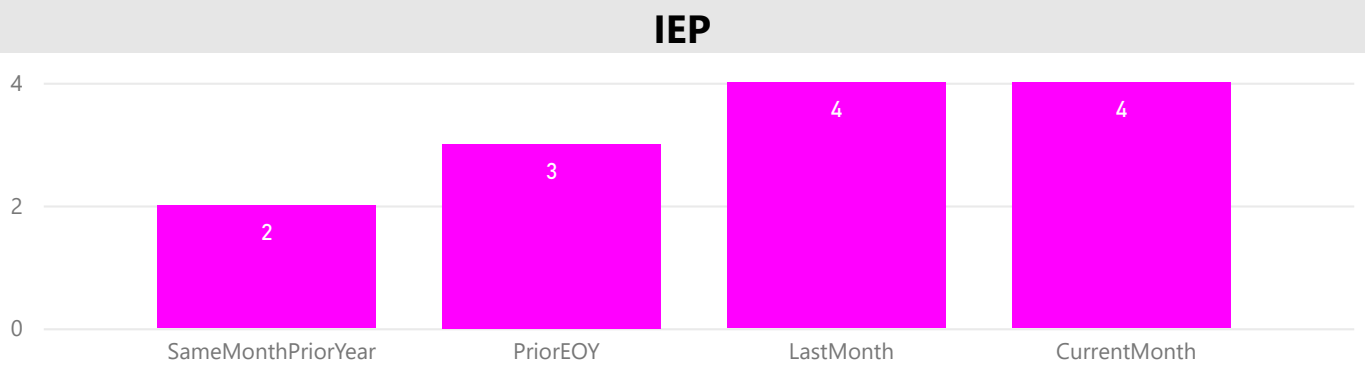
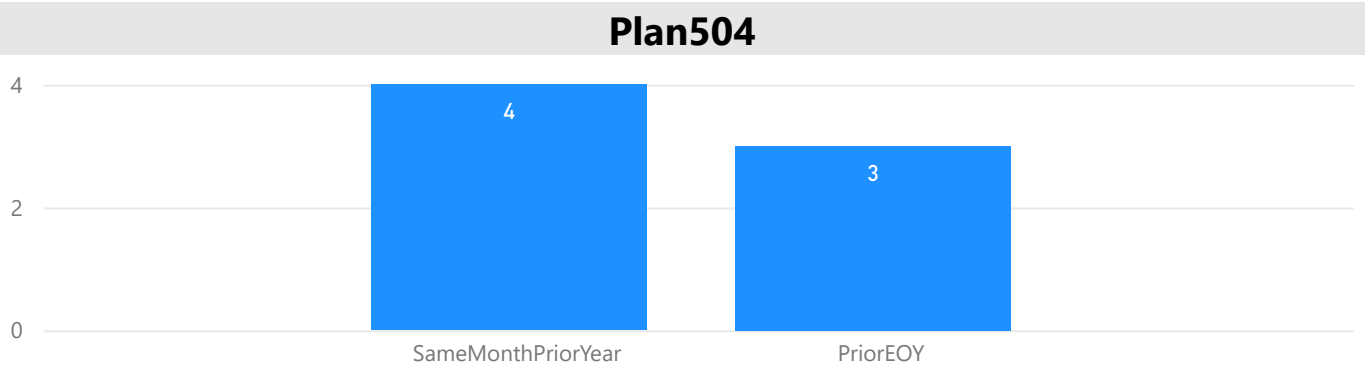
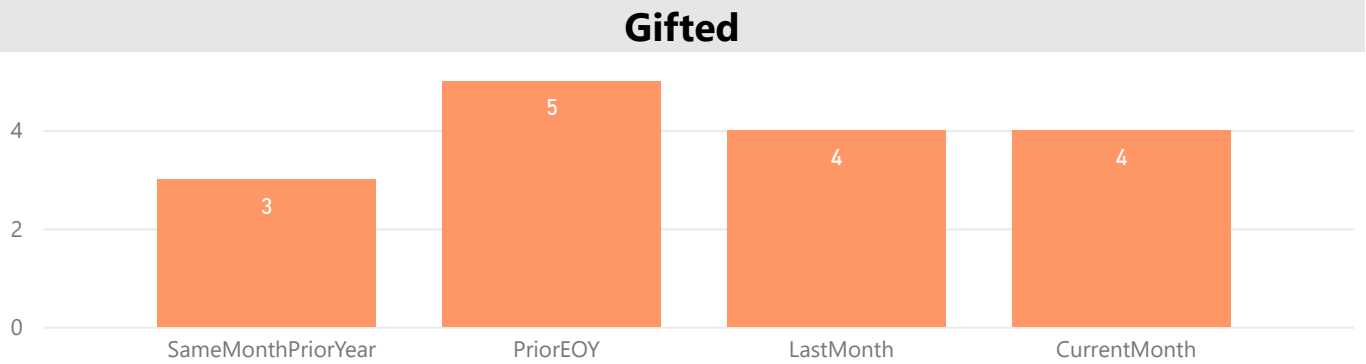
Disability	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Autism			1	1
Emotionally Impaired	1	2	1	1
Other Health Impaired	1	1		
Speech/Language Impaired			1	1

Autism

Speech/Language Impaired

Emotionally Impaired

California Connections Academy at Central Coast
March 31, 2021



Currently Enrolled

77

Gifted

5%

Plan504

(Blank)

IEP

5%

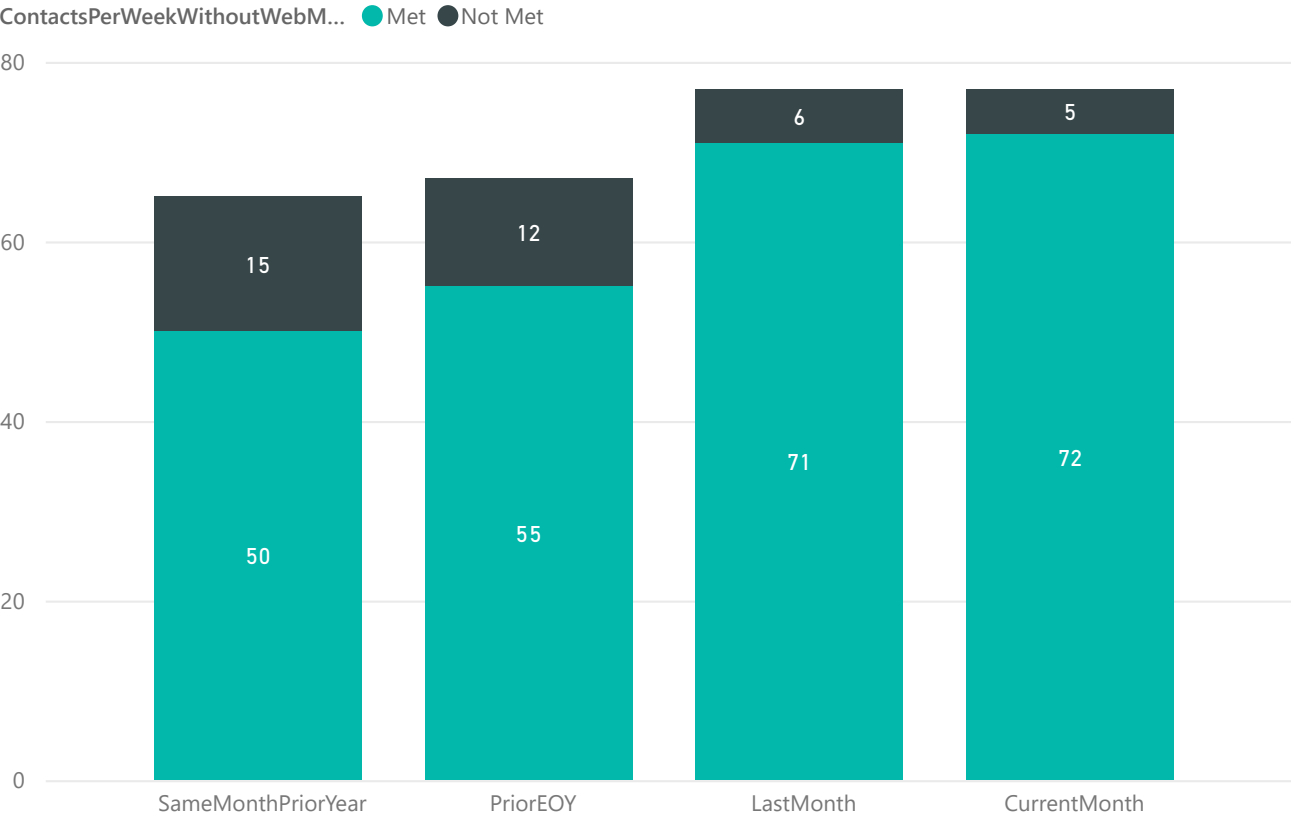
Not in Special Population

90%

California Connections Academy at Central Coast

March 31, 2021

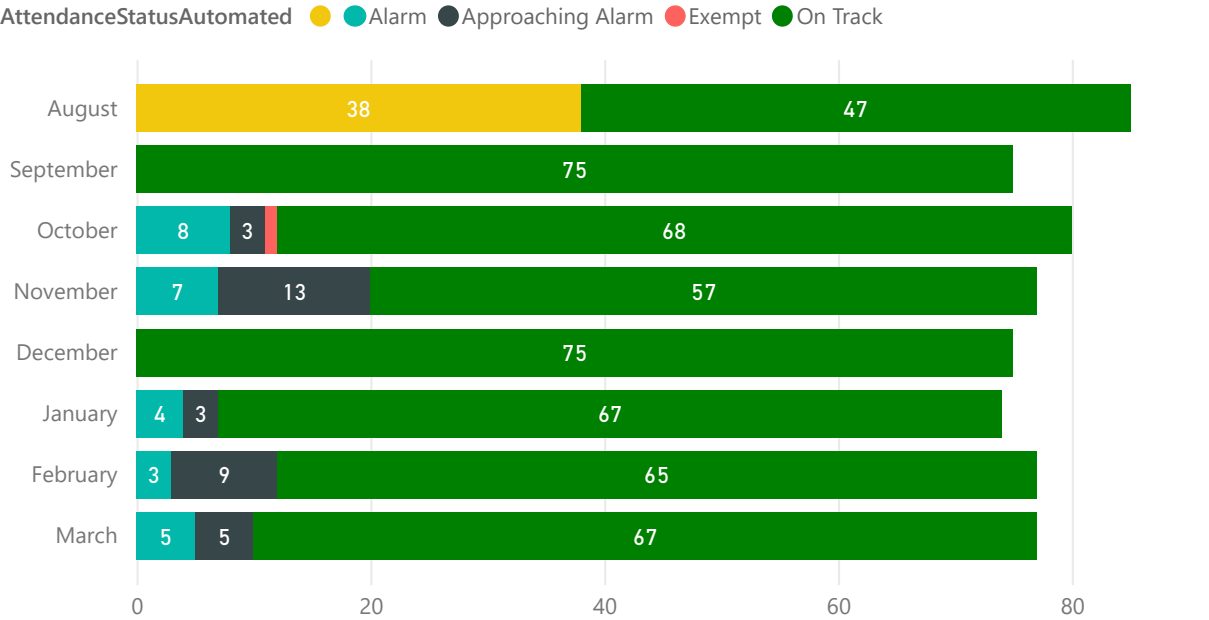
Contacts Per Week



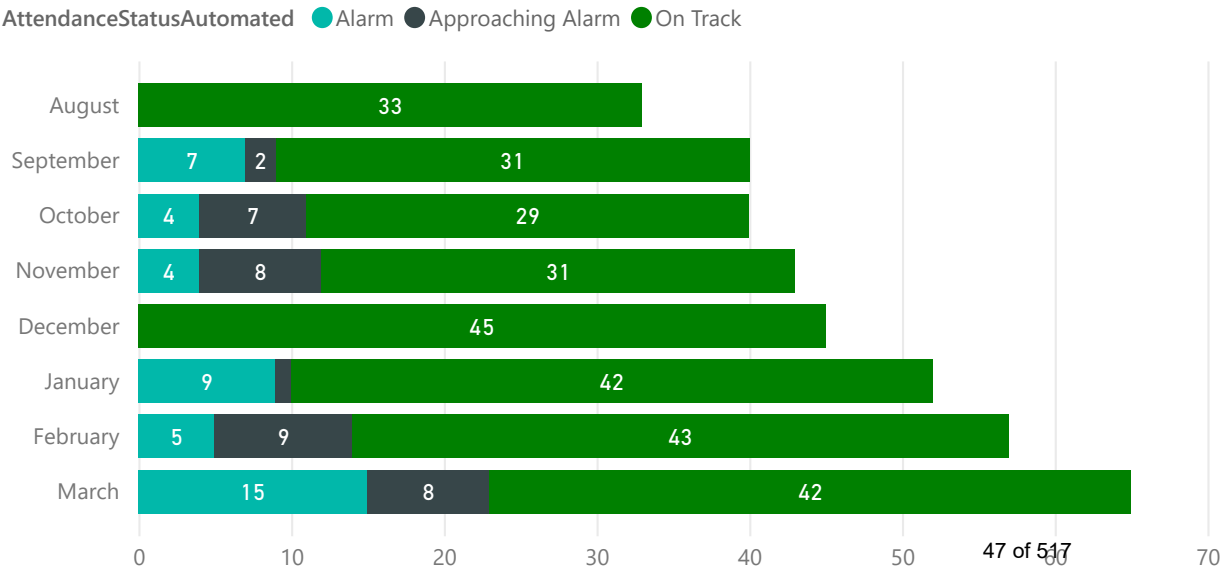
Currently Enrolled

77

School Year: 2020-2021



School Year: 2019-2020



California Connections Academy at Central Coast

March 31, 2021

Average Participation

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	114%	100%	100%	103%
3-5	89%	100%	100%	102%
6-8	93%	100%	100%	113%
9-12	68%	100%	100%	100%
Total	82%	100%	100%	105%

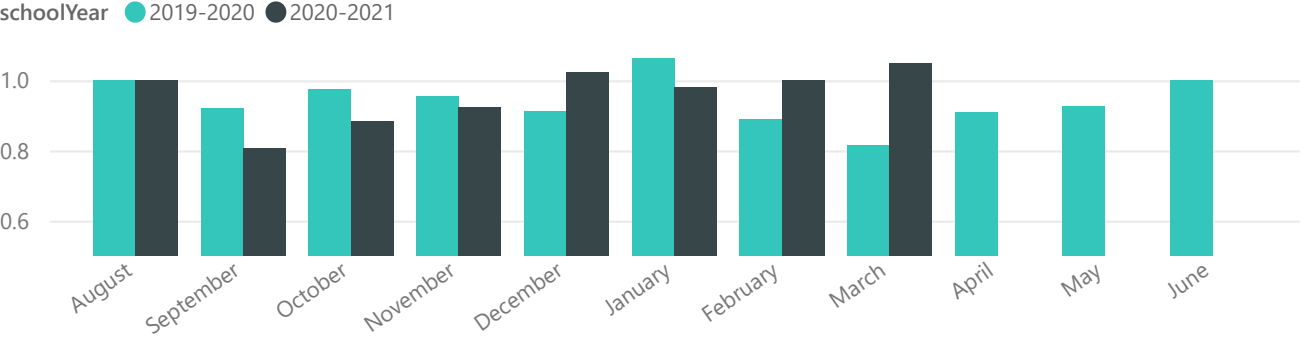
Average Performance

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	99%	99%	96%	95%
3-5	83%	84%	83%	81%
6-8	68%	70%	83%	81%
9-12	62%	67%	78%	78%
Total	69%	74%	83%	83%

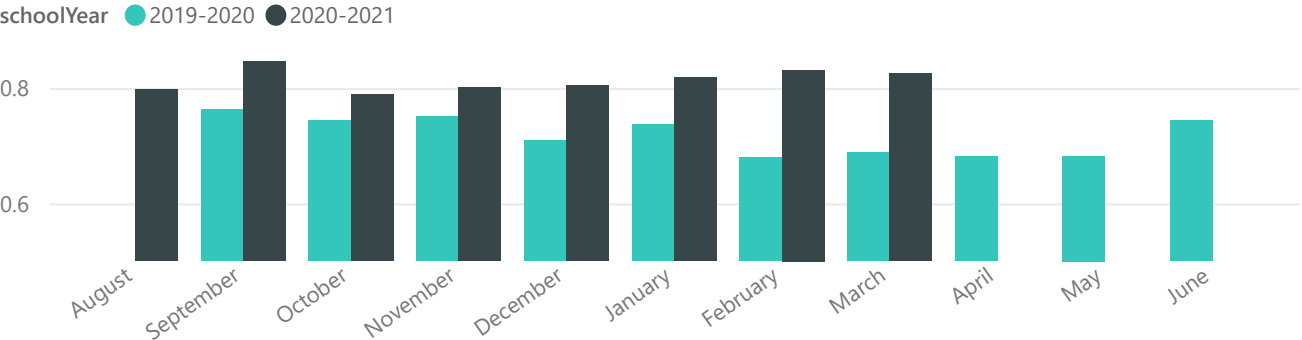
Average Attendance

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	98%	98%	88%	90%
3-5	67%	93%	89%	94%
6-8	89%	91%	96%	97%
9-12	76%	77%	90%	91%
Total	79%	87%	92%	93%

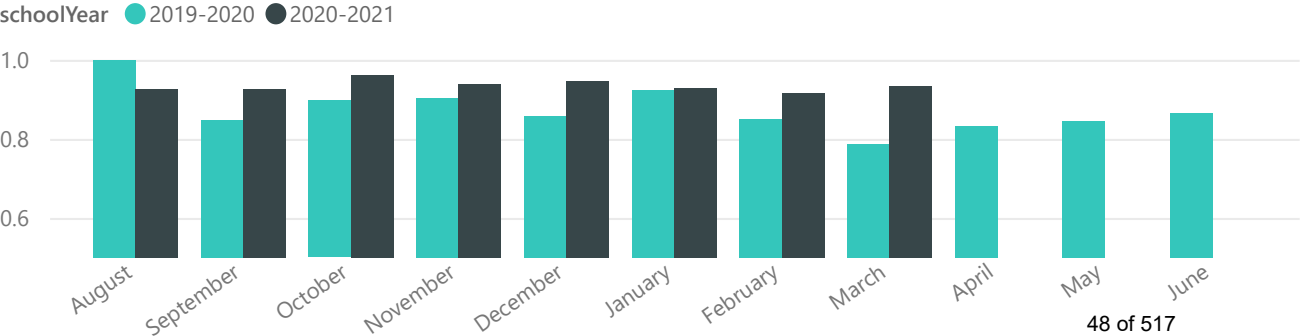
Average Total Participation



Average Total Performance



Average Total Attendance



Currently Enrolled		Total YTD Enrolled		California Connections Academy at Central Coast March 31, 2021				Current Enrollment Month-Over-Month Change	
77		104						0%	
Enrollment Services Complete (Stage 4)								Current Enrollment Year-Over-Year Change	
115				18%					
Monthly Student Current Enrollment Comparison				Total YTD Enrollment					
<div>schoolYear 2019-2020 2020-2021</div>				ReportPeriod		SameMonthPriorYear		CurrentMonth	
				Withdrawal Category		Student Count	%CT Student Count	Student Count	%CT Student Count
				Enrolled, Not Grad		65	76%	77	74%
				Prior To Engagement		7	8%	7	7%
				Withdrawal During School Year		14	16%	20	19%
				Total		86	100%	104	100%
New & Returning				Household Data			Students Per Active Household		
ReportPeriod		SameMonthPriorYear		CurrentMonth		Household Data		SameMonthPriorYear	CurrentMonth
New or Returning		Students	%CT Students	Students	%CT Students	Active		1.25	1.28
New		65	100.00%	43	55.84%	WD During School Year			
Returning				34	44.16%	WD Prior To Engagement			
Grade Distribution				Withdrawal Reason					
ReportPeriod		SameMonthPriorYear		CurrentMonth		Withdrawal Reason			
GradeDistribution		Students	%CT Students	Students	%CT Students	SameMont			
PK-2		4	6%	14	18%	Generally dissatisfied with curriculum/course options			
PK				1	1%	Inactivity/Lack of Attendance			
KG		1	2%	8	10%	My student wants to return to a traditional school setting for other (non-socialization related) reasons.			
1		1	2%	2	3%	My student wants to return to a traditional school setting for socialization reasons.			
2		2	3%	3	4%	No reason provided			
3-5		13	20%	13	17%	The curriculum is too hard.			
3		2	3%	1	1%	The program takes too much of the Learning Coach's time.			
4		3	5%	9	12%	The transition to virtual school was too difficult.			
5		8	12%	3	4%	Violation of state regulations			
6-8		17	26%	24	31%	We are moving.			
6				8	10%	We are no longer able to provide a Learning Coach to assist our student.			
7		11	17%	5	6%				
8		6	9%	11	14%				
9-12		31	48%	26	34%				
9		6	9%	6	8%				
10		11	17%	5	6%				
11		9	14%	9	12%				
Total		65	100%	77	100%				
				49 of 517					

Gender		
Gender	SameMonthPriorYear	CurrentMonth
F	37	47
M	28	30

Primary Language		
Home Language	SameMonthPriorYear	CurrentMonth
English	64	71
Spanish	1	3
No Language Reported		3

Ethnicity		
Ethnicity	SameMonthPriorYear	CurrentMonth
Hispanic or Latino	25	27
Not Hispanic or Latino	40	49

Race		
Race	SameMonthPriorYear	CurrentMonth
American Indian or Alaskan Native	5	7
Asian	1	4
Black/African American	7	6
Native Hawaiian or Other Pacific Islander	1	
White	61	69

Household FARM Eligibility		
HouseholdFARMEligibility	SameMonthPriorYear	CurrentMonth
Applied Does Not Qualify		37
Applied-Does not qualify	10	2
Family Reported-Does not qualify	21	
Qualifies for free	12	21
Qualifies for reduced	11	5
Refused to report	9	9

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

Distinct Race/Ethnicity		
Distinct Race/Ethnicity	SameMonthPriorYear	CurrentMonth
American Indian or Alaskan Native	1	
Asian		3
Black/African American	2	2
Hispanic or Latino	25	27
Multiple Races	4	4
Not Indicated		2
White	33	39

Prior Schooling		
Prior Schooling	SameMonthPriorYear	CurrentMonth
Home School	4	3
No Prior School	4	3
Online (Virtual) Public School	5	5
Private/Parochial School	1	7
Public School	50	36
Prior Schooling Not Reported	1	23

California Connections Academy at Central Coast

March 31, 2021

Gifted		
Gifted	SameMonthPriorYear	CurrentMonth
Yes	3	4

Plan 504	
Plan504	SameMonthPriorYear
504	4

IEP		
IEP	SameMonthPriorYear	CurrentMonth
IEP	2	4

Gifted	Plan504
5%	(Blank)
IEP	Not in Special Population
5%	90%

California Connections Academy at Central Coast
March 31, 2021

Contacts Per Week

ContactsPerWeekWithoutWebMail	SameMonthPriorYear	CurrentMonth
Met	50	72
Not Met	15	5

Attendance Status

AttendanceStatusAutomated	SameMonthPriorYear	CurrentMonth
Alarm	15	5
Approaching Alarm	8	5
On Track	42	67

Average Participation

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	114%	103%
3-5	89%	102%
6-8	93%	113%
9-12	68%	100%
Total	82%	105%

Average Performance

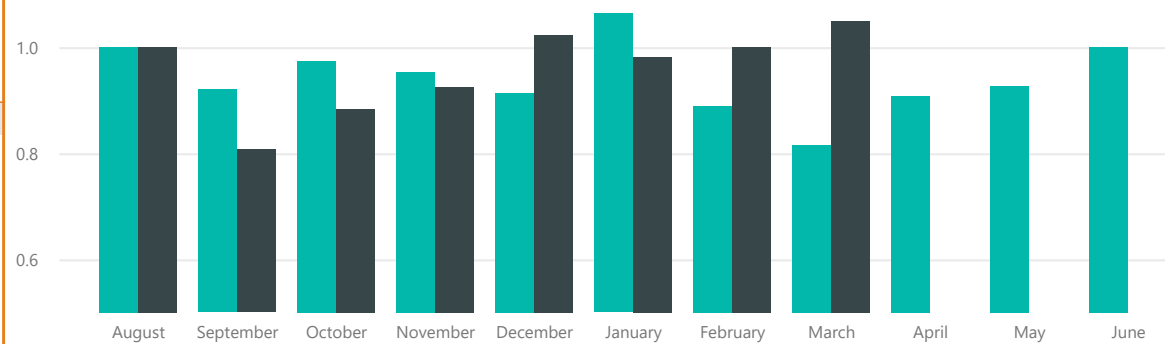
GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	99%	95%
3-5	83%	81%
6-8	68%	81%
9-12	62%	78%
Total	69%	83%

Average Attendance

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	98%	90%
3-5	67%	94%
6-8	89%	97%
9-12	76%	91%
Total	79%	93%

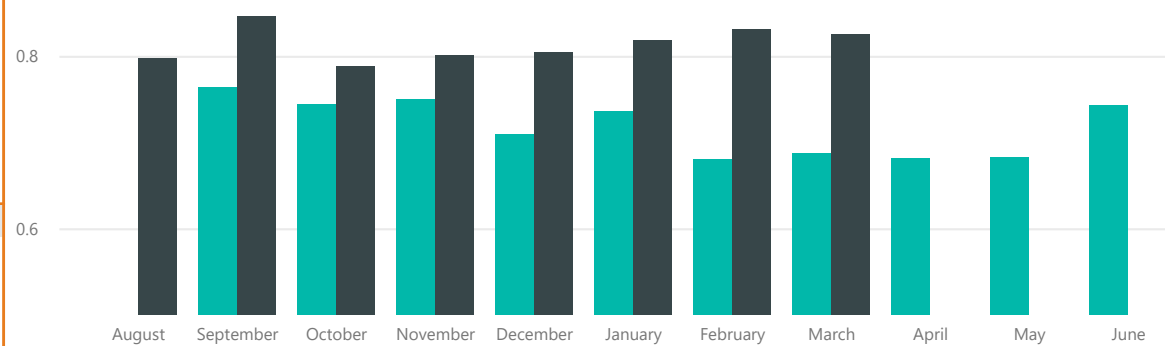
Average Total Participation

schoolYear ● 2019-2020 ● 2020-2021



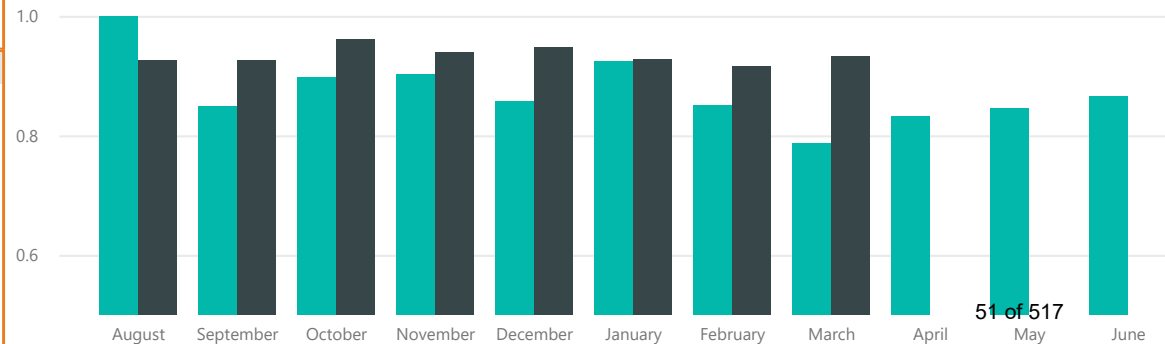
Average Total Performance

schoolYear ● 2019-2020 ● 2020-2021



Average Total Attendance

schoolYear ● 2019-2020 ● 2020-2021



MONTHLY SCHOOL REPORT

School & Date Selection

School

California Connections Academy @ Monterey ... ▾

Report Date

March 31, 2021 ▾

Currently Enrolled

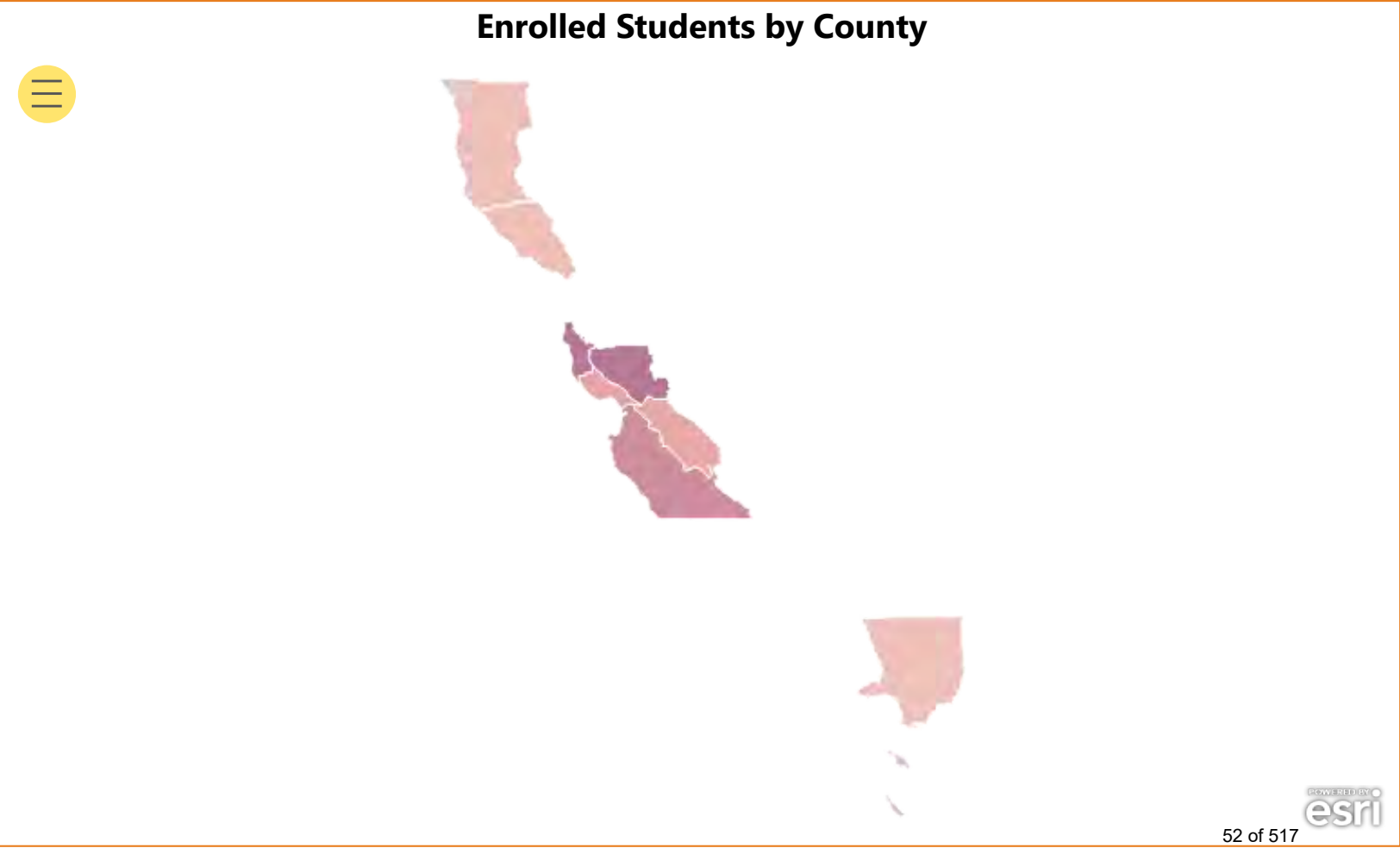
378

Total YTD Enrolled

449

Enrollment Services Complete (Stage 4)

499

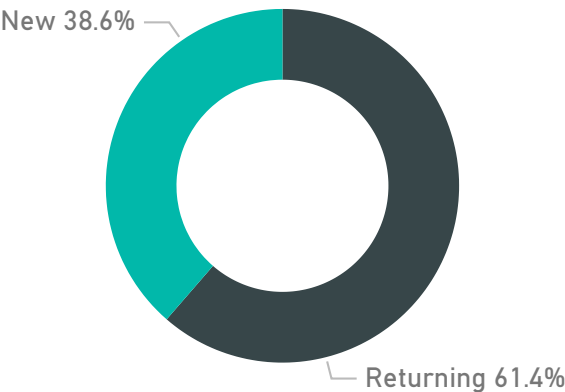


California Connections Academy Monterey Bay
March 31, 2021

Current Enrollment Month-Over-Month Change
-1%

Current Enrollment Year-Over-Year Change
4%

New and Returning

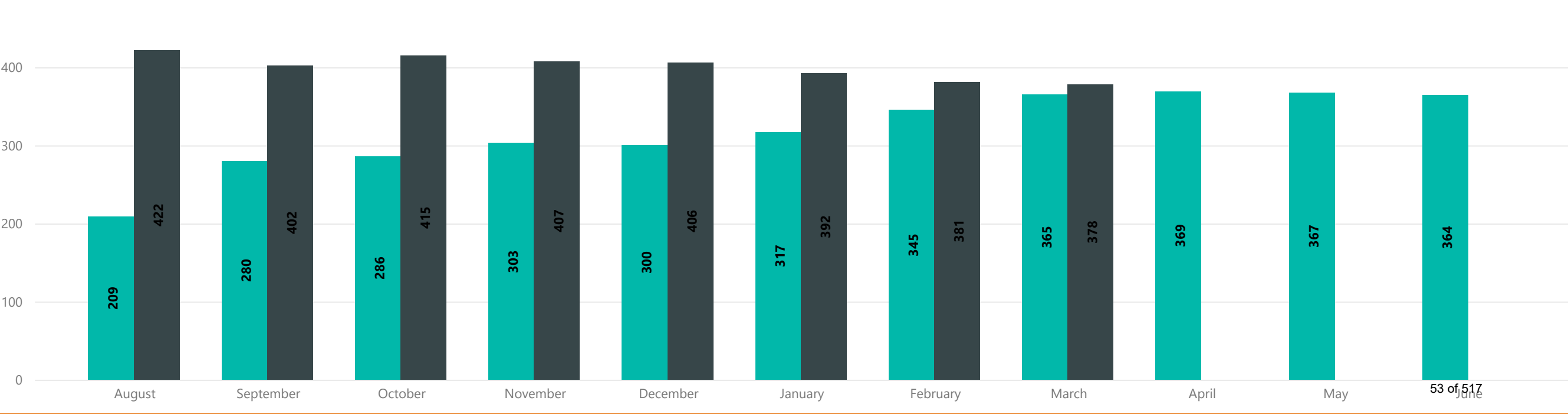


New and Returning Prior Year



Monthly Student Current Enrollment Comparison

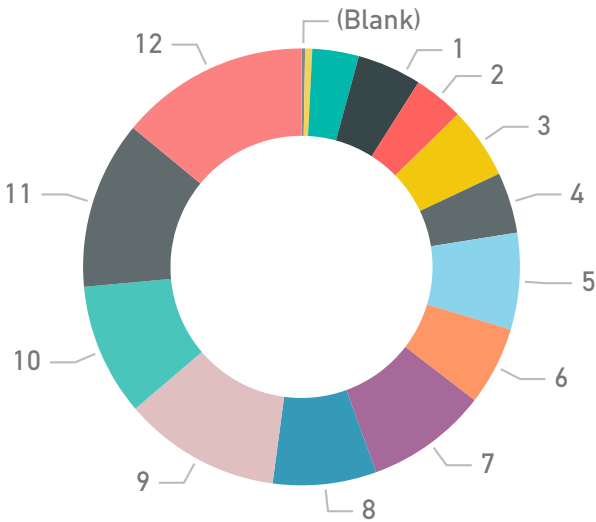
schoolYear 2019-2020 2020-2021



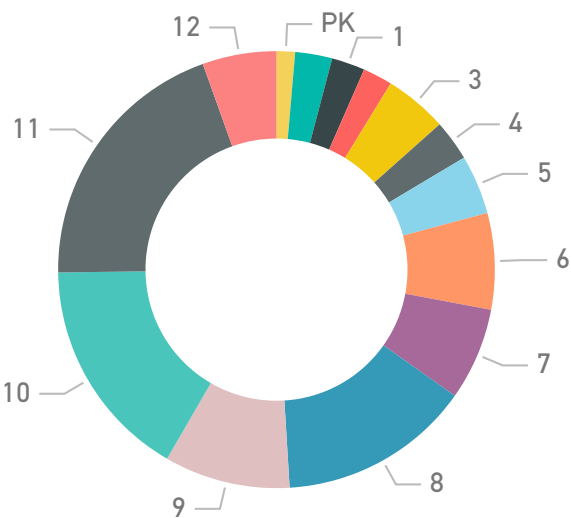
California Connections Academy Monterey Bay

March 31, 2021

Enrolled Students by Final Grade



Enrolled Students Prior Year by Final Grade



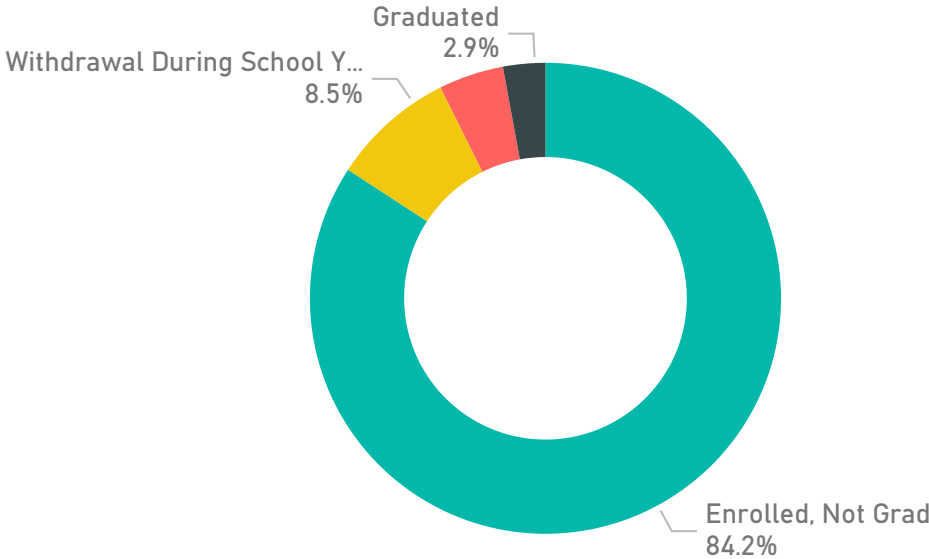
Grade Distribution

ReportPeriod	SameMonthPriorYear		PriorEOY		LastMonth		CurrentMonth	
GradeDistribution	Students	%CT Students	Students	%CT Students	Students	%CT Students	Students	%CT Students
PK-2	32	9%	33	9%	48	13%	47	12%
PK	5	1%	4	1%	2	1%	2	1%
KG	10	3%	10	3%	14	4%	13	3%
1	9	2%	10	3%	18	5%	18	5%
2	8	2%	9	2%	14	4%	14	4%
3-5	44	12%	43	12%	65	17%	64	17%
3	17	5%	17	5%	21	6%	20	5%
4	11	3%	11	3%	17	4%	17	5%
5	16	4%	15	4%	27	7%	27	7%
6-8	103	28%	109	30%	86	23%	85	23%
6	26	7%	28	8%	22	6%	22	6%
7	25	7%	25	7%	34	9%	34	9%
8	52	14%	56	15%	30	8%	29	8%
9-12	186	51%	179	49%	182	48%	181	48%
9	34	9%	35	10%	44	12%	44	12%
10	60	16%	57	16%	35	9%	37	10%
11	72	20%	70	19%	48	13%	47	12%
12	20	5%	17	5%	55	14%	53	14%
Total	365	100%	364	100%	381	100%	377	100%

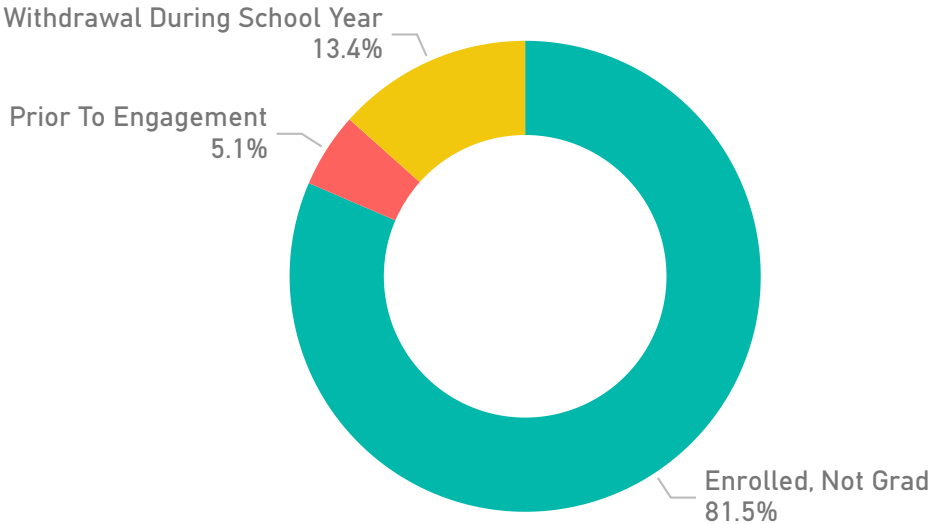
California Connections Academy Monterey Bay

March 31, 2021

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	365	81%	364	78%	381	86%	378	84%
Graduated					12	3%	13	3%
Prior To Engagement	23	5%	29	6%	19	4%	20	4%
Withdrawal During School Year	60	13%	73	16%	33	7%	38	8%
Total	448	100%	466	100%	445	100%	449	100%

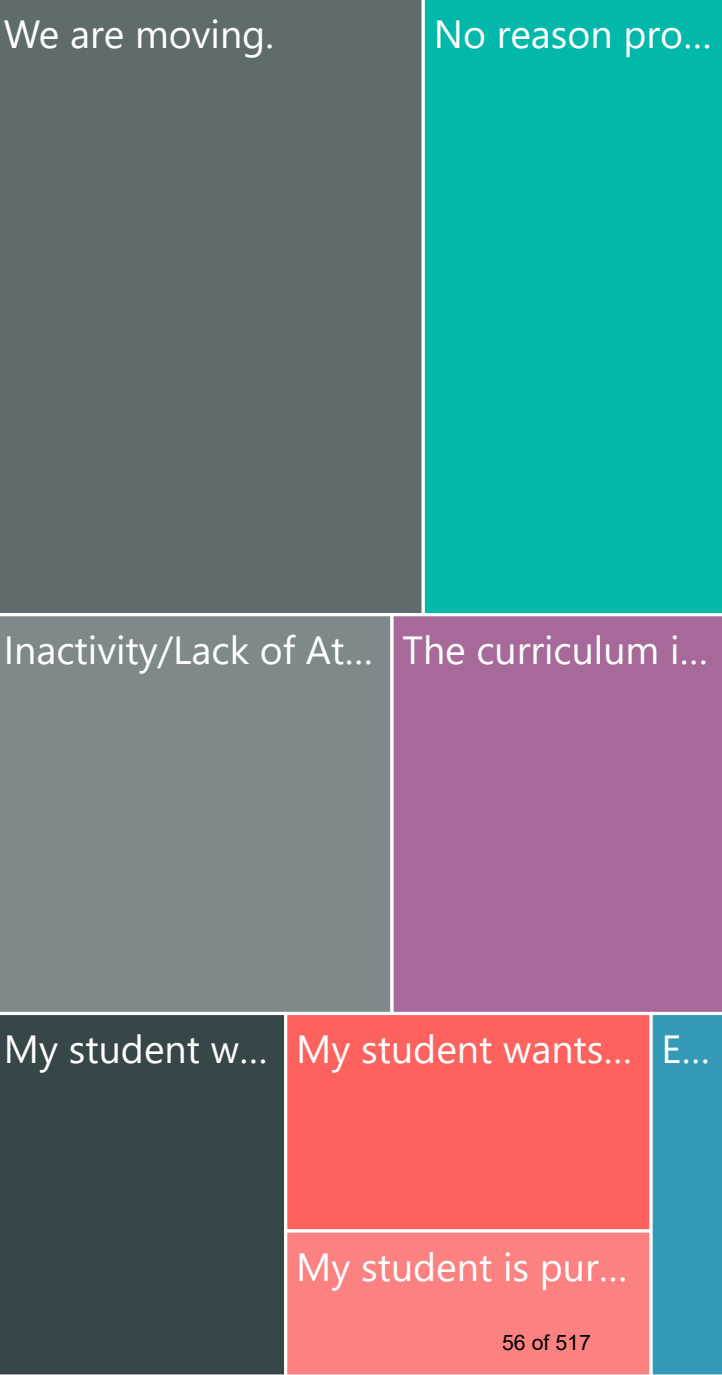
Enrollment Services Complete (Stage 4)

499

California Connections Academy Monterey Bay
March 31, 2021

Withdrawal Reason

WD Reason	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
	12	18		
Another Reason			1	1
Deceased		1		
Different/Better Schooling Option (Not related to socialization)	12	13	4	4
Inactivity	2	2	5	6
No longer able to provide a Learning Coach	1	1		
No Reason Given	17	22	7	7
Program takes too much of student's time	1	1		
Pursuing GED			1	2
Student wants more socialization	4	3	3	3
Technical Difficulties	1	1		
The curriculum is too hard	5	5	5	5
Transition to virtual school too difficult	4	4		
We are moving	1	1	7	10
We have chosen to home school		1		



California Connections Academy Monterey Bay

March 31, 2021

Household Data

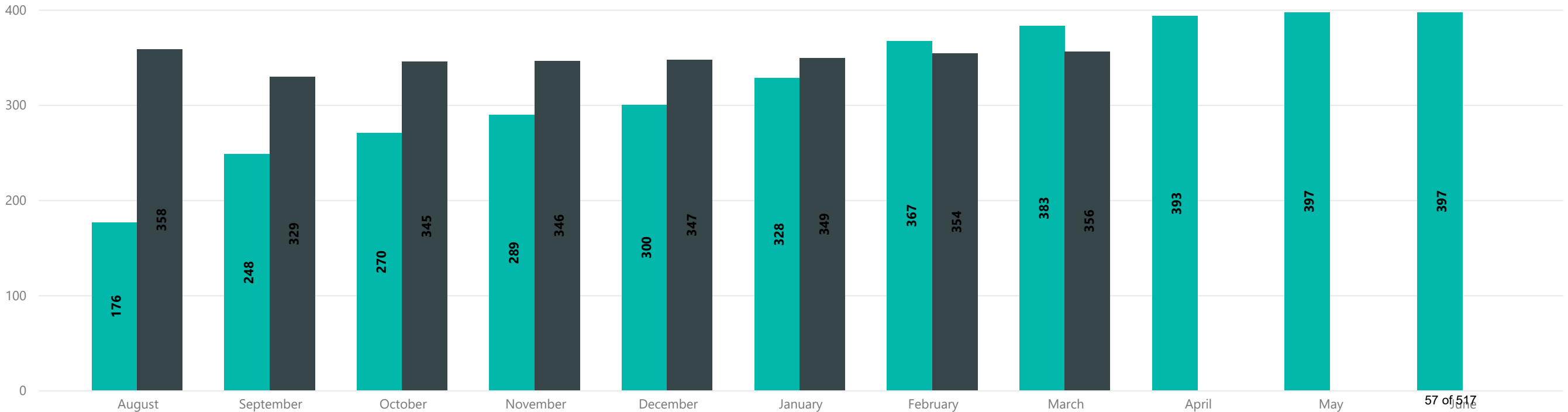
Household Data	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Active	310	311	303	301
Graduated			12	13
WD During School Year	55	65	27	30
WD Prior To Engagement	22	28	14	15

Students Per Active Household

	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
	1.18	1.17	1.26	1.26

Monthly Total Households

schoolYear 2019-2020 2020-2021



California Connections Academy Monterey Bay

March 31, 2021

Ethnicity

Ethnicity	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Hispanic or Latino	134	131	125	126
Not Hispanic or Latino	231	233	255	250

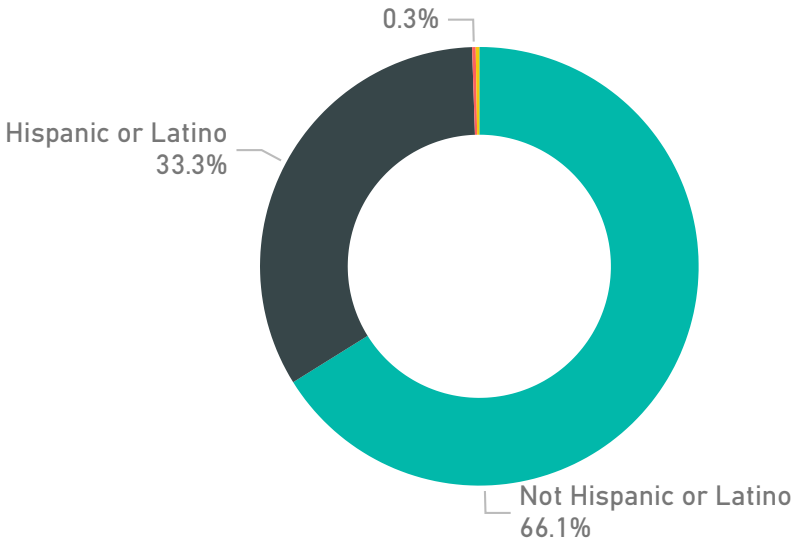
Race

Race	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
American Indian or Alaskan Native	39	37	26	27
Asian	75	74	112	108
Black/African American	29	28	25	25
Native Hawaiian or Other Pacific Islander	21	22	16	16
White	254	255	260	259

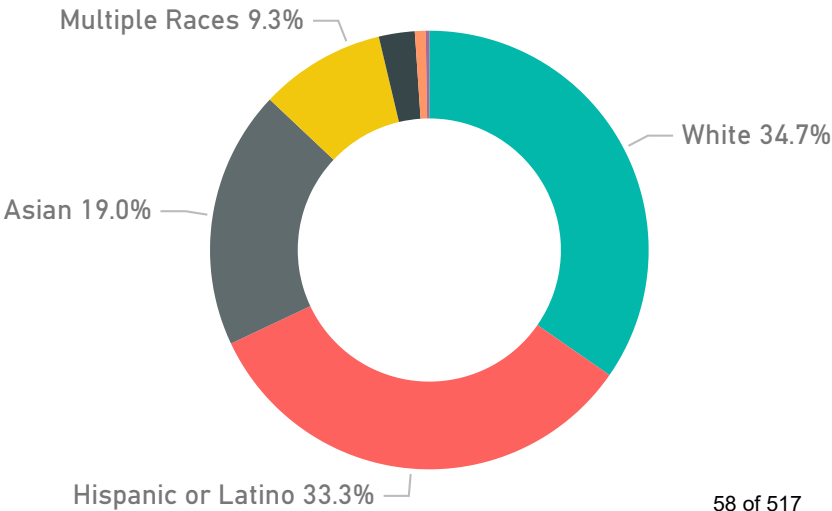
Distinct Race/Ethnicity

Distinct Race/Ethnicity	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
American Indian or Alaskan Native	1	1		
Asian	42	41	76	72
Black/African American	15	16	10	10
Hispanic or Latino	134	131	125	126
Multiple Races	33	35	35	35
Native Hawaiian or Other Pacific Islander	1	2	3	3
Not Indicated				1
White	139	138	132	131

Enrolled Students by Ethnicity



Enrolled Students by Distinct Race/Ethnicity



California Connections Academy Monterey Bay

March 31, 2021

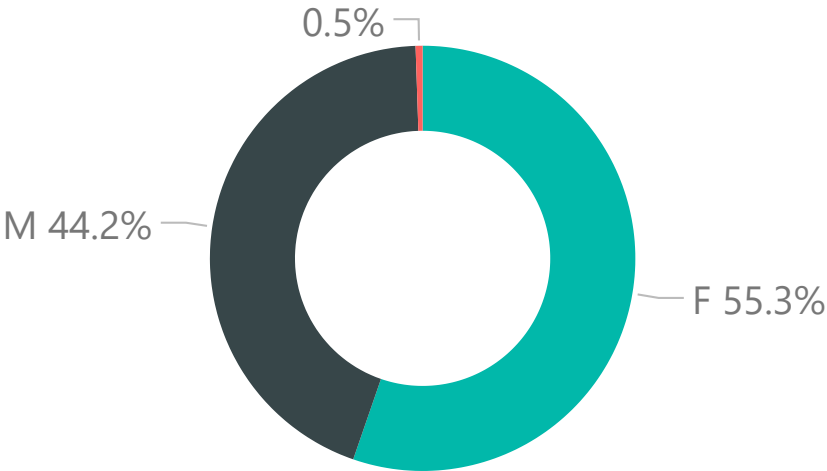
Gender

Gender	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
			1	2
F	216	214	213	209
M	149	150	167	167

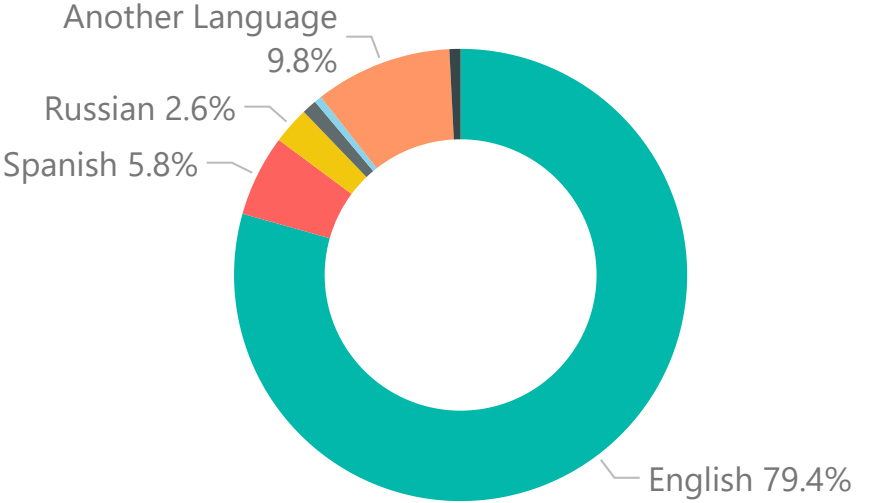
Primary Language

Home Language	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
English	298	298	305	300
Spanish	26	26	22	22
Russian	8	7	10	10
Arabic	2	2	4	4
Urdu			2	2
Another Language	31	31	38	37
No Language Reported				3

Enrolled Students by Gender



Enrolled Students by Language



California Connections Academy Monterey Bay

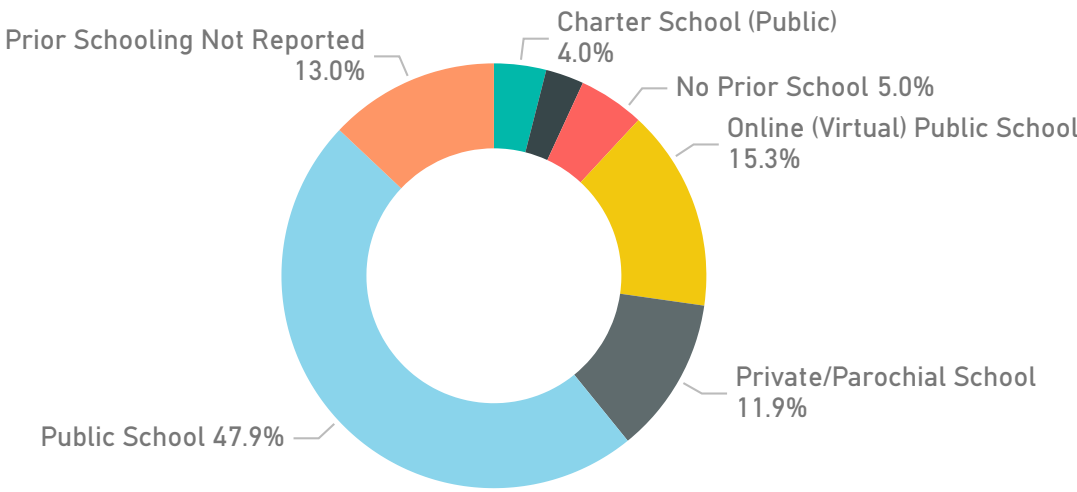
March 31, 2021

Prior Schooling

Prior Schooling	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Charter School (Public)	18	20	15	15
Home School	20	20	11	11
No Prior School	30	30	19	19
Online (Virtual) Public School	68	67	59	58
Private/Parochial School	24	25	45	45
Public School	192	189	186	181
Prior Schooling Not Reported	13	13	46	49

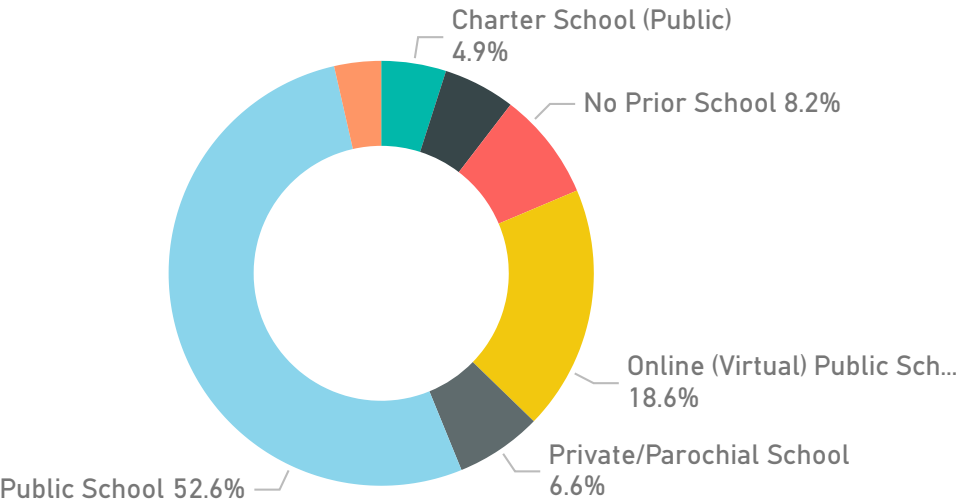
Prior Schooling

March 31, 2021



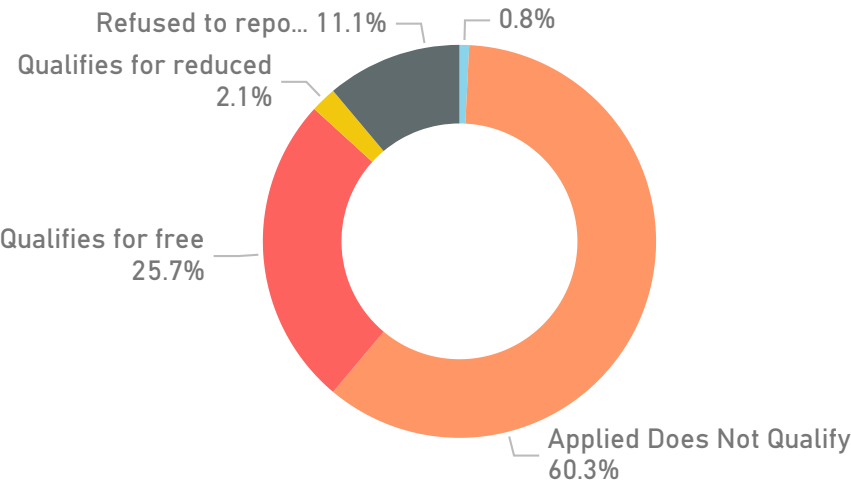
Prior Schooling

March 31, 2020

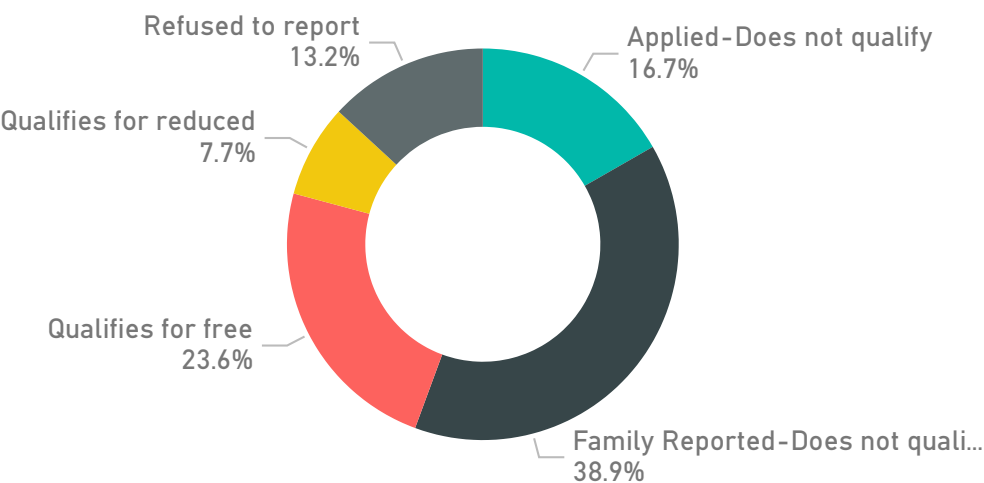


California Connections Academy Monterey Bay
March 31, 2021

FARM Eligibility
March 31, 2021

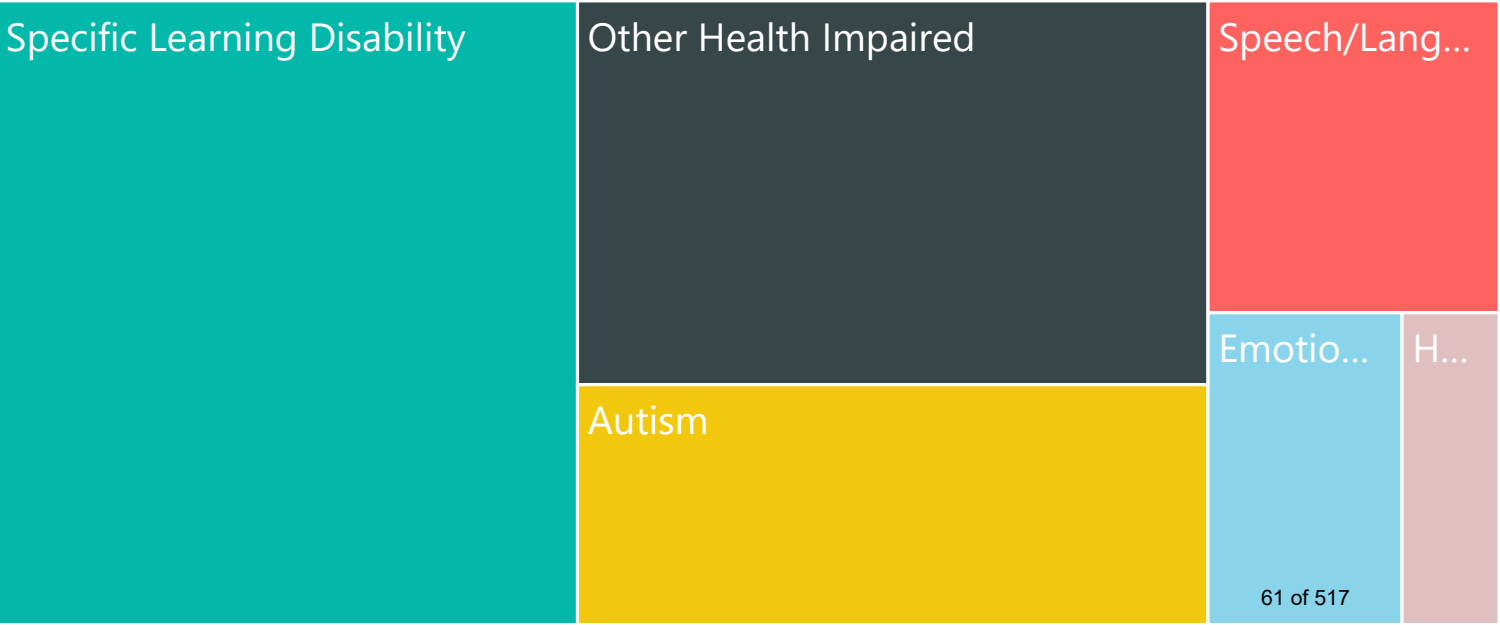


FARM Eligibility
March 31, 2020

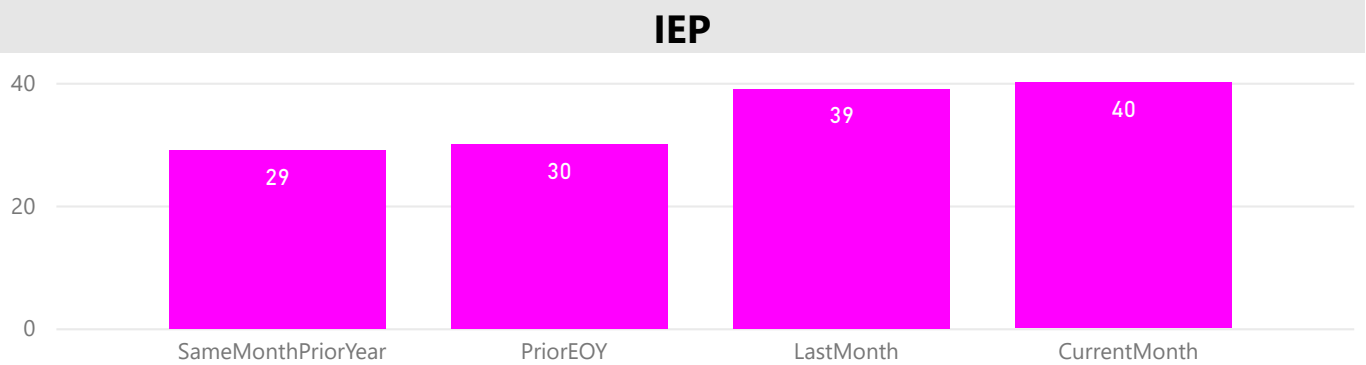
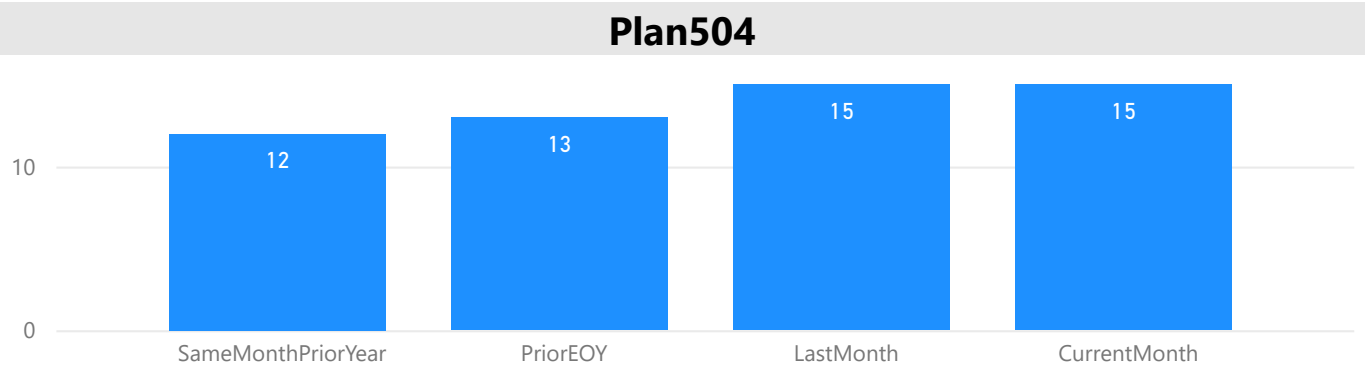
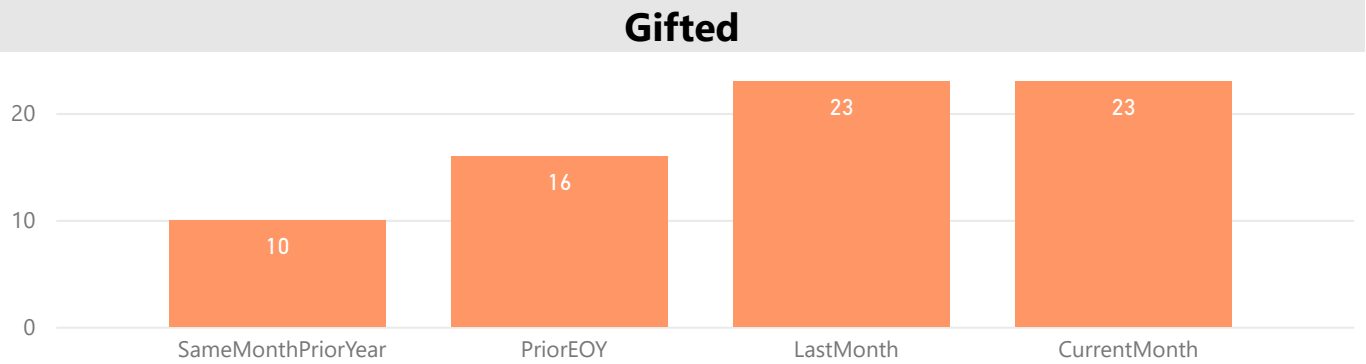


Disability

Disability	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Autism	6	5	6	5
Emotionally Impaired	3	4	2	2
Hearing Impaired	1	1	1	1
Other Health Impaired	7	8	8	8
Specific Learning Disability	10	10	11	12
Speech/Language Impaired	1	2	3	3



California Connections Academy Monterey Bay
March 31, 2021



Currently Enrolled

378

Gifted

6%

Plan504

4%

IEP

11%

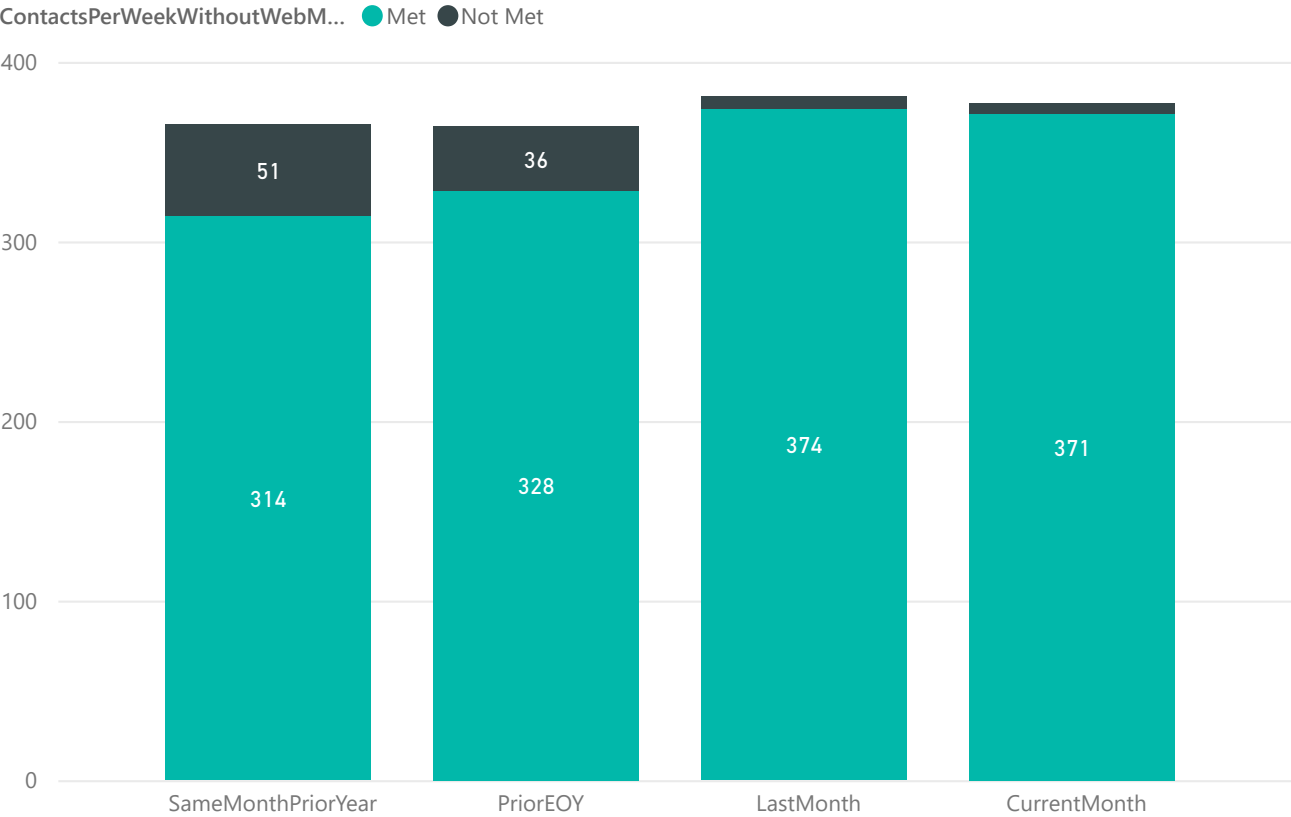
Not in Special Population

80%

California Connections Academy Monterey Bay

March 31, 2021

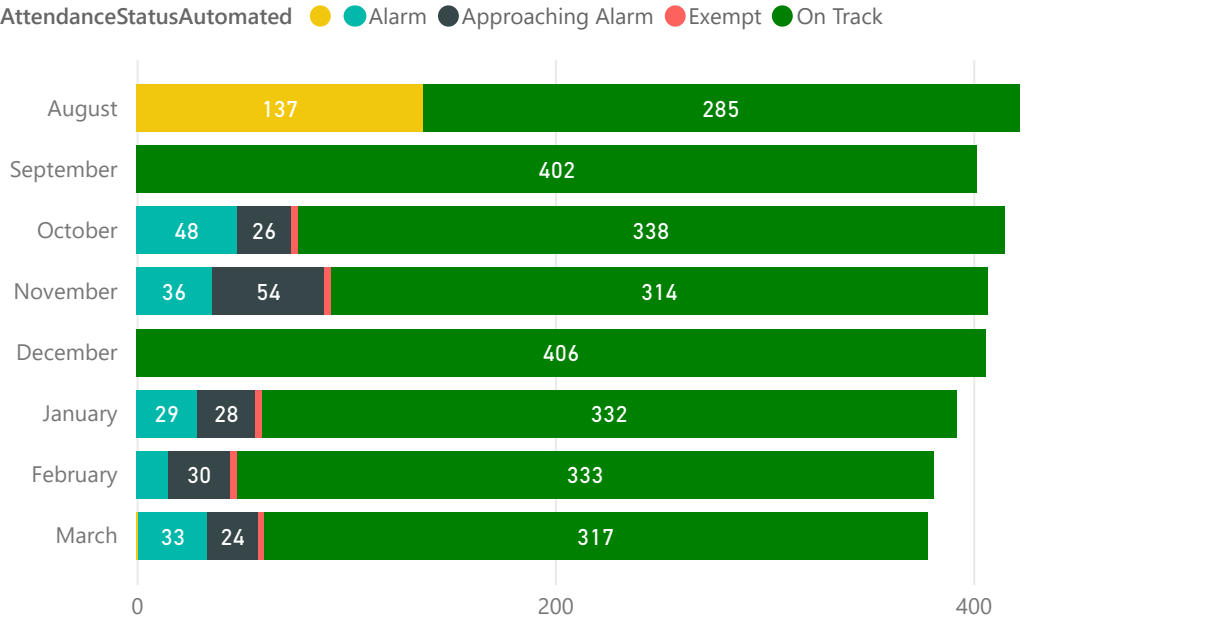
Contacts Per Week



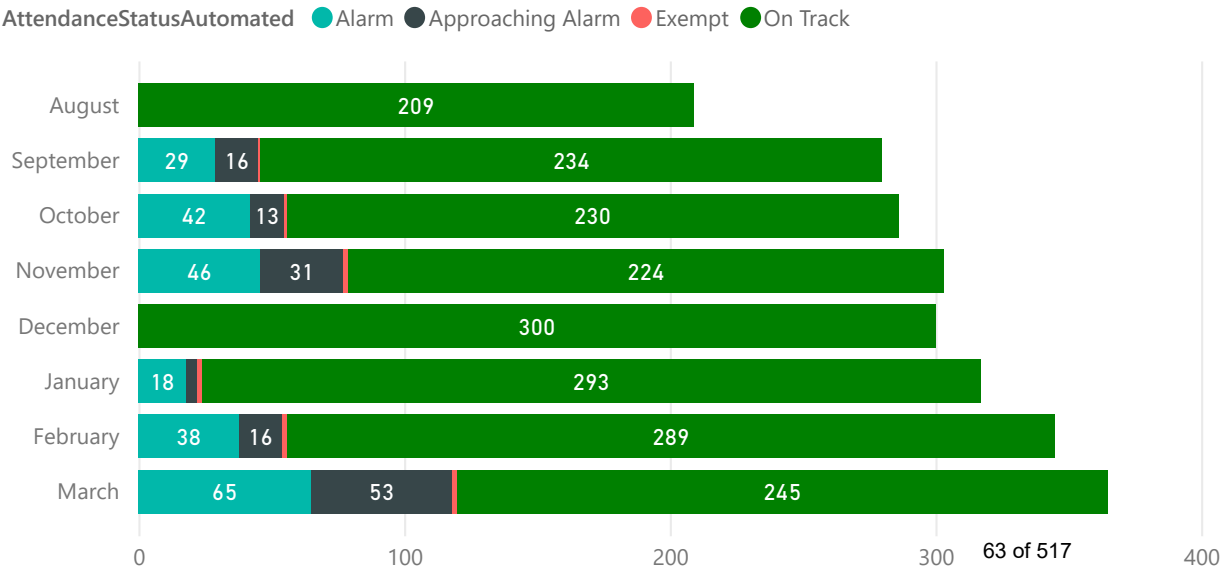
Currently Enrolled

378

School Year: 2020-2021



School Year: 2019-2020



California Connections Academy Monterey Bay

March 31, 2021

Average Participation

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	84%	94%	100%	102%
3-5	99%	98%	100%	102%
6-8	95%	97%	100%	111%
9-12	84%	95%	98%	94%
Total	89%	96%	99%	100%

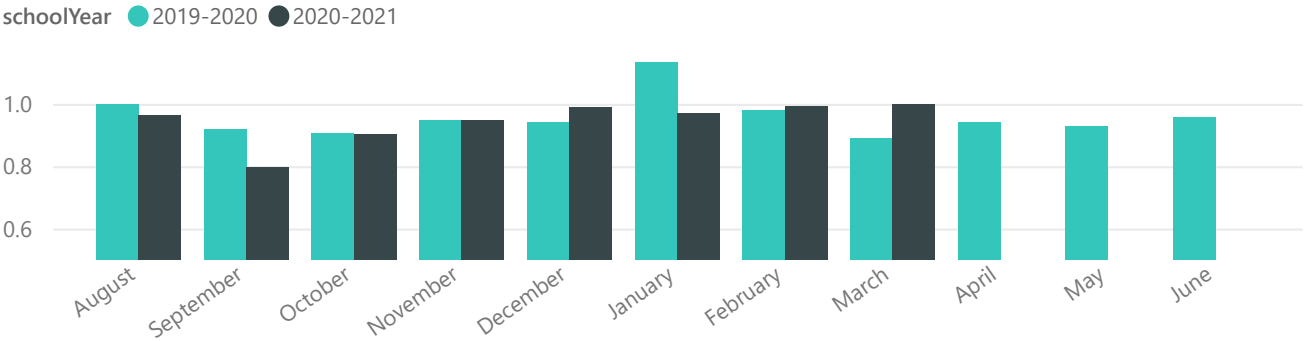
Average Performance

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	90%	93%	94%	94%
3-5	80%	85%	86%	86%
6-8	77%	75%	87%	84%
9-12	69%	73%	77%	78%
Total	74%	77%	83%	83%

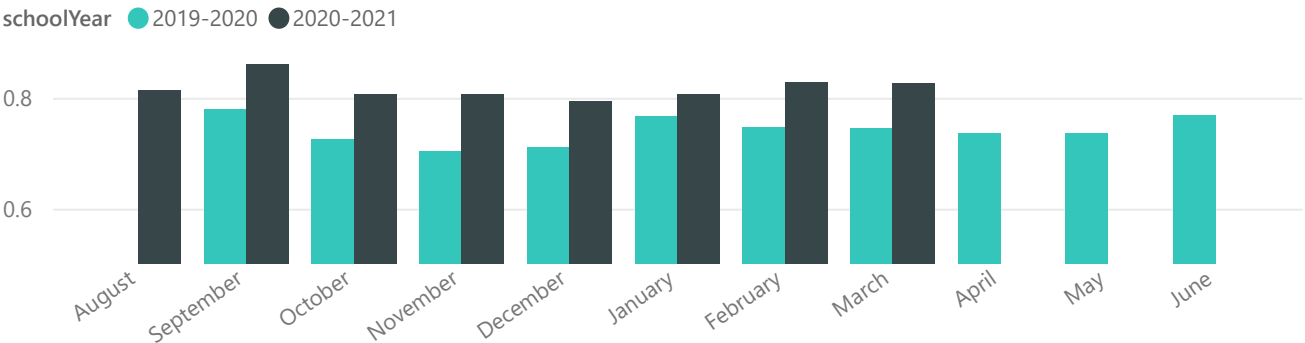
Average Attendance

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	83%	92%	97%	98%
3-5	81%	89%	95%	97%
6-8	90%	88%	96%	97%
9-12	78%	81%	91%	92%
Total	82%	85%	94%	95%

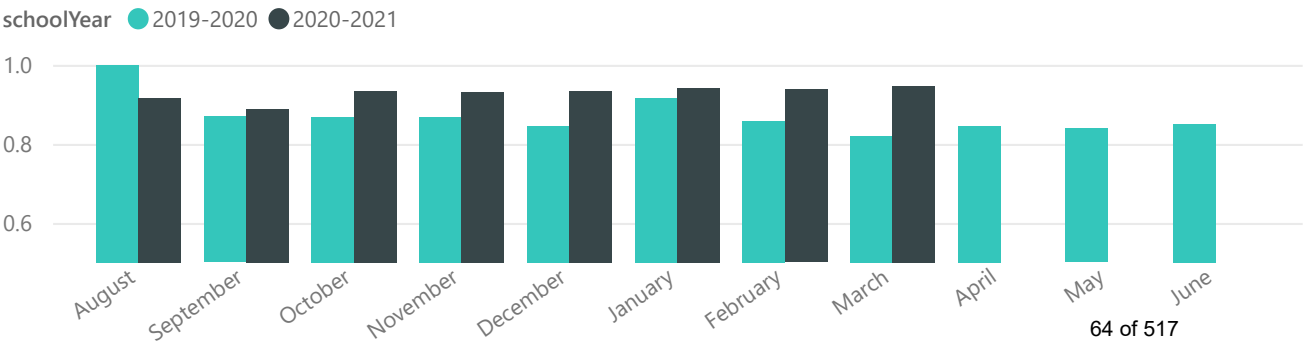
Average Total Participation

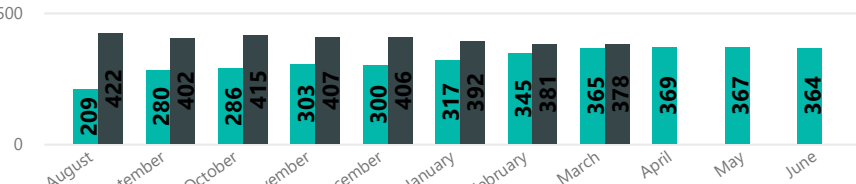


Average Total Performance



Average Total Attendance



Currently Enrolled		Total YTD Enrolled		California Connections Academy Monterey Bay March 31, 2021				Current Enrollment Month-Over-Month Change																																					
378		449						-1%																																					
Enrollment Services Complete (Stage 4)								Current Enrollment Year-Over-Year Change																																					
499				4%																																									
Monthly Student Current Enrollment Comparison				Total YTD Enrollment																																									
<div>schoolYear</div> <div><div></div>2019-2020<div></div>2020-2021</div>  <table><thead><tr><th>Month</th><th>2019-2020</th><th>2020-2021</th></tr></thead><tbody><tr><td>August</td><td>209</td><td>422</td></tr><tr><td>September</td><td>280</td><td>402</td></tr><tr><td>October</td><td>286</td><td>415</td></tr><tr><td>November</td><td>303</td><td>407</td></tr><tr><td>December</td><td>300</td><td>406</td></tr><tr><td>January</td><td>317</td><td>392</td></tr><tr><td>February</td><td>345</td><td>381</td></tr><tr><td>March</td><td>365</td><td>378</td></tr><tr><td>April</td><td>369</td><td></td></tr><tr><td>May</td><td>367</td><td></td></tr><tr><td>June</td><td>364</td><td></td></tr></tbody></table>				Month	2019-2020	2020-2021	August	209	422	September	280	402	October	286	415	November	303	407	December	300	406	January	317	392	February	345	381	March	365	378	April	369		May	367		June	364		ReportPeriod		SameMonthPriorYear		CurrentMonth	
				Month	2019-2020	2020-2021																																							
				August	209	422																																							
				September	280	402																																							
				October	286	415																																							
				November	303	407																																							
				December	300	406																																							
January	317	392																																											
February	345	381																																											
March	365	378																																											
April	369																																												
May	367																																												
June	364																																												
Withdrawal Category		Student Count	%CT Student Count	Student Count	%CT Student Count																																								
Enrolled, Not Grad		365	81%	378	84%																																								
Graduated				13	3%																																								
Prior To Engagement		23	5%	20	4%																																								
Withdrawal During School Year		60	13%	38	8%																																								
Total		448	100%	449	100%																																								
New & Returning				Household Data			Students Per Active Household																																						
ReportPeriod		SameMonthPriorYear		CurrentMonth		Household Data		SameMonthPriorYear	CurrentMonth																																				
New or Returning		Students	%CT Students	Students	%CT Students	Active		310	301																																				
New		365	100.00%	146	38.62%	Graduated			13																																				
Returning				232	61.38%	WD During School Year		55	30																																				
						WD Prior To Engagement		22	15																																				
Grade Distribution				Withdrawal Reason																																									
ReportPeriod		SameMonthPriorYear		CurrentMonth		Withdrawal Reason																																							
GradeDistribution		Students	%CT Students	Students	%CT Students	SameMont																																							
PK-2		32	9%	47	12%	Enrollment was intended to be short term and is no longer needed for my student.																																							
PK		5	1%	2	1%	Inactivity/Lack of Attendance																																							
KG		10	3%	13	3%	My student is pursuing GED																																							
1		9	2%	18	5%	My student wants to return to a traditional school setting for other (non-socialization related) reasons.																																							
2		8	2%	14	4%	My student wants to return to a traditional school setting for socialization reasons.																																							
3-5		44	12%	64	17%	No reason provided																																							
3		17	5%	20	5%	Technical Difficulties																																							
4		11	3%	17	5%	The curriculum is too hard.																																							
5		16	4%	27	7%	The program takes too much of the student's time.																																							
6-8		103	28%	85	23%	The transition to virtual school was too difficult.																																							
6		26	7%	22	6%	Violation of state regulations																																							
7		25	7%	34	9%	We are moving.																																							
8		52	14%	29	8%	We are no longer able to provide a Learning Coach to assist our student.																																							
9-12		186	51%	181	48%	We are not satisfied with the school leadership.																																							
9		34	9%	44	12%																																								
10		60	16%	37	10%																																								
11		72	20%	47	12%																																								
Total		365	100%	377	100%																																								
				65 of 517																																									

Gender		
Gender	SameMonthPriorYear	CurrentMonth
		2
F	216	209
M	149	167

Primary Language		
Home Language	SameMonthPriorYear	CurrentMonth
English	298	300
Spanish	26	22
Russian	8	10
Arabic	2	4
Urdu		2
Another Language	31	37
No Language Reported		3

Ethnicity		
Ethnicity	SameMonthPriorYear	CurrentMonth
Hispanic or Latino	134	126
Not Hispanic or Latino	231	250

Race		
Race	SameMonthPriorYear	CurrentMonth
American Indian or Alaskan Native	39	27
Asian	75	108
Black/African American	29	25
Native Hawaiian or Other Pacific Islander	21	16
White	254	259

Household FARM Eligibility		
HouseholdFARMEligibility	SameMonthPriorYear	CurrentMonth
Applied Does Not Qualify		216
Applied-Does not qualify	54	
Family Reported-Does not qualify	133	
Qualifies for free	79	83
Qualifies for reduced	25	7
Refused to report	46	38

California Connections Academy Monterey Bay March 31, 2021		
Disability		
Disability	SameMonthPriorYear	CurrentMonth
Autism	6	5
Emotionally Impaired	3	2
Hearing Impaired	1	1
Other Health Impaired	7	8
Specific Learning Disability	10	12
Speech/Language Impaired	1	3

Gifted		
Gifted	SameMonthPriorYear	CurrentMonth
Yes	10	23

Plan 504		
Plan504	SameMonthPriorYear	CurrentMonth
504	12	15

IEP		
IEP	SameMonthPriorYear	CurrentMonth
IEP	29	40

Gifted	Plan504
6%	4%
IEP	Not in Special Population
11%	80%

Distinct Race/Ethnicity		
Distinct Race/Ethnicity	SameMonthPriorYear	CurrentMonth
American Indian or Alaskan Native	1	
Asian	42	72
Black/African American	15	10
Hispanic or Latino	134	126
Multiple Races	33	35
Native Hawaiian or Other Pacific Islander	1	3
Not Indicated		1
White	139	131

Prior Schooling		
Prior Schooling	SameMonthPriorYear	CurrentMonth
Charter School (Public)	18	15
Home School	20	11
No Prior School	30	19
Online (Virtual) Public School	68	58
Private/Parochial School	24	45
Public School	192	181
Prior Schooling Not Reported	13	49

California Connections Academy Monterey Bay
March 31, 2021

Contacts Per Week

ContactsPerWeekWithoutWebMail	SameMonthPriorYear	CurrentMonth
Met	314	371
Not Met	51	6

Attendance Status

AttendanceStatusAutomated	SameMonthPriorYear	CurrentMonth
Alarm	65	33
Approaching Alarm	53	24
Exempt	2	3
On Track	245	317

Average Participation

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	84%	102%
3-5	99%	102%
6-8	95%	111%
9-12	84%	94%
Total	89%	100%

Average Performance

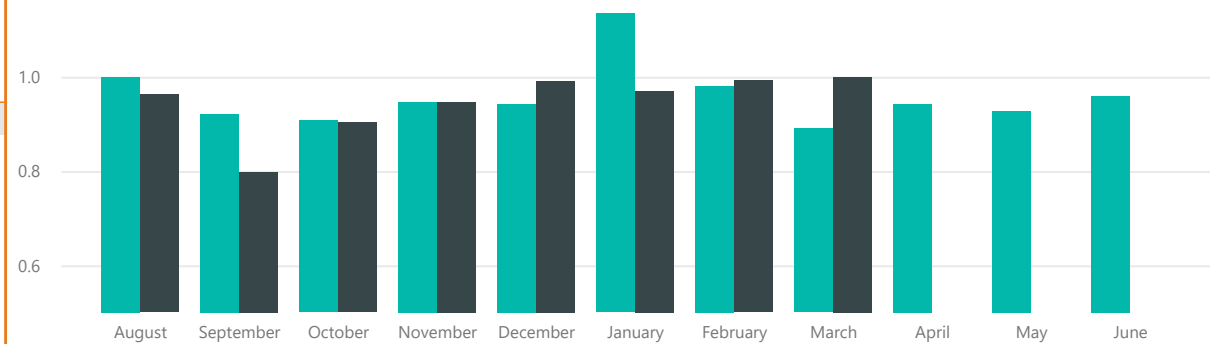
GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	90%	94%
3-5	80%	86%
6-8	77%	84%
9-12	69%	78%
Total	74%	83%

Average Attendance

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	83%	98%
3-5	81%	97%
6-8	90%	97%
9-12	78%	92%
Total	82%	95%

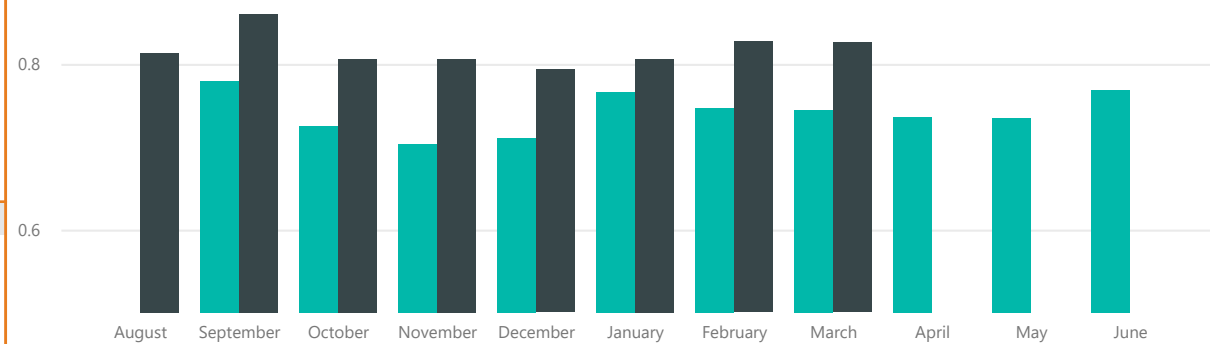
Average Total Participation

schoolYear ● 2019-2020 ● 2020-2021



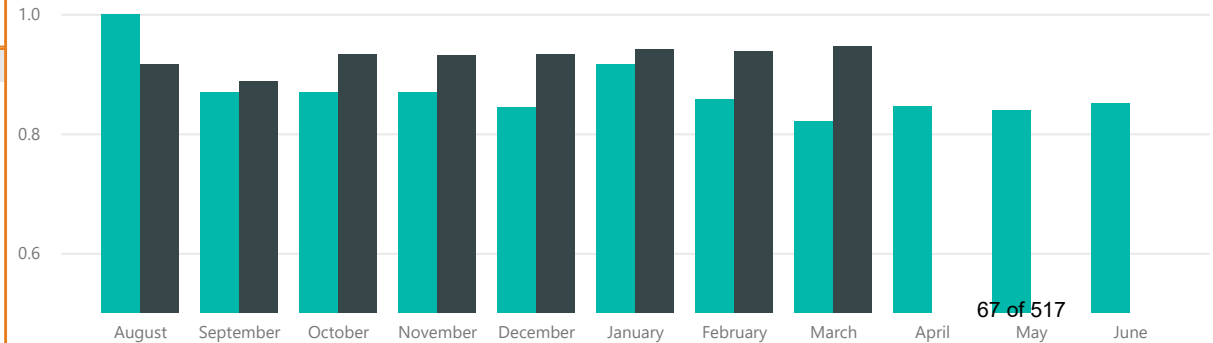
Average Total Performance

schoolYear ● 2019-2020 ● 2020-2021



Average Total Attendance

schoolYear ● 2019-2020 ● 2020-2021



MONTHLY SCHOOL REPORT

School & Date Selection

School

California Connections Academy @ Ripon

Report Date

March 31, 2021

Currently Enrolled

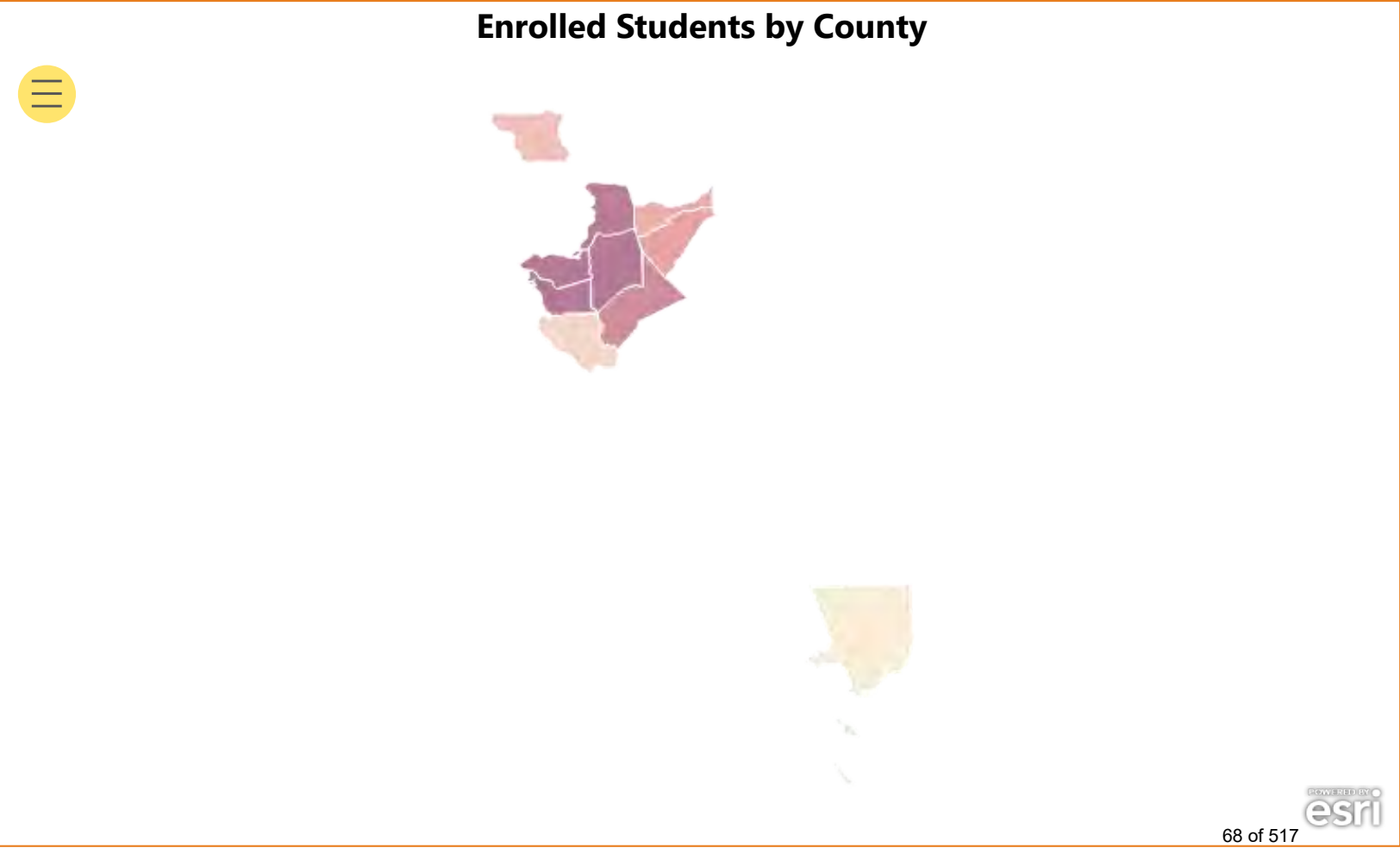
1356

Total YTD Enrolled

1609

Enrollment Services Complete (Stage 4)

1711



California Connections Academy at Ripon
March 31, 2021

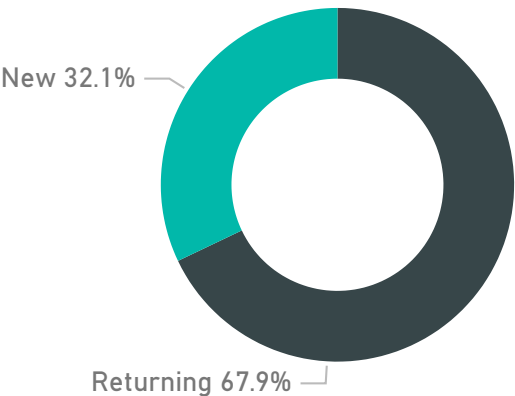
Current Enrollment Month-Over-Month Change

-2%

Current Enrollment Year-Over-Year Change

-11%

New and Returning

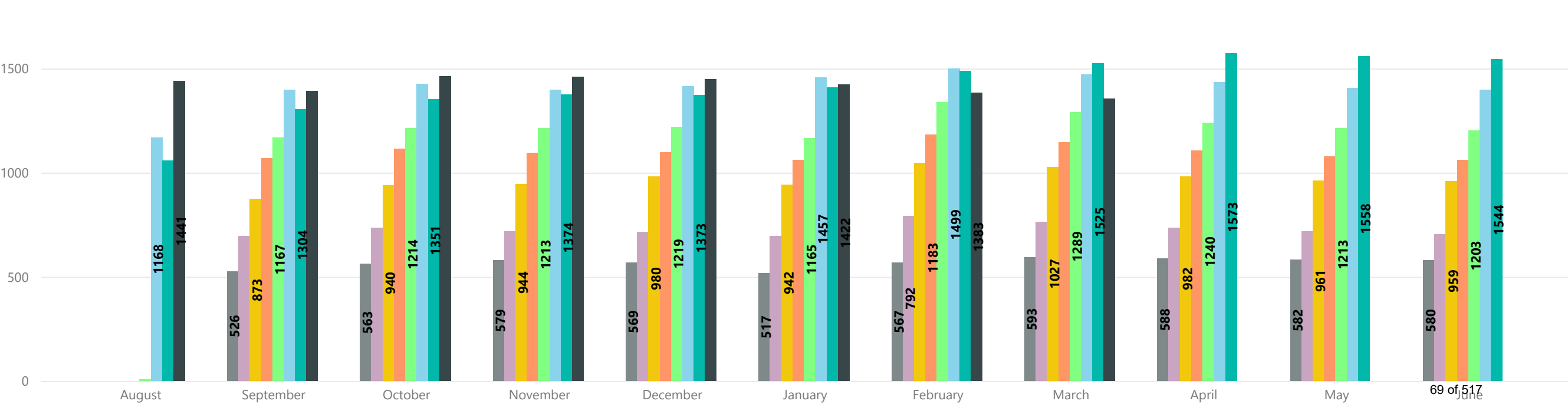


New and Returning Prior Year



Monthly Student Current Enrollment Comparison

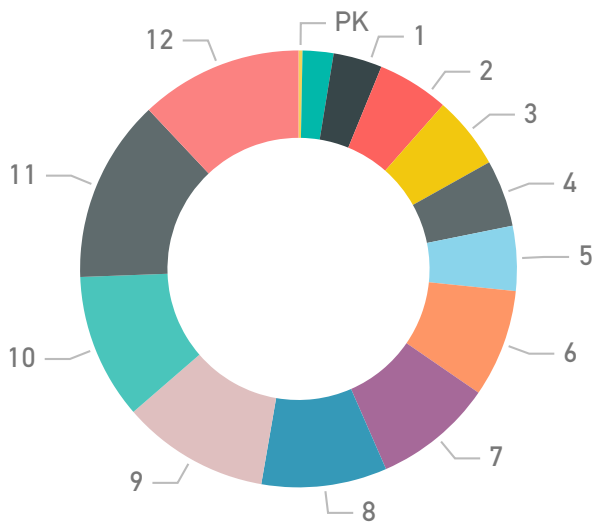
schoolYear 2013-2014 2014-2015 2015-2016 2016-2017 2017-2018 2018-2019 2019-2020 2020-2021



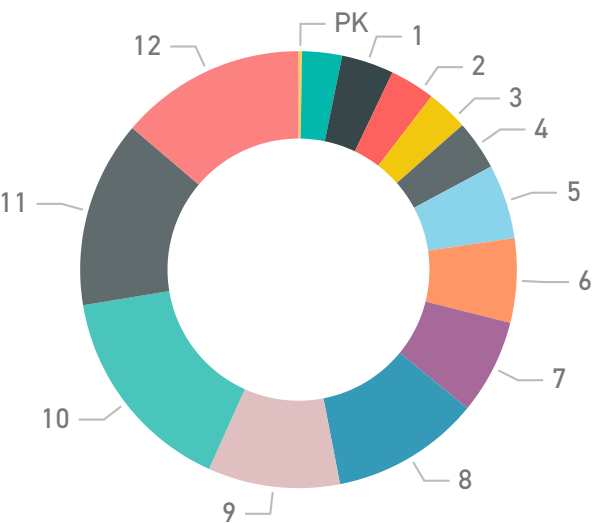
California Connections Academy at Ripon

March 31, 2021

Enrolled Students by Final Grade



Enrolled Students Prior Year by Final Grade



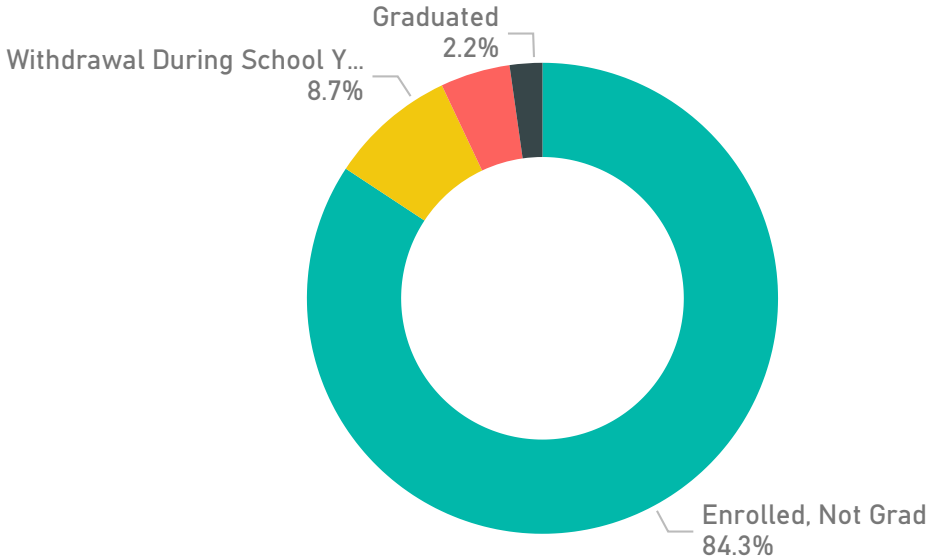
Grade Distribution

ReportPeriod	SameMonthPriorYear		PriorEOY		LastMonth		CurrentMonth	
GradeDistribution	Students	%CT Students	Students	%CT Students	Students	%CT Students	Students	%CT Students
PK-2	159	10%	168	11%	158	11%	156	12%
PK	4	0%	4	0%	4	0%	4	0%
KG	45	3%	45	3%	31	2%	31	2%
1	59	4%	65	4%	50	4%	49	4%
2	51	3%	54	3%	73	5%	72	5%
3-5	187	12%	200	13%	211	15%	205	15%
3	47	3%	52	3%	75	5%	73	5%
4	56	4%	61	4%	69	5%	67	5%
5	84	6%	87	6%	67	5%	65	5%
6-8	370	24%	381	25%	358	26%	354	26%
6	95	6%	93	6%	108	8%	108	8%
7	107	7%	118	8%	120	9%	120	9%
8	168	11%	170	11%	130	9%	126	9%
9-12	809	53%	795	51%	656	47%	641	47%
9	149	10%	156	10%	150	11%	148	11%
10	239	16%	239	15%	149	11%	146	11%
11	211	14%	207	13%	186	13%	184	14%
12	210	14%	193	13%	171	12%	163	12%
Total	1525	100%	1544	100%	1383	100%	1356	100%

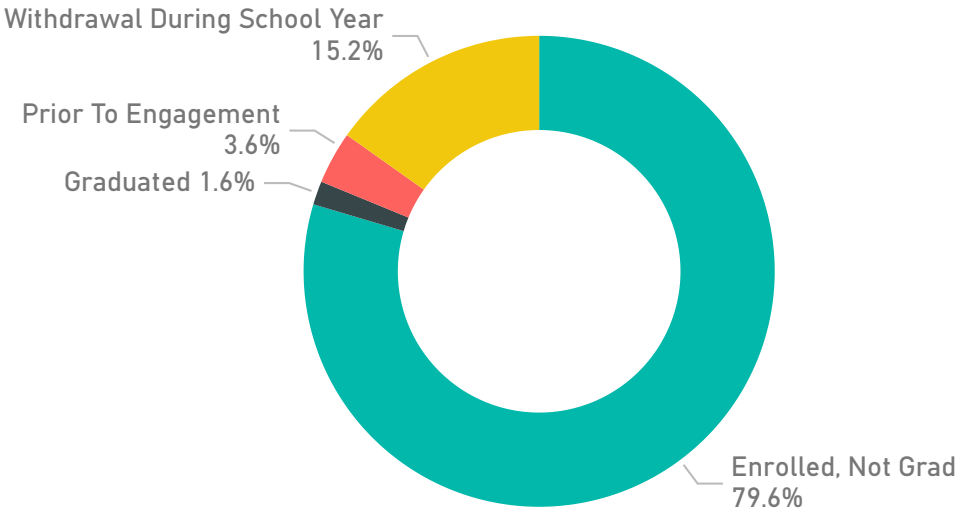
California Connections Academy at Ripon

March 31, 2021

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	1525	80%	1544	76%	1383	86%	1356	84%
Graduated	31	2%	40	2%	30	2%	36	2%
Prior To Engagement	69	4%	83	4%	76	5%	77	5%
Withdrawal During School Year	291	15%	353	17%	117	7%	140	9%
Total	1916	100%	2020	100%	1606	100%	1609	100%

Enrollment Services Complete (Stage 4)

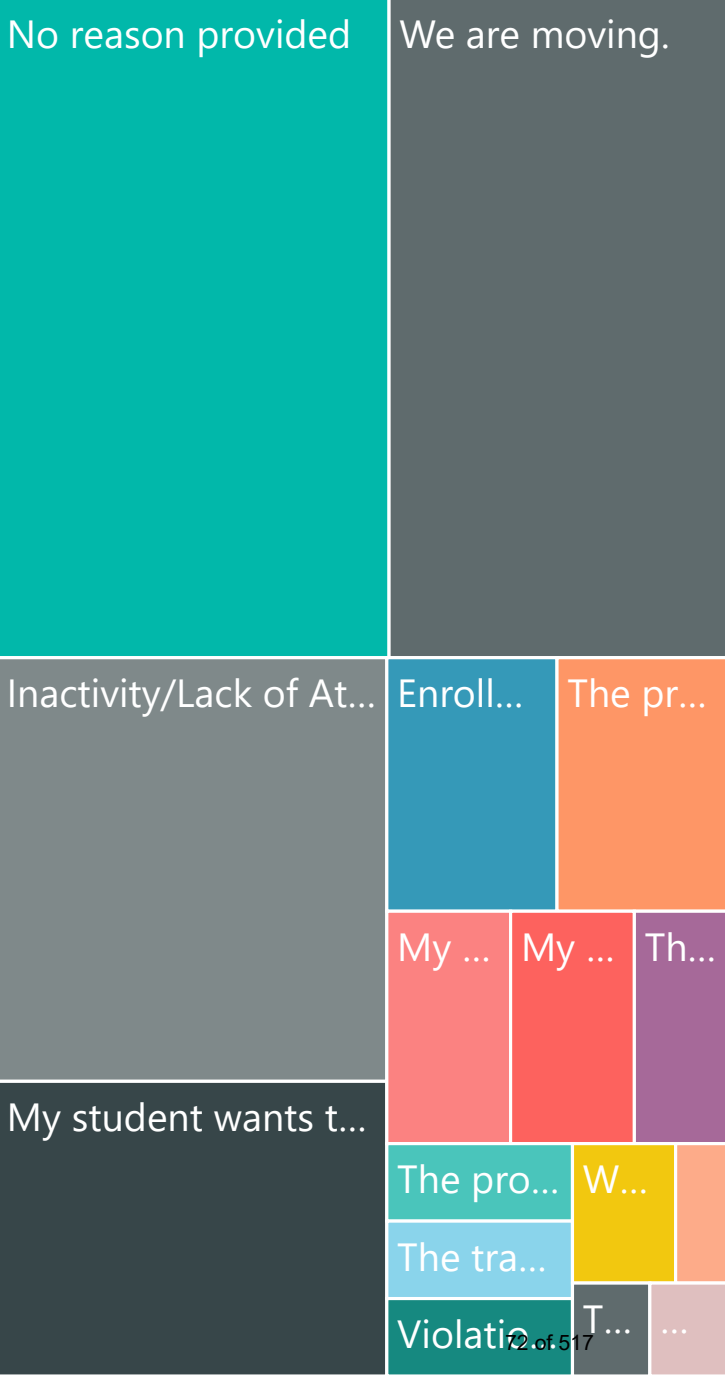
1711

California Connections Academy at Ripon

March 31, 2021

Withdrawal Reason

WD Reason	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
	48	73	2	2
Another Reason	4	4	7	7
Different/Better Schooling Option (Not related to socialization)	37	49	13	16
Generally dissatisfied with curriculum/course options	1	1		
Inactivity	6	6	18	23
No longer able to provide a Learning Coach	10	10	1	1
No Reason Given	106	118	31	36
Program not flexible enough	2	2	2	2
Program takes too much of Learning Coach's time	2	3	5	6
Program takes too much of student's time	3	4	1	1
Pursuing GED	8	10	3	4
Student wants more socialization	17	19	1	4
Technical Difficulties	1	1		
The curriculum is too hard	6	8	3	3
Transition to virtual school too difficult	8	13	2	2
We are moving	29	29	26	31
We have chosen to home school	3	3	2	2



California Connections Academy at Ripon

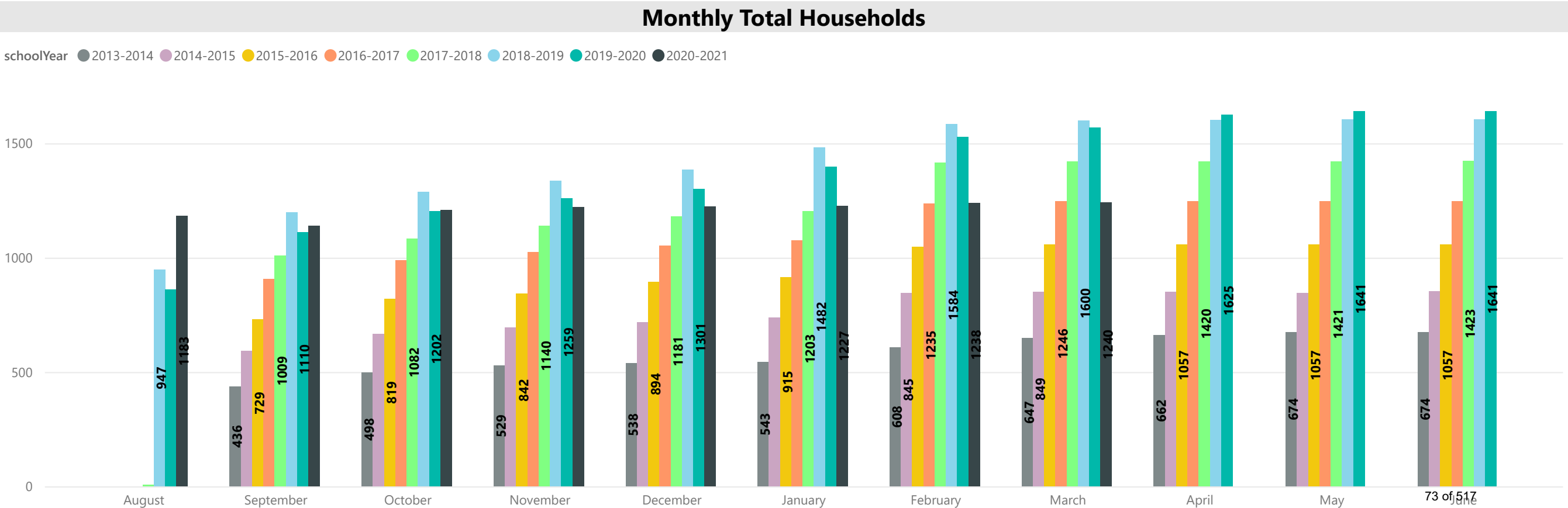
March 31, 2021

Household Data

Household Data	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Active	1249	1262	1077	1053
Graduated	30	39	30	36
WD During School Year	254	305	87	108
WD Prior To Engagement	67	78	63	64

Students Per Active Household

	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
	1.22	1.22	1.28	1.29



California Connections Academy at Ripon

March 31, 2021

Ethnicity

Ethnicity	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Hispanic or Latino	494	482	385	377
Not Hispanic or Latino	1031	1062	996	977

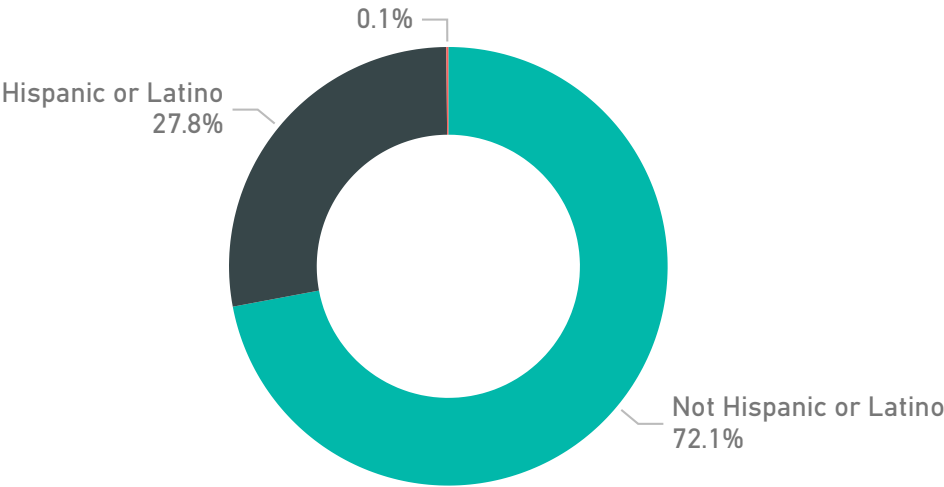
Race

Race	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
American Indian or Alaskan Native	160	163	116	112
Asian	228	234	222	219
Black/African American	333	343	310	304
Native Hawaiian or Other Pacific Islander	72	69	69	68
White	1029	1029	932	910

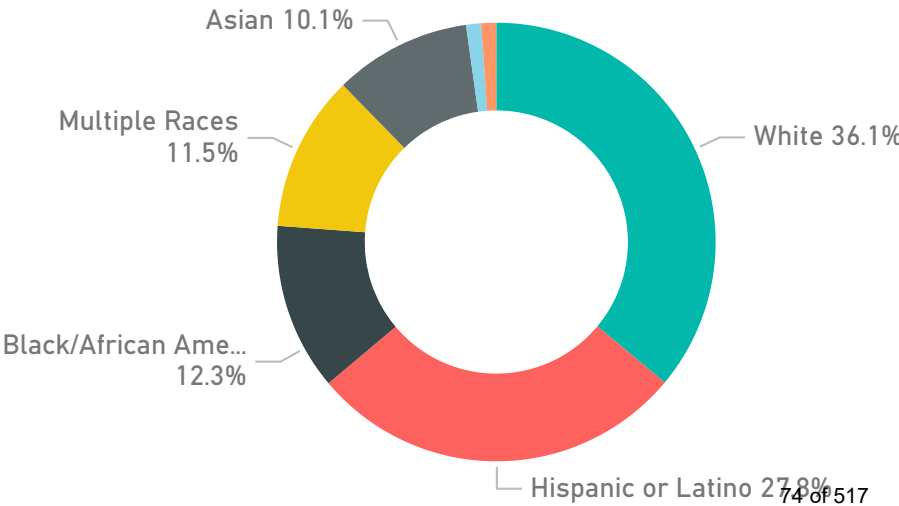
Distinct Race/Ethnicity

Distinct Race/Ethnicity	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
American Indian or Alaskan Native	19	21	16	15
Asian	139	140	138	137
Black/African American	169	183	170	167
Hispanic or Latino	494	482	385	377
Multiple Races	166	167	159	156
Native Hawaiian or Other Pacific Islander	15	16	15	15
White	523	535	500	489

Enrolled Students by Ethnicity



Enrolled Students by Distinct Race/Ethnicity



California Connections Academy at Ripon
March 31, 2021

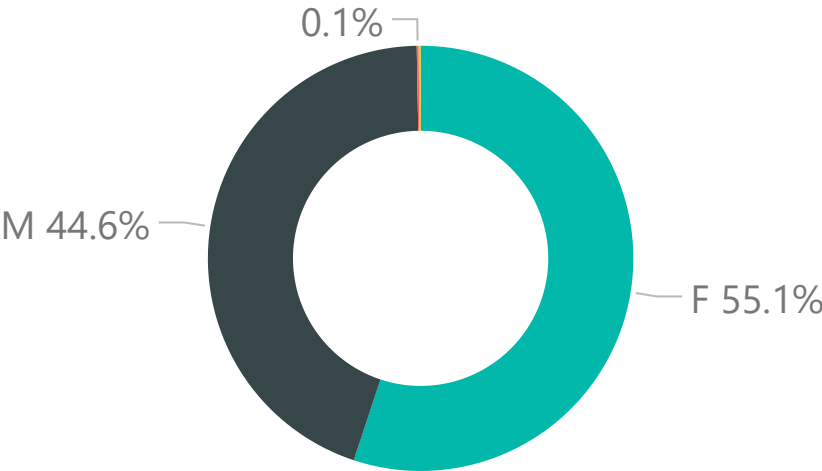
Gender

Gender	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
			2	2
F	860	863	763	747
M	665	681	617	605
X			1	2

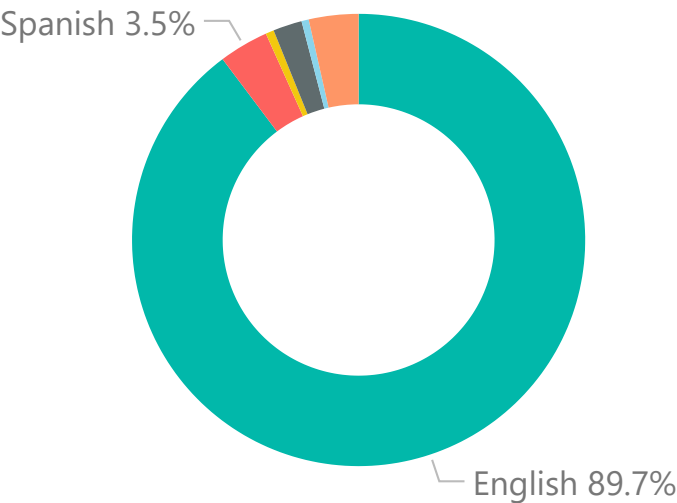
Primary Language

Home Language	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
English	1336	1356	1240	1217
Spanish	84	81	50	48
Russian	11	12	8	8
Arabic	37	36	30	28
Urdu	7	8	7	7
Another Language	49	50	48	48
No Language Reported	1	1		

Enrolled Students by Gender



Enrolled Students by Language



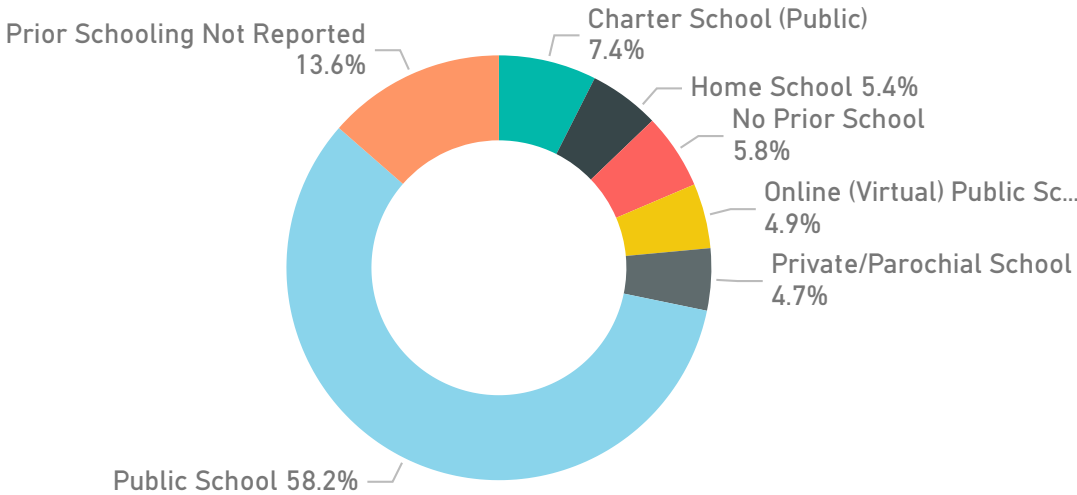
California Connections Academy at Ripon

March 31, 2021

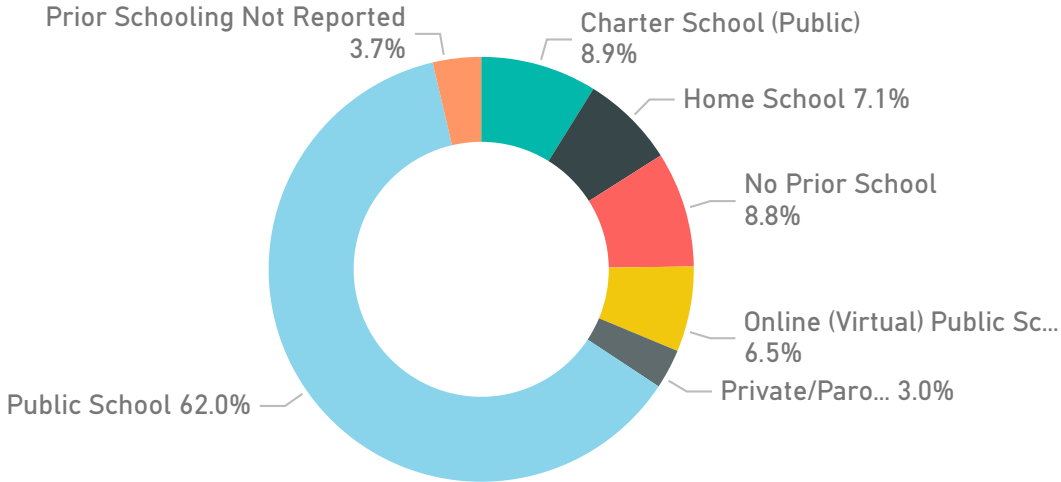
Prior Schooling

Prior Schooling	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Charter School (Public)	135	131	103	101
Home School	109	105	74	73
No Prior School	134	125	80	78
Online (Virtual) Public School	99	98	67	67
Private/Parochial School	46	57	64	64
Public School	946	971	811	789
Prior Schooling Not Reported	56	57	184	184

Prior Schooling March 31, 2021



Prior Schooling March 31, 2020

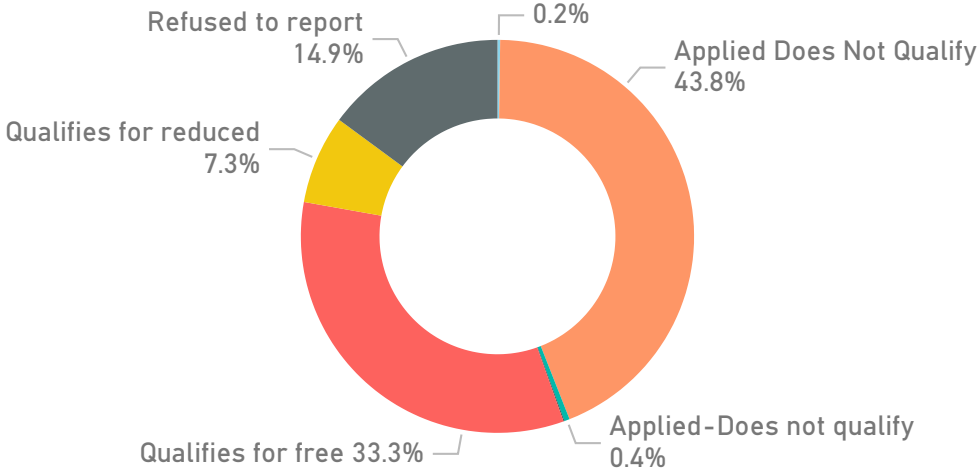


California Connections Academy at Ripon

March 31, 2021

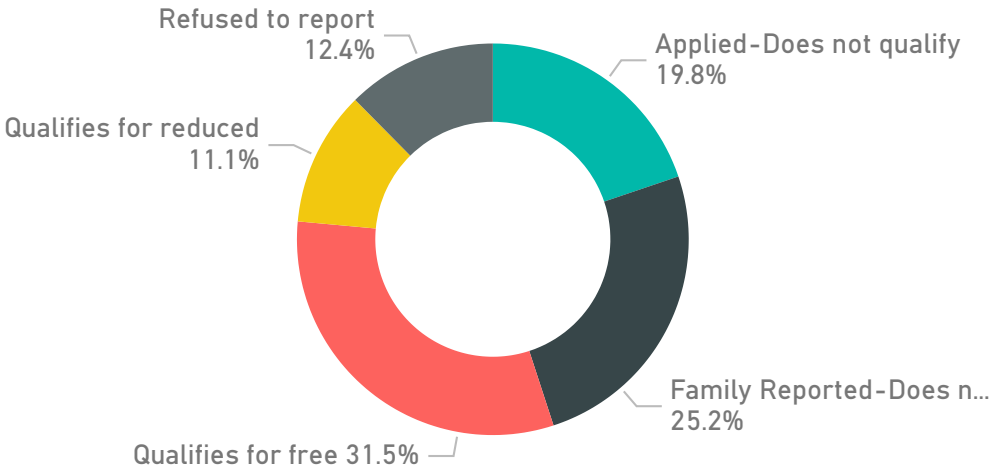
FARM Eligibility

March 31, 2021



FARM Eligibility

March 31, 2020



Disability

Disability	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Autism	38	40	33	33
Cognitive Disability	6	7	7	7
Emotionally Impaired	26	25	19	19
Hearing Impaired	2	2	3	3
Other	2	2	2	2
Other Health Impaired	43	44	37	35
Specific Learning Disability	67	73	54	54
Speech/Language Impaired	24	25	25	24
Traumatic Brain Injury	1	1		
Visually Impaired	1	1	1	1

Specific Learning Disability

Autism

Emotionally ...

Other Health Impaired

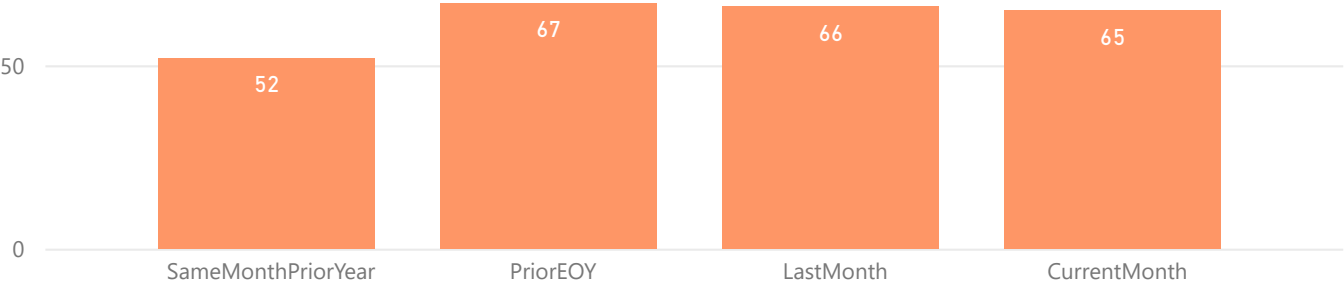
Speech/Language Impair...

Cognitiv...

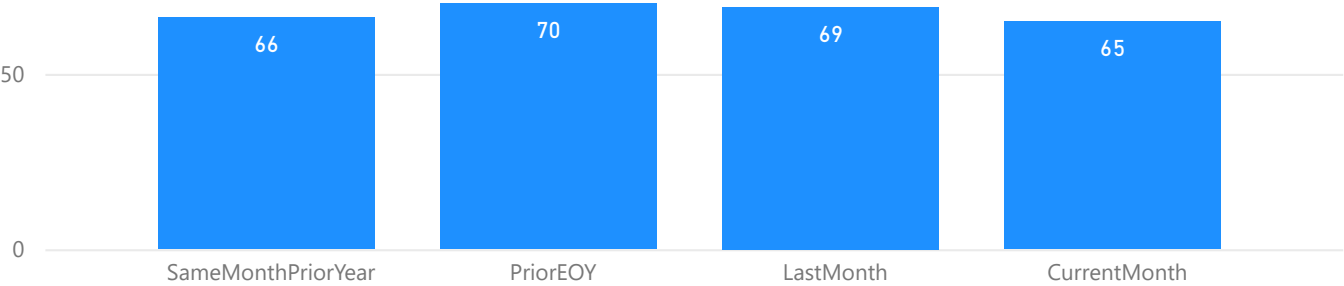
Hearing I...

California Connections Academy at Ripon
March 31, 2021

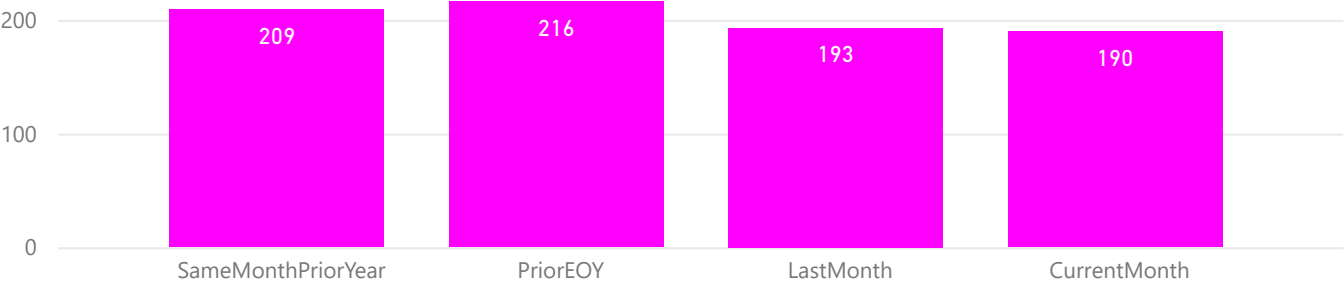
Gifted



Plan504



IEP



Currently Enrolled

1356

Gifted

5%

Plan504

5%

IEP

14%

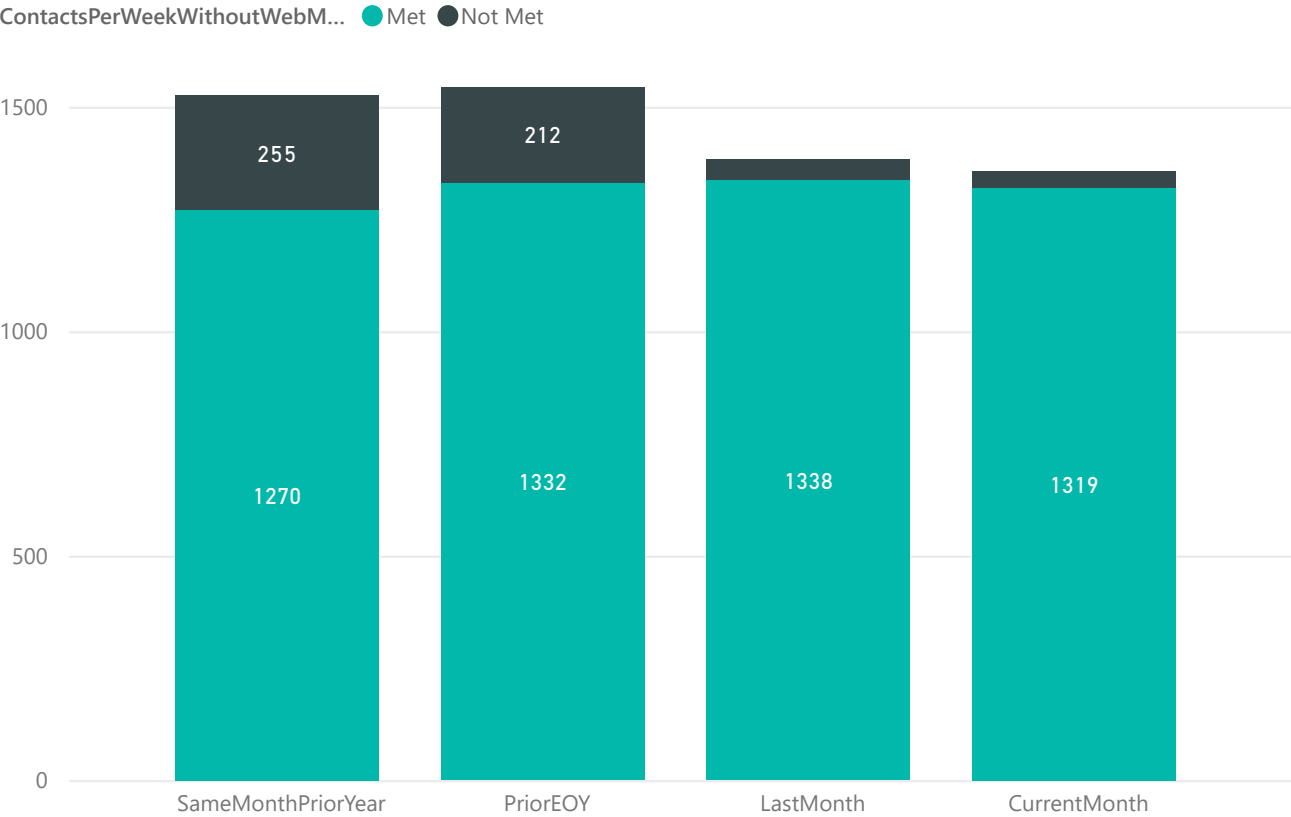
Not in Special Population

77%

California Connections Academy at Ripon

March 31, 2021

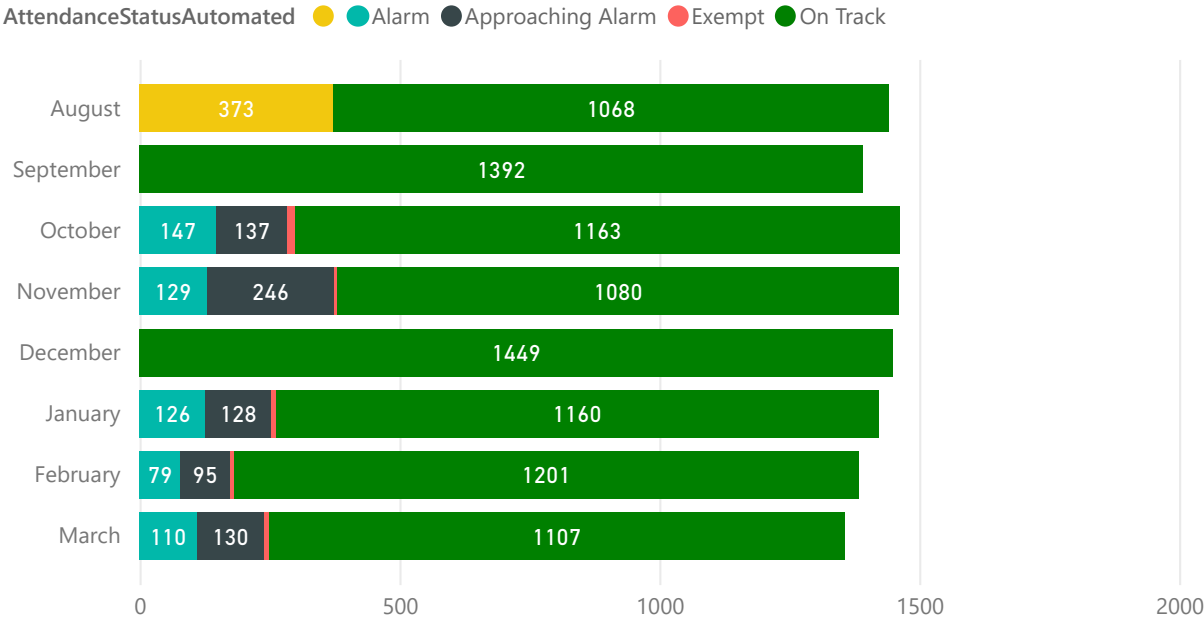
Contacts Per Week



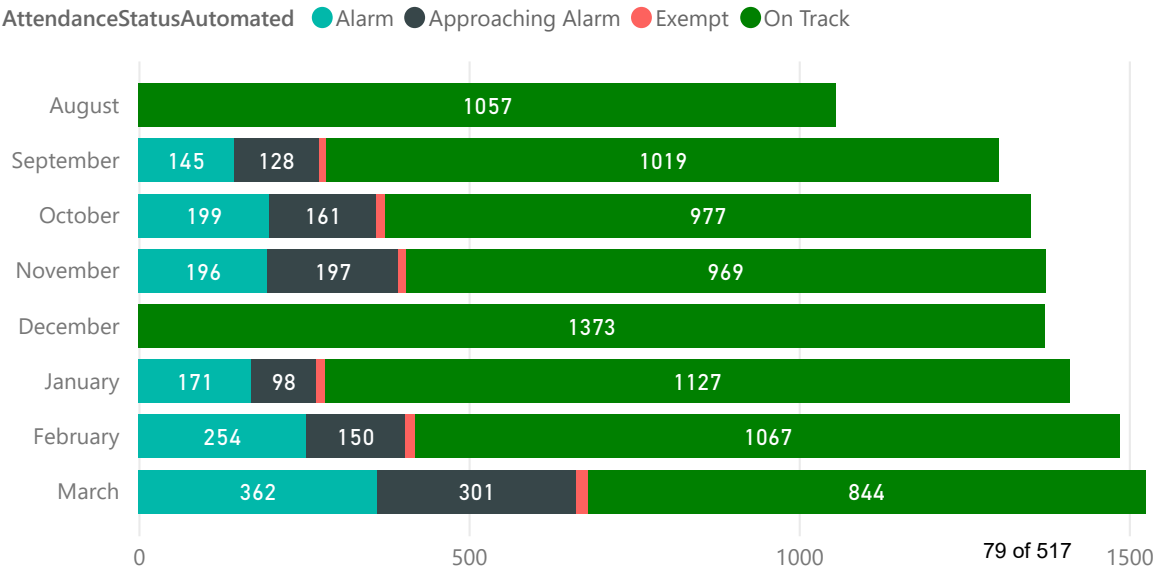
Currently Enrolled

1356

School Year: 2020-2021



School Year: 2019-2020



California Connections Academy at Ripon

March 31, 2021

Average Participation

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	91%	99%	100%	102%
3-5	95%	99%	100%	99%
6-8	88%	93%	100%	108%
9-12	85%	94%	97%	92%
Total	88%	95%	99%	98%

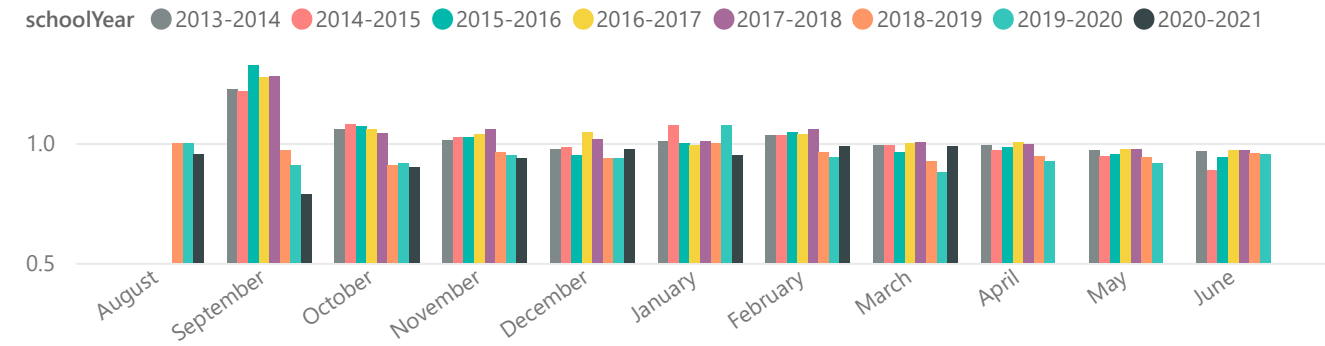
Average Performance

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	90%	89%	92%	93%
3-5	74%	77%	80%	80%
6-8	72%	73%	82%	79%
9-12	66%	71%	72%	72%
Total	71%	74%	78%	78%

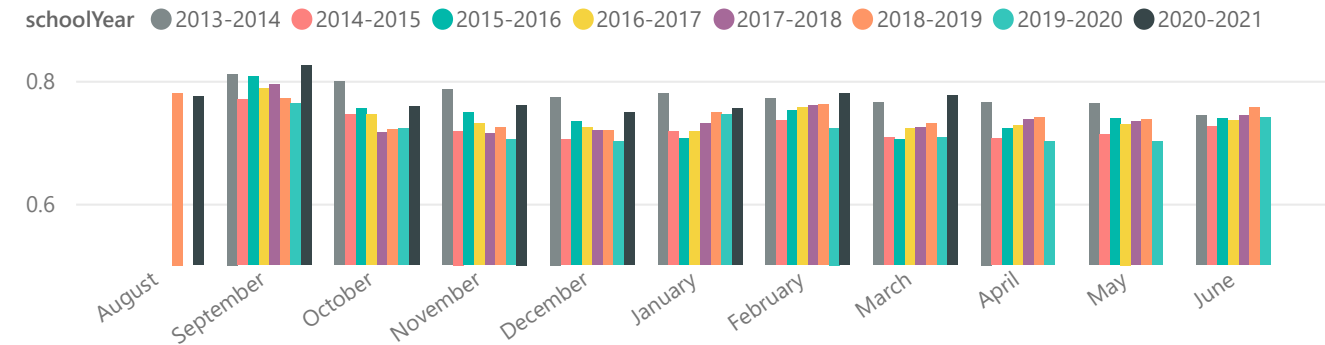
Average Attendance

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	88%	92%	96%	97%
3-5	88%	91%	95%	96%
6-8	88%	90%	95%	96%
9-12	82%	84%	91%	91%
Total	85%	87%	93%	94%

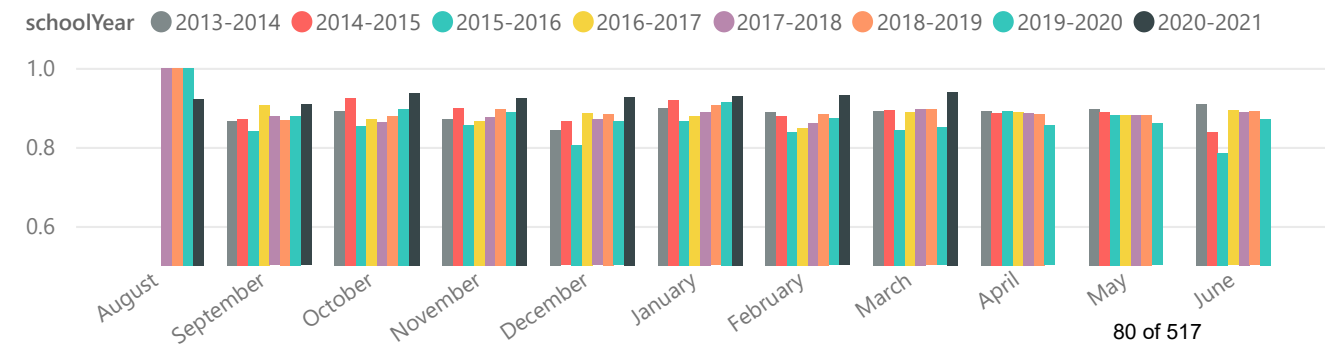
Average Total Participation

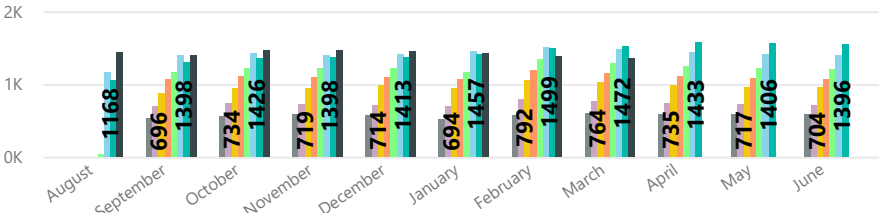


Average Total Performance



Average Total Attendance



Currently Enrolled 1356		Total YTD Enrolled 1609		California Connections Academy at Ripon March 31, 2021				Current Enrollment Month-Over-Month Change -2%			
Enrollment Services Complete (Stage 4) 1711								Current Enrollment Year-Over-Year Change -11%			
Monthly Student Current Enrollment Comparison						Total YTD Enrollment					
schoolYear ● 2013-2014 ● 2014-2015 ● 2015-2016 ● 2016-2017 ● 2017-2018						ReportPeriod		SameMonthPriorYear		CurrentMonth	
						Withdrawal Category		Student Count	%CT Student Count	Student Count	%CT Student Count
						Enrolled, Not Grad		1525	80%	1356	84%
						Graduated		31	2%	36	2%
						Prior To Engagement		69	4%	77	5%
						Withdrawal During School Year		291	15%	140	9%
						Total		1916	100%	1609	100%
New & Returning						Household Data			Students Per Active Household		
ReportPeriod		SameMonthPriorYear		CurrentMonth		Household Data		SameMonthPriorYear	CurrentMonth		
New or Returning		Students	%CT Students	Students	%CT Students						
New		900	59.02%	435	32.08%	Active		1249	1053		
Returning		625	40.98%	921	67.92%	Graduated		30	36		
						WD During School Year		254	108		
						WD Prior To Engagement		67	64		
Grade Distribution						Withdrawal Reason					
ReportPeriod		SameMonthPriorYear		CurrentMonth		Withdrawal Reason					SameMo
GradeDistribution		Students	%CT Students	Students	%CT Students						
PK-2		159	10%	156	12%						
PK		4	0%	4	0%						
KG		45	3%	31	2%						
1		59	4%	49	4%						
2		51	3%	72	5%						
3-5		187	12%	205	15%						
3		47	3%	73	5%						
4		56	4%	67	5%						
5		84	6%	65	5%						
6-8		370	24%	354	26%						
6		95	6%	108	8%						
7		107	7%	120	9%						
8		168	11%	126	9%						
9-12		809	53%	641	47%						
9		149	10%	148	11%						
10		239	16%	146	11%						
11		211	14%	184	14%						
Total		1525	100%	1356	100%						

Gender		
Gender	SameMonthPriorYear	CurrentMonth
		2
F	860	747
M	665	605
X		2

Primary Language		
Home Language	SameMonthPriorYear	CurrentMonth
English	1336	1217
Spanish	84	48
Russian	11	8
Arabic	37	28
Urdu	7	7
Another Language	49	48
No Language Reported	1	

Ethnicity		
Ethnicity	SameMonthPriorYear	CurrentMonth
Hispanic or Latino	494	377
Not Hispanic or Latino	1031	977

Race		
Race	SameMonthPriorYear	CurrentMonth
American Indian or Alaskan Native	160	112
Asian	228	219
Black/African American	333	304
Native Hawaiian or Other Pacific Islander	72	68
White	1029	910

Household FARM Eligibility		
HouseholdFARMEligibility	SameMonthPriorYear	CurrentMonth
Applied Does Not Qualify		534
Applied-Does not qualify	259	5
Family Reported-Does not qualify	341	1
Qualifies for free	398	371
Qualifies for reduced	153	85
Refused to report	164	180

California Connections Academy at Ripon March 31, 2021		
Disability		
Disability	SameMonthPriorYear	CurrentMonth
Autism	38	33
Cognitive Disability	6	7
Emotionally Impaired	26	19
Hearing Impaired	2	3
Other	2	2
Other Health Impaired	43	35
Specific Learning Disability	67	54
Speech/Language Impaired	24	24
Traumatic Brain Injury	1	
Visually Impaired	1	1

Gifted		
Gifted	SameMonthPriorYear	CurrentMonth
Yes	52	65

Plan 504		
Plan504	SameMonthPriorYear	CurrentMonth
504	66	65

IEP		
IEP	SameMonthPriorYear	CurrentMonth
IEP	209	190

Gifted	Plan504
5%	5%
IEP	Not in Special Population
14%	77%

Distinct Race/Ethnicity		
Distinct Race/Ethnicity	SameMonthPriorYear	CurrentMonth
American Indian or Alaskan Native	19	15
Asian	139	137
Black/African American	169	167
Hispanic or Latino	494	377
Multiple Races	166	156
Native Hawaiian or Other Pacific Islander	15	15
White	523	489

Prior Schooling		
Prior Schooling	SameMonthPriorYear	CurrentMonth
Charter School (Public)	135	101
Home School	109	73
No Prior School	134	78
Online (Virtual) Public School	99	67
Private/Parochial School	46	64
Public School	946	789
Prior Schooling Not Reported	56	184

California Connections Academy at Ripon
March 31, 2021

Contacts Per Week

ContactsPerWeekWithoutWebMail	SameMonthPriorYear	CurrentMonth
Met	1270	1319
Not Met	255	37

Attendance Status

AttendanceStatusAutomated	SameMonthPriorYear	CurrentMonth
Alarm	362	110
Approaching Alarm	301	130
Exempt	18	9
On Track	844	1107

Average Participation

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	91%	102%
3-5	95%	99%
6-8	88%	108%
9-12	85%	92%
Total	88%	98%

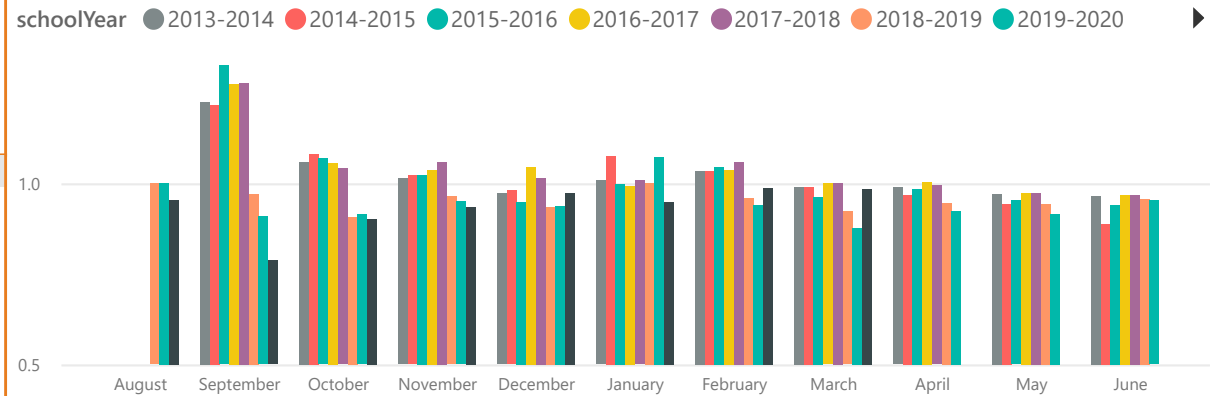
Average Performance

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	90%	93%
3-5	74%	80%
6-8	72%	79%
9-12	66%	72%
Total	71%	78%

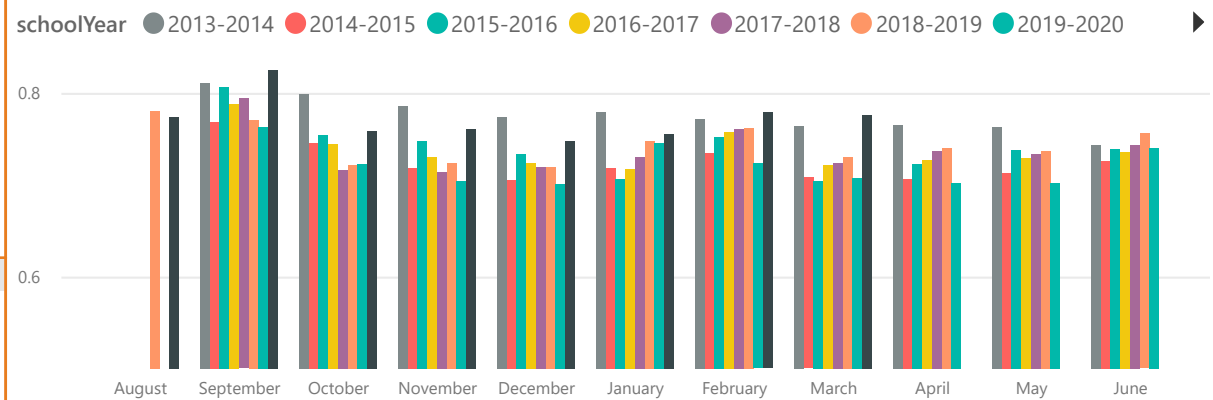
Average Attendance

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	88%	97%
3-5	88%	96%
6-8	88%	96%
9-12	82%	91%
Total	85%	94%

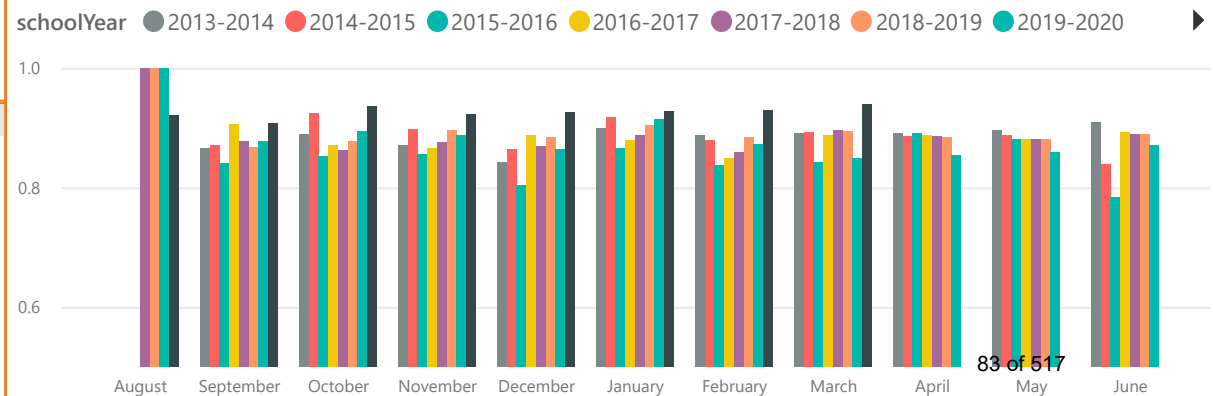
Average Total Participation



Average Total Performance



Average Total Attendance



MONTHLY SCHOOL REPORT

School & Date Selection

School

California Connections Academy @ Capistrano ▾

Report Date

March 31, 2021 ▾

Currently Enrolled

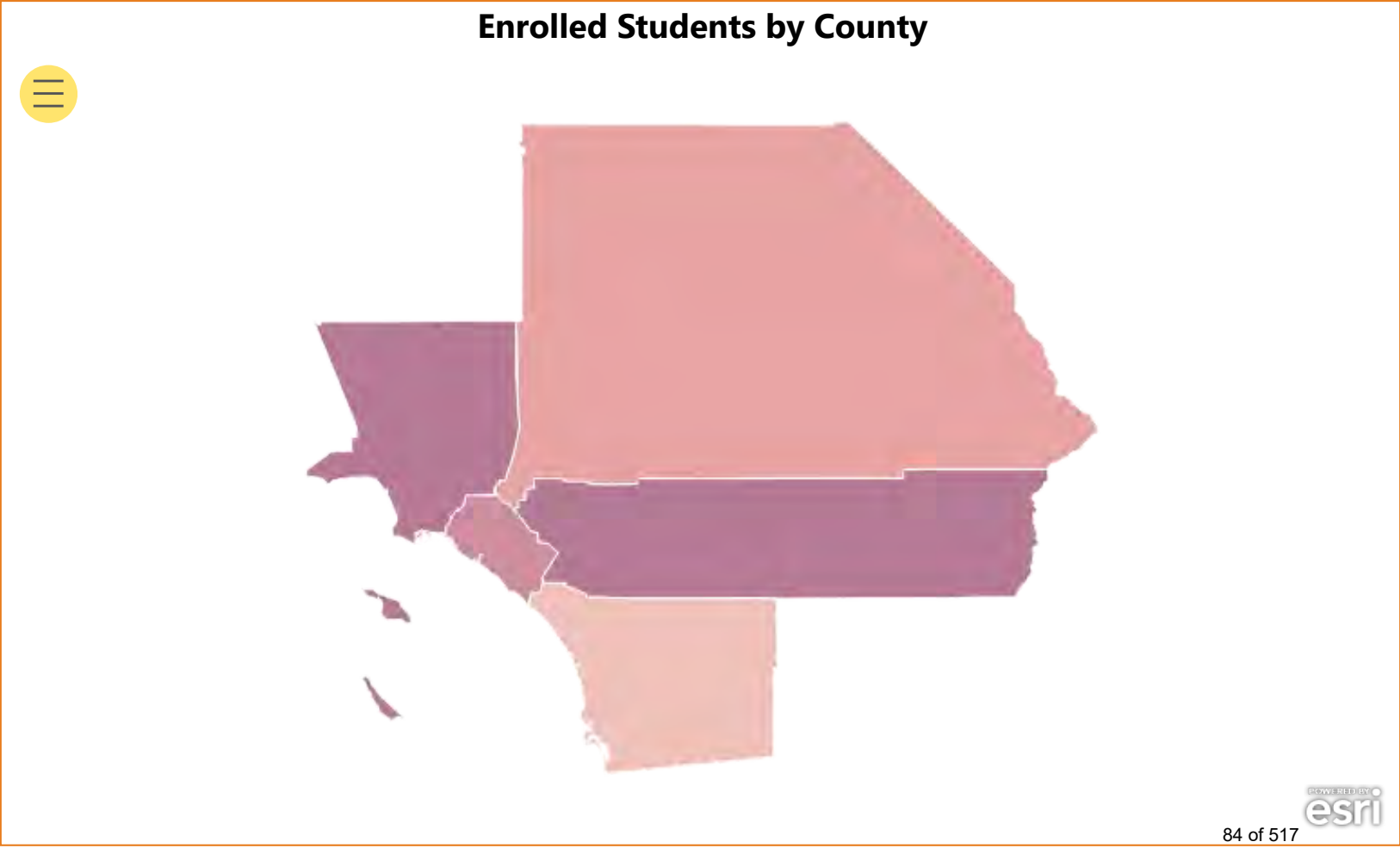
4139

Total YTD Enrolled

4722

Enrollment Services Complete (Stage 4)

4908



Capistrano Connections Academy

March 31, 2021

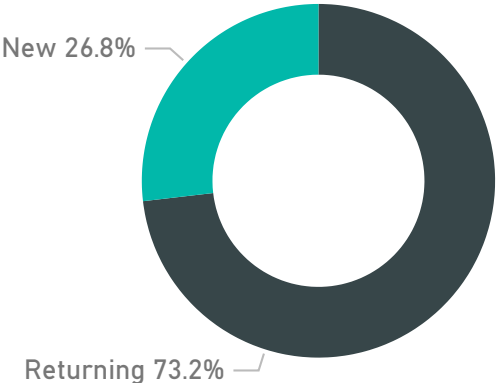
Current Enrollment Month-Over-Month Change

-1%

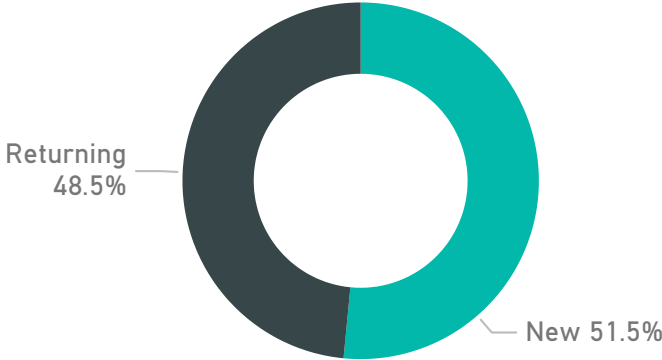
Current Enrollment Year-Over-Year Change

-10%

New and Returning

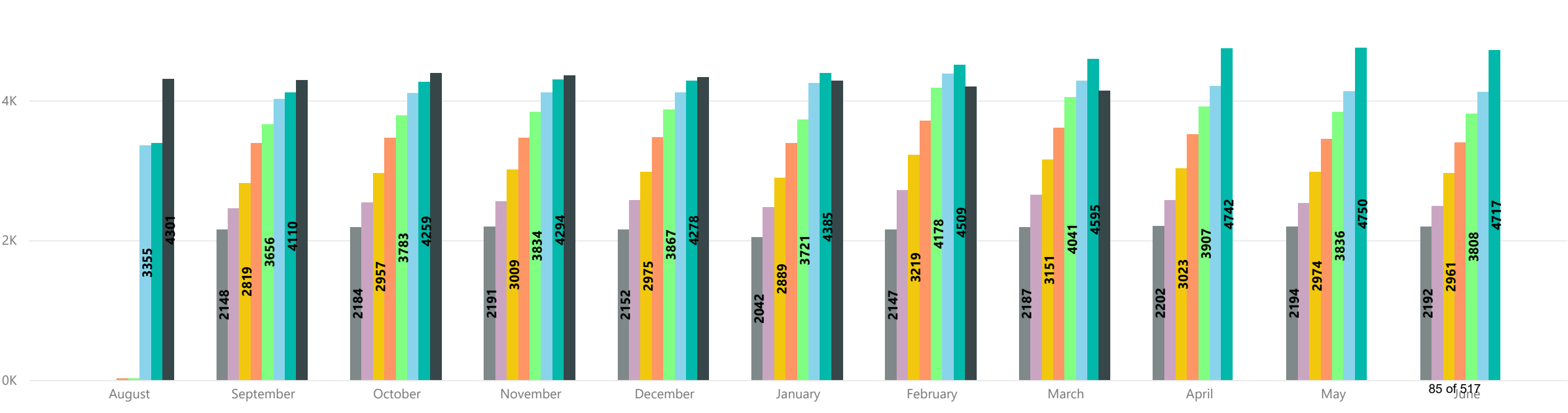


New and Returning Prior Year



Monthly Student Current Enrollment Comparison

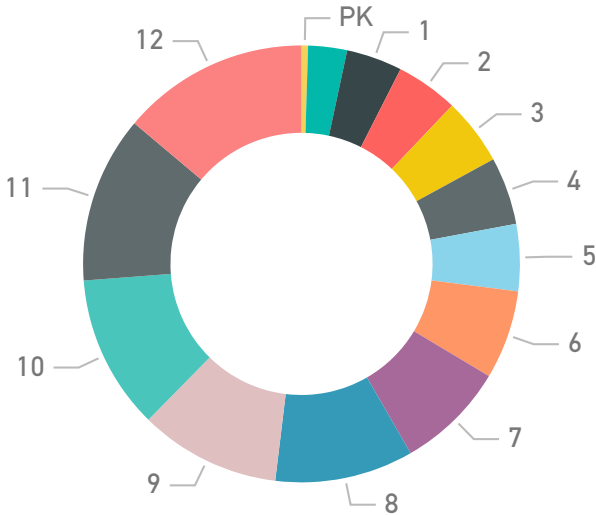
schoolYear 2013-2014 2014-2015 2015-2016 2016-2017 2017-2018 2018-2019 2019-2020 2020-2021



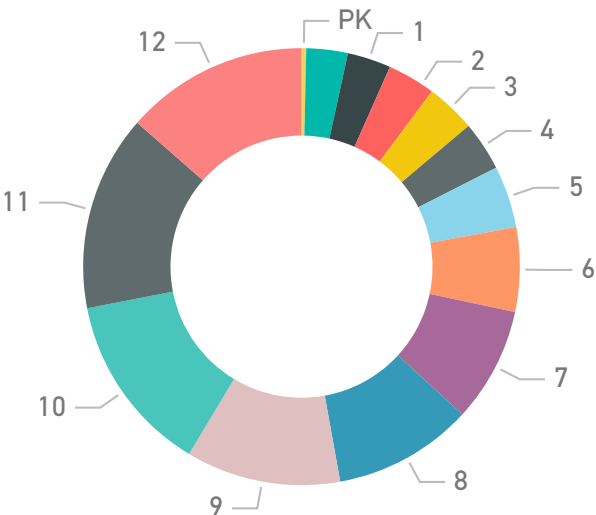
Capistrano Connections Academy

March 31, 2021

Enrolled Students by Final Grade



Enrolled Students Prior Year by Final Grade



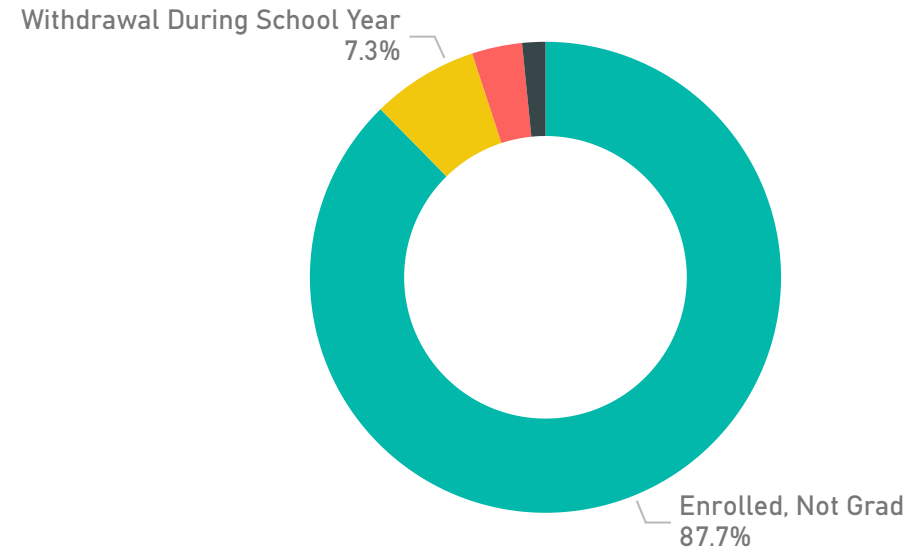
Grade Distribution

ReportPeriod	SameMonthPriorYear		PriorEOY		LastMonth		CurrentMonth	
GradeDistribution	Students	%CT Students	Students	%CT Students	Students	%CT Students	Students	%CT Students
PK-2	468	10%	519	11%	510	12%	501	12%
PK	16	0%	19	0%	21	1%	20	0%
KG	141	3%	157	3%	122	3%	119	3%
1	148	3%	161	3%	174	4%	171	4%
2	163	4%	182	4%	193	5%	191	5%
3-5	547	12%	592	13%	625	15%	617	15%
3	169	4%	182	4%	210	5%	205	5%
4	168	4%	187	4%	208	5%	207	5%
5	210	5%	223	5%	207	5%	205	5%
6-8	1152	25%	1189	25%	1046	25%	1031	25%
6	287	6%	306	6%	279	7%	272	7%
7	390	8%	392	8%	337	8%	335	8%
8	475	10%	491	10%	430	10%	424	10%
9-12	2428	53%	2417	51%	2014	48%	1990	48%
9	526	11%	535	11%	433	10%	432	10%
10	613	13%	616	13%	477	11%	473	11%
11	666	14%	668	14%	514	12%	511	12%
12	623	14%	598	13%	590	14%	574	14%
Total	4595	100%	4717	100%	4195	100%	4139	100%

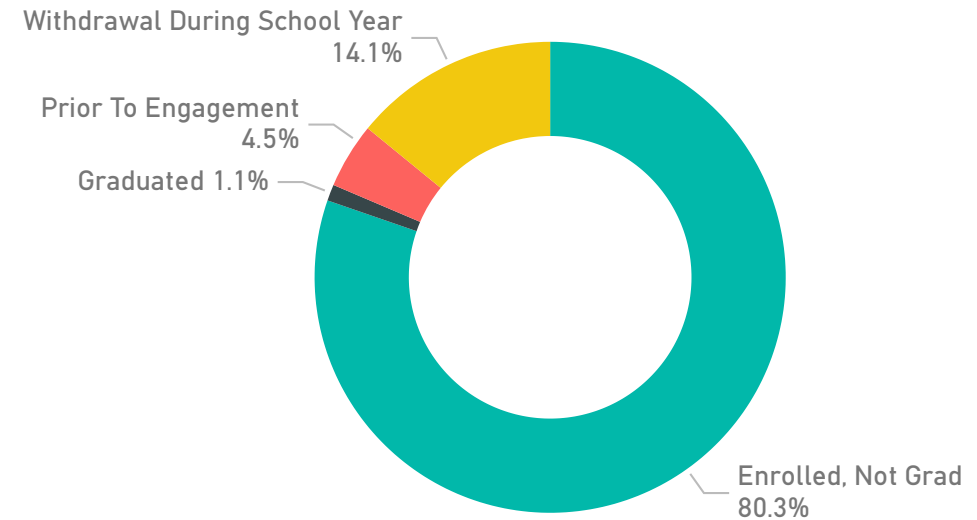
Capistrano Connections Academy

March 31, 2021

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	4595	80%	4717	78%	4196	89%	4139	88%
Graduated	64	1%	76	1%	67	1%	75	2%
Not Returning			3	0%				
Prior To Engagement	257	4%	299	5%	161	3%	163	3%
Withdrawal During School Year	807	14%	928	15%	292	6%	345	7%
Total	5723	100%	6023	100%	4716	100%	4722	100%

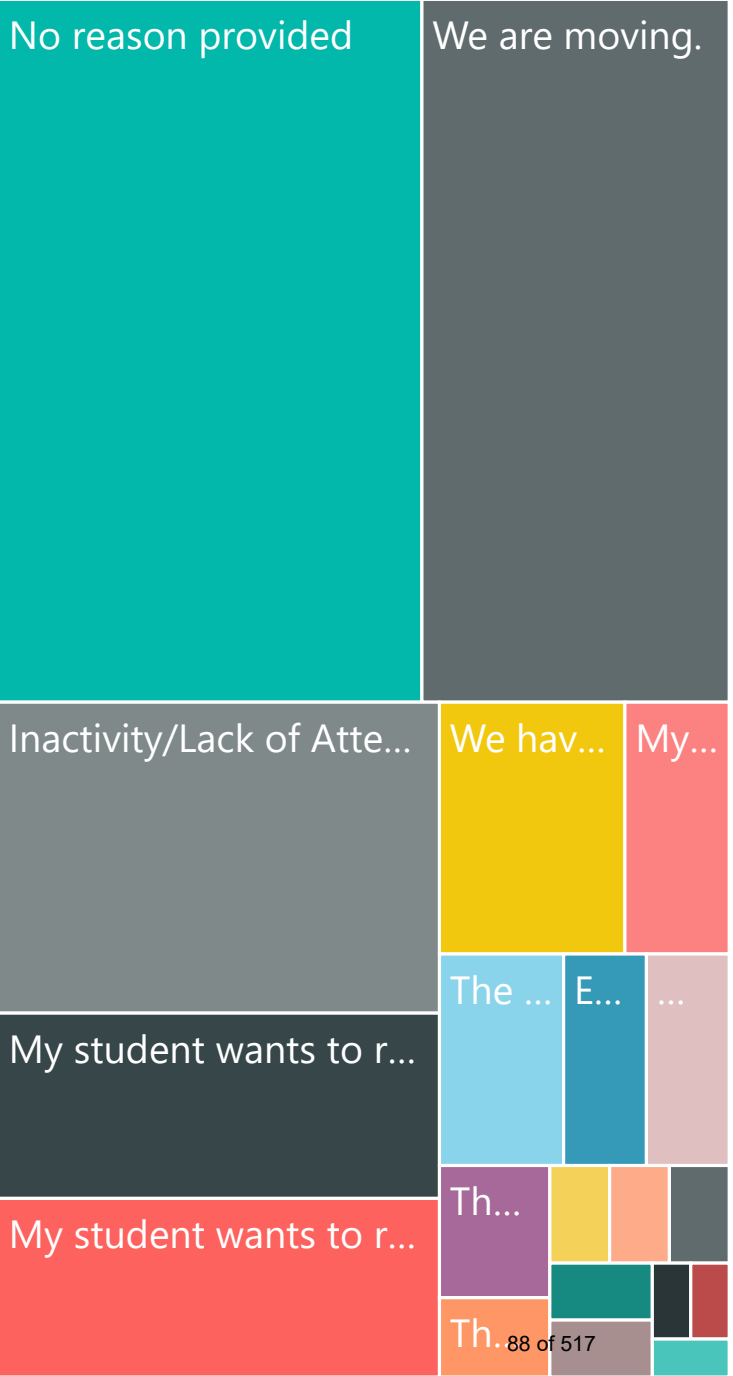
Enrollment Services Complete (Stage 4)

4908

Capistrano Connections Academy

March 31, 2021

Withdrawal Reason				
WD Reason	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
	98	145	5	5
Another Reason	9	10	4	8
Deceased			1	1
Different/Better Schooling Option (Not related to socialization)	119	140	24	28
Generally dissatisfied with curriculum/course options	1	1	2	2
Inactivity	27	28	36	47
Missed Deadline	1	1		
No longer able to provide a Learning Coach	19	20	6	6
No Reason Given	278	300	95	102
Program not flexible enough	7	9	1	1
Program takes too much of Learning Coach's time	10	12	3	3
Program takes too much of student's time	12	12	2	2
Pursuing GED	11	17	6	9
Student wants more socialization	68	70	19	27
Technical Difficulties	6	6		
The curriculum is too hard	21	22	4	5
Transition to virtual school too difficult	19	26	9	9
Unhappy with the school	9	8		
We are moving	84	93	60	74
We have chosen to home school	8	8	15	16

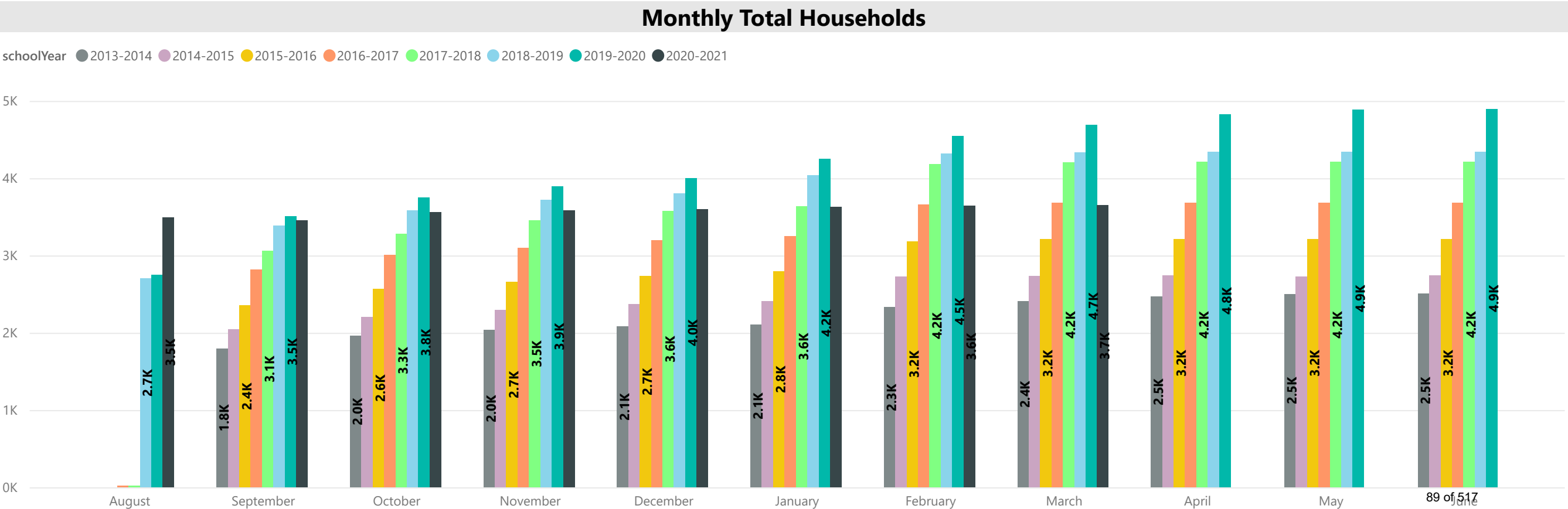


Capistrano Connections Academy

March 31, 2021

Household Data				
Household Data	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Active	3790	3851	3264	3228
Graduated	65	77	67	75
Not Returning		3		
WD During School Year	696	798	227	269
WD Prior To Engagement	238	275	134	136

Students Per Active Household				
	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
	1.21	1.22	1.29	1.28



Capistrano Connections Academy

March 31, 2021

Ethnicity

Ethnicity	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Hispanic or Latino	1715	1770	1585	1568
Not Hispanic or Latino	2879	2946	2597	2558

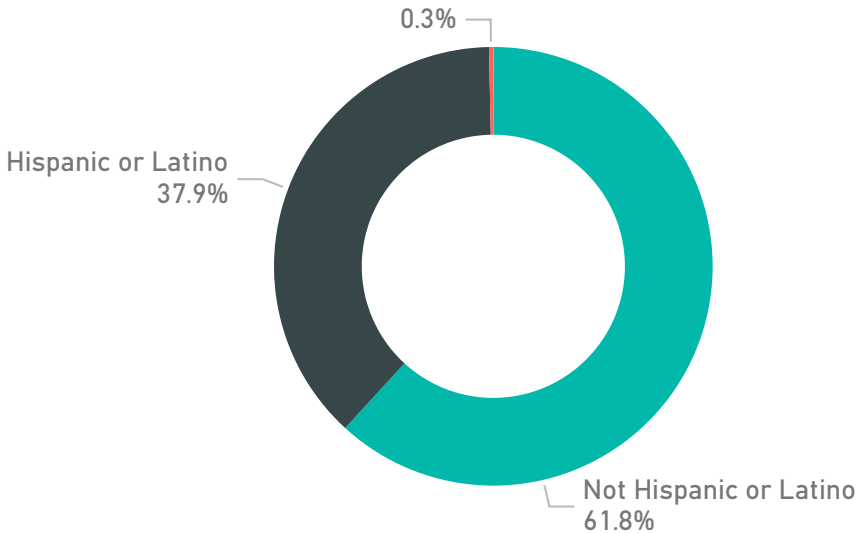
Race

Race	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
American Indian or Alaskan Native	337	342	282	279
Asian	528	544	542	532
Black/African American	887	936	812	795
Native Hawaiian or Other Pacific Islander	135	138	143	142
White	3244	3314	2932	2896

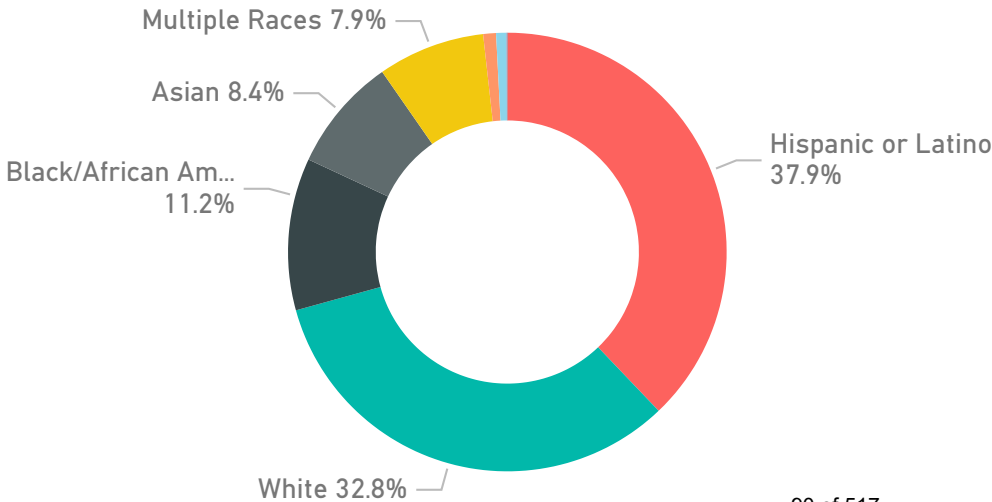
Distinct Race/Ethnicity

Distinct Race/Ethnicity	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
American Indian or Alaskan Native	34	33	32	32
Asian	344	345	352	348
Black/African American	529	560	474	464
Hispanic or Latino	1715	1770	1585	1568
Multiple Races	338	357	328	327
Native Hawaiian or Other Pacific Islander	41	41	40	39
Not Indicated	1	1	2	1
Parent refused to report race	1	1	1	1
White	1592	1609	1382	1359

Enrolled Students by Ethnicity



Enrolled Students by Distinct Race/Ethnicity



Capistrano Connections Academy

March 31, 2021

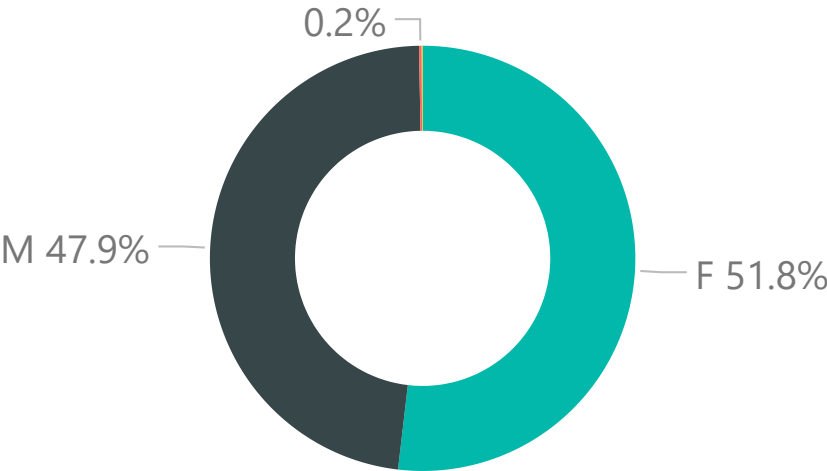
Gender

Gender	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
	1	1	9	8
F	2481	2544	2176	2146
M	2113	2172	2008	1982
X			3	3

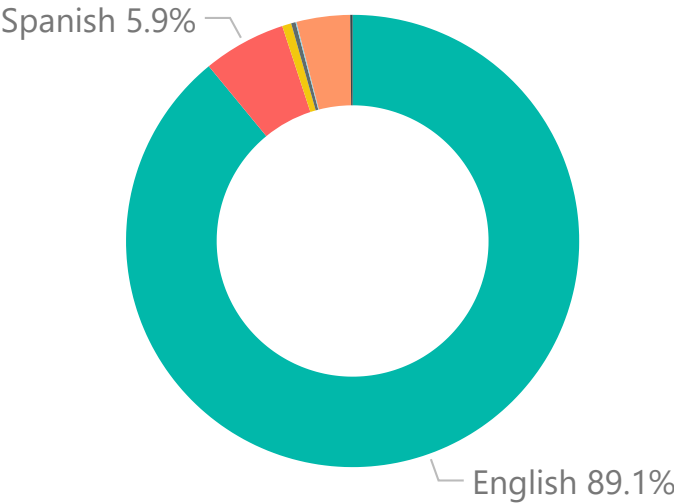
Primary Language

Home Language	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
English	4091	4211	3742	3686
Spanish	298	302	246	245
Russian	20	20	27	27
Arabic	18	19	13	13
Urdu	7	7	3	3
Another Language	161	158	160	158
No Language Reported			5	7

Enrolled Students by Gender



Enrolled Students by Language



Capistrano Connections Academy

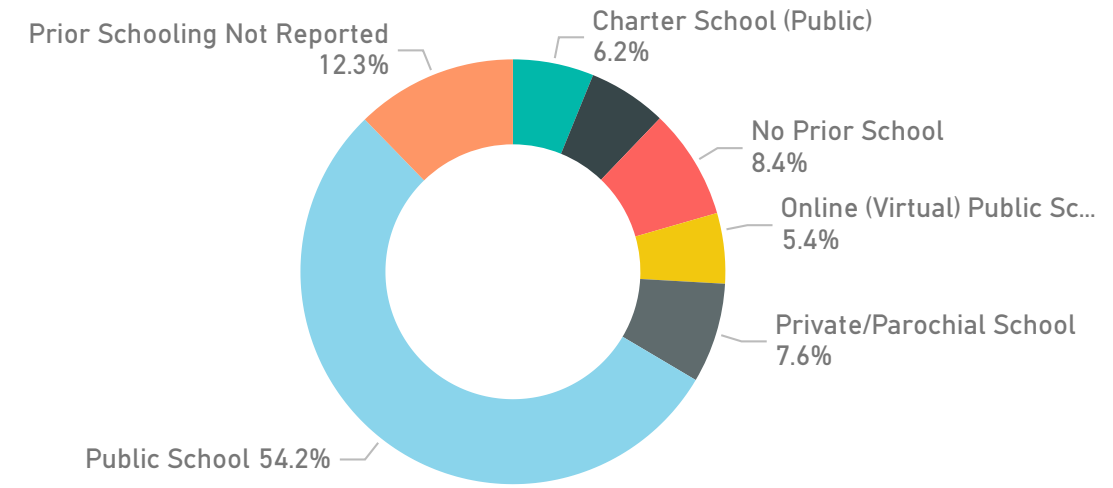
March 31, 2021

Prior Schooling

Prior Schooling	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Charter School (Public)	323	333	258	255
Home School	321	325	250	248
No Prior School	488	484	348	347
Online (Virtual) Public School	266	269	227	222
Private/Parochial School	305	330	322	315
Public School	2673	2760	2281	2244
Prior Schooling Not Reported	219	216	510	508

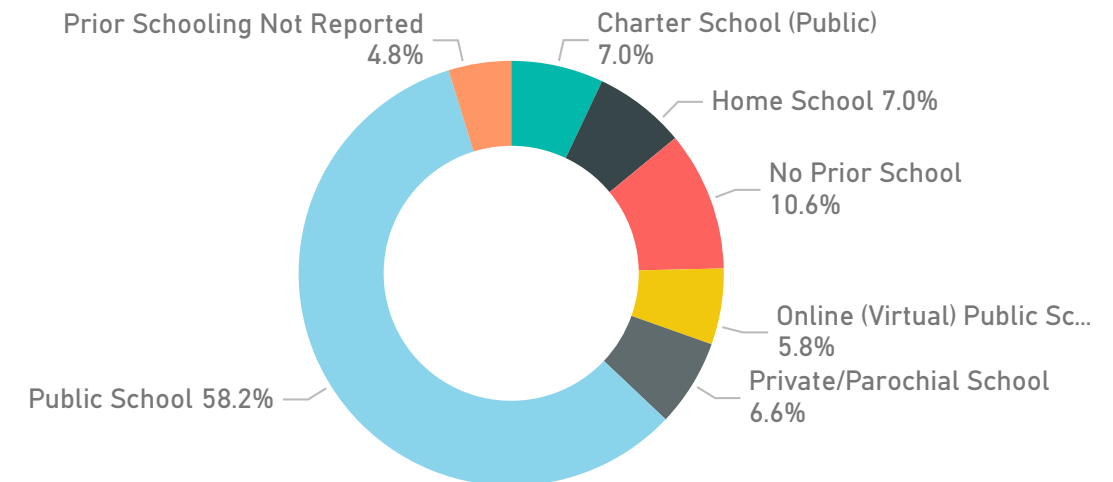
Prior Schooling

March 31, 2021



Prior Schooling

March 31, 2020

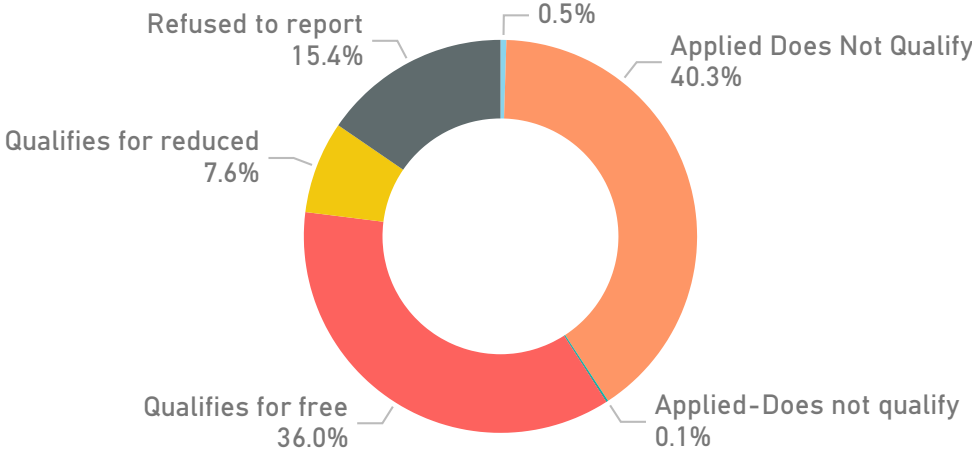


Capistrano Connections Academy

March 31, 2021

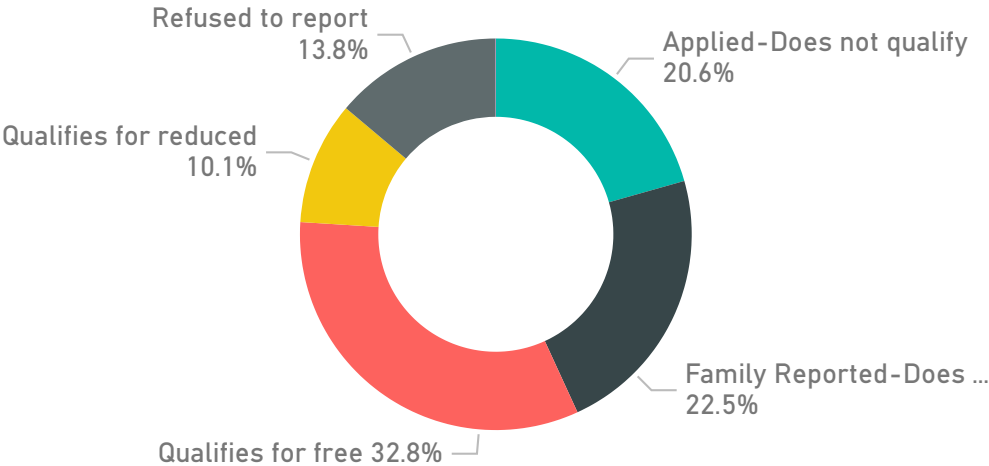
FARM Eligibility

March 31, 2021



FARM Eligibility

March 31, 2020



Disability

Disability	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Autism	105	110	100	98
Cognitive Disability	9	11	10	10
Emotionally Impaired	47	50	31	31
Hearing Impaired	3	3	5	5
Other		2		
Other Health Impaired	129	142	118	120
Physical Disability	6	6	2	2
Specific Learning Disability	205	212	184	182
Speech/Language Impaired	59	61	69	67
Traumatic Brain Injury	3	3	1	1
Visually Impaired	5	6	7	7

Specific Learning Disability

Other Health Impaired

Speech/Languag...

Autism

Emotionally...

Vi...

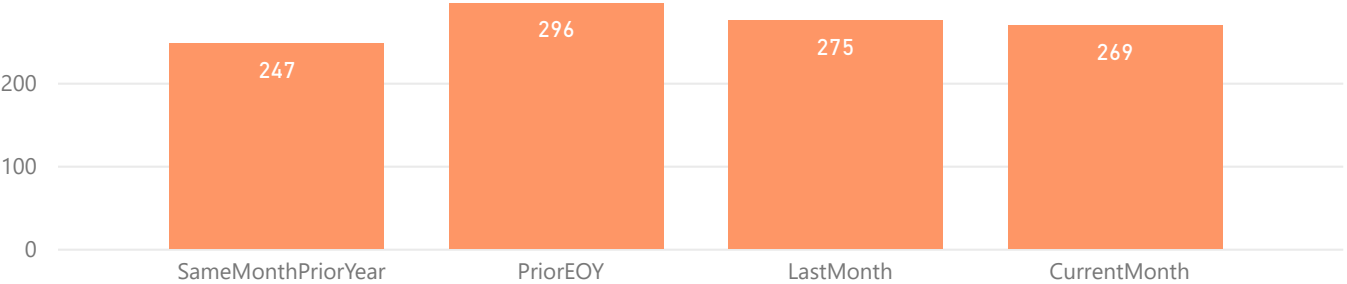
Cognitive D...

H...

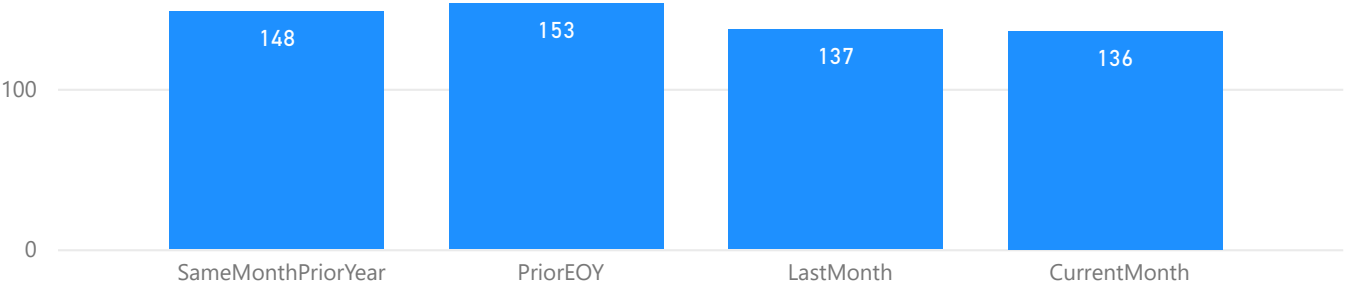
Capistrano Connections Academy

March 31, 2021

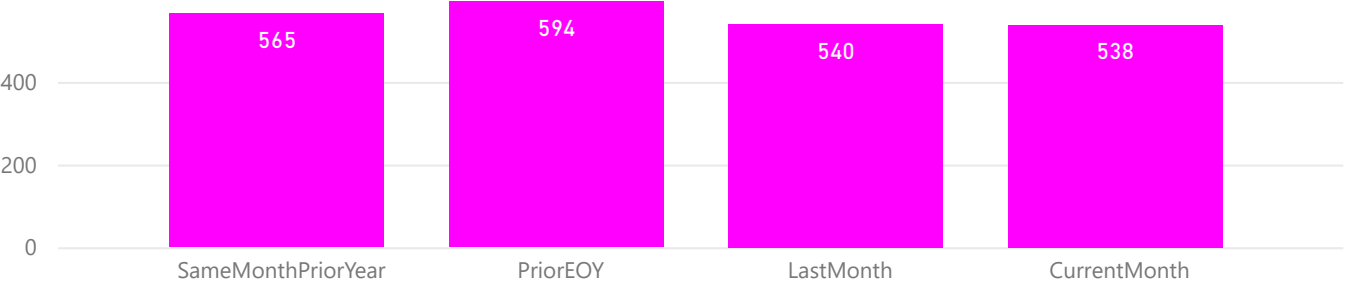
Gifted



Plan504



IEP



Currently Enrolled

4139

Gifted

6%

Plan504

3%

IEP

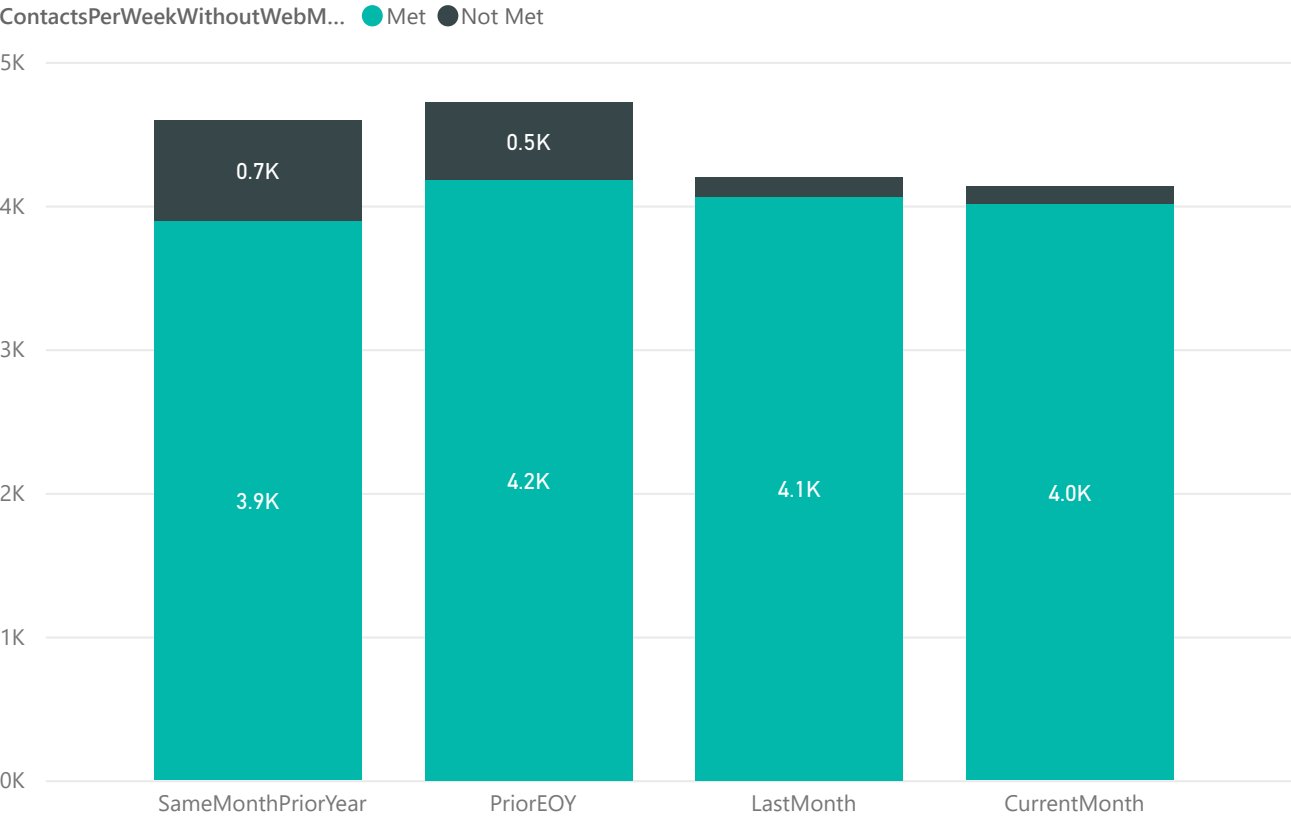
13%

Not in Special Population

78%

Capistrano Connections Academy
March 31, 2021

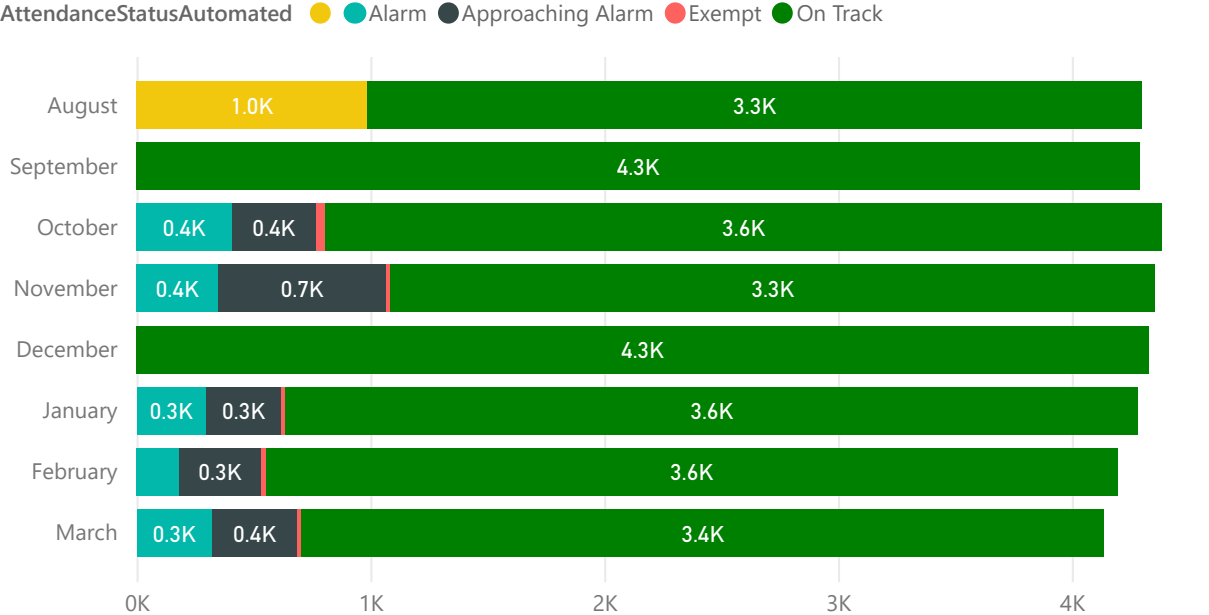
Contacts Per Week



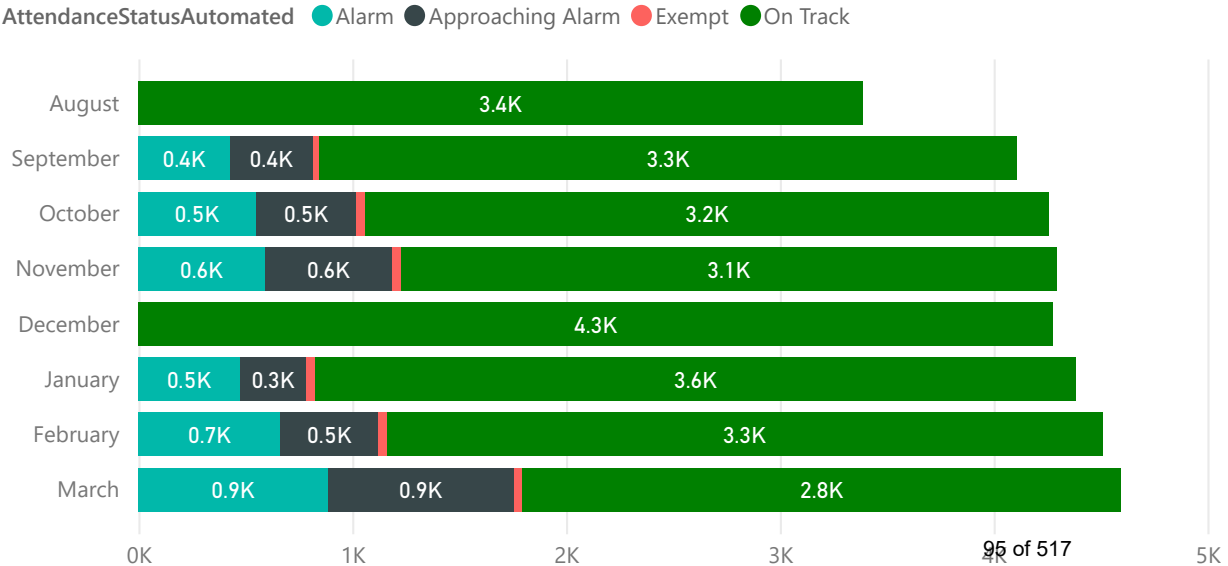
Currently Enrolled

4139

School Year: 2020-2021



School Year: 2019-2020



Capistrano Connections Academy

March 31, 2021

Average Participation

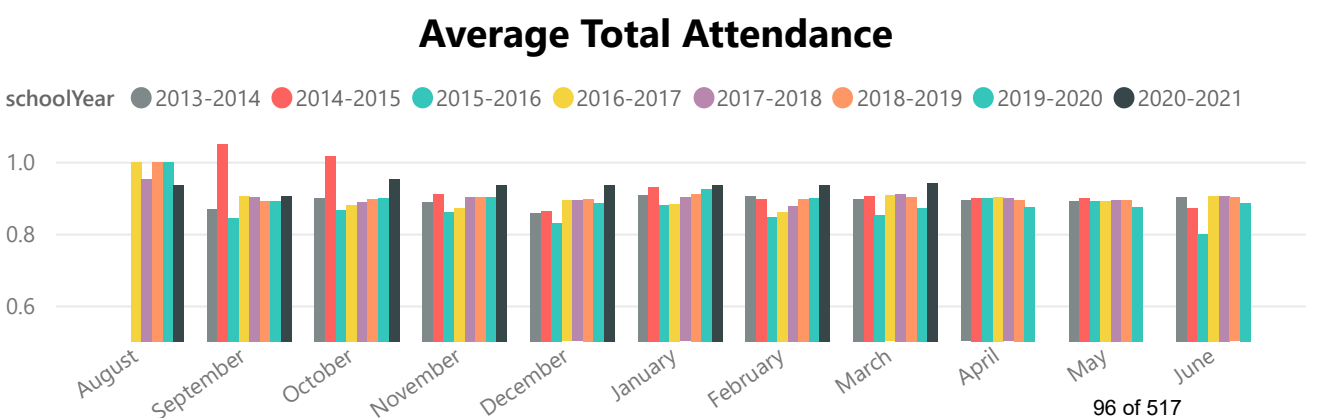
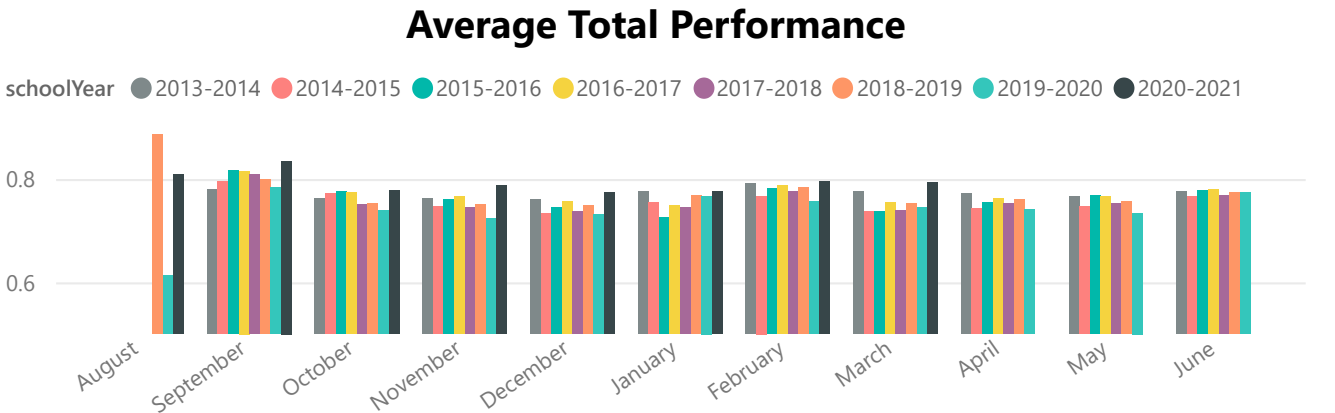
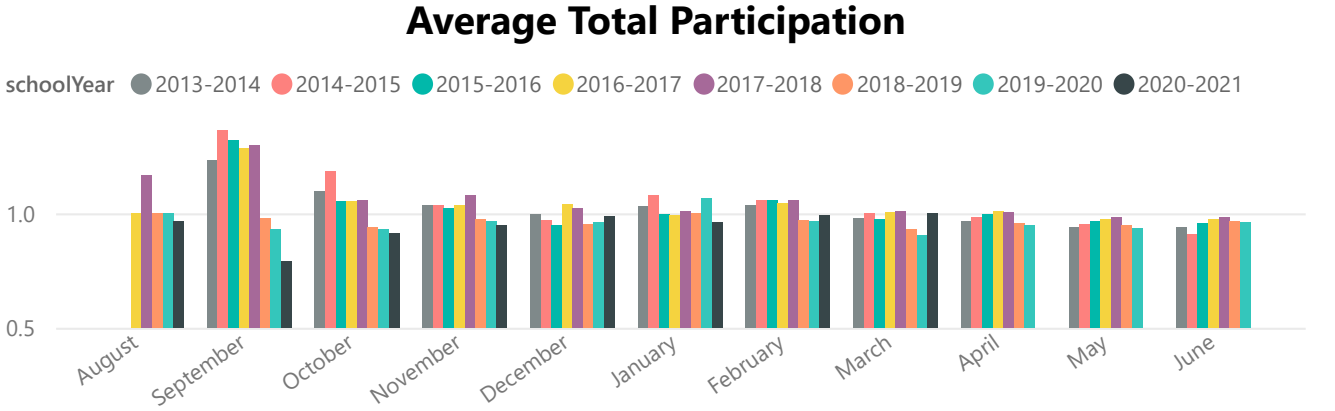
GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	94%	100%	100%	102%
3-5	96%	99%	100%	102%
6-8	94%	95%	100%	107%
9-12	87%	95%	98%	95%
Total	90%	96%	99%	100%

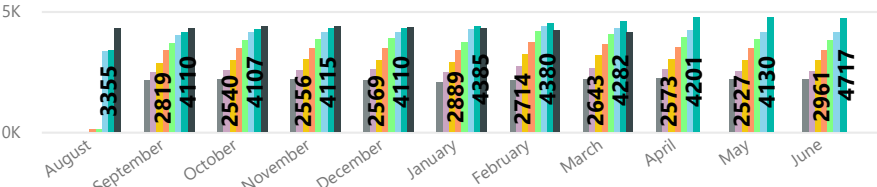
Average Performance

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	90%	88%	92%	92%
3-5	77%	80%	82%	82%
6-8	75%	76%	82%	79%
9-12	71%	75%	75%	76%
Total	74%	77%	80%	79%

Average Attendance

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	90%	92%	95%	97%
3-5	90%	92%	97%	97%
6-8	90%	92%	96%	96%
9-12	85%	86%	91%	91%
Total	87%	88%	93%	94%



Currently Enrolled 4139		Total YTD Enrolled 4722		Capistrano Connections Academy March 31, 2021				Current Enrollment Month-Over-Month Change -1%																																																																																																																																																																																																																																																																																																																	
Enrollment Services Complete (Stage 4) 4908				Current Enrollment Year-Over-Year Change -10%																																																																																																																																																																																																																																																																																																																					
<div>Monthly Student Current Enrollment Comparison</div> <div><div><div>schoolYear</div><div><div>2013-2014</div><div>2014-2015</div><div>2015-2016</div><div>2016-2017</div><div>2017-2018</div></div></div><div></div></div> <div>Total YTD Enrollment</div> <div><div>ReportPeriod</div><div>Withdrawal Category</div><div>Enrolled, Not Grad</div><div>Graduated</div><div>Prior To Engagement</div><div>Withdrawal During School Year</div><div>Total</div></div> <div><div>SameMonthPriorYear</div><div>Student Count</div><div>%CT Student Count</div><div>4595</div><div>80%</div><div>64</div><div>1%</div><div>257</div><div>4%</div><div>807</div><div>14%</div><div>5723</div><div>100%</div></div> <div><div>CurrentMonth</div><div>Student Count</div><div>%CT Student Count</div><div>4139</div><div>88%</div><div>75</div><div>2%</div><div>163</div><div>3%</div><div>345</div><div>7%</div><div>4722</div><div>100%</div></div> <tr><td colspan="4">New & Returning</td><td colspan="4">Household Data</td><td colspan="2">Students Per Active Household</td></tr> <tr><td colspan="2">ReportPeriod</td><td colspan="2">SameMonthPriorYear</td><td colspan="2">CurrentMonth</td><td colspan="2">Household Data</td><td colspan="2">SameMonthPriorYear</td><td colspan="2">CurrentMonth</td></tr> <tr><td colspan="2">New or Returning</td><td colspan="2">Students</td><td colspan="2">%CT Students</td><td colspan="2">Students</td><td colspan="2">%CT Students</td><td colspan="2">Students</td></tr> <tr><td colspan="2">New</td><td colspan="2">2368</td><td colspan="2">51.53%</td><td colspan="2">1111</td><td colspan="2">26.84%</td><td colspan="2">1.21</td></tr> <tr><td colspan="2">Returning</td><td colspan="2">2227</td><td colspan="2">48.47%</td><td colspan="2">3028</td><td colspan="2">73.16%</td><td colspan="2">1.28</td></tr> <tr><td colspan="4">Grade Distribution</td><td colspan="8">Withdrawal Reason</td></tr> <tr><td colspan="2">ReportPeriod</td><td colspan="2">SameMonthPriorYear</td><td colspan="2">CurrentMonth</td><td colspan="6">Withdrawal Reason</td></tr> <tr><td colspan="2">GradeDistribution</td><td colspan="2">Students</td><td colspan="2">%CT Students</td><td colspan="2">Students</td><td colspan="2">%CT Students</td><td colspan="2">SameMonthPriorYear</td></tr> <tr><td colspan="2">PK-2</td><td colspan="2">468</td><td colspan="2">10%</td><td colspan="2">501</td><td colspan="2">12%</td><td colspan="2"></td></tr> <tr><td colspan="2">PK</td><td colspan="2">16</td><td colspan="2">0%</td><td colspan="2">20</td><td colspan="2">0%</td><td colspan="2"></td></tr> <tr><td colspan="2">KG</td><td colspan="2">141</td><td colspan="2">3%</td><td colspan="2">119</td><td colspan="2">3%</td><td colspan="2"></td></tr> <tr><td colspan="2">1</td><td colspan="2">148</td><td colspan="2">3%</td><td colspan="2">171</td><td colspan="2">4%</td><td colspan="2"></td></tr> <tr><td colspan="2">2</td><td colspan="2">163</td><td colspan="2">4%</td><td colspan="2">191</td><td colspan="2">5%</td><td colspan="2"></td></tr> <tr><td colspan="2">3-5</td><td colspan="2">547</td><td colspan="2">12%</td><td colspan="2">617</td><td colspan="2">15%</td><td colspan="2"></td></tr> <tr><td colspan="2">3</td><td colspan="2">169</td><td colspan="2">4%</td><td colspan="2">205</td><td colspan="2">5%</td><td colspan="2"></td></tr> <tr><td colspan="2">4</td><td colspan="2">168</td><td colspan="2">4%</td><td colspan="2">207</td><td colspan="2">5%</td><td colspan="2"></td></tr> <tr><td colspan="2">5</td><td colspan="2">210</td><td colspan="2">5%</td><td colspan="2">205</td><td colspan="2">5%</td><td colspan="2"></td></tr> <tr><td colspan="2">6-8</td><td colspan="2">1152</td><td colspan="2">25%</td><td colspan="2">1031</td><td colspan="2">25%</td><td colspan="2"></td></tr> <tr><td colspan="2">6</td><td colspan="2">287</td><td colspan="2">6%</td><td colspan="2">272</td><td colspan="2">7%</td><td colspan="2"></td></tr> <tr><td colspan="2">7</td><td colspan="2">390</td><td colspan="2">8%</td><td colspan="2">335</td><td colspan="2">8%</td><td colspan="2"></td></tr> <tr><td colspan="2">8</td><td colspan="2">475</td><td colspan="2">10%</td><td colspan="2">424</td><td colspan="2">10%</td><td colspan="2"></td></tr> <tr><td colspan="2">9-12</td><td colspan="2">2428</td><td colspan="2">53%</td><td colspan="2">1990</td><td colspan="2">48%</td><td colspan="2"></td></tr> <tr><td colspan="2">9</td><td colspan="2">526</td><td colspan="2">11%</td><td colspan="2">432</td><td colspan="2">10%</td><td colspan="2"></td></tr> <tr><td colspan="2">10</td><td colspan="2">613</td><td colspan="2">13%</td><td colspan="2">473</td><td colspan="2">11%</td><td colspan="2"></td></tr> <tr><td colspan="2">11</td><td colspan="2">666</td><td colspan="2">14%</td><td colspan="2">511</td><td colspan="2">12%</td><td colspan="2"></td></tr> <tr><td colspan="2">Total</td><td colspan="2">4595</td><td colspan="2">100%</td><td colspan="2">4139</td><td colspan="2">100%</td><td colspan="2">97 of 517</td></tr>				New & Returning				Household Data				Students Per Active Household		ReportPeriod		SameMonthPriorYear		CurrentMonth		Household Data		SameMonthPriorYear		CurrentMonth		New or Returning		Students		%CT Students		Students		%CT Students		Students		New		2368		51.53%		1111		26.84%		1.21		Returning		2227		48.47%		3028		73.16%		1.28		Grade Distribution				Withdrawal Reason								ReportPeriod		SameMonthPriorYear		CurrentMonth		Withdrawal Reason						GradeDistribution		Students		%CT Students		Students		%CT Students		SameMonthPriorYear		PK-2		468		10%		501		12%				PK		16		0%		20		0%				KG		141		3%		119		3%				1		148		3%		171		4%				2		163		4%		191		5%				3-5		547		12%		617		15%				3		169		4%		205		5%				4		168		4%		207		5%				5		210		5%		205		5%				6-8		1152		25%		1031		25%				6		287		6%		272		7%				7		390		8%		335		8%				8		475		10%		424		10%				9-12		2428		53%		1990		48%				9		526		11%		432		10%				10		613		13%		473		11%				11		666		14%		511		12%				Total		4595		100%		4139		100%		97 of 517	
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Gender		
Gender	SameMonthPriorYear	CurrentMonth
	1	8
F	2481	2146
M	2113	1982
X		3

Primary Language		
Home Language	SameMonthPriorYear	CurrentMonth
English	4091	3686
Spanish	298	245
Russian	20	27
Arabic	18	13
Urdu	7	3
Another Language	161	158
No Language Reported		7

Ethnicity		
Ethnicity	SameMonthPriorYear	CurrentMonth
Hispanic or Latino	1715	1568
Not Hispanic or Latino	2879	2558

Race		
Race	SameMonthPriorYear	CurrentMonth
American Indian or Alaskan Native	337	279
Asian	528	532
Black/African American	887	795
Native Hawaiian or Other Pacific Islander	135	142
White	3244	2896

Household FARM Eligibility		
HouseholdFARMEligibility	SameMonthPriorYear	CurrentMonth
Applied Does Not Qualify		1471
Applied-Does not qualify	828	4
Family Reported-Does not qualify	919	2
Qualifies for free	1293	1261
Qualifies for reduced	403	281
Refused to report	579	579
Refused to report,Applied-Does not qualify	2	

Capistrano Connections Academy March 31, 2021		
Disability		
Disability	SameMonthPriorYear	CurrentMonth
Autism	105	98
Cognitive Disability	9	10
Emotionally Impaired	47	31
Hearing Impaired	3	5
Other Health Impaired	129	120
Physical Disability	6	2
Specific Learning Disability	205	182
Speech/Language Impaired	59	67
Traumatic Brain Injury	3	1
Visually Impaired	5	7

Gifted		
Gifted	SameMonthPriorYear	CurrentMonth
Yes	247	269

Plan 504		
Plan504	SameMonthPriorYear	CurrentMonth
504	148	136

IEP		
IEP	SameMonthPriorYear	CurrentMonth
IEP	565	538

Gifted	Plan504
6%	3%
IEP	Not in Special Population
13%	78%

Distinct Race/Ethnicity		
Distinct Race/Ethnicity	SameMonthPriorYear	CurrentMonth
American Indian or Alaskan Native	34	32
Asian	344	348
Black/African American	529	464
Hispanic or Latino	1715	1568
Multiple Races	338	327
Native Hawaiian or Other Pacific Islander	41	39
Not Indicated	1	1
Parent refused to report race	1	1
White	1592	1359

Prior Schooling		
Prior Schooling	SameMonthPriorYear	CurrentMonth
Charter School (Public)	323	255
Home School	321	248
No Prior School	488	347
Online (Virtual) Public School	266	222
Private/Parochial School	305	315
Public School	2673	2244
Prior Schooling Not Reported	219	508

Capistrano Connections Academy
March 31, 2021

Contacts Per Week

ContactsPerWeekWithoutWebMail	SameMonthPriorYear	CurrentMonth
Met	3897	4014
Not Met	697	124

Attendance Status

AttendanceStatusAutomated	SameMonthPriorYear	CurrentMonth
Alarm	886	325
Approaching Alarm	869	362
Exempt	42	19
On Track	2798	3433

Average Participation

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	94%	102%
3-5	96%	102%
6-8	94%	107%
9-12	87%	95%
Total	90%	100%

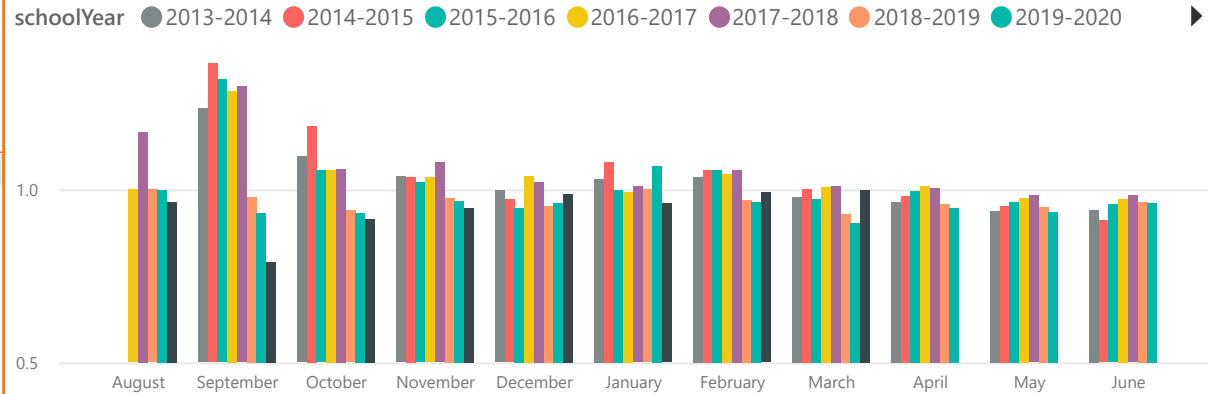
Average Performance

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	90%	92%
3-5	77%	82%
6-8	75%	79%
9-12	71%	76%
Total	74%	79%

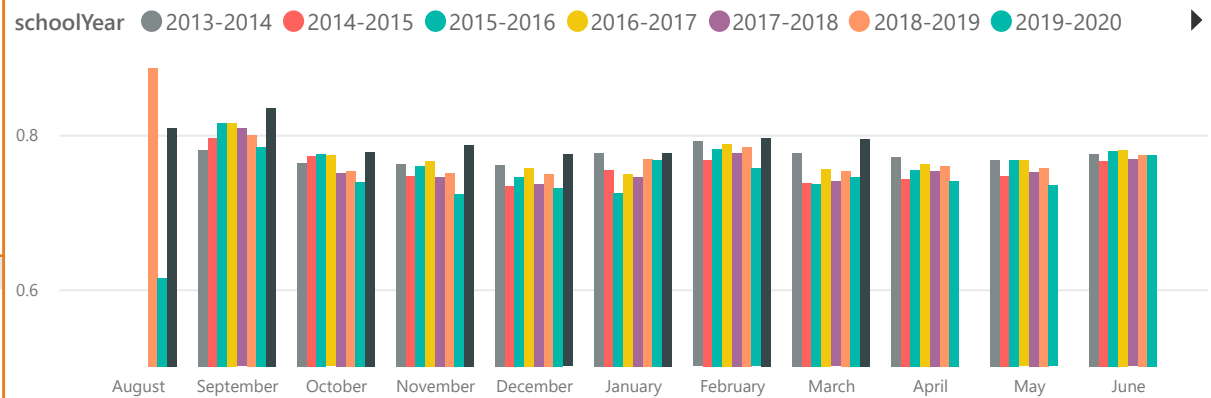
Average Attendance

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	90%	97%
3-5	90%	97%
6-8	90%	96%
9-12	85%	91%
Total	87%	94%

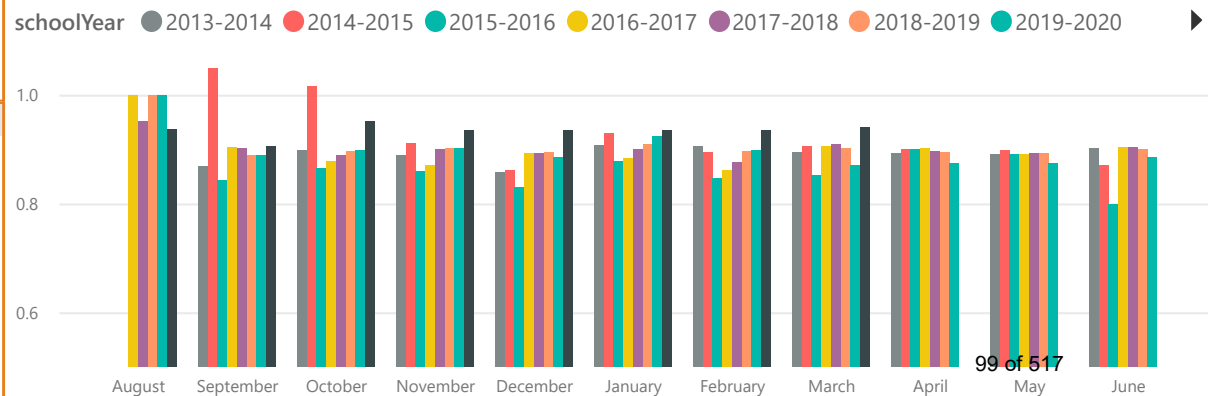
Average Total Participation



Average Total Performance



Average Total Attendance





Principals' Report California Connections Academy Schools 2021-22

Month for Report: April

Enrollment Update

DATA as of April 13, 2021							
	SoCal	Ripon	Central	North Bay	Central Coast	Monterey Bay	All CalCA
Enrolled	4145	1356	577	159	76	380	6693
Waitlisted	0	0	0	0	0	0	0
21-22 Intent to Attend	0	0	0	0	0	0	0
21-22 Tell Us About Your Student	1158	390	87	38	7	195	1875
21-22 Open Application	1174	406	290	58	103	53	2084

Field Trip Update

Total Attendance* for Recent Field Trips

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

Recent Virtual Field Trips

2/17: Civil Rights-Children's Books-and ME: 16
2/23: River Currents: 20
3/2: American Holocaust Rescuer-Author talk: 15
3/4: Be a Brain Builder: 18
3/15: LA Museum of the Holocaust - SS Dept: 24
3/19: Butterflies in Your Backyard: 18
3/22: LA Museum of the Holocaust - SS Dept: 21
3/29: LA Museum of the Holocaust - SS Dept: 17
4/6: Coral Reefs: 44

Upcoming Virtual Field Trips

4/20: The Wright Brothers First in Flight
4/27: Investigating the Lincoln Assassination

Outreach Update

March 12: "Shamrock Social" hosted for current parents by the Learning Coach Mentor Team

Three marketing webinars hosted by the CalCA marketing team on March 12, March 19 and April 9th had an audience of approximately 126 prospective parents. Enhanced webinar platform utilized as of 3/19 showcasing the new brand colors

Brand launch communicated to all CalCA staff via Executive Director's Brown Bag communication, school email to staff and OBL launch party invitations to staff.

Executive Director Twitter thought-leadership efforts continue and focus on sports, environmental and climate literacy and more in April @DrRichardSavage

CalCA Alumnus [Nathan Chen](#) wins third consecutive international figure skating competition!

SITE REPORTS

Northern Region:

Kara Mannix, High School Principal

Site Administrator for Monterey Bay, North Bay, and Ripon

Spring break is here and we will soon find ourselves at the end of the school year. We have shifted our focus to preparing for the end of year including making plans for our virtual graduation ceremony. While this year has had many challenges, we are very proud of the successes we have had this year, and thankful for the dedication of our staff who always put students and their needs first.

Central Region:

Marcus White, Elementary Principal

Site Administrator for Central and Central Coast

Greetings from Central. We have been very impressed with our students this year. Despite all that is going on in the world, our students are engaged and enjoying their learning. There is also a lot of excitement in the air as we have started planning for next year. Departments, teams, and grade levels are engaged in discussions about how we can continue to help our students find success in our online world. The level of commitment our staff has shown this year to our school and families has been second to none.

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

Greetings from beautiful Southern California! We continue to be incredibly proud of how we have been able to serve students this year, and give them our best version of 'business as usual', which is invaluable during these unusual times. The spring season signals our next season, one where we reflect on how the year has progressed, how we have been able to serve our students and make decisions for the future. We begin the process of examining the courses that we offer, our platform and teaching tools, etc., and determine what best meets the needs of our students, and where we can improve our practice and implementation. It is incredibly exciting to be a part of an organization that values this time to reflect and ponder how we can bring forth the best possible learning experience for our students.

**California Online Public Schools
Revenue and Expense Statement
For the Period Ended March 31, 2021**

	February-21 Actual	March-21 Actual	June-21 Forecast	YTD Actual	Annual Forecast	Revised Budget	Forecast vs Budget
Forecasted Enrollment							
Forecasted ADM					6,879.11	6,777.00	102
Forecasted Total Enrollment					8,255.75	9,454.41	(1,199)
Forecasted Funded Enrollment					6,013.10	6,013.10	-
Revenue							
State Funding	3,570,609.44	3,657,280.35	9,391,428.50	24,509,067.79	34,412,211.00	34,291,192.00	121,019
Federal & Other Program Funding	19,071.00	44,767.00	-	872,694.00	3,057,032.25	2,677,123.25	379,909
Local Aid	3,187,163.03	3,019,417.60	-	21,303,668.63	30,194,176.00	30,194,176.00	0
Other Funding Sources	2,652.07	1,099.92	-	25,889.91	42,803.06	36,006.04	6,797
Total Revenue	6,779,495.53	6,722,564.87	9,391,428.50	46,711,320.32	67,706,222.31	67,198,497	507,725
Program Expenses							
Compensation Expense							
Administration Staff	404,905.35	385,871.34	424,206.01	3,591,461.86	4,826,991.78	4,826,833.39	(158)
Instructional Staff	2,242,500.90	2,203,558.94	19,365,596.68	16,524,760.25	26,787,540.15	27,032,485.35	244,945
Total Compensation Expense	2,647,406.25	2,589,430.28	19,789,802.69	20,116,222.11	31,614,531.94	31,859,319	244,787
Fee Based Expenses							
Enrollment/Unit Based Fees	2,489,707.55	1,949,334.29	-	16,955,125.62	21,619,276.27	23,021,817.22	1,402,541
Revenue Based Fees	443,677.68	443,676.99	-	3,993,092.64	5,335,484.57	5,321,753.84	(13,731)
Total Fee Based Expenses	2,933,385.23	2,393,011.28	-	20,948,218.26	26,954,760.85	28,343,571	1,388,810
Other School Expenses							
Assessment	(8,550.00)	(12,545.00)	527,155.88	(13,691.46)	756,530.47	756,530.47	0
Authorizer Oversight	76,257.69	76,257.71	79,919.79	683,061.57	915,496.81	913,784.19	(1,713)
Employee Related	216.01	7,726.55	320,549.78	4,827.60	388,867.88	388,867.88	0
Facilities	52,357.01	48,129.62	219,091.62	447,347.94	793,049.83	941,298.36	148,249
Governance	1,181.69	1,285.14	42,006.13	109,920.40	155,524.89	147,062.58	(8,462)
Internet Service Provider	98.20	95,306.28	213,815.80	200,117.38	415,133.61	415,133.61	0
Instructional	5,190.79	9,043.15	95,818.42	62,463.23	170,766.66	170,766.66	0
Professional Services	8,642.00	100,946.73	76,359.92	158,241.43	268,201.50	250,311.08	(17,890)
Student Related	473,460.14	376,949.85	1,490,108.68	2,023,871.59	3,881,996.19	3,842,808.78	(39,187)
Other (Income) and Expense	80,840.00	-	-	-	-	-	0
Taxes	50,457.68	35,846.12	48,788.17	324,728.18	386,485.45	421,609.57	35,124
Pending Allocation	(8,398.85)	32,340.87	(33,049.78)	33,049.78	-	-	0
Total Other School Expenses	731,752.36	771,287.02	3,080,564.40	4,033,937.64	8,132,053.29	8,248,173	116,120
Adjustments and Credits							
Discretionary Service Credit	-	-	-	(28,916.67)	(1,221,000.00)	(2,089,200.00)	868,200
Total Adjustments and Credits	-	-	-	(28,916.67)	(1,221,000.00)	(2,089,200)	868,200
Total Program Expenses	6,312,543.85	5,753,728.58	22,870,367.09	45,069,461.34	65,480,346.07	66,361,863	881,517
Net Increase (Decrease)	466,951.69	968,836.29	(13,478,938.59)	1,641,858.99	2,225,876.24	836,634.32	
Beginning fund balance	1,299,525.67	1,766,477.36	(3,562,736.28)	1,093,454.67	1,093,454.67		
Ending fund balance	1,766,477.36	2,735,313.65	(17,041,674.87)	2,735,313.65	3,319,330.91		

**California Online Public Schools
Balance Sheet
March 31, 2021**

ASSETS

Cash and Short Term Investments:

Checking	\$	194,251.64
Payroll		506,862.38
CALOPS - Operation		182,278.32
CALOPS - Holding		15,934,011.64
Savings - CALOPS		3,141,169.14
State Holding Account		451,601.77
OCDE Cash Account		965,278.93
Petty Cash		525.85

Total Cash and Short Term Investments		21,375,979.67
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Other Current Assets:

Pupil Funding	8,555,403.18
SPED Funding State	2,011,927.08
Other State Receivables	26,685.83
Federal Programs	(31,671.00)
Prepaid Expenses	94,556.54

Total Other Current Assets		10,656,901.63
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Total Current Assets		32,032,881.30
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Fixed Assets:

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

Net Fixed Assets		28,546.54
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Other Assets:

Deposits	20,387.30
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Total Other Assets		20,387.30
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Total Assets	\$	32,081,815.14
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LIABILITIES

Current Liabilities:

Due to (from) Pearson Online and Blended Learning	\$	27,478,299.83
CalOPS Payroll Liability		(3,437.34)
CalOPS Pass Through Expense Liability		(0.05)
Pension Payable		523,150.91
Accrued Expenses		95,618.61
Accrued Credit Card Expenses		32,340.87
Deferred Revenue		614,133.17
Accounts Payable		606,395.51

Total Current Liabilities		29,346,501.50
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Total Liabilities		29,346,501.50
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FUND BALANCE

Beginning Fund Balance	1,093,454.67
Change in Fund Balance	1,641,858.99

Ending Fund Balance		2,735,313.64
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Total Liabilities and Fund Balance	\$	32,081,815.14
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California Connections Academy North Bay
Revenue and Expense Statement
For the Period Ended March 31, 2021

	February-21 Actual	March-21 Actual	YTD Actual	Annual Forecast	Revised Budget 10/27/2020	Forecast vs Budget \$	Forecast vs Budget %
Forecasted Enrollment							
Forecasted ADM				172	180	(8)	-4.72%
Forecasted Total Enrollment				221	254	(33)	-12.98%
Forecasted Funded Enrollment				181	181	-	0.00%
Revenue							
State Funding	136,731.18	131,409.80	930,839.98	1,317,248.00	1,317,187.00	61.00	0.00%
Federal & Other Program Funding	10,522.00	-	28,464.00	100,178.00	85,047.00	15,131.00	17.79%
Local Aid	65,794.89	62,332.00	439,786.89	623,320.00	623,320.00	-	0.00%
Other Funding Sources	361.25	9.16	760.46	500.00	500.00	-	-
Total Revenue	213,409.32	193,750.96	1,399,851.33	2,041,246.00	2,026,054.00	15,192.00	0.01
Program Expenses							
Compensation Expense							
Administration Staff	15,062.48	14,354.41	133,602.38	179,564.09	179,558.20	(5.89)	0.00%
Instructional Staff	56,474.98	54,733.05	445,184.41	695,496.11	806,312.93	110,816.82	13.74%
Total Compensation Expense	71,537.46	69,087.46	578,786.79	875,060.21	985,871.13	110,810.93	12.66%
Fee Based Expenses							
Enrollment/Unit Based Fees	64,698.04	49,314.51	430,981.45	543,319.02	603,067.44	59,748.41	11.00%
Revenue Based Fees	13,384.20	13,384.21	120,457.79	161,317.34	161,022.87	(294.47)	-0.18%
Total Fee Based Expenses	78,082.24	62,698.72	551,439.24	704,636.36	764,090.31	59,453.95	8.44%
Other School Expenses							
Assessment	-	-	1.10	24,928.88	24,928.88	-	0.00%
Authorizer Oversight	2,222.51	2,222.51	19,920.81	26,588.23	26,588.23	-	0.00%
Employee Related	5.44	191.90	(259.75)	11,588.88	11,588.88	-	0.00%
Facilities	1,523.27	1,390.84	12,823.78	34,045.74	34,045.74	-	0.00%
Governance	1.91	7.47	5,161.36	6,852.70	5,470.10	(1,382.60)	-20.18%
Internet Service Provider	-	2,171.40	4,613.56	6,500.00	6,500.00	-	0.00%
Instructional	130.73	224.62	1,888.75	5,024.58	5,024.58	-	0.00%
Professional Services	225.15	1,216.28	4,237.54	14,380.55	14,380.55	-	0.00%
Student Related	13,128.05	4,477.89	31,200.84	77,508.50	77,508.50	-	0.00%
Taxes	1,334.24	967.96	8,774.64	10,167.23	11,731.19	1,563.96	15.38%
Total Other School Expenses	18,571.30	12,870.87	88,362.63	217,585.28	217,766.64	181.36	0.08%
Total Program Expenses	168,191.00	144,657.05	1,218,588.66	1,797,281.85	1,967,728.08	170,446.23	8.66%
Net Increase (Decrease)	45,218.32	49,093.91	181,262.67	243,964.15	58,325.92	185,638.23	
Beginning fund balance	122,459.32	167,677.64	35,508.88	35,508.88			
Ending fund balance	167,677.64	216,771.55	216,771.55	279,473.03			

California Connections Academy @ North Bay
Balance Sheet
March 31, 2021

ASSETS

Cash and Short Term Investments:

Checking	\$	115,912.20
Savings		543,432.94

Total Cash and Short Term Investments		659,345.14
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Other Current Assets:

Pupil Funding	291,604.78
SPED Funding State	46,372.51
Other State Receivables	16,583.63
Federal Programs	897.00
Due from CalOPS Schools	(2,549.37)
Prepaid Expenses	1,501.09

Total Other Current Assets		354,409.64
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Total Current Assets		1,013,754.78
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Total Assets	\$	1,013,754.78
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LIABILITIES

Current Liabilities:

Due to (from) Pearson Online and Blended Learning	549,667.73
CalOPS Payroll Liability	140,624.92
CalOPS Pass-Through Expense Liability	28,234.23
Accrued Expenses	56,045.21
Accounts Payable	22,411.14

Total Current Liabilities		796,983.23
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Total Liabilities		796,983.23
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FUND BALANCE

Beginning Fund Balance	35,508.88
Change in Fund Balance	181,262.67

Ending Fund Balance		216,771.55
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Total Liabilities and Fund Balance	\$	1,013,754.78
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California Connections Academy North Bay
Schedule of Revenue
For the Period Ended March 31, 2021

	February-21 Actual	March-21 Actual	YTD Actual	Annual Forecast	Revised Budget 10/27/2020	Forecast vs Budget
Revenue						
State Funding						
LCFF / General Purpose Block Grant - State	116,476.44	110,346.10	778,553.04	1,103,461.00	1,103,461.00	-
LCFF / General Purpose Block Grant - State EPA	3,828.71	3,627.20	25,591.91	36,272.00	36,272.00	-
Learning Loss Mitigation (State)	-	-	15,025.00	15,025.00	15,025.00	-
Lottery	3,809.61	3,609.10	25,464.21	36,091.00	36,091.00	-
Special Education Pass through funds - State	11,964.72	11,335.00	79,974.72	113,350.00	113,350.00	-
ERMHS	-	-	-	5,000.00	5,000.00	-
ERMHS - One Time Funds	-	1,875.00	1,875.00	1,875.00	1,814.00	61.00
Mandated Cost Reimbursement	651.70	617.40	4,356.10	6,174.00	6,174.00	-
Total State Funding	136,731.18	131,409.80	930,839.98	1,317,248.00	1,317,187.00	61.00
Federal & Other Programs Funding						
Title I	6,774.00	-	6,774.00	27,231.00	27,231.00	-
Title II	1,215.00	-	1,215.00	4,699.00	4,699.00	-
Title IV	2,500.00	-	2,500.00	10,000.00	10,000.00	-
IDEA	-	-	-	22,670.00	22,670.00	-
Learning Loss Mitigation (Federal)	-	-	12,240.00	12,240.00	12,240.00	-
CARES - ESSER I Funding	33.00	-	5,735.00	22,938.00	7,807.00	15,131.0
E-Rate	-	-	-	400.00	400.00	-
Total Federal & Other Programs Funding	10,522.00	-	28,464.00	100,178.00	85,047.00	15,131.00
Local Funding						
LCFF / General Purpose Block Grant - Local	65,794.89	62,332.00	439,786.89	623,320.00	623,320.00	-
Total Local Funding	65,794.89	62,332.00	439,786.89	623,320.00	623,320.00	-
Other Funding						
Interest	361.25	9.16	760.46	500.00	500.00	-
Total Other Funding	361.25	9.16	760.46	500.00	500.00	-
Total Revenue	213,409.32	193,750.96	1,399,851.33	2,041,246.00	2,026,054.00	15,192.00

California Connections Academy North Bay
Schedule of Fees
For the Period Ended March 31, 2021

	February-21 Actual	March-21 Actual	YTD Actual	Annual Forecast	Revised Budget 10/27/2020	Forecast vs Budget
SCHEDULE OF FEES:						
Enrollment/Unit-Based Fees						
Accounting and Regulatory Reporting	925.00	750.00	6,750.01	8,575.00	9,000.00	425.00
Connexus Annual License (EMS)	11,100.00	9,000.00	81,000.00	102,900.00	108,000.00	5,100.00
Curriculum Postage	910.25	660.00	5,940.00	7,293.00	8,380.59	1,087.59
Direct Course Instruction Support	1,028.50	1,454.75	7,686.25	10,893.90	7,994.25	(2,899.65)
Educational Resource Center	2,331.00	1,890.00	17,010.00	21,609.00	22,680.00	1,071.00
Enrollment and Records Management	1,103.33	800.00	7,199.99	8,840.00	10,158.29	1,318.29
Facility Support Services	75.00	75.00	675.00	896.10	896.10	-
Hardware/Software - Employees	450.00	450.00	4,050.00	5,435.27	6,652.68	1,217.41
Human Resources Support	937.50	937.50	8,437.49	11,323.48	13,859.74	2,536.26
ISP Processing Fee	2,147.90	268.49	2,416.38	3,221.85	791.84	(2,430.00)
Special Populations Consultative Services	2,850.00	2,550.00	16,950.00	27,150.00	37,275.00	10,125.00
School Curriculum Supplies	333.34	333.33	3,000.01	3,980.61	4,871.82	891.21
Short-Term Sub Teaching Services	1,223.94	1,535.02	12,372.55	12,372.55	-	(12,372.55)
Student Technology Assistance- Laptops	8,145.83	5,797.92	52,181.26	62,667.12	80,000.00	17,332.88
Tangible/Intangible Instr. Materials	28,361.45	20,562.50	185,062.51	227,175.00	261,515.53	34,340.53
Technical Support and Repairs	2,775.00	2,250.00	20,250.00	25,725.00	27,000.00	1,275.00
Voice Over IP Services	-	-	-	3,261.16	3,991.61	730.44
Total Enrollment/Unit Based Fees	64,698.04	49,314.51	430,981.45	543,319.02	603,067.44	59,748.41
Revenue-Based Fees						
Marketing Services	1,574.61	1,574.62	14,171.50	18,978.51	18,943.87	(34.64)
School Administration	9,447.67	9,447.67	85,029.04	113,871.06	113,663.20	(207.86)
Treasury Services	2,361.92	2,361.92	21,257.25	28,467.77	28,415.80	(51.96)
Total Revenue Based Fees	13,384.20	13,384.21	120,457.79	161,317.34	161,022.87	(294.47)
Total Fee-Based Expenses	78,082.24	62,698.72	551,439.24	704,636.36	764,090.31	59,453.95
SCHEDULE OF COMPENSATION:						
Administrative Compensation						
Salaries	10,752.96	10,285.22	97,125.02	130,226.09	130,728.18	502.09
Benefits	2,634.48	2,519.88	23,795.63	31,905.39	32,028.41	123.01
Pension	1,211.30	1,163.65	8,760.48	11,887.73	10,829.90	(1,057.83)
Taxes	463.74	385.66	3,921.25	5,544.88	5,971.72	426.83
Total Administrative Compensation	15,062.48	14,354.41	133,602.38	179,564.09	179,558.20	(5.89)
Instructional Compensation						
Salaries	38,488.77	37,748.17	307,484.23	488,220.25	566,853.18	78,632.93
Benefits	9,429.75	9,248.30	75,333.63	119,613.95	138,879.02	19,265.07
Pension	7,316.26	7,194.52	56,197.11	77,877.75	89,832.26	11,954.51
Taxes	1,240.20	542.06	6,169.44	9,784.17	10,748.48	964.32
Total Instructional Compensation	56,474.98	54,733.05	445,184.41	695,496.11	806,312.93	110,816.82
Total Compensation	71,537.46	69,087.46	578,786.79	875,060.21	985,871.13	110,810.93

California Connections Academy North Bay
Schedule Other Expenses
For the Period Ended March 31, 2021

	February-21 Actual	March-21 Actual	YTD Actual	Annual Forecast	Revised Budget 10/27/2020	Annual Budget	Forecast vs Budget
SCHEDULE OF OTHER SCHOOL EXPENSES:							
Assessment							
Student Testing & Assessment Facilities & Services	-	-	-	11,000.00	11,000.00	11,000.00	-
Student Testing & Assessment Travel	-	-	1.10	8,928.88	8,928.88	8,927.78	-
Student Testing Technology	-	-	-	5,000.00	5,000.00	5,000.00	-
Total Assessment	-	-	1.10	24,928.88	24,928.88	24,927.78	-
Authorizer Oversight							
District Oversight	1,469.08	1,469.08	13,223.28	17,630.53	17,630.53	17,070.87	-
SELPA Admin Fee	594.53	594.53	5,267.43	7,051.00	7,051.00	30,194.80	-
SELPA One-Time Fee	79.18	79.18	712.62	950.10	950.10	950.10	-
STRS Reporting	79.72	79.72	717.48	956.60	956.60	956.60	-
Total Authorizer Oversight	2,222.51	2,222.51	19,920.81	26,588.23	26,588.23	49,172.37	-
Employee Related							
Staff Recruiting/Background Checks	4.68	4.07	126.81	857.12	857.12	857.12	-
Staff Training/Prof. Dvlpmt	0.76	187.83	351.61	5,600.00	5,600.00	5,600.00	-
Team Building	-	-	-	1,017.96	1,017.96	1,017.96	-
Travel and Conferences - Teachers	-	-	-	1,565.55	1,565.55	1,565.55	-
Travel and Conferences - Administration	-	-	(738.17)	2,548.25	2,548.25	2,548.25	-
Total Employee Related	5.44	191.90	(259.75)	11,588.88	11,588.88	11,588.88	-
Facilities							
Copiers/ Reproduction	34.22	53.26	309.27	941.30	941.30	941.30	-
Equipment/Supplies	-	-	-	10,000.00	10,000.00	10,000.00	-
Expensed Furniture and Equipment	-	-	-	1,338.03	1,338.03	1,338.03	-
High-Speed Internet	62.04	63.25	609.07	2,199.36	2,199.36	1,199.36	-
Maintenance & Repairs	43.17	52.64	622.39	1,617.74	1,617.74	1,617.74	-
Office Postage	7.46	3.25	284.23	1,182.70	1,182.70	1,182.70	-
Office Rent	927.90	927.90	8,351.10	11,252.76	11,252.76	11,252.76	-
Office Supplies	43.33	72.49	296.47	1,347.90	1,347.90	1,347.90	-
Phone	37.71	38.79	598.68	1,080.04	1,080.04	1,080.04	-
Rent Operating Expense	104.31	103.11	920.42	1,292.25	1,292.25	1,292.25	-
Rent Storage Unit	214.28	-	433.46	450.00	450.00	450.00	-
Utilities	48.85	76.15	398.69	1,343.66	1,343.66	1,343.66	-
Total Facilities	1,523.27	1,390.84	12,823.78	34,045.74	34,045.74	33,045.74	-
Governance							
Accreditation	-	-	1,070.00	1,070.00	1,070.00	1,000.00	-
Banking Fees	-	-	-	400.00	400.00	400.00	-
Board-Related Expenses	-	7.47	8.22	1,043.85	1,043.85	1,043.85	-
Dues - Staff	1.91	-	219.58	475.29	475.29	475.29	-
Dues - School	-	-	3,582.60	3,582.60	2,200.00	2,200.00	(1,382.60)
Insurance Expenses	-	-	280.96	280.96	280.96	185.97	-
Total Governance	1.91	7.47	5,161.36	6,852.70	5,470.10	5,305.11	(1,382.60)
Internet Service Provider							
ISP Payment Reimbursement	-	2,171.40	4,613.56	6,500.00	6,500.00	7,202.60	-
Total Internet Service Provider	-	2,171.40	4,613.56	6,500.00	6,500.00	7,202.60	-
Instructional							
Other Curriculum	130.73	224.62	953.75	4,089.58	4,089.58	2,275.58	-
Summer School	-	-	935.00	935.00	935.00	1,359.13	-
Total Instructional	130.73	224.62	1,888.75	5,024.58	5,024.58	3,634.71	-
Professional Services							
Accounting Services/Audit	-	847.61	1,200.10	9,000.00	9,000.00	9,000.00	-
AERIES	-	-	1,547.78	1,547.78	1,547.78	1,800.00	-
Legal Services	-	352.71	783.47	2,310.52	2,310.52	2,310.52	-
Other School Contracted Services	225.15	9.42	680.10	1,359.15	1,359.15	1,359.15	-
Other School Expense	-	6.54	26.09	163.10	163.10	163.10	-
Total Professional Services	225.15	1,216.28	4,237.54	14,380.55	14,380.55	14,632.77	-
Student Related							
Graduation Expense	-	2.41	2,126.77	4,000.00	4,000.00	4,000.00	-
SPED Related Services	13,128.05	4,475.48	29,073.32	64,186.00	64,186.00	44,800.00	-
Student Activities	-	-	0.75	9,322.50	9,322.50	9,322.50	-
Total Student Related	13,128.05	4,477.89	31,200.84	77,508.50	77,508.50	58,122.50	-
Taxes							
Sales Tax And Use	1,334.24	967.96	8,774.64	10,167.23	11,731.19	12,178.27	1,563.96
Total Taxes	1,334.24	967.96	8,774.64	10,167.23	11,731.19	12,178.27	1,563.96
Total Other Expenses	18,571.30	12,870.87	88,362.63	217,585.28	217,766.64	219,810.73	181.36

California Connections Academy @ Central
Revenue and Expense Statement
For the Period Ended March 31, 2021

	February-21 Actual	March-21 Actual	YTD Actual	Annual Forecast	Revised Budget 10/27/2020	Forecast vs Budget \$	Forecast vs Budget %
Forecasted Enrollment							
Forecasted ADM				593	601	(8)	(0)
Forecasted Total Enrollment				759	863	(104)	(0)
Forecasted Funded Enrollment				506	506	-	-
Revenue							
State Funding	558,096.39	556,362.05	3,802,966.94	5,365,185.00	5,365,185.00	-	0.00%
Federal & Other Program Funding	-	44,767.00	99,749.00	325,375.00	289,925.00	35,450.00	12.23%
Local Aid	27,262.68	25,827.80	182,229.48	258,278.00	258,278.00	-	0.00%
Other Funding Sources	14.28	327.93	1,808.77	1,808.77	1,200.00	608.77	50.73%
Total Revenue	585,373.35	627,284.78	4,086,754.19	5,950,646.77	5,914,588.00	36,058.77	0.61%
Program Expenses							
Compensation Expense							
Administration Staff	32,878.31	31,332.75	291,626.70	391,951.73	391,938.87	(12.86)	0.00%
Instructional Staff	197,979.71	191,407.49	1,421,721.91	2,302,336.58	2,263,724.24	(38,612.34)	-1.71%
Total Compensation Expense	230,858.02	222,740.24	1,713,348.61	2,694,288.31	2,655,663.11	(38,625.20)	-1.43%
Fee Based Expenses							
Enrollment/Unit Based Fees	196,492.37	170,995.79	1,486,176.87	1,918,173.13	2,088,875.59	170,702.46	8.90%
Revenue Based Fees	39,197.47	39,197.48	352,777.27	470,572.67	467,060.54	(3,512.13)	-0.75%
Total Fee Based Expenses	235,689.84	210,193.27	1,838,954.14	2,388,745.79	2,555,936.13	167,190.34	7.00%
Other School Expenses							
Assessment	-	-	(2,504.89)	47,285.47	47,285.47	-	0.00%
Authorizer Oversight	6,410.33	6,410.34	57,263.12	76,608.40	76,608.05	(0.35)	0.00%
Employee Related	19.07	671.15	5.35	27,513.20	27,513.20	-	0.00%
Facilities	4,430.45	4,085.66	37,132.24	69,728.87	77,552.19	7,823.32	11.22%
Governance	56.71	21.10	11,272.16	13,807.72	12,026.22	(1,781.50)	-12.90%
Internet Service Provider	-	9,327.15	19,078.01	59,486.00	59,486.00	-	0.00%
Instructional	458.27	785.52	9,821.62	17,872.00	17,872.00	-	0.00%
Professional Services	789.28	4,253.46	12,681.47	31,841.87	33,347.78	1,505.91	4.73%
Student Related	10,171.23	57,345.28	246,462.69	566,516.00	566,516.00	-	0.00%
Taxes	3,863.41	3,249.86	29,508.21	37,879.05	44,948.15	7,069.10	18.66%
Total Other School Expenses	26,198.75	86,149.52	420,719.98	948,538.59	963,155.06	14,616.48	1.54%
Adjustments and Credits							
Discretionary Service Credit	-	-	-	(81,000.00)	(260,200.00)	179,200.00	221.23%
Total Adjustments and Credits	-	-	-	(81,000.00)	(260,200.00)	179,200.00	221.23%
Total Program Expenses	492,746.61	519,083.02	3,973,022.73	5,950,572.69	5,914,554.30	(36,018.39)	-0.61%
Net Increase (Decrease)	92,626.74	108,201.76	113,731.46	74.08	33.70	40.38	
Beginning fund balance	(37,629.25)	54,997.49	49,467.78	49,467.78			
Ending fund balance	54,997.49	163,199.24	163,199.24	49,541.86			

California Connections Academy @ Central
Balance Sheet
March 31, 2021

ASSETS

Cash and Short Term Investments:

Checking	\$	78,339.44
Savings		2,597,736.20

Total Cash and Short Term Investments		2,676,075.64
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Other Current Assets:

Pupil Funding	1,246,198.30
SPED Funding State	166,878.33
Other State Receivables	32,074.99
Federal Programs	(6,301.00)
Due from CalOPS Schools	(22,154.74)
Prepaid Expenses	8,290.18

Total Other Current Assets		1,424,986.06
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Total Current Assets		4,101,061.70
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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	\$	4,101,161.70
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LIABILITIES

Current Liabilities:

Due to (from) Pearson Online and Blended Learning	\$	1,728,665.25
CalOPS Payroll Liability		1,992,090.83
CalOPS Pass-Through Expense Liability		89,388.16
Accrued Expenses		39,573.40
Accounts Payable		88,244.82

Total Current Liabilities		3,937,962.46
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Total Liabilities	3,937,962.46
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FUND BALANCE

Beginning Fund Balance	49,467.78
Change in Fund Balance	113,731.46

Ending Fund Balance	163,199.24
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Total Liabilities and Fund Balance	\$	4,101,161.70
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California Connections Academy @ Central
Schedule of Revenue
For the Period Ended March 31, 2021

	February-21 Actual	March-21 Actual	YTD Actual	Annual Forecast	Revised Budget 10/27/2020	Forecast vs Budget
Revenue						
State Funding						
LCFF / General Purpose Block Grant - State	464,100.44	439,674.10	3,102,145.04	4,396,741.00	4,396,741.00	-
LCFF / General Purpose Block Grant - State EPA	48,363.97	45,818.50	323,274.97	458,185.00	458,185.00	-
Learning Loss Mitigation (State)	-	-	43,576.00	43,576.00	43,576.00	-
Star Testing Reimbursement	-	-	1,253.00	1,253.00	1,253.00	-
Lottery	10,632.40	10,072.80	71,069.20	100,728.00	100,728.00	-
Special Education Pass through funds - State	33,393.13	31,635.60	223,206.73	316,356.00	316,356.00	-
ERMHS	-	23,158.00	23,158.00	28,000.00	28,000.00	-
ERMHS - One Time Funds	-	-	-	5,062.00	5,062.00	-
Mandated Cost Reimbursement	1,606.45	6,003.05	15,219.00	15,219.00	15,219.00	-
Prior Year Revenue	-	-	65.00	65.00	65.00	-
Total State Funding	558,096.39	556,362.05	3,802,966.94	5,365,185.00	5,365,185.00	-
Federal & Other Programs Funding						
Title I	-	35,870.00	35,870.00	118,909.00	118,909.00	-
Title II	-	6,284.00	6,284.00	18,313.00	18,313.00	-
Title IV	-	2,500.00	2,500.00	10,000.00	10,000.00	-
IDEA	-	-	-	63,271.00	63,271.00	-
Learning Loss Mitigation (Federal)	-	-	35,499.00	35,499.00	35,499.00	-
E-Rate	-	-	-	1,000.00	1,000.00	-
CARES - ESSER I Funding	-	113.00	19,596.00	78,383.00	42,933.00	35,450.0
Total Federal & Other Programs Funding	-	44,767.00	99,749.00	325,375.00	289,925.00	-
Local Funding						
LCFF / General Purpose Block Grant - Local	27,262.68	25,827.80	182,229.48	258,278.00	258,278.00	-
Total Local Funding	27,262.68	25,827.80	182,229.48	258,278.00	258,278.00	-
Other Funding						
Interest	14.28	327.93	1,808.77	1,808.77	1,200.00	608.77
Total Other Funding	14.28	327.93	1,808.77	1,808.77	1,200.00	608.77
Total Revenue	585,373.35	627,284.78	4,086,754.19	5,950,646.77	5,914,588.00	36,058.76

California Connections Academy @ Central
Schedule of Fees
For the Period Ended March 31, 2021

	February-21 Actual	March-21 Actual	YTD Actual	Annual Forecast	Revised Budget 10/27/2020	Forecast vs Budget
SCHEDULE OF FEES:						
Enrollment/Unit-Based Fees						
Accounting and Regulatory Reporting	2,720.84	2,545.83	22,912.50	29,650.50	30,050.00	399.50
Community Outreach	2,083.34	2,083.33	18,750.00	25,000.00	25,000.00	-
Connexus Annual License (EMS)	32,650.00	30,550.00	274,950.00	355,806.00	360,600.00	4,794.00
Curriculum Postage	2,623.50	2,219.25	19,973.25	25,047.00	28,486.91	3,439.91
Direct Course Instruction Support	935.00	1,201.75	8,541.50	12,106.06	9,677.00	(2,429.06)
Educational Resource Center	6,856.50	6,415.50	57,739.50	74,719.26	75,726.00	1,006.74
Enrollment and Records Management	3,180.00	2,690.00	24,210.00	30,360.00	34,529.58	4,169.58
Facility Support Services	200.00	200.00	1,800.00	2,532.47	2,532.47	-
Hardware/Software - Employees	1,250.00	1,600.00	14,400.00	19,121.67	18,801.04	(320.62)
Human Resources Support	2,604.17	3,333.33	30,000.00	39,836.81	39,168.83	(667.97)
ISP Processing Fee	8,575.95	1,072.00	9,647.95	12,863.93	12,086.96	(776.97)
Special Populations Consultative Services	15,150.00	15,000.00	93,000.00	155,696.53	184,800.00	29,103.47
School Curriculum Supplies	875.00	1,166.67	10,500.00	14,004.07	13,768.18	(235.89)
Short-Term Sub Teaching Services	4,290.66	5,368.13	39,802.17	39,802.17	-	(39,802.17)
Student Technology Assistance- Laptops	24,293.75	19,597.92	176,381.25	212,602.17	272,000.00	59,397.83
Tangible/Intangible Instr. Materials	80,041.16	68,314.58	614,831.25	768,600.00	880,218.00	111,618.00
Technical Support and Repairs	8,162.50	7,637.50	68,737.50	88,951.50	90,150.00	1,198.50
Voice Over IP Services	-	-	-	11,473.00	11,280.62	(192.38)
Total Enrollment/Unit Based Fees	196,492.37	170,995.79	1,486,176.87	1,918,173.13	2,088,875.59	170,702.46
Revenue-Based Fees						
Marketing Services	4,611.47	4,611.47	41,503.21	55,361.49	54,948.30	(413.18)
School Administration	27,668.80	27,668.81	249,019.25	332,168.94	329,689.79	(2,479.15)
Treasury Services	6,917.20	6,917.20	62,254.81	83,042.24	82,422.45	(619.78)
Total Revenue Based Fees	39,197.47	39,197.48	352,777.27	470,572.67	467,060.54	(3,512.12)
Total Fee-Based Expenses	235,689.84	210,193.27	1,838,954.14	2,388,745.79	2,555,936.13	167,190.33
SCHEDULE OF COMPENSATION:						
Administrative Compensation						
Salaries	23,471.52	22,450.54	212,004.08	284,256.95	285,352.90	1,095.95
Benefits	5,750.52	5,500.38	51,941.00	69,642.96	69,911.47	268.51
Pension	2,644.02	2,540.01	19,122.33	25,948.48	23,639.46	(2,309.02)
Taxes	1,012.25	841.82	8,559.29	12,103.34	13,035.04	931.69
Total Administrative Compensation	32,878.31	31,332.75	291,626.70	391,951.73	391,938.87	(12.87)
Instructional Compensation						
Salaries	134,926.92	132,009.51	979,391.19	1,615,233.57	1,590,129.52	(25,104.05)
Benefits	33,057.10	32,342.33	239,950.86	395,732.24	389,581.75	(6,150.48)
Pension	25,648.03	25,160.02	182,124.79	258,398.85	253,873.76	(4,525.09)
Taxes	4,347.66	1,895.63	20,255.07	32,971.92	30,139.21	(2,832.70)
Total Instructional Compensation	197,979.71	191,407.49	1,421,721.91	2,302,336.58	2,263,724.24	(38,612.32)
Total Compensation	230,858.02	222,740.24	1,713,348.61	2,694,288.31	2,655,663.11	(38,625.20)
SCHEDULE OF CREDITS AND ADJUSTMENTS						
Discretionary Service Credit	-	-	-	(81,000.00)	(260,200.00)	179,200.00
Total Adjustments and Credits	-	-	-	(81,000.00)	(260,200.00)	179,200.00

California Connections Academy @ Central
Schedule Other Expenses
For the Period Ended March 31, 2021

	February-21 Actual	March-21 Actual	YTD Actual	Annual Forecast	Revised Budget 10/27/2020	Forecast vs Budget
SCHEDULE OF OTHER SCHOOL EXPENSES:						
Assessment						
Student Testing & Assessment Facilities & Services	-	-	(2,508.00)	19,000.00	19,000.00	-
Student Testing & Assessment Travel	-	-	3.11	23,285.47	23,285.47	-
Student Testing Technology	-	-	-	5,000.00	5,000.00	-
Total Assessment	-	-	(2,504.89)	47,285.47	47,285.47	-
Authorizer Oversight						
District Oversight	4,257.94	4,257.94	38,358.23	51,132.04	51,132.04	-
SELPA One-Time Fee	207.14	207.14	1,864.26	2,600.00	2,600.00	-
SELPA Admin Fee	1,737.33	1,737.34	15,169.35	20,381.35	20,381.00	(0.35)
STRS Reporting	207.92	207.92	1,871.28	2,495.01	2,495.01	-
Total Authorizer Oversight	6,410.33	6,410.34	57,263.12	76,608.40	76,608.05	(0.35)
Employee Related						
Staff Recruiting/Background Checks	16.42	14.25	393.18	2,235.53	2,235.53	-
Staff Training/Prof. Dvlpmt	2.65	656.90	1,182.83	11,893.00	11,893.00	-
Team Building	-	-	-	2,655.04	2,655.04	-
Travel and Conferences - Teachers	-	-	-	4,083.27	4,083.27	-
Travel and Conferences - Administration	-	-	(1,570.66)	6,646.36	6,646.36	-
Total Employee Related	19.07	671.15	5.35	27,513.20	27,513.20	-
Facilities						
Copiers/ Reproduction	119.96	186.24	1,017.52	1,917.52	2,455.10	537.58
Equipment/Supplies	-	-	-	10,000.00	10,000.00	-
Expensed Furniture and Equipment	-	-	-	3,489.84	3,489.84	-
High-Speed Internet	217.49	221.20	2,003.13	3,024.49	5,128.00	2,103.51
Maintenance & Repairs	122.00	148.74	1,758.91	4,962.14	7,219.00	2,256.86
Office Postage	26.16	11.36	884.42	2,398.54	3,084.72	686.18
Office Rent	2,622.33	2,622.33	23,600.97	31,467.96	31,468.00	0.04
Office Supplies	151.91	253.54	984.21	2,570.14	3,515.59	945.45
Rent Operating Expense	294.78	291.40	2,601.24	3,370.44	3,370.44	-
Rent Storage Unit	605.57	-	1,225.00	1,500.00	1,500.00	-
Telephone	132.19	135.65	1,930.09	2,816.96	2,816.96	-
Utilities	138.06	215.20	1,126.75	2,210.84	3,504.54	1,293.70
Total Facilities	4,430.45	4,085.66	37,132.24	69,728.87	77,552.19	7,823.32
Governance						
Accreditation	-	-	2,140.00	2,140.00	1,070.00	(1,070.00)
Banking Fees	50.00	-	104.00	600.00	600.00	-
Board-Related Expenses	-	21.10	23.21	1,476.97	2,722.57	1,245.60
Dues - Staff	6.71	-	653.84	1,239.64	1,239.64	-
Dues - School	-	-	7,557.10	7,557.10	5,600.00	(1,957.10)
Insurance Expenses	-	-	794.01	794.01	794.01	-
Total Governance	56.71	21.10	11,272.16	13,807.72	12,026.22	(1,781.50)
Internet Service Provider						
ISP Payment Reimbursement	-	9,327.15	19,078.01	59,486.00	59,486.00	-
Total Internet Service Provider	-	9,327.15	19,078.01	59,486.00	59,486.00	-
Instructional						
Other Curriculum	458.27	785.52	2,946.62	10,997.00	10,997.00	-
Summer School	-	-	6,875.00	6,875.00	6,875.00	-
Total Instructional	458.27	785.52	9,821.62	17,872.00	17,872.00	-
Professional Services						
Accounting Services/Audit	-	2,964.20	3,994.09	7,494.09	9,000.00	1,505.91
AERIES	-	-	4,351.16	4,351.16	4,351.16	-
Legal Services	-	1,233.45	2,608.71	16,026.29	16,026.29	-
Other School Contracted Services	789.28	32.94	1,644.98	3,544.95	3,544.95	-
Other School Expense	-	22.87	82.53	425.38	425.38	-
Total Professional Services	789.28	4,253.46	12,681.47	31,841.87	33,347.78	1,505.91
Student Related						
Graduation Expense	54.08	62.42	200.07	5,800.00	5,800.00	-
SPED Related Services	10,117.15	57,282.86	246,595.51	548,266.00	548,266.00	-
Student Activities	-	-	(332.89)	12,450.00	12,450.00	-
Total Student Related	10,171.23	57,345.28	246,462.69	566,516.00	566,516.00	-
Taxes						
Sales Tax And Use	3,863.41	3,249.86	29,508.21	37,879.05	44,948.15	7,069.10
Total Taxes	3,863.41	3,249.86	29,508.21	37,879.05	44,948.15	7,069.10
Total Other Expenses	26,198.75	86,149.52	420,719.98	948,538.59	963,155.06	14,616.48

California Connections Academy Central Coast
Revenue and Expense Statement
For the Period Ended March 31, 2021

	February-21 Actual	March-21 Actual	YTD Actual	Annual Forecast	Revised Budget 10/27/2020	Forecast vs Budget \$	Forecast vs Budget %
Forecasted Enrollment							
Forecasted ADM				78	71	7	10.27%
Forecasted Total Enrollment				120	101	19	18.61%
Forecasted Funded Enrollment				39	39	-	-
Revenue							
State Funding	10,233.19	9,889.60	71,698.79	101,439.00	101,439.00	-	-
Federal & Other Program Funding	-	-	2,528.00	7,498.00	7,498.00	-	-
Local Aid	31,715.22	30,046.00	211,991.22	300,460.00	300,460.00	-	-
Other Funding Sources	-	-	7,546.57	7,546.57	1,791.04	5,755.53	3.21
Total Revenue	41,948.41	39,935.60	293,764.58	416,943.57	411,188.04	5,755.53	0.01
Program Expenses							
Compensation Expense							
Administration Staff	9,434.29	8,990.80	83,681.06	112,468.91	112,465.22	(3.69)	0.00%
Instructional Staff	23,795.64	23,095.45	192,731.40	301,300.34	323,576.70	22,276.37	6.88%
Total Compensation Expense	33,229.93	32,086.25	276,412.47	413,769.25	436,041.92	22,272.68	5.38%
Fee Based Expenses							
Enrollment/Unit Based Fees	32,584.73	21,548.93	190,833.37	255,314.08	237,177.61	(18,136.48)	-7.10%
Revenue Based Fees	2,692.91	2,692.93	24,236.29	32,196.90	32,317.11	120.21	0.37%
Total Fee Based Expenses	35,277.64	24,241.86	215,069.66	287,510.98	269,494.71	(18,016.27)	-6.27%
Other School Expenses							
Assessment	-	(285.00)	(234.57)	10,656.95	10,656.95	-	0.00%
Authorizer Oversight	450.98	450.98	4,049.38	5,402.31	5,402.31	-	0.00%
Employee Related	2.29	80.99	204.30	3,563.35	3,563.35	-	0.00%
Facilities	601.63	551.32	5,206.61	8,701.96	8,571.96	(130.00)	-1.49%
Governance	100.32	102.83	2,771.31	3,385.58	3,363.45	(22.13)	-0.65%
Internet Service Provider	-	-	789.60	2,999.85	2,999.85	-	0.00%
Instructional	55.08	94.79	384.68	984.02	984.02	-	0.00%
Professional Services	48.57	513.22	1,258.45	3,555.79	3,555.79	-	0.00%
Student Related	1,891.87	1,375.84	11,415.60	25,466.09	25,466.09	-	0.00%
Taxes	742.79	466.58	4,199.19	5,150.80	4,837.60	(313.20)	-6.08%
Total Other School Expenses	3,893.53	3,351.55	30,044.55	69,866.71	69,401.38	(465.33)	-0.67%
Adjustments and Credits							
Discretionary Service Credit	-	-	-	(354,000.00)	(364,000.00)	10,000.00	0.00%
Total Adjustments and Credits	-	-	-	(354,000.00)	(364,000.00)	10,000.00	0.00%
Total Program Expenses	72,401.11	59,679.67	521,526.68	417,146.94	410,938.02	13,791.08	-1.51%
Net Increase (Decrease)	(30,452.70)	(19,744.07)	(227,762.10)	(203.37)	250.02	(453.39)	
Beginning fund balance	(167,357.10)	(197,809.80)	10,208.23	10,208.23			
Ending fund balance	(197,809.80)	(217,553.87)	(217,553.87)	10,004.86			

California Connections Academy Central Coast
Balance Sheet
March 31, 2021

ASSETS

Cash and Short Term Investments:

Operating Account	\$	107,900.17
Holding Account		212,581.48
State Holding Account		451,601.77

Total Cash and Short Term Investments	772,083.42
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Other Current Assets:

Pupil Funding	76,824.10
SPED Funding State	4,256.76
Other State Receivables	270.67
Due from CalOPS Schools	(1,024.40)

Total Other Current Assets	80,327.14
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Total Current Assets	852,410.56
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Total Assets	\$	852,410.56
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LIABILITIES

Current Liabilities:

Due to (from) Pearson Online and Blended Learning	\$	367,299.71
CalOPS Payroll Liability		303,499.14
CalOPS Pass-Through Expense Liability		11,329.12
Deferred Revenue		380,889.00
Accounts Payable		6,947.46

Total Current Liabilities	1,069,964.43
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Total Liabilities	1,069,964.43
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FUND BALANCE

Beginning Fund Balance	10,208.23
Change in Fund Balance	(227,762.10)

Ending Fund Balance	(217,553.87)
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Total Liabilities and Fund Balance	\$	852,410.56
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California Connections Academy Central Coast
Schedule of Revenue
For the Period Ended March 31, 2021

	February-21 Actual	March-21 Actual	YTD Actual	Annual Forecast	Revised Budget 10/27/2020	Forecast vs Budget
Revenue						
State Funding						
LCFF / General Purpose Block Grant - State	5,901.40	5,590.80	39,446.20	55,908.00	55,908.00	-
LCFF / General Purpose Block Grant - State EPA	822.49	779.20	5,497.69	7,792.00	7,792.00	-
Lottery	818.37	775.30	5,470.17	7,753.00	7,753.00	-
Learning Loss Mitigation (State)	-	-	3,103.00	3,103.00	3,103.00	-
Special Education Pass through funds - State	2,570.28	2,435.00	17,180.28	24,350.00	24,350.00	-
ERMHS	-	195.00	195.00	1,000.00	1,000.00	-
ERMHS - One Time Funds	-	-	-	390.00	390.00	-
Mandated Cost Reimbursement	120.65	114.30	806.45	1,143.00	1,143.00	-
Total State Funding	10,233.19	9,889.60	71,698.79	101,439.00	101,439.00	-
Federal & Other Programs Funding						
IDEA	-	-	-	4,870.00	4,870.00	-
Learning Loss Mitigation (Federal)	-	-	2,528.00	2,528.00	2,528.00	-
E-Rate	-	-	-	100.00	100.00	-
Total Federal & Other Programs Funding	-	-	2,528.00	7,498.00	7,498.00	-
Local Funding						
LCFF / General Purpose Block Grant - Local	31,715.22	30,046.00	211,991.22	300,460.00	300,460.00	-
Total Local Funding	31,715.22	30,046.00	211,991.22	300,460.00	300,460.00	-
Other Funding						
Interest	-	-	7,546.57	7,546.57	1,791.04	5,755.53
Miscellaneous	-	-	-	-	-	-
Total Other Funding	-	-	7,546.57	7,546.57	1,791.04	5,755.53
Total Revenue	41,948.41	39,935.60	293,764.58	416,943.57	411,188.04	5,755.53

California Connections Academy Central Coast
Schedule of Fees
For the Period Ended March 31, 2021

	February-21 Actual	March-21 Actual	YTD Actual	Annual Forecast	Revised Budget 10/27/2020	Forecast vs Budget
SCHEDULE OF FEES:						
Enrollment/Unit-Based Fees						
Accounting and Regulatory Reporting	562.50	329.17	2,962.50	3,914.50	3,550.00	(364.50)
Connexus Annual License (EMS)	6,750.00	3,950.00	35,550.00	46,974.00	42,600.00	(4,374.00)
Curriculum Postage	558.25	327.25	2,945.25	3,960.00	3,338.78	(621.22)
Direct Course Instruction Support	187.00	253.00	1,064.25	1,508.39	420.70	(1,087.69)
Educational Resource Center	1,417.50	829.50	7,465.50	9,864.54	8,946.00	(918.54)
Enrollment and Records Management	676.66	396.67	3,570.00	4,800.00	4,047.00	(753.00)
Facility Support Services	25.00	25.00	225.00	350.65	350.65	-
Hardware/Software - Employees	(200.00)	150.00	1,350.00	2,357.47	2,603.22	245.76
Human Resources Support	(416.67)	312.50	2,812.50	4,911.39	5,423.38	511.99
ISP Processing Fee	105.21	105.20	946.87	1,262.50	1,262.50	-
Special Populations Consultative Services	600.00	600.00	4,200.00	6,600.00	14,746.80	8,146.80
School Curriculum Supplies	125.00	125.00	1,125.00	1,726.53	1,906.36	179.83
Short-Term Sub Teaching Services	515.70	647.72	5,135.25	5,135.25	-	(5,135.25)
Student Technology Assistance- Laptops	5,270.83	2,922.92	26,306.25	31,990.91	35,000.00	3,009.09
Tangible/Intangible Instr. Materials	14,720.25	9,587.50	86,287.50	116,800.00	100,770.30	(16,029.70)
Technical Support and Repairs	1,687.50	987.50	8,887.50	11,743.50	10,650.00	(1,093.50)
Voice Over IP Services	-	-	-	1,414.48	1,561.93	147.45
Total Enrollment/Unit Based Fees	32,584.73	21,548.93	190,833.37	255,314.08	237,177.61	(18,136.48)
Revenue-Based Fees						
Marketing Services	316.81	316.82	2,851.33	3,787.87	3,802.01	14.14
School Administration	1,900.88	1,900.89	17,107.97	22,727.22	22,812.07	84.85
Treasury Services	475.22	475.22	4,276.99	5,681.81	5,703.02	21.21
Total Revenue Based Fees	2,692.91	2,692.93	24,236.29	32,196.90	32,317.11	120.21
Total Fee-Based Expenses	35,277.64	24,241.86	215,069.66	287,510.98	269,494.71	(18,016.27)
SCHEDULE OF COMPENSATION:						
Administrative Compensation						
Salaries	6,735.06	6,442.09	60,833.68	81,566.34	81,880.82	314.48
Benefits	1,650.09	1,578.31	14,904.25	19,983.75	20,060.80	77.05
Pension	758.69	728.84	5,487.07	7,445.81	6,783.24	(662.56)
Taxes	290.46	241.56	2,456.05	3,473.00	3,740.35	267.35
Total Administrative Compensation	9,434.29	8,990.80	83,681.06	112,468.91	112,465.22	(3.69)
Instructional Compensation						
Salaries	16,217.18	15,928.42	133,860.02	212,251.55	228,185.97	15,934.43
Benefits	3,973.21	3,902.46	32,795.70	52,001.63	55,905.56	3,903.93
Pension	3,082.70	3,035.84	23,356.09	32,759.74	35,151.75	2,392.02
Taxes	522.56	228.73	2,719.60	4,287.43	4,333.42	45.99
Total Instructional Compensation	23,795.64	23,095.45	192,731.40	301,300.34	323,576.70	22,276.37
Total Compensation	33,229.93	32,086.25	276,412.47	413,769.25	436,041.92	22,272.68
SCHEDULE OF CREDITS AND ADJUSTMENTS						
Discretionary Service Credit	-	-	-	(354,000.00)	(364,000.00)	10,000.00
Total Adjustments and Credits	-	-	-	(354,000.00)	(364,000.00)	10,000.00

California Connections Academy Central Coast
Schedule Other Expenses
For the Period Ended March 31, 2021

	February-21 Actual	March-21 Actual	YTD Actual	Annual Forecast	Revised Budget 10/27/2020	Forecast vs Budget
SCHEDULE OF OTHER SCHOOL EXPENSES:						
Assessment						
Student Testing & Assessment Facilities & Services	-	(285.00)	(235.00)	3,326.42	3,326.42	-
Student Testing & Assessment Travel	-	-	0.43	2,330.53	2,330.53	-
Student Testing Technology	-	-	-	5,000.00	5,000.00	-
Total Assessment	-	(285.00)	(234.57)	10,656.95	10,656.95	-
Authorizer Oversight						
District Oversight	302.77	302.77	2,733.31	3,641.60	3,641.60	-
SELPA Admin Fee	127.40	127.41	1,128.79	1,511.00	1,511.00	-
STRS Reporting	20.81	20.81	187.29	249.71	249.71	-
Total Authorizer Oversight	450.98	450.98	4,049.38	5,402.31	5,402.31	-
Employee Related						
Staff Recruiting/Background Checks	1.97	1.72	51.71	223.74	223.74	-
Staff Training/Prof. Dvlpmt	0.32	79.27	152.45	2,000.00	2,000.00	-
Team Building	-	-	-	265.73	265.73	-
Travel and Conferences - Teachers	-	-	-	408.68	408.68	-
Travel and Conferences - Administration	-	-	0.14	665.20	665.20	-
Total Employee Related	2.29	80.99	204.30	3,563.35	3,563.35	-
Facilities						
Copiers/ Reproduction	14.42	22.47	130.31	245.72	245.72	-
Expensed Furniture and Equipment	-	-	-	349.28	349.28	-
High-Speed Internet	26.14	26.69	254.40	813.08	813.08	-
Maintenance & Repairs	16.89	20.59	243.55	922.30	922.30	-
Office Postage	3.14	1.37	169.21	308.73	308.73	-
Office Rent	363.09	363.09	3,267.81	4,357.08	4,356.99	(0.09)
Office Supplies	18.27	30.59	202.48	351.86	351.86	-
Rent Operating Expense	40.82	40.35	360.16	480.49	478.55	(1.94)
Rent Storage Unit	83.85	-	169.62	169.62	112.76	(56.86)
Telephone	15.89	16.37	253.06	353.05	281.94	(71.11)
Utilities	19.12	29.80	156.01	350.75	350.75	-
Total Facilities	601.63	551.32	5,206.61	8,701.96	8,571.96	(130.00)
Governance						
Accreditation	-	-	1,070.00	1,070.00	1,070.00	-
Banking Fees	99.51	99.91	915.93	1,223.15	1,223.15	-
Board-Related Expenses	-	2.92	3.21	272.49	272.49	-
Dues - Staff	0.81	-	86.30	124.07	124.07	-
Dues - School	-	-	585.93	585.93	563.80	(22.13)
Insurance Expenses	-	-	109.94	109.94	109.94	-
Total Governance	100.32	102.83	2,771.31	3,385.58	3,363.45	(22.13)
Internet Service Provider						
ISP Payment Reimbursement	-	-	789.60	2,999.85	2,999.85	-
Total Internet Service Provider	-	-	789.60	2,999.85	2,999.85	-
Instructional						
Other Curriculum	55.08	94.79	384.68	984.02	984.02	-
Total Instructional	55.08	94.79	384.68	984.02	984.02	-
Professional Services						
Accounting Services/Audit	-	357.66	497.02	2,255.20	2,255.20	-
AERIES	-	-	300.08	300.08	300.08	-
Legal Services	-	148.83	326.53	603.14	603.14	-
Other School Contracted Services	48.57	3.97	124.12	354.80	354.80	-
Other School Expense	-	2.76	10.70	42.57	42.57	-
Total Professional Services	48.57	513.22	1,258.45	3,555.79	3,555.79	-
Student Related						
Graduation Expense	-	1.02	12.59	4,000.00	4,000.00	-
SPED Related Services	1,891.87	1,374.82	11,402.72	12,966.09	12,966.09	-
Student Activities	-	-	0.29	8,500.00	8,500.00	-
Total Student Related	1,891.87	1,375.84	11,415.60	25,466.09	25,466.09	-
Taxes						
Sales Tax And Use	742.79	466.58	4,199.19	5,150.80	4,837.60	(313.19)
Total Taxes	742.79	466.58	4,199.19	5,150.80	4,837.60	(313.19)
Total Other Expenses	3,893.53	3,351.55	30,044.55	69,866.71	69,401.38	(465.33)

California Connections Academy Monterey Bay
Revenue and Expense Statement
For the Period Ended March 31, 2021

	February-21 Actual	March-21 Actual	YTD Actual	Annual Forecast	Revised Budget 10/27/20	Forecast vs Budget \$	Forecast vs Budget %
Forecasted Enrollment							
Forecasted ADM				384	385	(2)	(0)
Forecasted Total Enrollment				502	546	(44)	(0)
Forecasted Funded Enrollment				260	260	-	-
Revenue							
State Funding	137,783.04	150,388.30	940,827.84	1,347,294.00	1,342,736.00	4,558.00	0.00
Federal & Other Program Funding	-	-	-	49,927.00	49,927.00	-	-
Local Aid	143,619.63	136,060.70	959,983.83	1,360,607.00	1,360,607.00	-	-
Other Funding Sources	-	-	432.05	500.00	500.00	-	-
Total Revenue	281,402.66	286,449.00	1,901,243.71	2,758,328.00	2,753,770.00	4,558.00	0.00
Program Expenses							
Compensation Expense							
Administration Staff	18,909.08	18,020.19	167,721.27	225,420.52	225,413.12	(7.40)	0.00%
Instructional Staff	129,448.27	124,968.53	959,740.38	1,535,758.88	1,530,065.80	(5,693.08)	-0.37%
Total Compensation Expense	148,357.35	142,988.72	1,127,461.65	1,761,179.40	1,755,478.92	(5,700.48)	-0.32%
Fee Based Expenses							
Enrollment/Unit Based Fees	152,073.86	105,305.74	914,630.42	1,178,714.32	1,244,745.77	66,031.46	5.60%
Revenue Based Fees	18,005.16	18,005.17	162,046.52	216,062.01	216,236.22	174.21	0.08%
Total Fee Based Expenses	170,079.02	123,310.91	1,076,676.94	1,394,776.33	1,460,981.99	66,205.67	4.75%
Other School Expenses							
Assessment	-	(665.00)	(662.94)	43,985.48	43,985.48	-	0.00%
Authorizer Oversight	3,919.38	3,919.39	35,176.50	47,162.62	46,934.72	(227.90)	-0.48%
Employee Related	12.47	438.18	1,039.57	18,893.37	18,893.37	-	0.00%
Facilities	2,925.94	2,695.82	25,108.83	38,752.06	49,907.35	11,155.29	28.79%
Governance	116.12	126.79	6,926.99	11,410.56	10,925.00	(485.56)	-4.26%
Internet Service Provider	-	-	4,518.53	15,983.76	15,983.76	-	0.00%
Instructional	299.64	512.86	3,202.73	8,761.06	8,761.06	-	0.00%
Professional Services	264.21	2,777.05	7,157.85	19,399.44	19,399.44	-	0.00%
Student Related	19,592.31	25,557.14	119,708.78	163,981.60	124,794.19	(39,187.41)	-23.90%
Taxes	3,063.28	1,979.89	17,818.97	21,038.77	24,524.31	3,485.54	16.57%
Total Other School Expenses	30,193.35	37,342.12	219,995.81	389,368.72	364,108.68	(25,260.04)	-6.49%
Adjustments and Credits							
Discretionary Service Credit	-	-	(28,916.67)	(787,000.00)	(827,000.00)	40,000.00	0.00%
Total Adjustments and Credits	-	-	(28,916.67)	(787,000.00)	(827,000.00)	40,000.00	0.00%
Total Program Expenses	348,629.72	303,641.75	2,395,217.73	2,758,324.45	2,753,569.59	75,245.14	-0.17%
Net Increase (Decrease)	(67,227.06)	(17,192.75)	(493,974.02)	3.55	200.41	(196.86)	
Beginning fund balance	(399,496.62)	(466,723.68)	10,057.59	10,057.59			
Ending fund balance	(466,723.68)	(483,916.43)	(483,916.43)	10,061.14			

California Connections Academy Monterey Bay
Balance Sheet
March 31, 2021

ASSETS

Cash and Short Term Investments:

Operating Account	\$	132,545.15
Holding		737,836.18

Total Cash and Short Term Investments	870,381.33
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Other Current Assets:

Pupil Funding	1,041,491.84
SPED Funding State	24,585.30
Other State Receivables	16,252.23
Due from CalOPS Schools	(36,909.20)

Total Other Current Assets	1,045,420.17
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Total Current Assets	1,915,801.50
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Total Assets	\$	1,915,801.50
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LIABILITIES

Current Liabilities:

Due to (from) Pearson Online and Blended Learning	\$	1,040,888.65
CalOPS Payroll Liability		1,274,938.54
CalOPS Pass Through Expense Liability		56,140.24
Accounts Payable		27,750.50

Total Current Liabilities	2,399,717.93
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Total Liabilities	2,399,717.93
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FUND BALANCE

Beginning Fund Balance	10,057.59
Change in Fund Balance	(493,974.02)

Ending Fund Balance	(483,916.43)
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Total Liabilities and Fund Balance	\$	1,915,801.50
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California Connections Academy Monterey Bay
Schedule of Revenue
For the Period Ended March 31, 2021

	February-21 Actual	March-21 Actual	YTD Actual	Annual Forecast	Revised Budget 10/27/20	Forecast vs Budget
Revenue						
State Funding						
LCFF / General Purpose Block Grant - State	108,843.19	103,114.60	727,530.79	1,031,146.00	1,031,146.00	-
LCFF / General Purpose Block Grant - State EPA	5,482.34	5,193.80	36,645.14	51,938.00	51,938.00	-
Learning Loss Mitigation (State)	-	-	-	20,826.00	20,826.00	-
Lottery	5,454.90	5,167.80	36,461.70	51,678.00	51,678.00	-
Special Education Pass through funds - State	17,132.30	16,230.60	114,515.90	162,306.00	162,306.00	-
ERMHS	-	18,558.00	18,558.00	18,558.00	14,000.00	4,558.00
ERMHS - One Time Funds	-	1,299.00	1,299.00	2,597.00	2,597.00	-
Mandated Cost Reimbursement	870.31	824.50	5,817.31	8,245.00	8,245.00	-
Total State Funding	137,783.04	150,388.30	940,827.84	1,347,294.00	1,342,736.00	4,558.00
Federal & Other Programs Funding						
IDEA	-	-	-	32,461.00	32,461.00	-
Learning Loss Mitigation (Federal)	-	-	-	16,966.00	16,966.00	-
E-Rate	-	-	-	500.00	500.00	-
Total Federal & Other Programs Funding	-	-	-	49,927.00	49,927.00	-
Local Funding						
LCFF / General Purpose Block Grant - Local	143,619.63	136,060.70	959,983.83	1,360,607.00	1,360,607.00	-
Total Local Funding	143,619.63	136,060.70	959,983.83	1,360,607.00	1,360,607.00	-
Other Funding						
Interest	-	-	432.05	500.00	500.00	-
Total Other Funding	-	-	432.05	500.00	500.00	-
Total Revenue	281,402.66	286,449.00	1,901,243.71	2,758,328.00	2,753,770.00	4,558.00

California Connections Academy Monterey Bay
Schedule of Fees
For the Period Ended March 31, 2021

	February-21 Actual	March-21 Actual	YTD Actual	Annual Forecast	Revised Budget 10/27/20	Forecast vs Budget
SCHEDULE OF FEES:						
Enrollment/Unit-Based Fees						
Accounting and Regulatory Reporting	2,362.50	1,691.67	15,225.00	19,175.00	19,250.00	75.00
Connexus Annual License (EMS)	28,350.00	20,300.00	182,700.00	230,100.00	231,000.00	900.00
Curriculum Postage	2,279.75	1,432.75	12,894.75	16,566.00	18,029.39	1,463.39
Direct Course Instruction Support	1,355.75	1,834.25	9,374.75	13,287.05	10,518.75	(2,768.30)
Educational Resource Center	5,953.50	4,263.00	38,367.00	48,321.00	48,510.00	189.00
Enrollment and Records Management	2,763.33	1,736.67	15,630.01	20,080.00	21,853.80	1,773.80
Facility Support Services	150.00	150.00	1,350.00	1,675.32	1,675.32	-
Hardware/Software - Employees	1,050.00	1,050.00	9,450.00	12,507.67	12,437.61	(70.06)
Human Resources Support	2,187.50	2,187.50	19,687.50	26,057.64	25,911.69	(145.95)
ISP Processing Fee	3,974.08	496.76	4,470.83	5,961.12	7,028.92	1,067.80
School Curriculum Supplies	750.00	750.00	6,750.00	9,160.20	9,108.18	(52.02)
Short-Term Sub Teaching Services	2,805.43	3,504.81	25,955.57	25,955.57	-	(25,955.57)
Special Populations Consultative Services	5,550.00	5,850.00	32,250.00	56,250.00	53,700.00	(2,550.00)
Student Technology Assistance- Laptops	17,872.91	10,829.17	97,462.51	116,638.16	160,000.00	43,361.84
Tangible/Intangible Instr. Materials	67,581.61	44,154.16	397,387.50	511,950.00	560,509.56	48,559.56
Technical Support and Repairs	7,087.50	5,075.00	45,675.00	57,525.00	57,750.00	225.00
Voice Over IP Services	-	-	-	7,504.60	7,462.57	(42.03)
Total Enrollment/Unit Based Fees	152,073.86	105,305.74	914,630.42	1,178,714.32	1,244,745.77	66,031.46
Revenue-Based Fees						
Marketing Services	2,118.25	2,118.26	19,064.29	25,419.06	25,439.56	20.50
School Administration	12,709.53	12,709.53	114,385.78	152,514.36	152,637.33	122.97
Treasury Services	3,177.38	3,177.38	28,596.45	38,128.59	38,159.33	30.74
Total Revenue Based Fees	18,005.16	18,005.17	162,046.52	216,062.01	216,236.22	174.21
Total Fee-Based Expenses	170,079.02	123,310.91	1,076,676.94	1,394,776.33	1,460,981.99	66,205.67
SCHEDULE OF COMPENSATION:						
Administrative Compensation						
Salaries	13,499.02	12,911.83	121,928.46	163,482.75	164,113.06	630.31
Benefits	3,307.26	3,163.40	29,872.47	40,053.28	40,207.70	154.43
Pension	1,520.64	1,460.82	10,997.69	14,923.57	13,595.60	(1,327.97)
Taxes	582.17	484.15	4,922.65	6,960.91	7,496.75	535.84
Total Administrative Compensation	18,909.08	18,020.19	167,721.27	225,420.52	225,413.12	(7.40)
Instructional Compensation						
Salaries	88,221.45	86,188.03	664,501.94	1,080,412.54	1,077,643.41	(2,769.13)
Benefits	21,614.25	21,116.07	162,802.98	264,701.08	264,022.64	(678.44)
Pension	16,769.87	16,426.79	118,743.64	168,635.23	167,947.26	(687.97)
Taxes	2,842.70	1,237.64	13,691.81	22,010.03	20,452.49	(1,557.54)
Total Instructional Compensation	129,448.27	124,968.53	959,740.38	1,535,758.88	1,530,065.80	(5,693.08)
Total Compensation	148,357.35	142,988.72	1,127,461.65	1,761,179.40	1,755,478.92	(5,700.48)
SCHEDULE OF CREDITS AND ADJUSTMENTS						
Discretionary Service Credit	-	-	(28,916.67)	(787,000.00)	(827,000.00)	40,000.00
Total Adjustments and Credits	-	-	(28,916.67)	(787,000.00)	(827,000.00)	40,000.00

California Connections Academy Monterey Bay
Schedule Other Expenses
For the Period Ended March 31, 2021

	February-21 Actual	March-21 Actual	YTD Actual	Annual Forecast	Revised Budget 10/27/20	Forecast vs Budget
SCHEDULE OF OTHER SCHOOL EXPENSES:						
Assessment						
Student Testing & Assessment Facilities & Services	-	(665.00)	(665.00)	19,765.00	19,765.00	-
Student Testing & Assessment Travel	-	-	2.06	19,220.48	19,220.48	-
Student Testing Technology	-	-	-	5,000.00	5,000.00	-
Total Assessment	-	(665.00)	(662.94)	43,985.48	43,985.48	-
Authorizer Oversight						
District Administrative Fees	833.33	833.33	7,499.97	10,000.00	10,000.00	-
District Oversight	2,025.13	2,025.13	18,361.51	24,436.91	24,436.91	-
STRS Reporting	171.62	171.62	1,544.58	2,059.46	2,059.46	-
SELPA Admin Fee	889.30	889.31	7,770.44	10,666.25	10,438.35	(227.90)
Total Authorizer Oversight	3,919.38	3,919.39	35,176.50	47,162.62	46,934.72	(227.90)
Employee Related						
Staff Recruiting/Background Checks	10.74	9.30	256.86	1,845.27	1,845.27	-
Staff Training/Prof. Dvlpmnt	1.73	428.88	781.98	6,000.00	6,000.00	-
Team Building	-	-	-	2,191.55	2,191.55	-
Travel and Conferences - Teachers	-	-	0.36	3,370.45	3,370.45	-
Travel and Conferences - Administration	-	-	0.37	5,486.10	5,486.10	-
Total Employee Related	12.47	438.18	1,039.57	18,893.37	18,893.37	-
Facilities						
Copiers/ Reproduction	78.44	121.59	662.45	962.45	2,026.51	1,064.06
Expensed Furniture and Equipment	-	-	-	2,880.62	2,880.62	-
High-Speed Internet	142.20	144.42	1,300.49	1,750.49	4,082.08	2,331.59
Maintenance & Repairs	80.71	98.40	1,163.61	1,613.61	5,982.80	4,369.19
Office Postage	17.11	7.42	804.71	1,404.71	2,546.21	1,141.50
Office Rent	1,734.77	1,734.77	15,612.93	20,817.24	20,817.24	-
Office Supplies	99.33	165.52	1,029.78	2,901.87	2,901.87	-
Rent Operating Expense	195.01	192.77	1,720.85	2,782.06	2,782.06	-
Rent Storage Unit	400.61	-	810.39	810.39	670.00	(140.39)
Telephone	86.43	88.56	1,258.23	1,783.23	2,325.20	541.97
Utilities	91.33	142.37	745.39	1,045.39	2,892.75	1,847.36
Total Facilities	2,925.94	2,695.82	25,108.83	38,752.06	49,907.35	11,155.29
Governance						
Accreditation	-	-	1,070.00	2,345.00	2,345.00	-
Banking Fees	111.74	112.83	1,066.39	1,434.20	1,434.20	-
Board-Related Expenses	-	13.96	15.36	2,247.29	2,247.29	-
Dues - Staff	4.38	-	414.41	1,023.24	1,023.24	-
Dues - School	-	-	3,835.56	3,835.56	3,350.00	(485.56)
Insurance Expenses	-	-	525.27	525.27	525.27	-
Total Governance	116.12	126.79	6,926.99	11,410.56	10,925.00	(485.56)
Internet Service Provider						
ISP Payment Reimbursement	-	-	4,518.53	15,983.76	15,983.76	-
Total Internet Service Provider	-	-	4,518.53	15,983.76	15,983.76	-
Instructional						
Other Curriculum	299.64	512.86	1,937.73	7,496.06	7,496.06	-
Summer School	-	-	1,265.00	1,265.00	1,265.00	-
Total Instructional	299.64	512.86	3,202.73	8,761.06	8,761.06	-
Professional Services						
Accounting Services/Audit	-	1,935.30	2,612.43	9,000.00	9,000.00	-
AERIES	-	-	2,147.94	2,147.94	2,147.94	-
Legal Services	-	805.31	1,698.50	4,974.27	4,974.27	-
Other School Contracted Services	264.21	21.51	644.96	2,926.10	2,926.10	-
Other School Expense	-	14.93	54.02	351.13	351.13	-
Total Professional Services	264.21	2,777.05	7,157.85	19,399.44	19,399.44	-
Student Related						
Graduation Expense	-	5.50	60.79	8,710.00	8,710.00	-
SPED Related Services	19,592.31	25,551.64	119,646.60	149,646.60	110,459.19	(39,187.41)
Student Activities	-	-	1.39	5,625.00	5,625.00	-
Total Student Related	19,592.31	25,557.14	119,708.78	163,981.60	124,794.19	(39,187.41)
Taxes						
Sales Tax And Use	3,063.28	1,979.89	17,818.97	21,038.77	24,524.31	3,485.54
Total Taxes	3,063.28	1,979.89	17,818.97	21,038.77	24,524.31	3,485.54
Total Other Expenses	30,193.35	37,342.12	219,995.81	389,368.72	364,108.68	(25,260.04)

California Connections Academy @ Ripon
Revenue and Expense Statement
For the Period Ended March 31, 2021

	February-21 Actual	March-21 Actual	YTD Actual	Annual Forecast	Revised Budget 10/27/2020	Forecast vs Budget \$	Forecast vs Budget %
Forecasted Enrollment							
Forecasted ADM				1,392	1,369	23	0
Forecasted Total Enrollment				1,743	1,969	(226)	(0)
Forecasted Funded Enrollment				1,204	1,204	-	-
Revenue							
State Funding	1,164,986.80	1,175,671.70	7,958,761.00	11,220,505.00	11,205,505.00	15,000.00	0.13%
Federal & Other Program Funding	8,549.00	-	182,348.00	626,386.00	550,482.00	75,904.00	13.79%
Local Aid	179,357.26	169,917.40	1,198,861.66	1,699,174.00	1,699,174.00	-	0.00%
Other Funding Sources	1,190.00	-	5,049.00	8,000.00	8,000.00	-	0.00%
Total Revenue	1,354,083.06	1,345,589.10	9,345,019.66	13,554,065.00	13,463,161.00	90,904.00	0.68%
Program Expenses							
Compensation Expense							
Administration Staff	78,511.15	74,820.45	696,384.45	935,953.71	935,923.00	(30.71)	0.00%
Instructional Staff	461,000.82	452,101.32	3,393,264.45	5,486,232.20	5,623,763.56	137,531.36	2.45%
Total Compensation Expense	539,511.97	526,921.78	4,089,648.90	6,422,185.91	6,559,686.56	137,500.65	2.14%
Fee Based Expenses							
Enrollment/Unit Based Fees	530,904.24	400,960.30	3,483,785.36	4,422,527.13	4,685,847.98	263,320.85	5.95%
Revenue Based Fees	88,908.85	88,908.86	800,179.67	1,067,489.33	1,064,524.47	(2,964.86)	-0.28%
Total Fee Based Expenses	619,813.09	489,869.16	4,283,965.03	5,490,016.46	5,750,372.45	260,355.99	4.74%
Other School Expenses							
Assessment	-	(3,805.00)	(4,715.82)	171,136.09	171,136.09	-	0.00%
Authorizer Oversight	15,845.03	15,845.03	141,903.48	190,188.59	189,438.58	(750.01)	-0.39%
Employee Related	44.41	1,585.25	(1,195.66)	77,014.86	77,014.86	-	0.00%
Facilities	10,819.57	9,976.56	93,704.62	163,800.05	192,858.54	29,058.49	17.74%
Governance	274.17	295.02	11,621.33	29,015.84	29,015.84	-	0.00%
Internet Service Provider	-	20,184.15	41,759.44	80,164.00	80,164.00	-	0.00%
Instructional	1,067.09	1,855.37	9,716.54	32,071.00	32,071.00	-	0.00%
Professional Services	1,837.87	10,046.60	28,696.30	48,928.40	48,430.00	(498.40)	-1.02%
Student Related	99,095.20	40,786.19	370,364.84	877,134.00	877,134.00	-	0.00%
Taxes	11,087.57	7,639.07	69,324.22	80,703.62	93,651.32	12,947.70	16.04%
Total Other School Expenses	140,070.91	104,408.24	761,179.29	1,750,156.45	1,790,914.23	40,757.78	2.33%
Adjustments and Credits							
Discretionary Service Credit	-	-	-	-	(638,000.00)	638,000.00	0.00%
Total Adjustments and Credits	-	-	-	-	(638,000.00)	638,000.00	0.00%
Total Program Expenses	1,299,395.97	1,121,199.17	9,134,793.23	13,662,358.82	13,462,973.24	(199,385.58)	-1.48%
Net Increase (Decrease)	54,687.09	224,389.93	210,226.43	(108,293.82)	187.76	108,481.58	
Beginning fund balance	54,382.70	109,069.80	123,233.29	123,233.29			
Ending fund balance	109,069.80	333,459.72	333,459.72	14,939.47			

California Connections Academy @ Ripon
Balance Sheet
March 31, 2021

ASSETS

Cash and Short Term Investments:

Operating	122,397.20
Holding	1,530,155.32
Petty Cash	250.85

Total Cash and Short Term Investments	1,652,803.37
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Other Current Assets:

Pupil Funding	4,288,143.06
SPED Funding State	423,948.65
Other State Receivables	(23,256.64)
Federal Programs	(26,267.00)
Due from CalOPS Schools	(20,430.68)
Prepaid Expenses	19,916.45

Total Other Current Assets	4,662,053.84
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Total Current Assets	6,314,857.21
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Total Assets	\$	6,314,857.21
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LIABILITIES

Current Liabilities:

Due to (from) Pearson Online and Blended Learning	\$	4,282,892.38
CalOPS Payroll Liability		1,066,433.75
CalOPS Pass Through Expense Liability		210,483.99
Deferred Revenue		73,925.75
Accounts Payable		347,661.62

Total Current Liabilities	5,981,397.49
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Total Liabilities	5,981,397.49
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FUND BALANCE

Beginning Fund Balance	123,233.29
Change in Fund Balance	210,226.43

Ending Fund Balance	333,459.72
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Total Liabilities and Fund Balance	\$	6,314,857.21
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California Connections Academy @ Ripon
Schedule of Revenue
For the Period Ended March 31, 2021

	February-21 Actual	March-21 Actual	YTD Actual	Annual Forecast	Revised Budget 10/27/2020	Forecast vs Budget
Revenue						
State Funding						
LCFF / General Purpose Block Grant - State	941,716.53	892,152.50	6,294,631.53	8,921,525.00	8,921,525.00	-
LCFF / General Purpose Block Grant - State EPA	114,331.66	108,314.20	764,216.86	1,083,142.00	1,083,142.00	-
Learning Loss Mitigation (State)	-	-	99,744.00	99,744.00	99,744.00	-
Lottery	25,299.77	23,968.20	169,108.97	239,682.00	239,682.00	-
ERMHS	-	72,000.00	72,000.00	72,000.00	57,000.00	15,000.00
ERMHS - One Time Funds	-	-	-	12,044.00	12,044.00	-
Special Education Pass through funds - State	79,458.95	75,276.90	531,120.35	752,769.00	752,769.00	-
Mandated Cost Reimbursement	4,179.89	3,959.90	27,939.29	39,599.00	39,599.00	-
Total State Funding	1,164,986.80	1,175,671.70	7,958,761.00	11,220,505.00	11,205,505.00	15,000.00
Federal & Other Programs Funding						
Title I	-	-	46,621.00	187,540.00	187,540.00	-
Title II	8,323.00	-	8,323.00	32,208.00	32,208.00	-
Title IV	-	-	6,656.00	14,058.00	14,058.00	-
IDEA	-	-	-	150,554.00	150,554.00	-
Learning Loss Mitigation (Federal)	-	-	81,255.00	81,255.00	81,255.00	-
E-Rate	-	-	-	2,800.00	2,800.00	-
CARES - ESSER I Funding	226.00	-	39,493.00	157,971.00	82,067.00	75,904.00
Total Federal & Other Programs Funding	8,549.00	-	182,348.00	626,386.00	550,482.00	75,904.00
Local Funding						
LCFF / General Purpose Block Grant - Local	179,357.26	169,917.40	1,198,861.66	1,699,174.00	1,699,174.00	-
Total Local Funding	179,357.26	169,917.40	1,198,861.66	1,699,174.00	1,699,174.00	-
Other Funding						
Interest	1,190.00	-	5,049.00	8,000.00	8,000.00	-
Total Other Funding	1,190.00	-	5,049.00	8,000.00	8,000.00	-
Total Revenue	1,354,083.06	1,345,589.10	9,345,019.66	13,554,065.00	13,463,161.00	90,904.00

California Connections Academy @ Ripon
Schedule of Fees
For the Period Ended March 31, 2021

	February-21 Actual	March-21 Actual	YTD Actual	Annual Forecast	Revised Budget 10/27/2020	Forecast vs Budget
SCHEDULE OF FEES:						
Enrollment/Unit-Based Fees						
Accounting and Regulatory Reporting	8,166.67	6,008.33	54,075.01	69,617.50	68,450.00	(1,167.50)
Community Outreach	4,166.66	4,166.67	37,500.01	50,000.00	50,000.00	-
Connexus Annual License (EMS)	98,000.00	72,100.00	648,900.00	835,410.00	821,400.00	(14,010.00)
Curriculum Postage	7,411.25	5,236.00	47,124.00	57,502.50	64,975.79	7,473.29
Direct Course Instruction Support	4,347.75	6,135.25	34,828.75	41,348.57	41,348.57	-
Educational Resource Center	20,580.00	15,141.00	136,269.00	175,436.10	172,494.00	(2,942.10)
Enrollment and Records Management	8,983.33	6,346.67	57,120.00	69,700.00	78,758.53	9,058.53
Facility Support Services	525.00	525.00	4,725.00	6,233.77	6,233.77	-
Hardware/Software - Employees	4,150.00	3,800.00	34,200.00	45,446.70	46,279.48	832.77
Human Resources Support	8,645.83	7,916.67	71,249.99	94,680.63	96,415.58	1,734.95
ISP Processing Fee	386.83	2,371.95	21,347.58	28,463.44	31,866.51	3,403.06
Special Populations Consultative Services	29,250.00	28,950.00	176,700.00	292,350.00	278,232.00	(14,118.00)
School Curriculum Supplies	3,083.33	2,791.67	25,124.99	33,283.65	33,890.91	607.25
Short-Term Sub Teaching Services	9,990.92	12,679.43	93,496.03	93,496.03	-	(93,496.03)
Student Technology Assistance- Laptops	68,568.75	45,089.58	405,806.25	494,725.22	625,000.00	130,274.77
Tangible/Intangible Instr. Materials	230,147.92	163,677.08	1,473,093.75	1,798,712.50	2,037,385.16	238,672.66
Technical Support and Repairs	24,500.00	18,025.00	162,225.00	208,852.50	205,350.00	(3,502.50)
Voice Over IP Services	-	-	-	27,268.02	27,767.69	499.66
Total Enrollment/Unit Based Fees	530,904.24	400,960.30	3,483,785.36	4,422,527.13	4,685,847.98	263,320.85
Revenue-Based Fees						
Marketing Services	10,459.86	10,459.87	94,138.79	125,586.98	125,238.17	(348.80)
School Administration	62,759.19	62,759.19	564,832.71	753,521.88	751,429.04	(2,092.83)
Treasury Services	15,689.80	15,689.80	141,208.17	188,380.47	187,857.26	(523.20)
Total Revenue Based Fees	88,908.85	88,908.86	800,179.67	1,067,489.33	1,064,524.47	(2,964.85)
Total Fee-Based Expenses	619,813.09	489,869.16	4,283,965.03	5,490,016.46	5,750,372.45	260,355.99
SCHEDULE OF COMPENSATION:						
Administrative Compensation						
Salaries	56,048.38	53,610.34	506,251.13	678,785.99	681,403.06	2,617.07
Benefits	13,731.85	13,134.54	124,031.53	166,302.58	166,943.77	641.19
Pension	6,313.73	6,065.36	45,662.80	61,963.19	56,449.40	(5,513.79)
Taxes	2,417.18	2,010.21	20,439.00	28,901.95	31,126.77	2,224.81
Total Administrative Compensation	78,511.15	74,820.45	696,384.45	935,953.71	935,923.00	(30.72)
Instructional Compensation						
Salaries	314,180.79	311,804.28	2,343,392.51	3,854,606.93	3,954,891.72	100,284.79
Benefits	76,974.29	76,392.05	574,131.16	944,378.70	968,948.46	24,569.76
Pension	59,722.09	59,427.56	427,685.46	608,966.96	624,920.04	15,953.07
Taxes	10,123.64	4,477.45	48,055.32	78,279.61	75,003.34	(3,276.26)
Total Instructional Compensation	461,000.82	452,101.32	3,393,264.45	5,486,232.20	5,623,763.56	137,531.36
Total Compensation	539,511.97	526,921.78	4,089,648.90	6,422,185.91	6,559,686.56	137,500.64
SCHEDULE OF CREDITS AND ADJUSTMENTS						
Discretionary Service Credit	-	-	-	-	(274,000.00)	(274,000.00)
Total Adjustments and Credits	-	-	-	-	(274,000.00)	(274,000.00)

California Connections Academy @ Ripon
Schedule Other Expenses
For the Period Ended March 31, 2021

	February-21 Actual	March-21 Actual	YTD Actual	Annual Forecast	Revised Budget 10/27/2020	Forecast vs Budget
SCHEDULE OF OTHER SCHOOL EXPENSES:						
Assessment						
Student Testing & Assessment Facilities & Services	-	(3,805.00)	(4,723.47)	99,000.00	99,000.00	-
Student Testing & Assessment Travel	-	-	7.65	67,136.09	67,136.09	-
Student Testing Technology	-	-	-	5,000.00	5,000.00	-
Total Assessment	-	(3,805.00)	(4,715.82)	171,136.09	171,136.09	-
Authorizer Oversight						
District Administrative Fees	833.33	833.33	7,499.97	10,000.00	10,000.00	-
District Oversight	9,732.52	9,732.51	87,840.87	117,038.41	117,038.41	-
SELPA One-Time Fee	599.21	599.21	5,392.89	7,190.46	7,190.46	-
SELPA Admin Fee	4,080.51	4,080.52	35,774.61	48,766.15	48,016.14	(750.00)
STRS Reporting	599.46	599.46	5,395.14	7,193.57	7,193.57	-
Total Authorizer Oversight	15,845.03	15,845.03	141,903.48	190,188.59	189,438.58	(750.00)
Employee Related						
Staff Recruiting/Background Checks	38.24	33.65	907.21	6,445.44	6,445.44	-
Staff Training/Prof. Dvlpmnt	6.17	1,551.60	2,782.96	31,979.00	31,979.00	-
Team Building	-	-	-	7,654.96	7,654.96	-
Travel and Conferences - Teachers	-	-	-	11,772.81	11,772.81	-
Travel and Conferences - Administration	-	-	(4,885.83)	19,162.65	19,162.65	-
Total Employee Related	44.41	1,585.25	(1,195.66)	77,014.86	77,014.86	-
Facilities						
Copiers/ Reproduction	279.34	439.89	2,369.56	3,969.56	7,078.50	3,108.94
Equipment/Supplies	-	-	-	11,941.00	11,941.00	-
Expensed Furniture and Equipment	-	-	-	10,061.84	10,061.84	-
High-Speed Internet	506.42	522.46	4,656.03	6,856.03	11,019.00	4,162.97
Maintenance & Repairs	300.30	366.15	6,955.62	13,983.16	17,165.00	3,181.84
Office Postage	60.93	26.83	2,219.08	5,219.08	8,893.79	3,674.71
Office Rent	6,454.96	6,454.96	58,094.64	77,459.52	84,619.72	7,160.20
Office Supplies	353.71	598.83	2,720.51	10,136.08	10,136.08	-
Rent Operating Expense	725.61	717.30	6,403.10	8,903.10	9,717.59	814.49
Rent Storage Unit	1,490.64	-	3,015.40	4,000.00	4,000.00	-
Telephone	307.80	320.40	4,497.07	6,497.07	8,121.81	1,624.74
Utilities	339.86	529.74	2,773.61	4,773.61	10,104.21	5,330.60
Total Facilities	10,819.57	9,976.56	93,704.62	163,800.05	192,858.54	29,058.49
Governance						
Accreditation	-	-	1,070.00	1,070.00	1,070.00	-
Banking Fees	258.55	243.07	2,281.98	3,217.24	3,217.24	-
Board-Related Expenses	-	51.95	57.14	3,000.00	3,000.00	-
Dues - Staff	15.62	-	1,625.72	3,574.11	3,574.11	-
Dues - School	-	-	4,632.00	16,200.00	16,200.00	-
Insurance Expenses	-	-	1,954.49	1,954.49	1,954.49	-
Total Governance	274.17	295.02	11,621.33	29,015.84	29,015.84	-
Internet Service Provider						
ISP Payment Reimbursement	-	20,184.15	41,759.44	80,164.00	80,164.00	-
Total Internet Service Provider	-	20,184.15	41,759.44	80,164.00	80,164.00	-
Instructional						
Other Curriculum	1,067.09	1,855.37	6,801.54	29,156.00	29,156.00	-
Summer School	-	-	2,915.00	2,915.00	2,915.00	-
Total Instructional	1,067.09	1,855.37	9,716.54	32,071.00	32,071.00	-
Professional Services						
Accounting Services/Audit	-	7,001.38	9,498.40	9,998.40	9,500.00	(498.40)
AERIES	-	-	10,107.95	10,107.95	10,107.95	-
Legal Services	-	2,913.40	6,132.18	17,374.87	17,374.87	-
Other School Contracted Services	1,837.87	77.81	3,483.18	10,220.72	10,220.72	-
Other School Expense	-	54.01	(525.41)	1,226.46	1,226.46	-
Total Professional Services	1,837.87	10,046.60	28,696.30	48,928.40	48,430.00	(498.40)
Student Related						
Graduation Expense	-	19.90	225.61	9,000.00	9,000.00	-
SPED Related Services	99,095.20	40,766.29	369,940.09	844,209.00	844,209.00	-
Student Activities	-	-	199.14	23,925.00	23,925.00	-
Total Student Related	99,095.20	40,786.19	370,364.84	877,134.00	877,134.00	-
Taxes						
Sales Tax And Use	11,087.57	7,639.07	69,324.22	80,703.62	93,651.32	12,947.70
Total Taxes	11,087.57	7,639.07	69,324.22	80,703.62	93,651.32	12,947.70
Total Other Expenses	140,070.91	104,408.24	761,179.29	1,750,156.45	1,790,914.23	40,757.78

California Connections Academy Southern California
Revenue and Expense Statement
For the Period Ended March 31, 2021

	February-21 Actual	March-21 Actual	YTD Actual	Annual Forecast	Revised Budget 10/27/2020	Forecast vs Budget \$	Forecast vs Budget %
Forecasted Enrollment							
Forecasted ADM				4,260	4,171	89	0
Forecasted Total Enrollment				4,911	5,721	(809)	(0)
Forecasted Funded Enrollment				3,822	3,822	-	-
Revenue							
State Funding	1,562,778.84	1,633,558.90	10,803,973.24	15,060,540.00	14,959,140.00	101,400.00	0.01
Federal & Other Program Funding	-	-	559,605.00	1,947,668.25	1,694,244.25	253,424.00	0.15
Local Aid	2,739,413.35	2,595,233.70	18,310,815.55	25,952,337.00	25,952,337.00	-	-
Other Funding Sources	1,086.54	762.83	10,293.06	24,447.72	24,015.00	432.72	0.02
Total Revenue	4,303,278.73	4,229,555.43	29,684,686.85	42,984,992.97	42,629,736.25	355,256.72	0.01
Program Expenses							
Compensation Expense							
Administration Staff	250,110.03	238,352.73	2,218,445.99	2,981,632.82	2,981,534.98	(97.84)	0.00%
Instructional Staff	1,373,801.49	1,357,253.10	10,112,117.70	16,466,416.04	16,485,042.12	18,626.08	0.11%
Total Compensation Expense	1,623,911.52	1,595,605.83	12,330,563.69	19,448,048.87	19,466,577.10	18,528.23	0.10%
Fee Based Expenses							
Enrollment/Unit Based Fees	1,512,954.31	1,201,209.03	10,448,718.15	13,301,228.59	14,162,102.83	860,874.24	6.47%
Revenue Based Fees	281,489.09	281,488.34	2,533,395.10	3,387,846.34	3,380,592.64	(7,253.70)	-0.21%
Total Fee Based Expenses	1,794,443.40	1,482,697.37	12,982,113.25	16,689,074.93	17,542,695.47	853,620.54	5.11%
Other School Expenses							
Assessment	(8,550.00)	(7,790.00)	(5,574.34)	458,537.60	458,537.60	-	0.00%
Authorizer Oversight	47,409.46	47,409.46	424,748.28	569,546.66	568,812.30	(734.36)	-0.13%
Employee Related	132.33	4,759.08	5,033.79	250,294.21	250,294.21	-	0.00%
Facilities	32,056.15	29,429.42	273,371.86	478,021.14	578,362.57	100,341.43	20.99%
Governance	632.46	731.93	72,167.25	91,052.49	86,261.97	(4,790.52)	-5.26%
Internet Service Provider	98.20	63,623.58	129,358.24	250,000.00	250,000.00	-	0.00%
Instructional	3,179.98	5,569.99	37,448.91	106,054.00	106,054.00	-	0.00%
Professional Services	5,476.92	82,140.12	104,209.82	150,095.45	131,197.52	(18,897.93)	-12.59%
Student Related	329,581.48	247,407.51	1,244,718.84	2,171,390.00	2,171,390.00	-	0.00%
Other (Income) and Expense	80,840.00	-	-	-	-	-	0.00%
Taxes	30,366.39	21,542.76	195,102.95	231,545.98	241,917.00	10,371.02	4.48%
Pending Allocation	(8,398.85)	32,340.87	33,049.78	-	-	-	0.00%
Total Other School Expenses	512,824.52	527,164.72	2,513,635.38	4,756,537.53	4,842,827.17	86,289.64	1.81%
Total Program Expenses	3,931,179.44	3,605,467.91	27,826,312.32	40,893,661.33	41,852,099.74	958,438.41	2.29%
Net Increase (Decrease)	372,099.29	624,087.52	1,858,374.53	2,091,331.64	777,636.51	1,313,695.13	
Beginning fund balance	1,727,166.62	2,099,265.91	864,978.90	864,978.90			
Ending fund balance	2,099,265.91	2,723,353.43	2,723,353.43	2,956,310.54			

California Connections Academy Southern California
Balance Sheet
March 31, 2021

ASSETS

Cash and Short Term Investments:

Payroll	\$	506,862.38
Operating Account		(180,564.20)
Holding		13,453,438.66
OCDE Cash Account		965,278.93
Petty Cash		275.00

Total Cash and Short Term Investments **14,745,290.77**

Other Current Assets:

Pupil Funding	1,611,141.10
SPED Funding State	1,345,885.53
Other State Receivables	(15,239.05)
Due from CalOPS Schools	83,068.39
Prepaid Expenses	64,848.82

Total Other Current Assets **3,089,704.79**

Total Current Assets **17,834,995.56**

Fixed Assets:

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

Net Fixed Assets **28,546.54**

Other Assets:

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

Total Assets **\$ 17,883,829.40**

LIABILITIES

Current Liabilities:

Due to (from) Pearson Online and Blended Learning	\$	19,508,886.11
CalOPS Payroll Liability		(4,781,024.52)
CalOPS Pass Through Expense Liability		(395,575.79)
Pension Payable		523,150.91
Accrued Credit Card Expenses		32,340.87
Deferred Revenue		159,318.42
Accounts Payable		113,379.97

Total Current Liabilities **15,160,475.97**

Total Liabilities **15,160,475.97**

FUND BALANCE

Beginning Fund Balance	864,978.90
Change in Fund Balance	1,858,374.53

Ending Fund Balance **2,723,353.43**

Total Liabilities and Fund Balance **\$ 17,883,829.40**

California Connections Academy Southern California
Schedule of Revenue
For the Period Ended March 31, 2021

	February-21 Actual	March-21 Actual	YTD Actual	Annual Forecast	Revised Budget 10/27/2020	Forecast vs Budget
Revenue						
State Funding						
LCFF / General Purpose Block Grant - State	1,099,610.12	1,041,735.90	7,350,025.52	10,417,359.00	10,417,359.00	-
LCFF / General Purpose Block Grant - State EPA	80,697.01	76,449.80	539,395.81	764,498.00	764,498.00	-
Learning Loss Mitigation (State)	-	-	316,470.00	316,470.00	316,470.00	-
Lottery	80,293.58	76,067.60	536,699.18	760,676.00	760,676.00	-
Special Education Pass through funds - State	252,178.13	238,905.60	1,685,611.73	2,389,056.00	2,389,056.00	-
ERMHS	-	200,400.00	200,400.00	200,400.00	149,000.00	51,400.00
ERMHS - One Time Funds	-	-	-	36,710.00	36,710.00	-
Mandated Cost Reimbursement	-	-	125,371.00	125,371.00	125,371.00	-
MTSS Grant	50,000.00	-	50,000.00	50,000.00	-	50,000.00
Total State Funding	1,562,778.84	1,633,558.90	10,803,973.24	15,060,540.00	14,959,140.00	101,400.00
Federal & Other Programs Funding						
Title I	-	-	143,116.00	575,287.00	575,287.00	-
Title II	-	-	25,843.00	100,006.00	100,006.00	-
Title IV	-	-	11,044.00	43,123.00	43,123.00	-
IDEA	-	-	-	477,811.25	477,811.25	-
Learning Loss Mitigation (Federal)	-	-	257,809.00	257,809.00	257,809.00	-
E-Rate	-	-	-	8,400.00	8,400.00	-
CARES - ESSER I Funds	-	-	121,146.00	484,585.00	231,808.00	252,777.0
Federal Prior Year Revenue	-	-	647.00	647.00	-	647.00
Total Federal & Other Programs Funding	-	-	559,605.00	1,947,668.25	1,694,244.25	253,424.00
Local Funding						
LCFF / General Purpose Block Grant - Local	2,739,413.35	2,595,233.70	18,310,815.55	25,952,337.00	25,952,337.00	-
Total Local Funding	2,739,413.35	2,595,233.70	18,310,815.55	25,952,337.00	25,952,337.00	-
Other Funding						
Interest	1,071.54	702.83	9,845.34	24,000.00	24,000.00	-
Miscellaneous	15.00	60.00	447.72	447.72	15.00	432.72
Total Other Funding	1,086.54	762.83	10,293.06	24,447.72	24,015.00	432.72
Total Revenue	4,303,278.73	4,229,555.43	29,684,686.85	42,984,992.97	42,629,736.25	355,256.72

California Connections Academy Southern California
Schedule of Fees
For the Period Ended March 31, 2021

	February-21 Actual	March-21 Actual	YTD Actual	Annual Forecast	Revised Budget 10/27/2020	Forecast vs Budget
SCHEDULE OF FEES:						
Enrollment/Unit-Based Fees						
Accounting and Regulatory Reporting	25,095.83	18,241.67	164,175.00	213,023.00	208,550.00	(4,473.00)
Community Outreach	45,833.34	45,833.33	412,500.00	550,000.00	550,000.00	-
Connexus Annual License (EMS)	301,150.00	218,900.00	1,970,100.00	2,556,276.00	2,502,600.00	(53,676.00)
Curriculum Postage	19,816.50	14,907.75	134,169.75	162,071.25	188,783.98	26,712.73
Direct Course Instruction Support	14,165.25	19,164.75	107,665.25	152,596.42	116,127.00	(36,469.42)
Educational Resource Center	63,241.50	45,969.00	413,721.00	536,817.96	525,546.00	(11,271.96)
Enrollment and Records Management	24,020.00	18,070.00	162,630.00	196,450.00	228,829.06	32,379.06
Facility Support Services	1,525.00	1,525.00	13,725.00	18,311.69	18,311.69	-
Hardware/Software - Employees	11,350.00	11,350.00	102,150.00	137,977.23	135,945.97	(2,031.26)
Human Resources Support	23,645.84	23,645.83	212,812.50	287,452.57	283,220.78	(4,231.79)
ISP Processing Fee	(22,856.05)	7,215.97	64,943.73	86,591.64	97,257.23	10,665.60
Special Populations Consultative Services	83,250.00	81,000.00	494,250.00	820,482.00	810,894.00	(9,588.00)
School Curriculum Supplies	8,333.34	8,333.33	75,000.00	101,049.94	99,554.55	(1,495.39)
Short-Term Sub Teaching Services	29,773.34	38,064.90	279,988.42	279,988.42	76,500.00	(203,488.42)
Student Technology Assistance- Laptops	194,158.34	130,764.58	1,176,881.25	1,436,510.16	1,720,000.00	283,489.84
Tangible/Intangible Instr. Materials	615,164.58	463,497.92	4,171,481.25	5,043,775.00	5,892,765.00	848,990.00
Technical Support and Repairs	75,287.50	54,725.00	492,525.00	639,069.00	625,650.00	(13,419.00)
Voice Over IP Services	-	-	-	82,786.34	81,567.58	(1,218.76)
Total Enrollment/Unit Based Fees	1,512,954.31	1,201,209.03	10,448,718.15	13,301,228.59	14,162,102.83	860,874.24
Revenue-Based Fees						
Marketing Services	33,116.37	33,116.27	298,046.48	398,570.16	397,716.78	(853.37)
School Administration	198,698.18	198,697.66	1,788,278.90	2,391,420.94	2,386,300.69	(5,120.25)
Treasury Services	49,674.54	49,674.41	447,069.72	597,855.24	596,575.17	(1,280.06)
Total Revenue Based Fees	281,489.09	281,488.34	2,533,395.10	3,387,846.34	3,380,592.64	(7,253.69)
Total Fee-Based Expenses	1,794,443.40	1,482,697.37	12,982,113.25	16,689,074.93	17,542,695.47	853,620.54
SCHEDULE OF COMPENSATION:						
Administrative Compensation						
Salaries	178,551.24	170,784.48	1,612,745.34	2,162,383.21	2,170,720.31	8,337.10
Benefits	43,745.06	41,842.20	395,122.63	529,783.92	531,826.53	2,042.60
Pension	20,113.43	19,322.19	145,466.28	197,393.83	179,828.76	(17,565.07)
Taxes	7,700.31	6,403.86	65,111.74	92,071.87	99,159.38	7,087.51
Total Administrative Compensation	250,110.03	238,352.73	2,218,445.99	2,981,632.82	2,981,534.98	(97.86)
Instructional Compensation						
Salaries	936,271.74	936,067.42	6,979,178.38	11,567,260.20	11,590,013.50	22,753.29
Benefits	229,386.58	229,336.51	1,709,898.71	2,833,978.76	2,839,553.30	5,574.53
Pension	177,974.30	178,407.43	1,279,772.55	1,830,147.37	1,835,702.60	5,555.23
Taxes	30,168.86	13,441.74	143,268.07	235,029.71	219,772.72	(15,256.99)
Total Instructional Compensation	1,373,801.49	1,357,253.10	10,112,117.70	16,466,416.04	16,485,042.12	18,626.06
Total Compensation	1,623,911.52	1,595,605.83	12,330,563.69	19,448,048.87	19,466,577.10	18,528.23

California Connections Academy Southern California
Schedule Other Expenses
For the Period Ended March 31, 2021

	February-21 Actual	March-21 Actual	YTD Actual	Annual Forecast	Revised Budget 10/27/2020	Forecast vs Budget
SCHEDULE OF OTHER SCHOOL EXPENSES:						
Assessment						
Student Testing & Assessment Facilities & Services	(8,550.00)	(7,790.00)	(5,557.05)	246,000.00	246,000.00	-
Student Testing & Assessment Travel	-	-	(17.29)	207,537.60	207,537.60	-
Student Testing Technology	-	-	-	5,000.00	5,000.00	-
Total Assessment	(8,550.00)	(7,790.00)	(5,574.34)	458,537.60	458,537.60	-
Authorizer Oversight						
District Oversight	30,899.62	30,899.62	278,643.06	371,341.94	371,341.94	-
SELPA Admin Fee	12,773.06	12,773.06	112,474.20	153,363.36	152,629.00	(734.36)
SELPA One-Time Fee	1,883.66	1,883.66	16,952.94	22,603.89	22,603.89	-
STRS Reporting	1,853.12	1,853.12	16,678.08	22,237.47	22,237.47	-
Total Authorizer Oversight	47,409.46	47,409.46	424,748.28	569,546.66	568,812.30	(734.36)
Employee Related						
Staff Recruiting/Background Checks	113.95	101.01	2,704.70	19,924.78	19,924.78	-
Staff Training/Prof. Dvlpmt	18.38	4,658.07	2,432.74	111,075.00	111,075.00	-
Team Building	-	-	-	23,663.76	23,663.76	-
Travel and Conferences - Teachers	-	-	-	59,237.43	59,237.43	-
Travel and Conferences - Administration	-	-	(103.65)	36,393.24	36,393.24	-
Total Employee Related	132.33	4,759.08	5,033.79	250,294.21	250,294.21	-
Facilities						
Copiers/ Reproduction	832.44	1,320.61	7,130.43	11,630.43	21,881.74	10,251.31
Depreciation	-	-	-	2,000.00	2,000.00	-
Equipment/Supplies	-	-	-	26,430.00	26,430.00	-
Expensed Furniture and Equipment	-	-	-	31,104.13	31,104.13	-
High-Speed Internet	1,509.17	1,568.48	14,000.98	20,500.98	27,880.64	7,379.66
Maintenance & Repairs	882.54	1,075.57	17,224.52	36,224.52	47,606.00	11,381.48
Office Postage	181.56	80.55	6,889.47	19,889.47	27,493.34	7,603.87
Office Rent	18,961.45	18,961.45	170,653.05	227,537.40	261,584.69	34,047.29
Office Supplies	1,079.88	1,797.73	7,940.30	26,940.30	37,000.00	10,059.70
Rent Operating Expense	2,131.48	2,107.06	18,809.17	30,039.97	30,039.97	-
Rent Storage Unit	4,561.10	-	9,040.08	11,040.08	9,000.00	(2,040.08)
Telephone	917.25	961.87	13,535.48	21,535.48	25,106.94	3,571.46
Utilities	999.28	1,556.10	8,148.38	13,148.38	31,235.12	18,086.74
Total Facilities	32,056.15	29,429.42	273,371.86	478,021.14	578,362.57	100,341.43
Governance						
Accreditation	-	-	1,070.00	1,070.00	1,070.00	-
Banking Fees	585.90	579.33	5,673.79	8,202.00	8,202.00	-
Board-Related Expenses	-	152.60	167.86	10,000.00	10,000.00	-
Dues - Staff	46.56	-	4,523.76	11,048.65	11,048.65	-
Dues - School	-	-	54,990.52	54,990.52	50,200.00	(4,790.52)
Insurance Expenses	-	-	5,741.32	5,741.32	5,741.32	-
Total Governance	632.46	731.93	72,167.25	91,052.49	86,261.97	(4,790.52)
Internet Service Provider						
ISP Payment Reimbursement	98.20	63,623.58	129,358.24	250,000.00	250,000.00	-
Total Internet Service Provider	98.20	63,623.58	129,358.24	250,000.00	250,000.00	-
Instructional						
Other Curriculum	3,179.98	5,569.99	21,003.91	89,609.00	89,609.00	-
Summer School	-	-	16,445.00	16,445.00	16,445.00	-
Total Instructional	3,179.98	5,569.99	37,448.91	106,054.00	106,054.00	-
Professional Services						
Accounting Services/Audit	-	21,018.84	28,397.93	28,397.93	9,500.00	(18,897.93)
AERIES	-	31,895.33	31,895.33	32,600.00	32,600.00	-
Legal Services	-	28,513.80	38,151.63	53,710.89	53,710.89	-
Other School Contracted Services	5,476.92	550.01	4,899.39	31,595.27	31,595.27	-
Other School Expense	-	162.14	865.54	3,791.36	3,791.36	-
Total Professional Services	5,476.92	82,140.12	104,209.82	150,095.45	131,197.52	(18,897.93)
Student Related						
Graduation Expense	-	311.55	1,697.73	42,700.00	42,700.00	-
SPED Related Services	329,581.48	247,095.96	1,246,924.91	2,065,000.00	2,065,000.00	-
Student Activities	-	-	(3,903.80)	63,690.00	63,690.00	-
Total Student Related	329,581.48	247,407.51	1,244,718.84	2,171,390.00	2,171,390.00	-
Other (Income) and Expense						
Gain from Insurance Claims	80,840.00	-	-	-	-	-
Total Other (Income) and Expense	80,840.00	-	-	-	-	-
Taxes						
Sales Tax And Use	30,366.39	21,542.76	195,102.95	231,545.98	241,917.00	10,371.02
Total Taxes	30,366.39	21,542.76	195,102.95	231,545.98	241,917.00	10,371.02
Pending Allocation						
Expenses Pending Allocation	(8,398.85)	32,340.87	33,049.78	-	-	-
Total Pending Allocation	(8,398.85)	32,340.87	33,049.78	-	-	-
Total Other Expenses	431,984.52	527,164.72	2,513,635.38	4,756,537.53	4,842,827.17	86,289.64



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

Tuesday, February 23, 2021 at 3:30 p.m. PT

Telephone Conference Call Location:

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

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

I. Call to Order

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

II. Roll Call

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

Board Members Absent: Dave Souza and Paul Hedrick;

Guests Present: Richard Savage, Executive Director; Marcus White, Kara Mannix, Heather Tamayo, Richie Romero, Franci Sassin, LaChelle Carter, and Leslie Dombek, School staff; Melissa Brown, Eileen Sigmund, Carla Hicks, Donna Kozub, and Laura Coleman, Online & Blended Learning (OBL) staff (all via phone).

III. Public Comment

There were no public comments at this time.

IV. Routine Business

a. Approval of Agenda

Ms. Pavlich asked the Board to review the Agenda distributed prior to the meeting, and posted by February 19, 2021 in compliance with the Brown Act requirements. There being no changes noted, the following motion was made and seconded as follows:

RESOLVED, that the Agenda for the February 23, 2021 Board Meeting, as presented, is hereby approved.

The motion was approved unanimously.

V. Oral Reports

a. Executive Director's Report

i. Winter Leadership Retreat Update

Dr. Savage reported to the Board on the recent virtual Winter Leadership Retreat, including professional development initiatives and opportunities to share best practices among School Leaders.

ii. Grade Distribution Report Out

Dr. Savage provided the Board with an update on grade distribution numbers, high passing rates and academic performance.

[Ms. Mannix joined the meeting at 3:40 p.m.]

iii. Project Success Report Out

Dr. Savage introduced Ms. Dombek to present this item to the Board. Ms. Dombek reviewed Project Success, highlighting performance trends from previous school years.

b. Principal's Reports

i. Elementary School

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

ii. Middle School

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

iii. High School

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

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

c. CalCA Financial Report

Ms. Carter reviewed the financial report with the Board, as included in the written report within the Board meeting materials. She highlighted reconciling financials, the interim reports, the budget process completed to date, CALPADS reporting, and tax form filings.

i. Special Education Service Contracts Update

Ms. Carter provided the Board with an update on contracts to meet the needs of the special education student population.

ii. Consolidated Financial Report

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

iii. CalCA North Bay Financial Report

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

iv. CalCA Central Financial Report

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

v. CalCA Central Coast Financial Report

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

vi. CalCA Monterey Bay Financial Report

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

vii. CalCA Ripon Financial Report

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

viii. CalCA Southern California Financial Report

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

d. Budget Development Process Update

Ms. Kozub referenced Ms. Carter's earlier update on the budget development process and anticipated timeline, including input from Dr. Savage, Dr. Sassin and Ms. Carter. Ms. Sigmund advised that she will keep the Board and the school leadership team apprised on the state budget and how that may impact the school's financials.

e. Policy and Compliance Report

Dr. Sassin provided the Board with an update on Policy and Compliance items, as included in the Board meeting materials. She highlighted new school reopening status reports, audit and tax returns, the annual Uniform Complaint Procedure (UCP) updates, and employee vaccination efforts.

i. Form 700 Reminders

Dr. Sassin provided the Board with a reminder on their annual filing process for the Form 700 and thanked the Board members that had already completed the process.

ii. Lottery Administrative Procedure Update

Dr. Sassin provided the Board with an update on the process to develop a procedure for a lottery, as discussed at the previous Board meeting.

VI. Consent Items

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

RESOLVED, the Consent Items:

- a. Approval of Minutes from the January 26, 2021 Board Meeting;
- b. Approval of Staffing Report;
- c. Approval of Online & Blended Learning (OBL) Invoice(s) (# 91000004387; 91000004395; 91000004385; 91000004386; 91000004394; 91000004396);
- d. Approval of Draft Second Interim Reports;
- e. Approval of Consolidated Applications for the 2020-2021 School Year;
- f. Approval of California Calendars for the 2021-2022 School Year: Attendance, School, and Administrative;
- g. Approval of Revision(s) to 2020-2021 School Year State Specific School Handbook: Various Updates;
- h. Approval of 2021-2022 School Year State Specific School Handbook;
- i. Approval of Revision(s) to Uniform Complaint Procedure (UCP) and Annual Notices for the 2020-2021 School Year; and
- j. Approval of School Safety Plan; are hereby approved.

The motion passed unanimously.

VII. Action Items

a. Review and Acceptance of 2019-2020 School Year Audit

Dr. Sassin reviewed the audit report for the fiscal year ending June 30, 2020, as included in the Board materials. She highlighted key aspects of the report and related to the Board that the audit firm indicated no findings. She advised the Board that the report was for all the California Online Public Schools. There being no further discussion, a motion was made and seconded as follows:

RESOLVED, that the 2019-2020 School Year Audit, as presented, are hereby approved.

The motion passed unanimously.

b. Ratification of CalCA Central Valley Charter Renewal

Dr. Savage reviewed with the Board the CalCA Central Valley Charter Renewal, as included in the Board meeting materials. The Exhibits were provided to the Board for their December 2020 Board meeting and remain unchanged. He further reviewed the recent approval from the Alpaugh Unified School District. There being no further discussion, a motion was made and seconded as follows:

RESOLVED, that the Ratification of CalCA Central Valley Charter Renewal, as presented, are hereby ratified.

The motion passed unanimously.

c. Approval of Memorandum of Understanding (MOU) with Saddleback Community College

Dr. Romero reviewed with the Board the ongoing college and career access pathways dual enrollment partnership discussions with Saddleback Community College and expected timeline for Board consideration at a future meeting. There being no further discussion, this item was tabled.

d. Approval of Outreach Recruitment Targets and Board Resolution Regarding Enrollment Limits for the 2021-2022 School Year

Dr. Savage reviewed with the Board the proposed school enrollment limits and Board resolution for the 2021-2022 school year, as included in the Board meeting materials. He proposed 7,700 students as an overall CalCA outreach recruitment target and 8,400 students as an overall CalCA school enrollment limit with the following imposed for each school: 5,150 students for CalCA SoCal, 1,700 students for CalCA Ripon, 700 students for CalCA Central, 550 students for CalCA Monterey Bay, 200 students for CalCA North Bay, and 100 for CalCA Central Coast and sought Board input in regards to the numbers. The Board discussed the proposed targets and growth percentage from the current school year with Dr. Savage and Dr. Sassin. There being no further discussion, a motion was made and seconded as follows:

RESOLVED, that Outreach Recruitment Target and Board Resolution Regarding Enrollment Limits for the 2021-2022 School Year, as discussed, are hereby approved.

The motion passed unanimously.

VIII. Information Items

a. State Accountability Update

Dr. Romero provided the Board with an update on various state and federal accountability measures. Dr. Sassin further provided the Board an update on the expected timeline for Board consideration on required reports.

b. State Account Relations (STAR) Update

Ms. Sigmund provided the Board with an update on legislative activities which may impact the school. The Board discussed state testing considerations in detail with Ms. Sigmund and Dr. Romero.

c. Service Spotlight: School Financial Services (SFS)- What We Do

Ms. Hicks provided an overview of services delivered by School Financial Services (SFS) regarding financial support, including budget planning, audit assistance, and accurate financial reporting to ensure compliance with legal and regulatory requirements.

d. Partner School Leadership Team (PSLT) Update

There was no update at this time.

e. Sponsoring District(s) Update

Dr. Savage and Dr. Sassin provided the board with an update on upcoming charter renewals and relationships with the sponsoring districts.

IX. Adjournment and Confirmation of the Next Meeting on Tuesday, April 27, 2021 at 3:30 p.m. PT

There being no further business to discuss, the meeting was adjourned at 4:44 p.m. The next meeting is scheduled for Tuesday, April 27, 2021 at 3:30 p.m. PT.

CalCA Staffing Report

New Hires

Name	Area	Compensation	Bonus Potential	Start Date
Almond, Jennifer	Teacher—Special Ed	\$54,240.00	0.00	4/5/2021
Vizzini, Heather	Teacher—Secondary	\$47,240.00	0.00	3/29/2021

Departing Employees

Name	Area	Last Day Worked	Reason
Grogan, Elliot M.	Teacher—Secondary	3/5/2021	Personal Reasons
Saiidi Padilla, Maria Carina	Teacher—Secondary	3/12/2021	Personal Reasons

Promotions/Transfers

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

JENNIFER ALMOND

Dedicated and passionate educator with a strong commitment to the academic and social-emotional development of every student. Experience teaching special education students in both elementary and middle school settings. Devoted to ensuring the diverse needs of all learners are met and to creating a positive and inclusive environment to support meaningful learning.

CALIFORNIA TEACHING CREDENTIALS

**Education Specialist Instruction, Mild/Moderate
Multiple Subject Teaching Credential
English Learner Authorization**

TEACHING EXPERIENCE

EDUCATION SPECIALIST, Mild/Moderate 8/2014 - Present

Instructional Assistant 8/2013 - 8/2014

Albert Einstein Charter Middle School, San Diego, CA

Case Management (6th-8th Grade): Support students with various needs including specific learning disabilities, other health impairment, intellectual disability, emotional disturbance and autism spectrum disorder. Co-manage six instructional aides.

- Provide synchronous and asynchronous learning opportunities during distance learning due to COVID-19 school-wide shut down beginning March 2020; utilize virtual and video platforms to present content and provide small group and one-on-one instruction to special education students; conduct virtual IEP meetings.
- Develop and implement legally compliant IEPs; collaborate with the IEP team and related service providers on development of the IEP; coordinate and facilitate IEP meetings; ensure services, accommodations, modifications and goals are being implemented.
- Support content teachers in a co-teaching/collaborative model; modify instruction and assessments for students with specific learning disabilities, Autism, ADHD, sensory processing disorders, as well as for English Learners.
- Provide specialized academic instruction in the general education classroom and in small group pull-out settings to support academic needs and IEP goal progress.
- Teach a Pre-Algebra math foundations class to 7th and 8th grade special education students; develop daily lesson plans, and formative and summative assessments; maintain a positive classroom environment with high engagement.
- Collaborate with the School Psychologist to conduct Functional Behavior Assessments and develop Behavior Intervention Plans.
- Administer academic assessments, conduct progress monitoring and monitor goal data collection to inform ongoing instruction.
- Establish and maintain positive relationships with parents, students and staff; communicate with parents on student progress.
- Supervise and train paraprofessionals who assist with inclusion support, specialized academic instruction and goal data collection.
- Administer statewide testing for special education students.
- Participate in staff professional development meetings; facilitate professional development for general education teachers; attend special education training and conferences on an ongoing basis.

EDUCATION ASSISTANT, SPECIAL EDUCATION

Spicewood Elementary, Round Rock ISD, Austin, TX 8/2011 - 5/2012

Provided small group instruction and inclusion support for students in an elementary special education program. Developed and modified instruction as defined in the IEP for students with specific needs including autism spectrum disorder, learning disabilities, and other health impairment.

STUDENT TEACHER

Spicewood Elementary, Round Rock ISD, Austin, TX 9/2010 – 5/2011

Assisted mentor teacher with small group and individual instruction in an elementary special education resource room setting. Developed and modified instruction as defined in the IEP for students with specific needs including autism spectrum disorder, learning disabilities, and other health impairment. Substitute teacher for general and special education classrooms after completion of student teaching. Maintained positive learning environment and motivated students while implementing lesson plans in teacher's absence.

PROFESSIONAL DEVELOPMENT HIGHLIGHTS

- **IB Global Conference (7/2019):** Team presenter in a breakout session on *Making IB accessible for Exceptional Learners*.
- **Trauma Informed Practice (2018):** Attended workshop on understanding trauma and its effects on students and strategies for creating a trauma-sensitive classroom.
- **Engage 4 Learning (2018):** Attended workshop on how to engage diverse groups of learners in the classroom by focusing on the cognitive, social-emotional, and physical ways that students learn.
- **Practical Strategies to Incorporate Specially Designed Instruction into Your Co-Teaching (2017):** Attended seminar on effective co-teaching practices to target the needs of special education and EL students in the general education classroom.

OTHER WORK EXPERIENCE

Other professional work experience includes human resource management and general accounting prior to pursuing professional teaching career.

EDUCATION

Austin Community College Teacher Certification Program, Austin, TX

- **Texas Standard Teaching Certificate**, January 2011; Special Education (EC-12th) and Generalist (EC-6th).
- Completed over 50 hours of classroom observations and field experience.
- Attended summer teaching Institute with focus on special education methodology training.

B.A. University of San Diego, San Diego, CA Major: Political Science; Minor: Business Administration

Heather Vizzini

Experience

August 2018- June 2019

Huntington Beach High School- *Full Time Long Term Substitute Teacher*

- Classes Taught for the 2018-2019 School Year: CP English 2 and CP English 3.
- Developing unit plans that are designed for a 1:1 Chromebook classroom and adhere to the CCSS.
- Making accommodations for students with IEP and 504 plans including attending meetings with Case Managers and parents.
- Utilizing Canvas LMS for enhancing students' learning and assessing their performance.
- Proctoring tests including the PSAT, CAST, and SBAC.
- Friday Night Live Club Advisor

September 2017-Present

Huntington Beach Union High School District and Garden Grove Unified School District- *Day-to-Day Substitute Teacher*

- Adhering to the school's guidelines and policies.
- Teaching students while keeping them on task.

September 2017-Present

Discovery Learning Center- *Tutor*

- Tutoring 1st-6th graders in all subject areas.
- Tutoring junior high and high school students in ELA.
- Teaching 7th, 8th, and 9th grade summer ELA courses.

January 2018-June 2018

Huntington Beach High School- *Student Teacher*

- Classes Taught: Developmental Reading with Scholastic's Read 180 Program, CP English 1, and CP English 3.
- Developing unit and daily lesson plans emphasizing the use of technology.
- Having full responsibility for student learning and classroom environment.

Certification

English Single Subject Credential with ELL Authorization obtained August 1st, 2018.

Education

August 2012 - May 2018

California State University, Long Beach - *English Education with Literature Emphasis (Diploma obtained May 2016) and Single Subject Credential Program- English*

August 2008 - May 2012

Marina High School, Huntington Beach-*Diploma obtained*

References

Mark Kamei: English Department Chairperson- (714) 536-2514 ext. 4209

Rosie Harshman: Master Teacher-(714) 536-2514 ext. 4103



INVOICE

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

Invoice Number : 91000007379
Date : 18-MAR-2021
Due Date :
Payment Terms :
Customer Account : 3903212
Project Number : 82043201
Currency : USD
Shipment Terms :
Purchase Order Number : CALCAN
Number of Pages : Page 1 of 2

Total Ordered Quantity (No. Of Items) : 1				REMITTANCE INFORMATION			
Net Amount :	USD	\$76,858.30		Make Checks Payable to:		Bank Wire to:	
Tax Total :	USD	\$1,334.24		Pearson Online & Blended Learning		Bank Name	: Bank of America N A
Invoice Total :	USD	\$78,192.54		32369 Collection Center Drive		Bank Address	:
Amount Due :	USD	\$78,192.54		Chicago, IL 60693-0323		ABA ACH No	: 071000039
						ABA Wire No	: 026009593
						SWIFT Code	: BOFAUS3N
						A/C No	: 8188290225
						Bank Account Name	: Connections Education LLC dba Pearson Online & Blended Learning K-12 USA



Invoice Number: 91000007379							Page 2 of 2
Project Number	Project Agreement Number	Description	Quantity	List Price	Net Price	Tax	Line Total
82043201	CALCAN	Direct Charges	23		76,858.30	1,334.24	78,192.54

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

Invoice Total	Subtotal	Total Tax	Invoice Total
	USD	USD	USD
	\$76,858.30	\$1,334.24	\$78,192.54



Charges for the Following Period:

February 2021

Compensation Expenses

Benefits - Administration

Benefits - Instructional

Enrollment/Unit Based Charges

Accounting and Regulatory Reporting	925.00
Connexus™ Annual License (EMS)	11,100.00
Curriculum Postage	910.25
Direct Course Instruction Support	1,028.50
Educational Resource Center	2,331.00
Enrollment and Records Management	1,103.33
Facility Support Services	75.00
Hardware/Software - Employees	450.00
Human Resources Support	937.50
Internet Subsidy Payment Processing	2,147.90
Monthly Fee per Student on an IEP	2,850.00
School Curriculum Supplies	333.34
Student Technology Assistance	8,145.83
Tangible and Intangible Instructional Materials	28,361.45
Technical Support and Repairs	2,775.00
	63,474.10

Revenue Based Charges

Marketing Services	1,574.61
School Administration	9,447.67
Treasury Services	2,361.92
	13,384.20

Additional Services

Pass Through Expenses

Total Amount Due

76,858.30



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

Invoice Number : 91000007594
Date : 13-APR-2021
Due Date :
Payment Terms :
Customer Account : 3903212
Project Number : 82043201
Currency : USD
Shipment Terms :
Purchase Order Number : CALCAN
Number of Pages : Page 1 of 2

Total Ordered Quantity (No. Of Items) : 2				REMITTANCE INFORMATION			
Net Amount :	USD	\$63,335.10		Make Checks Payable to:		Bank Wire to:	
Tax Total :	USD	\$967.96		Pearson Online & Blended Learning		Bank Name	: Bank of America N A
Invoice Total :	USD	\$64,303.06		32369 Collection Center Drive		Bank Address	:
Amount Due :	USD	\$64,303.06		Chicago, IL 60693-0323		ABA ACH No	: 071000039
						ABA Wire No	: 026009593
						SWIFT Code	: BOFAUS3N
						A/C No	: 8188290225
						Bank Account Name	: Connections Education LLC dba Pearson Online & Blended Learning K-12 USA



Invoice Number: 91000007594

Page 2 of 2

Project Number	Project Agreement Number	Description	Quantity	List Price	Net Price	Tax	Line Total
82043201	CALCAN	Direct Charges	23		61,163.70	967.96	62,131.66
82043201	CALCAN	Pass Through	1		2,171.40	0.00	2,171.40

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

Invoice Total	Subtotal	Total Tax	Invoice Total
	USD	USD	USD
	\$63,335.10	\$967.96	\$64,303.06



Charges for the Following Period:

March 2021

Enrollment/Unit Based Charges

Accounting and Regulatory Reporting	750.00
Connexus™ Annual License (EMS)	9,000.00
Curriculum Postage	660.00
Direct Course Instruction Support	1,454.75
Educational Resource Center	1,890.00
Enrollment and Records Management	800.00
Facility Support Services	75.00
Hardware/Software - Employees	450.00
Human Resources Support	937.50
Internet Subsidy Payment Processing	268.49
Monthly Fee per Student on an IEP	2,550.00
School Curriculum Supplies	333.33
Student Technology Assistance	5,797.92
Tangible and Intangible Instructional Materials	20,562.50
Technical Support and Repairs	2,250.00
	47,779.49

Revenue Based Charges

Marketing Services	1,574.62
School Administration	9,447.67
Treasury Services	2,361.92
	13,384.21

Additional Services

Pass Through Expenses

Internet Subsidy Payment	2,171.40
	2,171.40

Total Amount Due

63,335.10



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

Invoice Number : 91000007378
Date : 18-MAR-2021
Due Date :
Payment Terms :
Customer Account : 3922001
Project Number : 82043199
Currency : USD
Shipment Terms :
Purchase Order Number : CENCA
Number of Pages : Page 1 of 2

Total Ordered Quantity (No. Of Items) : 2				REMITTANCE INFORMATION			
Net Amount :	USD	\$202,749.90		Make Checks Payable to:		Bank Wire to:	
Tax Total :	USD	\$3,863.41		Pearson Online & Blended Learning		Bank Name	: Bank of America N A
Invoice Total :	USD	\$206,613.31		32369 Collection Center Drive		Bank Address	:
Amount Due :	USD	\$206,613.31		Chicago, IL 60693-0323		ABA ACH No	: 071000039
						ABA Wire No	: 026009593
						SWIFT Code	: BOFAUS3N
						A/C No	: 8188290225
						Bank Account Name	: Connections Education LLC dba Pearson Online & Blended Learning K-12 USA



Invoice Number: 91000007378

Page 2 of 2

Project Number	Project Agreement Number	Description	Quantity	List Price	Net Price	Tax	Line Total
82043199	CENCA	Direct Charges	24		231,399.18	3,863.41	235,262.59
82043199	CENCA	Pass Through	-1		28,649.28	0.00	-28,649.28

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

Invoice Total	Subtotal	Total Tax	Invoice Total
	USD	USD	USD
	\$202,749.90	\$3,863.41	\$206,613.31



Charges for the Following Period:

February 2021

Compensation Expenses

Benefits - Administration

Benefits - Instructional

Enrollment/Unit Based Charges

Accounting and Regulatory Reporting 2,720.84

Community Outreach 2,083.34

Connexus™ Annual License (EMS) 32,650.00

Curriculum Postage 2,623.50

Direct Course Instruction Support 935.00

Educational Resource Center 6,856.50

Enrollment and Records Management 3,180.00

Facility Support Services 200.00

Hardware/Software - Employees 1,250.00

Human Resources Support 2,604.17

Internet Subsidy Payment Processing 8,575.95

Monthly Fee per Student on an IEP 15,150.00

School Curriculum Supplies 875.00

Student Technology Assistance 24,293.75

Tangible and Intangible Instructional Materials 80,041.16

Technical Support and Repairs 8,162.50

192,201.71

Revenue Based Charges

Marketing Services 4,611.47

School Administration 27,668.80

Treasury Services 6,917.20

39,197.47

Additional Services

Pass Through Expenses

Miscellaneous (28,649.28)

(28,649.28)

Total Amount Due

202,749.90



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

Invoice Number : 91000007595
Date : 13-APR-2021
Due Date :
Payment Terms :
Customer Account : 3922001
Project Number : 82043199
Currency : USD
Shipment Terms :
Purchase Order Number : CENCA
Number of Pages : Page 1 of 2

Total Ordered Quantity (No. Of Items) : 2				REMITTANCE INFORMATION			
Net Amount : USD \$214,152.29				Make Checks Payable to:		Bank Wire to:	
Tax Total : USD \$3,249.86				Pearson Online & Blended Learning		Bank Name	: Bank of America N A
Invoice Total : USD \$217,402.15				32369 Collection Center Drive		Bank Address	:
Amount Due : USD \$217,402.15				Chicago, IL 60693-0323		ABA ACH No	: 071000039
						ABA Wire No	: 026009593
						SWIFT Code	: BOFAUS3N
						A/C No	: 8188290225
						Bank Account Name	: Connections Education LLC dba Pearson Online & Blended Learning K-12 USA



Invoice Number: 91000007595							Page 2 of 2
Project Number	Project Agreement Number	Description	Quantity	List Price	Net Price	Tax	Line Total
82043199	CENCA	Direct Charges	24		204,825.14	3,249.86	208,075.00
82043199	CENCA	Pass Through	1		9,327.15	0.00	9,327.15

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

Invoice Total	Subtotal	Total Tax	Invoice Total
	USD	USD	USD
	\$214,152.29	\$3,249.86	\$217,402.15



Charges for the Following Period:

March 2021

Enrollment/Unit Based Charges

Accounting and Regulatory Reporting	2,545.83
Community Outreach	2,083.33
Connexus™ Annual License (EMS)	30,550.00
Curriculum Postage	2,219.25
Direct Course Instruction Support	1,201.75
Educational Resource Center	6,415.50
Enrollment and Records Management	2,690.00
Facility Support Services	200.00
Hardware/Software - Employees	1,600.00
Human Resources Support	3,333.33
Internet Subsidy Payment Processing	1,072.00
Monthly Fee per Student on an IEP	15,000.00
School Curriculum Supplies	1,166.67
Student Technology Assistance	19,597.92
Tangible and Intangible Instructional Materials	68,314.58
Technical Support and Repairs	7,637.50
	165,627.66

Revenue Based Charges

Marketing Services	4,611.47
School Administration	27,668.81
Treasury Services	6,917.20
	39,197.48

Additional Services

Pass Through Expenses

Internet Subsidy Payment	9,327.15
	9,327.15

Total Amount Due

214,152.29



INVOICE

Customer Bill-to:
CALIFORNIA CONNECTIONS ACADEMY
@ CENTRAL COAST
33272 VALLE RD
SAN JUAN CAPISTRANO, CA 92675

Attention:
Accounts Payable

Customer Ship-to:
CALIFORNIA CONNECTIONS
ACADEMY @ CENTRAL COAST
33272 VALLE RD
SAN JUAN CAPISTRANO, CA 92675

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

Invoice Number : 91000007380
Date : 18-MAR-2021
Due Date :
Payment Terms :
Customer Account : 4235156
Project Number : 82043240
Currency : USD
Shipment Terms :
Purchase Order Number : CalCACC
Number of Pages : Page 1 of 2

Total Ordered Quantity (No. Of Items) : 1				REMITTANCE INFORMATION			
Net Amount :	USD	\$34,761.94		Make Checks Payable to:		Bank Wire to:	
Tax Total :	USD	\$742.79		Pearson Online & Blended Learning		Bank Name	: Bank of America N A
Invoice Total :	USD	\$35,504.73		32369 Collection Center Drive		Bank Address	:
Amount Due :	USD	\$35,504.73		Chicago, IL 60693-0323		ABA ACH No	: 071000039
						ABA Wire No	: 026009593
						SWIFT Code	: BOFAUS3N
						A/C No	: 8188290225
						Bank Account Name	: Connections Education LLC dba Pearson Online & Blended Learning K-12 USA



Invoice Number: 91000007380							Page 2 of 2
Project Number	Project Agreement Number	Description	Quantity	List Price	Net Price	Tax	Line Total
82043240	CalCACC	Direct Charges	19		34,761.94	742.79	35,504.73

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Invoice Total	Subtotal	Total Tax	Invoice Total
	USD	USD	USD
	\$34,761.94	\$742.79	\$35,504.73



Charges for the Following Period:

February 2021

Enrollment/Unit Based Charges

Accounting and Regulatory Reporting	562.50
Connexus™ Annual License (EMS)	6,750.00
Curriculum Postage	558.25
Direct Course Instruction Support	187.00
Educational Resource Center	1,417.50
Enrollment and Records Management	676.66
Facility Support Services	25.00
Hardware/Software - Employees	(200.00)
Human Resources Support	(416.67)
Internet Subsidy Payment Processing	105.21
Monthly Fee per Student on an IEP	600.00
School Curriculum Supplies	125.00
Student Technology Assistance	5,270.83
Tangible and Intangible Instructional Materials	14,720.25
Technical Support and Repairs	1,687.50
	<hr/>
	32,069.03

Revenue Based Charges

Marketing Services	316.81
School Administration	1,900.88
Treasury Services	475.22
	<hr/>
	2,692.91

Total Amount Due

34,761.94



INVOICE

Customer Bill-to:
CALIFORNIA CONNECTIONS ACADEMY
@ CENTRAL COAST
33272 VALLE RD
SAN JUAN CAPISTRANO, CA 92675

Attention:
Accounts Payable

Customer Ship-to:
CALIFORNIA CONNECTIONS
ACADEMY @ CENTRAL COAST
33272 VALLE RD
SAN JUAN CAPISTRANO, CA 92675

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

Invoice Number : 91000007583
Date : 12-APR-2021
Due Date :
Payment Terms :
Customer Account : 4235156
Project Number : 82043240
Currency : USD
Shipment Terms :
Purchase Order Number : CalCACC
Number of Pages : Page 1 of 2

Total Ordered Quantity (No. Of Items) : 1				REMITTANCE INFORMATION			
Net Amount : USD \$23,594.14				Make Checks Payable to:		Bank Wire to:	
Tax Total : USD \$466.58				Pearson Online & Blended Learning		Bank Name : Bank of America N A	
Invoice Total : USD \$24,060.72				32369 Collection Center Drive		Bank Address :	
Amount Due : USD \$24,060.72				Chicago, IL 60693-0323		ABA ACH No : 071000039	
						ABA Wire No : 026009593	
						SWIFT Code : BOFAUS3N	
						A/C No : 8188290225	
						Bank Account Name : Connections Education LLC dba Pearson Online & Blended Learning K-12 USA	



Invoice Number: 91000007583

Page 2 of 2

Project Number	Project Agreement Number	Description	Quantity	List Price	Net Price	Tax	Line Total
82043240	CalCACC	Direct Charges	23		23,594.14	466.58	24,060.72

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Invoice Total	Subtotal	Total Tax	Invoice Total
	USD	USD	USD
	\$23,594.14	\$466.58	\$24,060.72



Charges for the Following Period:

March 2021

Enrollment/Unit Based Charges

Accounting and Regulatory Reporting	329.17
Connexus™ Annual License (EMS)	3,950.00
Curriculum Postage	327.25
Direct Course Instruction Support	253.00
Educational Resource Center	829.50
Enrollment and Records Management	396.67
Facility Support Services	25.00
Hardware/Software - Employees	150.00
Human Resources Support	312.50
Internet Subsidy Payment Processing	105.20
Monthly Fee per Student on an IEP	600.00
School Curriculum Supplies	125.00
Student Technology Assistance	2,922.92
Tangible and Intangible Instructional Materials	9,587.50
Technical Support and Repairs	987.50
	<hr/>
	20,901.21

Revenue Based Charges

Marketing Services	316.82
School Administration	1,900.89
Treasury Services	475.22
	<hr/>
	2,692.93

Additional Services

Pass Through Expenses

Total Amount Due

23,594.14



INVOICE

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

Attention:
Accounts Payable

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

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

Invoice Number : 91000007373
Date : 17-MAR-2021
Due Date :
Payment Terms :
Customer Account : 3973052
Project Number : 82043234
Currency : USD
Shipment Terms :
Purchase Order Number : CALCAMB
Number of Pages : Page 1 of 2

Total Ordered Quantity (No. Of Items) : 1				REMITTANCE INFORMATION			
Net Amount : USD \$167,273.59				Make Checks Payable to:		Bank Wire to:	
Tax Total : USD \$3,063.28				Pearson Online & Blended Learning		Bank Name	: Bank of America N A
Invoice Total : USD \$170,336.87				32369 Collection Center Drive		Bank Address	:
Amount Due : USD \$170,336.87				Chicago, IL 60693-0323		ABA ACH No	: 071000039
						ABA Wire No	: 026009593
						SWIFT Code	: BOFAUS3N
						A/C No	: 8188290225
						Bank Account Name	: Connections Education LLC dba Pearson Online & Blended Learning K-12 USA



Invoice Number: 91000007373							Page 2 of 2
Project Number	Project Agreement Number	Description	Quantity	List Price	Net Price	Tax	Line Total
82043234	CALCAMB	Direct Charges	23		167,273.59	3,063.28	170,336.87

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Invoice Total	Subtotal	Total Tax	Invoice Total
	USD	USD	USD
	\$167,273.59	\$3,063.28	\$170,336.87



Charges for the Following Period:

February 2021

Enrollment/Unit Based Charges

Accounting and Regulatory Reporting	2,362.50
Connexus™ Annual License (EMS)	28,350.00
Curriculum Postage	2,279.75
Direct Course Instruction Support	1,355.75
Educational Resource Center	5,953.50
Enrollment and Records Management	2,763.33
Facility Support Services	150.00
Hardware/Software - Employees	1,050.00
Human Resources Support	2,187.50
Internet Subsidy Payment Processing	3,974.08
Monthly Fee per Student on an IEP	5,550.00
School Curriculum Supplies	750.00
Student Technology Assistance	17,872.91
Tangible and Intangible Instructional Materials	67,581.61
Technical Support and Repairs	7,087.50
	<hr/>
	149,268.43

Revenue Based Charges

Marketing Services	2,118.25
School Administration	12,709.53
Treasury Services	3,177.38
	<hr/>
	18,005.16

Total Amount Due

167,273.59



INVOICE

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

Attention:
Accounts Payable

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

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

Invoice Number : 91000007582
Date : 12-APR-2021
Due Date :
Payment Terms :
Customer Account : 3973052
Project Number : 82043234
Currency : USD
Shipment Terms :
Purchase Order Number : CALCAMB
Number of Pages : Page 1 of 2

Total Ordered Quantity (No. Of Items) : 1				REMITTANCE INFORMATION			
Net Amount :	USD	\$119,806.10		Make Checks Payable to:		Bank Wire to:	
Tax Total :	USD	\$1,979.89		Pearson Online & Blended Learning		Bank Name :	Bank of America N A
Invoice Total :	USD	\$121,785.99		32369 Collection Center Drive		Bank Address :	
Amount Due :	USD	\$121,785.99		Chicago, IL 60693-0323		ABA ACH No :	071000039
						ABA Wire No :	026009593
						SWIFT Code :	BOFAUS3N
						A/C No :	8188290225
						Bank Account Name :	Connections Education LLC dba Pearson Online & Blended Learning K-12 USA



Invoice Number: 91000007582							Page 2 of 2
Project Number	Project Agreement Number	Description	Quantity	List Price	Net Price	Tax	Line Total
82043234	CALCAMB	Direct Charges	23		119,806.10	1,979.89	121,785.99

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Invoice Total	Subtotal	Total Tax	Invoice Total
	USD	USD	USD
	\$119,806.10	\$1,979.89	\$121,785.99



Charges for the Following Period:

March 2021

Enrollment/Unit Based Charges

Accounting and Regulatory Reporting	1,691.67
Connexus™ Annual License (EMS)	20,300.00
Curriculum Postage	1,432.75
Direct Course Instruction Support	1,834.25
Educational Resource Center	4,263.00
Enrollment and Records Management	1,736.67
Facility Support Services	150.00
Hardware/Software - Employees	1,050.00
Human Resources Support	2,187.50
Internet Subsidy Payment Processing	496.76
Monthly Fee per Student on an IEP	5,850.00
School Curriculum Supplies	750.00
Student Technology Assistance	10,829.17
Tangible and Intangible Instructional Materials	44,154.16
Technical Support and Repairs	5,075.00
	<hr/>
	101,800.93

Revenue Based Charges

Marketing Services	2,118.26
School Administration	12,709.53
Treasury Services	3,177.38
	<hr/>
	18,005.17

Additional Services

Pass Through Expenses

Total Amount Due

119,806.10



INVOICE

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

Attention:
Accounts Payable

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

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

Invoice Number : 91000007381
Date : 18-MAR-2021
Due Date :
Payment Terms :
Customer Account : 3922560
Project Number : 82043200
Currency : USD
Shipment Terms :
Purchase Order Number : CALCAR
Number of Pages : Page 1 of 2

Total Ordered Quantity (No. Of Items) : 1				REMITTANCE INFORMATION			
Net Amount :	USD	\$609,822.17		Make Checks Payable to:		Bank Wire to:	
Tax Total :	USD	\$11,087.57		Pearson Online & Blended Learning		Bank Name	: Bank of America N A
Invoice Total :	USD	\$620,909.74		32369 Collection Center Drive		Bank Address	:
Amount Due :	USD	\$620,909.74		Chicago, IL 60693-0323		ABA ACH No	: 071000039
						ABA Wire No	: 026009593
						SWIFT Code	: BOFAUS3N
						A/C No	: 8188290225
						Bank Account Name	: Connections Education LLC dba Pearson Online & Blended Learning K-12 USA



Invoice Number: 91000007381

Page 2 of 2

Project Number	Project Agreement Number	Description	Quantity	List Price	Net Price	Tax	Line Total
82043200	CALCAR	Direct Charges	24		609,822.17	11,087.57	620,909.74

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Invoice Total	Subtotal	Total Tax	Invoice Total
	USD	USD	USD
	\$609,822.17	\$11,087.57	\$620,909.74



Charges for the Following Period:

January 2021

Compensation Expenses

Benefits - Administration

Benefits - Instructional

Enrollment/Unit Based Charges

Accounting and Regulatory Reporting	8,166.67
Community Outreach	4,166.66
Connexus™ Annual License (EMS)	98,000.00
Curriculum Postage	7,411.25
Direct Course Instruction Support	4,347.75
Educational Resource Center	20,580.00
Enrollment and Records Management	8,983.33
Facility Support Services	525.00
Hardware/Software - Employees	4,150.00
Human Resources Support	8,645.83
Internet Subsidy Payment Processing	386.83
Monthly Fee per Student on an IEP	29,250.00
School Curriculum Supplies	3,083.33
Student Technology Assistance	68,568.75
Tangible and Intangible Instructional Materials	230,147.92
Technical Support and Repairs	24,500.00
	520,913.32

Revenue Based Charges

Marketing Services	10,459.86
School Administration	62,759.19
Treasury Services	15,689.80
	88,908.85

Additional Services

Pass Through Expenses

Total Amount Due

609,822.17



INVOICE

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

Attention:
Accounts Payable

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

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

Invoice Number : 91000007596
Date : 13-APR-2021
Due Date :
Payment Terms :
Customer Account : 3922560
Project Number : 82043200
Currency : USD
Shipment Terms :
Purchase Order Number : CALCAR
Number of Pages : Page 1 of 2

Total Ordered Quantity (No. Of Items) : 2				REMITTANCE INFORMATION			
Net Amount :	USD	\$497,373.88		Make Checks Payable to:		Bank Wire to:	
Tax Total :	USD	\$7,639.07		Pearson Online & Blended Learning		Bank Name	: Bank of America N A
Invoice Total :	USD	\$505,012.95		32369 Collection Center Drive		Bank Address	:
Amount Due :	USD	\$505,012.95		Chicago, IL 60693-0323		ABA ACH No	: 071000039
						ABA Wire No	: 026009593
						SWIFT Code	: BOFAUS3N
						A/C No	: 8188290225
						Bank Account Name	: Connections Education LLC dba Pearson Online & Blended Learning K-12 USA



Invoice Number: 91000007596

Page 2 of 2

Project Number	Project Agreement Number	Description	Quantity	List Price	Net Price	Tax	Line Total
82043200	CALCAR	Direct Charges	24		477,189.73	7,639.07	484,828.80
82043200	CALCAR	Pass Through	1		20,184.15	0.00	20,184.15

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Invoice Total	Subtotal	Total Tax	Invoice Total
	USD	USD	USD
	\$497,373.88	\$7,639.07	\$505,012.95



Charges for the Following Period:

March 2021

Enrollment/Unit Based Charges

Accounting and Regulatory Reporting	6,008.33
Community Outreach	4,166.67
Connexus™ Annual License (EMS)	72,100.00
Curriculum Postage	5,236.00
Direct Course Instruction Support	6,135.25
Educational Resource Center	15,141.00
Enrollment and Records Management	6,346.67
Facility Support Services	525.00
Hardware/Software - Employees	3,800.00
Human Resources Support	7,916.67
Internet Subsidy Payment Processing	2,371.95
Monthly Fee per Student on an IEP	28,950.00
School Curriculum Supplies	2,791.67
Student Technology Assistance	45,089.58
Tangible and Intangible Instructional Materials	163,677.08
Technical Support and Repairs	18,025.00
	<hr/>
	388,280.87

Revenue Based Charges

Marketing Services	10,459.87
School Administration	62,759.19
Treasury Services	15,689.80
	<hr/>
	88,908.86

Additional Services

Pass Through Expenses

Internet Subsidy Payment	20,184.15
	<hr/>
	20,184.15

Total Amount Due

497,373.88



INVOICE

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

Attention:
Accounts Payable

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

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

Invoice Number : 91000007383
Date : 18-MAR-2021
Due Date :
Payment Terms :
Customer Account : 3921999
Project Number : 82043198
Currency : USD
Shipment Terms :
Purchase Order Number : CAPOCA
Number of Pages : Page 1 of 2

Total Ordered Quantity (No. Of Items) : 2				REMITTANCE INFORMATION			
Net Amount :	USD	\$2,569,942.90		Make Checks Payable to:		Bank Wire to:	
Tax Total :	USD	\$30,366.39		Pearson Online & Blended Learning		Bank Name	: Bank of America N A
Invoice Total :	USD	\$2,600,309.29		32369 Collection Center Drive		Bank Address	:
Amount Due :	USD	\$2,600,309.29		Chicago, IL 60693-0323		ABA ACH No	: 071000039
						ABA Wire No	: 026009593
						SWIFT Code	: BOFAUS3N
						A/C No	: 8188290225
						Bank Account Name	: Connections Education LLC dba Pearson Online & Blended Learning K-12 USA



Invoice Number: 91000007383							Page 2 of 2
Project Number	Project Agreement Number	Description	Quantity	List Price	Net Price	Tax	Line Total
82043198	CAPOCA	Direct Charges	24		2,258,524.49	29,810.43	2,288,334.92
82043198	CAPOCA	Pass Through	16		311,418.41	555.96	311,974.37

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

Invoice Total	Subtotal	Total Tax	Invoice Total
	USD	USD	USD
	\$2,569,942.90	\$30,366.39	\$2,600,309.29



Charges for the Following Period:

February 2021

Compensation Expenses

Benefits - Administration	70,819.25
Benefits - Instructional	374,435.18
Credit for Nonbillable Earnings Paid by the School	(15,947.27)
Withholdings	196,253.93
	<hr/>
	625,561.09

Enrollment/Unit Based Charges

Accounting and Regulatory Reporting	25,095.83
Community Outreach	45,833.34
Connexus™ Annual License (EMS)	301,150.00
Curriculum Postage	19,816.50
Direct Course Instruction Support	14,165.25
Educational Resource Center	63,241.50
Enrollment and Records Management	24,020.00
Facility Support Services	1,525.00
Hardware/Software - Employees	11,350.00
Human Resources Support	23,645.84
Internet Subsidy Payment Processing	(22,856.05)
Monthly Fee per Student on an IEP	83,250.00
School Curriculum Supplies	8,333.34
Short Term Substitute Teaching Services	48,600.00
Student Technology Assistance	194,158.34
Tangible and Intangible Instructional Materials	615,164.58
Technical Support and Repairs	75,287.50
	<hr/>
	1,531,780.97

Revenue Based Charges

Marketing Services	33,116.37
School Administration	198,698.18
Treasury Services	49,674.54
	<hr/>
	281,489.09

**Special Education
Additional Services**

Pass Through Expenses

Internet Subsidy Payment	98.20
Miscellaneous	131,013.55
	<hr/>
	131,111.75

Total Amount Due

2,569,942.90



INVOICE

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

Attention:
Accounts Payable

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

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

Invoice Number : 91000007599
Date : 13-APR-2021
Due Date :
Payment Terms :
Customer Account : 3921999
Project Number : 82043198
Currency : USD
Shipment Terms :
Purchase Order Number : CAPOCA
Number of Pages : Page 1 of 2

Total Ordered Quantity (No. Of Items) : 2				REMITTANCE INFORMATION			
Net Amount :	USD	\$2,243,073.09		Make Checks Payable to:		Bank Wire to:	
Tax Total :	USD	\$21,542.76		Pearson Online & Blended Learning		Bank Name	: Bank of America N A
Invoice Total :	USD	\$2,264,615.85		32369 Collection Center Drive		Bank Address	:
Amount Due :	USD	\$2,264,615.85		Chicago, IL 60693-0323		ABA ACH No	: 071000039
						ABA Wire No	: 026009593
						SWIFT Code	: BOFAUS3N
						A/C No	: 8188290225
						Bank Account Name	: Connections Education LLC dba Pearson Online & Blended Learning K-12 USA



Invoice Number: 91000007599							Page 2 of 2
Project Number	Project Agreement Number	Description	Quantity	List Price	Net Price	Tax	Line Total
82043198	CAPOCA	Direct Charges	26		1,946,508.90	21,542.76	1,968,051.66
82043198	CAPOCA	Pass Through	20		296,564.19	0.00	296,564.19

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

Invoice Total	Subtotal	Total Tax	Invoice Total
	USD	USD	USD
	\$2,243,073.09	\$21,542.76	\$2,264,615.85



Charges for the Following Period:

March 2021

Compensation Expenses

Benefits - Administration	67,738.70
Benefits - Instructional	372,337.73
Credit for Nonbillable Earnings Paid by the School	(15,593.88)
Withholdings	194,069.29
	<hr/>
	618,551.84

Enrollment/Unit Based Charges

Accounting and Regulatory Reporting	18,241.67
Community Outreach	45,833.33
Connexus™ Annual License (EMS)	218,900.00
Curriculum Postage	14,907.75
Direct Course Instruction Support	19,164.75
Educational Resource Center	45,969.00
Enrollment and Records Management	18,070.00
Facility Support Services	1,525.00
Hardware/Software - Employees	11,350.00
Human Resources Support	23,645.83
Internet Subsidy Payment Processing	7,215.97
Monthly Fee per Student on an IEP	81,000.00
School Curriculum Supplies	8,333.33
Short Term Substitute Teaching Services	61,800.00
Student Technology Assistance	130,764.58
Tangible and Intangible Instructional Materials	463,497.92
Technical Support and Repairs	54,725.00
	<hr/>
	1,224,944.13

Revenue Based Charges

Marketing Services	33,116.27
School Administration	198,697.66
Treasury Services	49,674.41
	<hr/>
	281,488.34

**Special Education
Additional Services**

Pass Through Expenses

Internet Subsidy Payment	63,623.58
Miscellaneous	54,465.20
	<hr/>
	118,088.78

Total Amount Due

2,243,073.09

2021-2022 Compensation Plan for 10-Month Staff

Base Salary*	<ul style="list-style-type: none"> A <u>starting</u> base salary for new 10-month staff will be determined by the point system described below. 10-month staff may receive an annual salary increase based on their performance rating. For this school year the CalCA starting base will be \$45,240. <ul style="list-style-type: none"> Tier 1: Base Tier 2: Base + \$2,250 Tier 3: Base + \$4,000 The content area aligned to each tier is determined by the school leader. Each point will be valued at \$1,000.
Career Ladder Positions	10-month staff can apply for the following career ladder opportunities and assume additional responsibilities in order to earn additional compensation as follows: <ul style="list-style-type: none"> Coordinator Teacher – base plus 4% Lead Teacher – base plus 9% Specialist Teacher – base plus 12% Master Teacher – base plus 15%
State Retirement Plan	All 10-month staff contribute. Contribution rates are subject to change based on state requirements. <ul style="list-style-type: none"> Employee Contribution: <ul style="list-style-type: none"> Non-PEPRA: 10.25% Eligible Earnings PEPRA: 10.205% Eligible Earnings Employer Contribution: 15.92% (or the rate approved by the state, if different) Social Security Exemption: Yes

*Salary increases are contingent on the fiscal performance of the school. The Board will have the ability to adjust the percentages in the event that the school does not meet expectations.

The process for determining the starting base salaries for Certified 10-Month Staff is as follows:
(NOTE THAT THIS POINT SYSTEM IS ONLY RELEVANT FOR STARTING SALARIES AND IS NOT USED FOR ANNUAL INCREASES)

STEP 1 – Develop minimum starting salary and point value based on school budget and local comparisons.

STEP 2 - Using the Point Criteria Guidelines below, determine the number of points for an individual candidate. The maximum number of points is 14. Note that the minimum salary and point value is set each year based on competitive market factors and the school budget.

STEP 3 - Apply tier compensation, if applicable.

STEP 4 - The total number of points, applicable tier pay, and school base, will determine the starting salary of the candidate.

Starting base salary + Relevant work experience points + Relevant degree points + Special skill points + applicable tier pay = New Hire Base Salary Offer

Point Criteria Guidelines	
Years of relevant work experience	Points
0 to 1	0
2 to 5	2
6 to 10	4
11 to 15	6
16 – 20	8
Relevant Degree(s)	Points
BA*	0
Multiple BAs	1
BA + MA*	1.5
BA + Multiple MAs	2.5
BA + MA + EdD/PhD	3
Special skill, knowledge and/or ability	Points
Languages, technology, virtual experience, tutoring, special credential authorization, substitute teaching	1 - 3

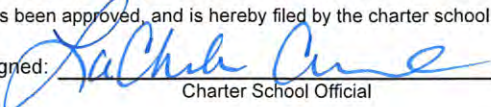
*BA and MA are interchangeable with Bachelor of Science (BS) and Master of Science (MS)

CHARTER SCHOOL 2020/2021 SECOND Interim Report
FINANCIAL REPORT -- ALTERNATIVE FORM
Actuals through January 31, 2021

CHARTER SCHOOL CERTIFICATION

Charter School Name: California Connections Academy North Bay
CDS #: 17-64055-0129601
Charter Approving Entity: Middletown Unified School District
County: Lake
Charter #: 1653

To the entity that approved the charter school:
(x) 2020/21 CHARTER SCHOOL SECOND INTERIM FINANCIAL REPORT -- ALTERNATIVE FORM: This report
has been approved, and is hereby filed by the charter school pursuant to *Education Code* Section 47604.33(a)(3).

Signed:  Date: 12-Mar-21
Charter School Official

Printed
Name: LaChelle Carter Title: Director of Finance

To the County Superintendent of Schools:
() 2020/21 CHARTER SCHOOL SECOND INTERIM FINANCIAL REPORT -- ALTERNATIVE FORM: This report
is hereby filed with the County Superintendent pursuant to *Education Code* Section 47604.33(a)(3).

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

Printed
Name: _____ Title: _____

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

For Approving Entity:	For Charter School:
<u>Heather Rantala</u>	<u>LaChelle Carter</u>
Name	Name
<u>Director of Business Services</u>	<u>Director of Finance</u>
Title	Title
<u>707-987-4100</u>	<u>949-245-7177</u>
Telephone	Telephone
<u>heather.rantala@middletownusd.org</u>	<u>lacarter@calca.connectionsacademy.org</u>
E-mail address	E-mail address

Fiscal Year Ending June 30, 2021

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

CHARTER SCHOOL INTERIM BUDGET REPORT

Charter School Name: California Connections Academy North BayCDS #: 17-64055-0129601Charter Approving Entity: Middletown Unified School DistrictCounty: LakeCharter #: 1653

This charter school uses the following basis of accounting:

(Please enter an "X" in the applicable box below)

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

Description		Object Code	Projected Budget			Actual To-Date		
			Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
A. REVENUES								
1. LCFF Sources								
Charter Schools State Aid - Current Year	8011		1,103,461		1,103,461	551,731		551,731
Education Protection Account State Aid - Current year	8012		36,272		36,272	18,136		18,136
State Aid - Prior Years	8019		0		0	0		0
Transfers to charters for in Lieu of Property Taxes	8096		623,320		623,320	311,660		311,660
Other LCFF transfers	8091,8097		0		0	0		0
Total, LCFF Sources			1,763,053	0	1,763,053	881,527	0	881,527
2. Federal Revenues (see NOTE on last page)								
No Child Left Behind	8290			41,930			0	0
Special Education - Federal	8181, 8182			22,670			0	0
Child Nutrition - Federal	8220			0			0	0
Other Federal Revenues	8110, 8260-8299		400	20,047		17,942		17,942
Total, Federal Revenues			400	84,647	85,047	17,942	0	17,942
3. Other State Revenues								
Special Education - State	StateRevSE			113,350	113,350		56,675	56,675
All Other State Revenues	StateRevAO		33,396	30,708	64,104	27,269	8,889	27,269
Total, Other State Revenues			33,396	144,058	177,454	27,269	65,564	92,833
4. Other Local Revenues								
All Other Local Revenues	LocalRevAO		500	0	500	390	0	390
Total, Local Revenues			500	0	500	390	0	390
5. TOTAL REVENUES			1,797,349	228,705	2,026,054	927,128	65,564	992,692
B. EXPENDITURES								
1. Certificated Salaries								
Teachers' Salaries	1100		437,270	87,263	524,533	179,563	33,959	213,522
Certificated Pupil Support Salaries	1200		21,360	20,960	42,320	7,564	10,161	17,725
Certificated Supervisors' and Administrators' Salaries	1300		63,307	14,079	77,386	37,023	8,213	45,236
Other Certificated Salaries	1900		0	0	0	0	0	0
Total, Certificated Salaries			521,937	122,302	644,239	224,150	52,333	276,483
2. Non-certificated Salaries								
Instructional Aides' Salaries	2100		0	0	0	0	0	0
Non-certificated Support Salaries	2200		0	0	0	0	0	0
Non-certificated Supervisors' and Administrators' Sal.	2300		0	0	0	0	0	0
Clerical and Office Salaries	2400		0	0	0	0	0	0
Other Non-certificated Salaries	2900		53,343	0	53,343	30,851	0	30,851
Total, Non-certificated Salaries			53,343	0	53,343	30,851	0	30,851
3. Employee Benefits								
STRS	3101-3102		86,012	14,650	100,662	39,127	8,945	48,072
PERS	3201-3202		0	0	0	0	0	0
OASDI / Medicare / Alternative	3301-3302		11,649	1,773	13,422	5,610	759	6,369
Health and Welfare Benefits	3401-3402		118,999	31,838	150,837	50,966	15,125	66,091
Unemployment Insurance	3501-3502		7,766	1,651	9,417	3,443	706	4,149
Workers' Compensation Insurance	3601-3602		11,506	2,446	13,952	5,100	1,047	6,147
Retiree Benefits	3701-3702		0	0	0	0	0	0
PERS Reduction (for revenue limit funded schools)	3801-3802		0	0	0	0	0	0
Other Employee Benefits	3901-3902		0	0	0	0	0	0
Total, Employee Benefits			235,932	52,358	288,290	104,246	26,582	130,828
4. Books and Supplies								
Approved Textbooks and Core Curricula Materials	4100		0	8,869	8,869	0	8,889	8,889
Books and Other Reference Materials	4200		256,737	0	256,737	127,848	0	127,848
Materials and Supplies	4300		134,396	1,814	136,210	68,688		68,688
Noncapitalized Equipment	4400		85,000	0	85,000	38,238	0	38,238
Food	4700		0	0	0	0	0	0
Total, Books and Supplies			476,133	10,683	486,816	234,774	8,889	243,663

Fiscal Year Ending June 30, 2021

CHARTER SCHOOL INTERIM BUDGET REPORT

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

Charter School Name: California Connections Academy North Bay

Description	Object Code	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
5. Services and Other Operating Expenditures							
Subagreements for Services	5100	264,341	105,402	369,743	160,452	11,550	172,002
Travel and Conferences	5200	14,480	0	14,480	(737)	0	(737)
Dues and Memberships	5300	2,675	0	2,675	3,800	0	3,800
Insurance	5400	281	0	281	281	0	281
Operations and Housekeeping Services	5500	1,618	0	1,618	527	0	527
Rentals, Leases, Repairs, and Noncap. Improvements	5600	15,280	0	15,280	7,923	0	7,923
Transfers of Direct Costs	5700-5799	0	0	0	0	0	0
Professional/Consulting Services and Operating Expend.	5800	67,629	0	67,629	20,559	11,470	32,029
Communications	5900	23,334	0	23,334	8,091	0	8,091
Total, Services and Other Operating Expenditures		389,638	105,402	495,040	200,896	23,020	223,916
6. Capital Outlay							
(Objects 6100-6170, 6200-6500 for modified accrual basis only)							
Land and Land Improvements	6100-6170	0	0	0	0	0	0
Buildings and Improvements of Buildings	6200	0	0	0	0	0	0
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0	0	0	0	0	0
Equipment	6400	0	0	0	0	0	0
Equipment Replacement	6500	0	0	0	0	0	0
Depreciation Expense (for accrual basis only)	6900	0	0	0	0	0	0
Total, Capital Outlay		0	0	0	0	0	0
7. Other Outgo							
Tuition to Other Schools	7110-7143	0	0	0	0	0	0
Transfers of Pass-Through Revenues to Other LEAs	7211-7213	0	0	0	0	0	0
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0	0	0	0	0	0
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0	0	0	0	0	0
All Other Transfers	7281-7299	0	0	0	0	0	0
Debt Service:							
Interest	7438	0	0	0	0	0	0
Principal (for modified accrual basis only)	7439	0	0	0	0	0	0
Total, Other Outgo		0	0	0	0	0	0
8. TOTAL EXPENDITURES		1,676,983	290,745	1,967,728	794,917	110,824	905,741
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		120,366	(62,040)	58,326	132,211	(45,260)	86,951
D. OTHER FINANCING SOURCES / USES							
1. Other Sources	8930-8979			0			0
2. Less: Other Uses	7630-7699			0			0
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	(62,040)	62,040	0	(45,260)	45,260	0
4. TOTAL OTHER FINANCING SOURCES / USES		(62,040)	62,040	0	(45,260)	45,260	0
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		58,326	0	58,326	86,951	0	86,951
F. FUND BALANCE, RESERVES							
1. Beginning Fund Balance							
a. As of July 1	9791	35,509	0	35,509	35,509	0	35,509
b. Adjustments/Restatements to Beginning Balance	9793, 9795	0	0	0	0	0	0
c. Adjusted Beginning Balance		35,509	0	35,509	35,509	0	35,509
2. Ending Fund Balance, June 30 (E + F1c)		93,835	0	93,835	122,460	0	122,460
Components of Ending Fund Balance (Optional):							
Reserve for Revolving Cash (equals object 9130)	9711			0		0	0
Reserve for Stores (equals object 9320)	9712			0	0	0	0
Reserve for Prepaid Expenditures (equals object 9330)	9713			0	0	0	0
Reserve for All Others	9719			0	0	0	0
General Reserve	9730			0	0	0	0
Legally Restricted Balance	9740			0		0	0
Designated for Economic Uncertainties	9770 *			0	0	0	0
Other Designations	9775, 9780			0	0	0	0
Undesignated / Unappropriated Amount	9790 *	93,835	0	93,835	122,460	0	122,460
* Percent of Total Expenditures and Other Uses		4.77%	0.00%	4.77%	13.52%	0.00%	13.52%

Fiscal Year Ending June 30, 2021

CHARTER SCHOOL INTERIM BUDGET REPORT

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

Charter School Name: California Connections Academy North Bay

Description	Object Code	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
G. ASSETS							
1. Cash							
In County Treasury	9110				0	0	0
Fair Value Adjustment to Cash in County Treasury	9111				0	0	0
In Banks	9120				820,562	0	820,562
In Revolving Fund	9130				0	0	0
With Fiscal Agent	9135				0	0	0
Collections Awaiting Deposit	9140				0	0	0
2. Investments	9150				0	0	0
3. Accounts Receivable	9200				335,068	0	335,068
4. Due from Grantor Government	9290				0	0	0
5. Stores	9320				0	0	0
6. Prepaid Expenditures (Expenses)	9330				1,501	0	1,501
7. Other Current Assets	9340				0	0	0
8. Capital Assets (for accrual basis only)	9400-9499				0	0	0
9. TOTAL ASSETS					1,157,131	0	1,157,131
H. LIABILITIES							
1. Accounts Payable	9500				1,034,671	0	1,034,671
2. Due to Grantor Government	9590				0	0	0
3. Current Loans	9640				0	0	0
4. Deferred Revenue	9650				0	0	0
5. Long-Term Liabilities (for accrual basis only)	9660-9669				0	0	0
6. TOTAL LIABILITIES					1,034,671	0	1,034,671
I. FUND BALANCE							
Ending Fund Balance, June 30 (G9-H6) (must agree with Line F2)					122,460	0	122,460

ADA ESTIMATES:

Estimated P2 ADA for Revised Budget

181

Estimated P2 ADA as of January 31

181

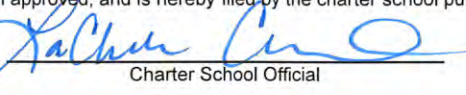
NOTE: ADA is funded on PY P2 ADA from 2019-20, per
state budget trailer bill

CHARTER SCHOOL 2020/21 Second Interim Report
FINANCIAL REPORT -- ALTERNATIVE FORM
Actuals through January 31, 2021

CHARTER SCHOOL CERTIFICATION

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

To the entity that approved the charter school:
(x) 2020/21 CHARTER SCHOOL SECOND INTERIM FINANCIAL REPORT -- ALTERNATIVE FORM: This report
has been approved, and is hereby filed by the charter school pursuant to *Education Code* Section 47604.33(a)(3).

Signed:  Date: 12-Mar-21
Charter School Official

Printed
Name: LaChelle Carter Title: Director of Finance

To the County Superintendent of Schools:
() 2020/21 CHARTER SCHOOL SECOND INTERIM FINANCIAL REPORT -- ALTERNATIVE FORM: This report
is hereby filed with the County Superintendent pursuant to *Education Code* Section 47604.33(a)(3).

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

Printed
Name: _____ Title: _____

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

For Approving Entity:

Troy Hayes
Name
Superintendent
Title
559-949-8413
Telephone
thayes@alpaugh.k12.ca.us
E-mail address

For Charter School:

LaChelle Carter
Name
Director of Finance
Title
949-245-7177
Telephone
lacarter@calca.connectionsacademy.org
E-mail address

Fiscal Year Ending June 30, 2021

CHARTER SCHOOL INTERIM BUDGET REPORT

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

Charter School Name: California Connections Academy @ Central

CDS #: 54-71803-0112458

Charter Approving Entity: Alpaugh Unified School District

County: Tulare

Charter #: 804

This charter school uses the following basis of accounting:

(Please enter an "X" in the applicable box below)

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

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

Description	Object Code	Projected Budget			Actual To-Date		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
A. REVENUES							
1. LCFF Sources							
Charter Schools State Aid - Current Year	8011	4,396,741		4,396,741	2,198,371		2,198,371
Education Protection Account State Aid - Current year	8012	458,185		458,185	229,093		229,093
State Aid - Prior Years	8019	0		0	0		0
Transfers to charters for in Lieu of Property Taxes	8096	258,278		258,278	129,139		129,139
Other LCFF transfers	80,918,097	0		0	0		0
Total, LCFF Sources		5,113,204	0	5,113,204	2,556,603	0	2,556,603
2. Federal Revenues (see NOTE on last page)							
No Child Left Behind	8290		147,222			0	0
Special Education - Federal	8181, 8182		63,271			0	0
Child Nutrition - Federal	8220		0			0	0
Other Federal Revenues	8110, 8260-8299	1,000	78,432		54,982	0	54,982
Total, Federal Revenues		1,000	288,925	289,925	54,982	0	54,982
3. Other State Revenues							
Special Education - State	StateRevSE		316,356	316,356		158,178	158,178
All Other State Revenues	StateRevAO	92,471	101,432	193,903	80,780	22,088	80,780
Total, Other State Revenues		92,471	417,788	510,259	80,780	180,266	261,046
4. Other Local Revenues							
All Other Local Revenues	LocalRevAO	261,400	0	261,400	1,467	0	1,467
Total, Local Revenues		261,400	0	261,400	1,467	0	1,467
5. TOTAL REVENUES		5,468,075	706,713	6,174,788	2,693,832	180,266	2,874,098
B. EXPENDITURES							
1. Certificated Salaries							
Teachers' Salaries	1100	1,225,859	245,574	1,471,433	553,458	104,715	658,173
Certificated Pupil Support Salaries	1200	60,954	57,743	118,697	23,012	31,270	54,282
Certificated Supervisors' and Administrators' Salaries	1300	138,185	30,731	168,916	80,814	17,926	98,740
Other Certificated Salaries	1900	0	0	0	0	0	0
Total, Certificated Salaries		1,424,998	334,048	1,759,046	657,284	153,911	811,195
2. Non-certificated Salaries							
Instructional Aides' Salaries	2100	0	0	0	0	0	0
Non-certificated Support Salaries	2200	116,437	0	116,437	0	0	0
Non-certificated Supervisors' and Administrators' Sal.	2300	0	0	0	0	0	0
Clerical and Office Salaries	2400	0	0	0	0	0	0
Other Non-certificated Salaries	2900	0	0	0	67,341	0	67,341
Total, Non-certificated Salaries		116,437	0	116,437	67,341	0	67,341
3. Employee Benefits							
STRS	3101-3102	237,389	40,124	277,513	118,394	26,861	145,255
PERS	3201-3202	0	0	0	0	0	0
OASDI / Medicare / Alternative	3301-3302	29,570	4,844	34,414	14,682	2,232	16,914
Health and Welfare Benefits	3401-3402	290,574	114,850	405,424	144,226	45,387	189,613
Unemployment Insurance	3501-3502	20,808	4,510	25,318	9,782	2,078	11,860
Workers' Compensation Insurance	3601-3602	30,829	6,681	37,510	14,492	3,078	17,570
Retiree Benefits	3701-3702	0	0	0	0	0	0
PERS Reduction (for revenue limit funded schools)	3801-3802	0	0	0	0	0	0
Other Employee Benefits	3901-3902	0	0	0	0	0	0
Total, Employee Benefits		609,170	171,009	780,179	301,576	79,636	381,212
4. Books and Supplies							
Approved Textbooks and Core Curricula Materials	4100	0	24,794	24,794	0	22,088	22,088
Books and Other Reference Materials	4200	866,421	0	866,421	446,090	0	446,090
Materials and Supplies	4300	410,913	5,062	415,975	232,421	0	232,421
Noncapitalized Equipment	4400	277,000	0	277,000	132,490	0	132,490
Food	4700	0	0	0	0	0	0
Total, Books and Supplies		1,554,334	29,856	1,584,190	811,001	22,088	833,089

Fiscal Year Ending June 30, 2021

CHARTER SCHOOL INTERIM BUDGET REPORT

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

Charter School Name: California Connections Academy @ Central

Description	Object Code	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
5. Services and Other Operating Expenditures							
Subagreements for Services	5100	818,843	733,066	1,551,909	506,762	62,850	569,612
Travel and Conferences	5200	25,902	0	25,902	(1,901)	0	(1,901)
Dues and Memberships	5300	6,840	0	6,840	8,204	0	8,204
Insurance	5400	794	0	794	794	0	794
Operations and Housekeeping Services	5500	7,219	0	7,219	1,488	0	1,488
Rentals, Leases, Repairs, and Noncap. Improvements	5600	42,298	0	42,298	22,476	0	22,476
Transfers of Direct Costs	5700-5799	0	0	0	0	0	0
Professional/Consulting Services and Operating Expend.	5800	176,261	13,396	189,657	59,531	179,196	238,727
Communications	5900	110,283	0	110,283	28,955	0	28,955
Total, Services and Other Operating Expenditures		1,188,440	746,462	1,934,902	626,309	242,046	868,355
6. Capital Outlay							
(Objects 6100-6170, 6200-6500 for modified accrual basis only)							
Land and Land Improvements	6100-6170	0	0	0	0	0	0
Buildings and Improvements of Buildings	6200	0	0	0	0	0	0
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0	0	0	0	0	0
Equipment	6400	0	0	0	0	0	0
Equipment Replacement	6500	0	0	0	0	0	0
Depreciation Expense (for accrual basis only)	6900	0	0	0	0	0	0
Total, Capital Outlay		0	0	0	0	0	0
7. Other Outgo							
Tuition to Other Schools	7110-7143	0	0	0	0	0	0
Transfers of Pass-Through Revenues to Other LEAs	7211-7213	0	0	0	0	0	0
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0	0	0	0	0	0
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0	0	0	0	0	0
All Other Transfers	7281-7299	0	0	0	0	0	0
Debt Service:							
Interest	7438	0	0	0	0	0	0
Principal (for modified accrual basis only)	7439	0	0	0	0	0	0
Total, Other Outgo		0	0	0	0	0	0
8. TOTAL EXPENDITURES		4,893,379	1,281,375	6,174,754	2,463,511	497,681	2,961,192
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		574,696	(574,662)	34	230,321	(317,415)	(87,094)
D. OTHER FINANCING SOURCES / USES							
1. Other Sources	8930-8979	0	0	0	0	0	0
2. Less: Other Uses	7630-7699	0	0	0	0	0	0
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	(574,662)	574,662	0	(317,415)	317,415	0
4. TOTAL OTHER FINANCING SOURCES / USES		(574,662)	574,662	0	(317,415)	317,415	0
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		34	0	34	(87,094)	0	(87,094)
F. FUND BALANCE, RESERVES							
1. Beginning Fund Balance							
a. As of July 1	9791	10,330	0	10,330	10,332	0	10,332
b. Adjustments/Restatements to Beginning Balance	9793, 9795	0	0	0	39,136	0	39,136
c. Adjusted Beginning Balance		10,330	0	10,330	49,468	0	49,468
2. Ending Fund Balance, June 30 (E + F1c)		10,364	0	10,364	(37,626)	0	(37,626)
Components of Ending Fund Balance (Optional):							
Reserve for Revolving Cash (equals object 9130)	9711			0		0	0
Reserve for Stores (equals object 9320)	9712			0	0	0	0
Reserve for Prepaid Expenditures (equals object 9330)	9713			0	0	0	0
Reserve for All Others	9719			0			0
General Reserve	9730			0			0
Legally Restricted Balance	9740			0			0
Designated for Economic Uncertainties	9770 *			0			0
Other Designations	9775, 9780			0			0
Undesignated / Unappropriated Amount	9790 *	10,364	0	10,364	(37,626)	0	(37,626)
* Percent of Total Expenditures and Other Uses		0.17%	0.00%	0.17%	-1.27%	0.00%	-1.27%

Fiscal Year Ending June 30, 2021

CHARTER SCHOOL INTERIM BUDGET REPORT

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

Charter School Name: California Connections Academy @ Central

Description	Object Code	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
G. ASSETS							
1. Cash							
In County Treasury	9110	0	0	0			
Fair Value Adjustment to Cash in County Treasury	9111	0	0	0			
In Banks	9120	1,067,468	0	1,067,468			
In Revolving Fund	9130	0	0	0			
With Fiscal Agent	9135	0	0	0			
Collections Awaiting Deposit	9140	0	0	0			
2. Investments	9150	0	0	0			
3. Accounts Receivable	9200	1,967,444	0	1,967,444			
4. Due from Grantor Government	9290	0	0	0			
5. Stores	9320	0	0	0			
6. Prepaid Expenditures (Expenses)	9330	8,290	0	8,290			
7. Other Current Assets	9340	100	0	100			
8. Capital Assets (for accrual basis only)	9400-9499	0	0	0			
9. TOTAL ASSETS		3,043,302	0	3,043,302			
H. LIABILITIES							
1. Accounts Payable	9500	3,080,928	0	3,080,928			
2. Due to Grantor Government	9590	0	0	0			
3. Current Loans	9640	0	0	0			
4. Deferred Revenue	9650	0	0	0			
5. Long-Term Liabilities (for accrual basis only)	9660-9669	0	0	0			
6. TOTAL LIABILITIES		3,080,928	0	3,080,928			
I. FUND BALANCE							
Ending Fund Balance, June 30 (G9-H6) (must agree with Line F2)		(37,626)	0	(37,626)			

ADA ESTIMATES:

Estimated P2 ADA for Budget

506

Estimated P2 ADA as of January 31

506

NOTE: ADA is funded on PY P2 ADA from 2019-20, per
state budget trailer bill

CHARTER SCHOOL 2020/21 SECOND Interim Report
FINANCIAL REPORT -- ALTERNATIVE FORM
Actuals through January 31, 2021

CHARTER SCHOOL CERTIFICATION

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

To the entity that approved the charter school:
(x) 2020/21 CHARTER SCHOOL SECOND INTERIM FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been approved, and is hereby filed by the charter school pursuant to *Education Code* Section 47604.33(a)(3).

Signed: 
Charter School Official

Date: 12-Mar-21

Printed
Name: LaChelle Carter

Title: Director of Finance

To the County Superintendent of Schools:
() 2020/21 CHARTER SCHOOL SECOND INTERIM FINANCIAL REPORT -- ALTERNATIVE FORM: This report is hereby filed with the County Superintendent pursuant to *Education Code* Section 47604.33(a)(3).

Signed: _____
Authorized Representative of
Charter Approving Entity

Date: _____

Printed
Name: _____

Title: _____

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

For Approving Entity:

Theresa King
Name
Business Manager
Title
661-766-4104
Telephone
tking@cuyamaunified.org
E-mail address

For Charter School:

LaChelle Carter
Name
Director of Finance
Title
949-245-7177
Telephone
lacarter@calca.connectionsacademy.org
E-mail address

Fiscal Year Ending June 30, 2021

CHARTER SCHOOL INTERIM BUDGET REPORT

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

Charter School Name: California Connections Academy Central Coast

CDS #: 42-75010-0138891

Charter Approving Entity: Cuyama Joint Unified School District

County: Santa Barbara

Charter #: 2031

This charter school uses the following basis of accounting:

(Please enter an "X" in the applicable box below)

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

Description		Object Code	Projected Budget			Actual To-Date		
			Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
A. REVENUES								
1. LCFF Sources								
Charter Schools State Aid - Current Year	8011		55,908		55,908	27,954		27,954
Education Protection Account State Aid - Current year	8012		7,792		7,792	3,896		3,896
State Aid - Prior Years	8019		0		0	0		0
Transfers to charters for in Lieu of Property Taxes	8096		300,460		300,460	150,230		150,230
Other LCFF transfers	8091,8097		0		0	0		0
Total, LCFF Sources			364,160	0	364,160	182,080	0	182,080
2. Federal Revenues (see NOTE on last page)								
No Child Left Behind	8290			0			0	0
Special Education - Federal	8181, 8182			4,870			0	0
Child Nutrition - Federal	8220			0			0	0
Other Federal Revenues	8110, 8260-8299		100	2,528		2,528	0	2,528
Total, Federal Revenues			100	7,398	7,498	2,528	0	2,528
3. Other State Revenues								
Special Education - State	StateRevSE			24,350	24,350		12,175	12,175
All Other State Revenues	StateRevAO		7,034	6,355	13,389	5,709	1,842	5,709
Total, Other State Revenues			7,034	30,705	37,739	5,709	14,017	19,726
4. Other Local Revenues								
All Other Local Revenues	LocalRevAO		365,791	0	365,791	7,547	0	7,547
Total, Local Revenues			365,791	0	365,791	7,547	0	7,547
5. TOTAL REVENUES			737,085	38,103	775,188	197,864	14,017	211,881
B. EXPENDITURES								
1. Certificated Salaries								
Teachers' Salaries	1100		179,322	31,819	211,141	80,903	12,960	93,863
Certificated Pupil Support Salaries	1200		17,045	0	17,045	7,772	0	7,772
Certificated Supervisors' and Administrators' Salaries	1300		39,652	8,818	48,470	23,189	5,144	28,333
Other Certificated Salaries	1900		0	0	0	0	0	0
Total, Certificated Salaries			236,019	40,637	276,656	111,864	18,104	129,968
2. Non-certificated Salaries								
Instructional Aides' Salaries	2100		0	0	0	0	0	0
Non-certificated Support Salaries	2200		0	0	0	0	0	0
Non-certificated Supervisors' and Administrators' Sal.	2300		0	0	0	0	0	0
Clerical and Office Salaries	2400		0	0	0	0	0	0
Other Non-certificated Salaries	2900		33,411	0	33,411	19,323	0	19,323
Total, Non-certificated Salaries			33,411	0	33,411	19,323	0	19,323
3. Employee Benefits								
STRS	3101-3102		35,735	6,200	41,935	18,268	2,969	21,237
PERS	3201-3202		0	0	0	0	0	0
OASDI / Medicare / Alternative	3301-3302		5,978	589	6,567	3,100	263	3,363
Health and Welfare Benefits	3401-3402		57,129	9,956	67,085	27,669	4,435	32,104
Unemployment Insurance	3501-3502		3,637	549	4,186	1,771	244	2,015
Workers' Compensation Insurance	3601-3602		5,389	813	6,202	2,624	362	2,986
Retiree Benefits	3701-3702		0	0	0	0	0	0
PERS Reduction (for revenue limit funded schools)	3801-3802		0	0	0	0	0	0
Other Employee Benefits	3901-3902		0	0	0	0	0	0
Total, Employee Benefits			107,868	18,107	125,975	53,432	8,273	61,705
4. Books and Supplies								
Approved Textbooks and Core Curricula Materials	4100		0	1,862	1,862	0	1,842	1,842
Books and Other Reference Materials	4200		99,892	0	99,892	60,373	0	60,373
Materials and Supplies	4300		51,811	0	51,811	27,290	0	27,290
Noncapitalized Equipment	4400		40,000	0	40,000	18,113	0	18,113
Food	4700		0	0	0	0	0	0
Total, Books and Supplies			191,703	1,862	193,565	105,776	1,842	107,618

Fiscal Year Ending June 30, 2021

CHARTER SCHOOL INTERIM BUDGET REPORT

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

Charter School Name: California Connections Academy Central Coast

Description	Object Code	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
5. Services and Other Operating Expenditures							
Subagreements for Services	5100	70,543	27,713	98,256	45,527	3,000	48,527
Travel and Conferences	5200	9,846	0	9,846	1	0	1
Dues and Memberships	5300	688	0	688	671	0	671
Insurance	5400	110	0	110	110	0	110
Operations and Housekeeping Services	5500	922	0	922	206	0	206
Rentals, Leases, Repairs, and Noncap. Improvements	5600	5,545	0	5,545	3,107	0	3,107
Transfers of Direct Costs	5700-5799	0	0	0	0	0	0
Professional/Consulting Services and Operating Expend.	5800	20,660	0	20,660	6,538	8,136	14,674
Communications	5900	9,304	0	9,304	3,436	0	3,436
Total, Services and Other Operating Expenditures		117,618	27,713	145,331	59,596	11,136	70,732
6. Capital Outlay							
(Objects 6100-6170, 6200-6500 for modified accrual basis only)							
Land and Land Improvements	6100-6170	0	0	0	0	0	0
Buildings and Improvements of Buildings	6200	0	0	0	0	0	0
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0	0	0	0	0	0
Equipment	6400	0	0	0	0	0	0
Equipment Replacement	6500	0	0	0	0	0	0
Depreciation Expense (for accrual basis only)	6900	0	0	0	0	0	0
Total, Capital Outlay		0	0	0	0	0	0
7. Other Outgo							
Tuition to Other Schools	7110-7143	0	0	0	0	0	0
Transfers of Pass-Through Revenues to Other LEAs	7211-7213	0	0	0	0	0	0
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0	0	0	0	0	0
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0	0	0	0	0	0
All Other Transfers	7281-7299	0	0	0	0	0	0
Debt Service:							
Interest	7438	0	0	0	0	0	0
Principal (for modified accrual basis only)	7439	0	0	0	0	0	0
Total, Other Outgo		0	0	0	0	0	0
8. TOTAL EXPENDITURES		686,619	88,319	774,938	349,991	39,355	389,346
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		50,466	(50,216)	250	(152,127)	(25,338)	(177,465)
D. OTHER FINANCING SOURCES / USES							
1. Other Sources	8930-8979	0	0	0	0	0	0
2. Less: Other Uses	7630-7699	0	0	0	0	0	0
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	(50,216)	50,216	0	(25,338)	25,338	0
4. TOTAL OTHER FINANCING SOURCES / USES		(50,216)	50,216	0	(25,338)	25,338	0
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		250	0	250	(177,465)	0	(177,465)
F. FUND BALANCE, RESERVES							
1. Beginning Fund Balance							
a. As of July 1	9791	10,208	0	10,208	10,208	0	10,208
b. Adjustments/Restatements to Beginning Balance	9793, 9795	0	0	0	0	0	0
c. Adjusted Beginning Balance		10,208	0	10,208	10,208	0	10,208
2. Ending Fund Balance, June 30 (E + F1c)		10,458	0	10,458	(167,257)	0	(167,257)
Components of Ending Fund Balance (Optional):							
Reserve for Revolving Cash (equals object 9130)	9711	0	0	0	0	0	0
Reserve for Stores (equals object 9320)	9712	0	0	0	0	0	0
Reserve for Prepaid Expenditures (equals object 9330)	9713	0	0	0	0	0	0
Reserve for All Others	9719	0	0	0	0	0	0
General Reserve	9730	0	0	0	0	0	0
Legally Restricted Balance	9740	0	0	0	0	0	0
Designated for Economic Uncertainties	9770 *	0	0	0	0	0	0
Other Designations	9775, 9780	0	0	0	0	0	0
Undesignated / Unappropriated Amount	9790 *	10,458	0	10,458	(167,257)	0	(167,257)
* Percent of Total Expenditures and Other Uses		1.35%	0.00%	1.35%	-42.96%	0.00%	-42.96%

Fiscal Year Ending June 30, 2021

CHARTER SCHOOL INTERIM BUDGET REPORT

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

Charter School Name: California Connections Academy Central Coast

Description	Object Code	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
G. ASSETS							
1. Cash							
In County Treasury	9110	0	0	0			
Fair Value Adjustment to Cash in County Treasury	9111	0	0	0			
In Banks	9120	745,604	0	745,604			
In Revolving Fund	9130	0	0	0			
With Fiscal Agent	9135	0	0	0			
Collections Awaiting Deposit	9140	0	0	0			
2. Investments	9150	0	0	0			
3. Accounts Receivable	9200	28,964	0	28,964			
4. Due from Grantor Government	9290	0	0	0			
5. Stores	9320	0	0	0			
6. Prepaid Expenditures (Expenses)	9330	0	0	0			
7. Other Current Assets	9340	0	0	0			
8. Capital Assets (for accrual basis only)	9400-9499	0	0	0			
9. TOTAL ASSETS		774,568	0	774,568			
H. LIABILITIES							
1. Accounts Payable	9500	560,936	0	560,936			
2. Due to Grantor Government	9590	0	0	0			
3. Current Loans	9640	0	0	0			
4. Deferred Revenue	9650	380,889	0	380,889			
5. Long-Term Liabilities (for accrual basis only)	9660-9669	0	0	0			
6. TOTAL LIABILITIES		941,825	0	941,825			
I. FUND BALANCE							
Ending Fund Balance, June 30 (G9-H6) (must agree with Line F2)		(167,257)	0	(167,257)			

ADA ESTIMATES:

Estimated P2 ADA for Budget

38

Estimated P2 ADA as of January 31

38


NOTE: ADA is funded on PY P2 ADA from 2019-20, per
state budget trailer bill

CHARTER SCHOOL 2020/21 SECOND Interim Report
FINANCIAL REPORT -- ALTERNATIVE FORM
Actuals through January 31, 2021

CHARTER SCHOOL CERTIFICATION

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

To the entity that approved the charter school:
(x) 2020/21 CHARTER SCHOOL SECOND INTERIM FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been approved, and is hereby filed by the charter school pursuant to *Education Code* Section 47604.33(a)(3).

Signed:  Date: 12-May-21
Charter School Official

Printed
Name: LaChelle Carter Title: Director of Finance

To the County Superintendent of Schools:
() 2020/21 CHARTER SCHOOL SECOND INTERIM FINANCIAL REPORT -- ALTERNATIVE FORM: This report is hereby filed with the County Superintendent pursuant to *Education Code* Section 47604.33(a)(3).

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

Printed
Name: _____ Title: _____

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

For Approving Entity:
Mary Navas
Name
Chief Business Official
Title
831-438-1820
Telephone
mnavas@scottsvalleysd.org
E-mail address

For Charter School:
LaChelle Carter
Name
Director of Finance
Title
949-245-7177
Telephone
lacarter@calca.connectionsacademy.org
E-mail address

Fiscal Year Ending June 30, 2021

CHARTER SCHOOL INTERIM BUDGET REPORT

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

Charter School Name: California Connections Academy Monterey Bay

CDS #: 44-75432-0139410

Charter Approving Entity: Scotts Valley Unified School District

County: Santa Cruz

Charter #: 2056

This charter school uses the following basis of accounting:

(Please enter an "X" in the applicable box below)

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

Description		Object Code	Projected Budget			Actual To-Date		
			Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
A. REVENUES								
1. LCFF Sources								
Charter Schools State Aid - Current Year	8011		1,031,146		1,031,146	515,573		515,573
Education Protection Account State Aid - Current year	8012		51,938		51,938	25,969		25,969
State Aid - Prior Years	8019		0		0	0		0
Transfers to charters for in Lieu of Property Taxes	8096		1,360,607		1,360,607	680,304		680,304
Other LCFF transfers	8091,8097		0		0	0		0
Total, LCFF Sources			2,443,691	0	2,443,691	1,221,846	0	1,221,846
2. Federal Revenues (see NOTE on last page)								
No Child Left Behind	8290			0			0	0
Special Education - Federal	8181, 8182			0			0	0
Child Nutrition - Federal	8220			32,461			0	0
Other Federal Revenues	8110, 8260-8299		500	16,966		0	0	0
Total, Federal Revenues			500	49,427	49,927	0	0	0
3. Other State Revenues								
Special Education - State	StateRevSE			162,306	162,306		81,153	81,153
All Other State Revenues	StateRevAO		47,232	50,114	97,346	29,962	0	29,962
Total, Other State Revenues			47,232	212,420	259,652	29,962	81,153	111,115
4. Other Local Revenues								
All Other Local Revenues	LocalRevAO		827,500	0	827,500	29,349	0	29,349
Total, Local Revenues			827,500	0	827,500	29,349	0	29,349
5. TOTAL REVENUES			3,318,923	261,847	3,580,770	1,281,157	81,153	1,362,310
B. EXPENDITURES								
1. Certificated Salaries								
Teachers' Salaries	1100		846,760	150,403	997,163	390,268	62,455	452,723
Certificated Pupil Support Salaries	1200		80,480	0	80,480	37,369	0	37,369
Certificated Supervisors' and Administrators' Salaries	1300		79,474	17,674	97,148	46,478	10,310	56,788
Other Certificated Salaries	1900		0	0	0	0	0	0
Total, Certificated Salaries			1,006,714	168,077	1,174,791	474,115	72,765	546,880
2. Non-certificated Salaries								
Instructional Aides' Salaries	2100		0	0	0	0	0	0
Non-certificated Support Salaries	2200		0	0	0	0	0	0
Non-certificated Supervisors' and Administrators' Sal.	2300		0	0	0	0	0	0
Clerical and Office Salaries	2400		0	0	0	0	0	0
Other Non-certificated Salaries	2900		66,965	0	66,965	38,730	0	38,730
Total, Non-certificated Salaries			66,965	0	66,965	38,730	0	38,730
3. Employee Benefits								
STRS	3101-3102		155,374	26,169	181,543	81,022	12,541	93,563
PERS	3201-3202		0	0	0	0	0	0
OASDI / Medicare / Alternative	3301-3302		19,720	2,437	22,157	9,838	1,055	10,893
Health and Welfare Benefits	3401-3402		227,244	41,178	268,422	108,604	17,828	126,432
Unemployment Insurance	3501-3502		14,495	2,269	16,764	6,923	982	7,905
Workers' Compensation Insurance	3601-3602		21,474	3,362	24,836	10,257	1,455	11,712
Retiree Benefits	3701-3702		0	0	0	0	0	0
PERS Reduction (for revenue limit funded schools)	3801-3802		0	0	0	0	0	0
Other Employee Benefits	3901-3902		0	0	0	0	0	0
Total, Employee Benefits			438,307	75,415	513,722	216,644	33,861	250,505
4. Books and Supplies								
Approved Textbooks and Core Curricula Materials	4100		0	12,691	12,691	0	0	0
Books and Other Reference Materials	4200		555,315	0	555,315	286,777	0	286,777
Materials and Supplies	4300		264,441	2,597	267,038	147,470	0	147,470
Noncapitalized Equipment	4400		165,000	0	165,000	68,760	0	68,760
Food	4700		0	0	0	0	0	0
Total, Books and Supplies			984,756	15,288	1,000,044	503,007	0	503,007

Fiscal Year Ending June 30, 2021

CHARTER SCHOOL INTERIM BUDGET REPORT

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

Charter School Name: California Connections Academy Monterey Bay

Description	Object Code	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
5. Services and Other Operating Expenditures							
Subagreements for Services	5100	426,231	164,159	590,390	264,968	20,850	285,818
Travel and Conferences	5200	16,729	0	16,729	4	0	4
Dues and Memberships	5300	4,373	0	4,373	4,246	0	4,246
Insurance	5400	525	0	525	525	0	525
Operations and Housekeeping Services	5500	5,983	0	5,983	985	0	985
Rentals, Leases, Repairs, and Noncap. Improvements	5600	29,189	0	29,189	14,860	0	14,860
Transfers of Direct Costs	5700-5799	0	0	0	0	0	0
Professional/Consulting Services and Operating Exp.	5800	127,430	0	127,430	35,221	74,503	109,724
Communications	5900	50,429	0	50,429	16,578	0	16,578
Total, Services and Other Operating Expenditures		660,889	164,159	825,048	337,387	95,353	432,740
6. Capital Outlay							
(Objects 6100-6170, 6200-6500 for modified accrual basis only)							
Land and Land Improvements	6100-6170	0	0	0	0	0	0
Buildings and Improvements of Buildings	6200	0	0	0	0	0	0
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0	0	0	0	0	0
Equipment	6400	0	0	0	0	0	0
Equipment Replacement	6500	0	0	0	0	0	0
Depreciation Expense (for accrual basis only)	6900	0	0	0	0	0	0
Total, Capital Outlay		0	0	0	0	0	0
7. Other Outgo							
Tuition to Other Schools	7110-7143	0	0	0	0	0	0
Transfers of Pass-Through Revenues to Other LEAs	7211-7213	0	0	0	0	0	0
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0	0	0	0	0	0
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0	0	0	0	0	0
All Other Transfers	7281-7299	0	0	0	0	0	0
Debt Service:							
Interest	7438	0	0	0	0	0	0
Principal (for modified accrual basis only)	7439	0	0	0	0	0	0
Total, Other Outgo		0	0	0	0	0	0
8. TOTAL EXPENDITURES		3,157,631	422,939	3,580,570	1,569,883	201,979	1,771,862
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		161,292	(161,092)	200	(288,726)	(120,826)	(409,552)
D. OTHER FINANCING SOURCES / USES							
1. Other Sources	8930-8979	0	0	0	0	0	0
2. Less: Other Uses	7630-7699	0	0	0	0	0	0
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	(161,092)	161,092	0	(120,826)	120,826	0
4. TOTAL OTHER FINANCING SOURCES / USES		(161,092)	161,092	0	(120,826)	120,826	0
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		200	0	200	(409,552)	0	(409,552)
F. FUND BALANCE, RESERVES							
1. Beginning Fund Balance							
a. As of July 1	9791	10,058	0	10,058	10,058	0	10,058
b. Adjustments/Restatements to Beginning Balance	9793, 9795	0	0	0	0	0	0
c. Adjusted Beginning Balance		10,058	0	10,058	10,058	0	10,058
2. Ending Fund Balance, June 30 (E + F1c)		10,258	0	10,258	(399,494)	0	(399,494)
Components of Ending Fund Balance (Optional):							
Reserve for Revolving Cash (equals object 9130)	9711			0		0	0
Reserve for Stores (equals object 9320)	9712			0	0	0	0
Reserve for Prepaid Expenditures (equals object 9330)	9713			0	0	0	0
Reserve for All Others	9719			0			0
General Reserve	9730			0			0
Legally Restricted Balance	9740			0			0
Designated for Economic Uncertainties	9770 *			0			0
Other Designations	9775, 9780			0			0
Undesignated / Unappropriated Amount	9790 *	10,258	0	10,258	(399,494)	0	(399,494)
* Percent of Total Expenditures and Other Uses		0.29%	0.00%	0.29%	-22.55%	0.00%	-22.55%

Fiscal Year Ending June 30, 2021

CHARTER SCHOOL INTERIM BUDGET REPORT

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

Charter School Name: California Connections Academy Monterey Bay

Description	Object Code	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
G. ASSETS							
1. Cash							
In County Treasury	9110	0	0	0			
Fair Value Adjustment to Cash in County Treasury	9111	0	0	0			
In Banks	9120	743,034	0	743,034			
In Revolving Fund	9130	0	0	0			
With Fiscal Agent	9135	0	0	0			
Collections Awaiting Deposit	9140	0	0	0			
2. Investments	9150	0	0	0			
3. Accounts Receivable	9200	654,243	0	654,243			
4. Due from Grantor Government	9290	0	0	0			
5. Stores	9320	0	0	0			
6. Prepaid Expenditures (Expenses)	9330	0	0	0			
7. Other Current Assets	9340	0	0	0			
8. Capital Assets (for accrual basis only)	9400-9499	0	0	0			
9. TOTAL ASSETS		1,397,277	0	1,397,277			
H. LIABILITIES							
1. Accounts Payable	9500	1,796,771	0	1,796,771			
2. Due to Grantor Government	9590	0	0	0			
3. Current Loans	9640	0	0	0			
4. Deferred Revenue	9650	0	0	0			
5. Long-Term Liabilities (for accrual basis only)	9660-9669	0	0	0			
6. TOTAL LIABILITIES		1,796,771	0	1,796,771			
I. FUND BALANCE							
Ending Fund Balance, June 30 (G9-H6) (must agree with Line F2)		(399,494)	0	(399,494)			

ADA ESTIMATES:

Estimated P2 ADA for Budget

259

Estimated P2 ADA as of January 31

259

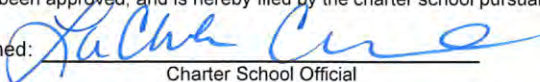
NOTE: ADA is funded on PY P2 ADA from 2019-20, per
state budget trailer bill

CHARTER SCHOOL 2020/2021 Second Interim Report
FINANCIAL REPORT -- ALTERNATIVE FORM
Actuals through January 31, 2021

CHARTER SCHOOL CERTIFICATION

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

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

Signed:  Date: 12-Mar-21
Charter School Official

Printed
Name: LaChelle Carter Title: Director of Finance

To the County Superintendent of Schools:
() 2020/21 CHARTER SCHOOL SECOND INTERIM FINANCIAL REPORT -- ALTERNATIVE FORM: This report
is hereby filed with the County Superintendent pursuant to *Education Code* Section 47604.33(a)(3).

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

Printed
Name: _____ Title: _____

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

<u>For Approving Entity:</u>	<u>For Charter School:</u>
<u>Frank Jerome</u>	<u>LaChelle Carter</u>
Name	Name
<u>Chief Business Official</u>	<u>Director of Finance</u>
Title	Title
<u>209-293-1985</u>	<u>949-245-7177</u>
Telephone	Telephone
<u>fjerome@sicoe.net</u>	<u>lacarter@calca.connectionsacademy.org</u>
E-mail address	E-mail address

Fiscal Year Ending June 30, 2021

CHARTER SCHOOL INTERIM BUDGET REPORT

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

Charter School Name: California Connections Academy @Ripon

CDS #: 39-68650-0125849

Charter Approving Entity: Ripon Unified School District

County: San Joaquin

Charter #: 1398

This charter school uses the following basis of accounting:

(Please enter an "X" in the applicable box below)

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

Description	Object Code	Projected Budget			Actual To-Date		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
A. REVENUES							
1. LCFF Sources							
Charter Schools State Aid - Current Year	8011	8,921,525		8,921,525	4,460,763		4,460,763
Education Protection Account State Aid - Current year	8012	1,083,142		1,083,142	541,571		541,571
State Aid - Prior Years	8019	0		0	0		0
Transfers to charters for in Lieu of Property Taxes	8096	1,699,174		1,699,174	849,587		849,587
Other LCFF transfers	8091,8097	0		0	0		0
Total, LCFF Sources		11,703,841	0	11,703,841	5,851,921	0	5,851,921
2. Federal Revenues (see NOTE on last page)							
No Child Left Behind	8290		233,806			53,277	53,277
Special Education - Federal	8181, 8182		150,554			0	0
Child Nutrition - Federal	8220		0			0	0
Other Federal Revenues	8110, 8260-8299	2,800	163,322		120,522	0	120,522
Total, Federal Revenues		2,800	547,682	550,482	120,522	53,277	173,799
3. Other State Revenues							
Special Education - State	StateRevSE		752,769	752,769		376,385	376,385
All Other State Revenues	StateRevAO	220,285	227,784	448,069	160,968	78,417	160,968
Total, Other State Revenues		220,285	980,553	1,200,838	160,968	454,802	615,770
4. Other Local Revenues							
All Other Local Revenues	LocalRevAO	646,000	0	646,000	3,859	0	3,859
Total, Local Revenues		646,000	0	646,000	3,859	0	3,859
5. TOTAL REVENUES		12,572,926	1,528,235	14,101,161	6,137,270	508,079	6,645,349
B. EXPENDITURES							
1. Certificated Salaries							
Teachers' Salaries	1100	3,052,971	606,643	3,659,614	1,334,369	251,877	1,586,246
Certificated Pupil Support Salaries	1200	156,908	138,369	295,277	56,851	74,311	131,162
Certificated Supervisors' and Administrators' Salaries	1300	329,977	73,384	403,361	192,979	42,807	235,786
Other Certificated Salaries	1900	0	0	0	0	0	0
Total, Certificated Salaries		3,539,856	818,396	4,358,252	1,584,199	368,995	1,953,194
2. Non-certificated Salaries							
Instructional Aides' Salaries	2100	0	0	0	0	0	0
Non-certificated Support Salaries	2200	0	0	0	0	0	0
Non-certificated Supervisors' and Administrators' Sal.	2300	0	0	0	0	0	0
Clerical and Office Salaries	2400	0	0	0	0	0	0
Other Non-certificated Salaries	2900	278,042	0	278,042	160,807	0	160,807
Total, Non-certificated Salaries		278,042	0	278,042	160,807	0	160,807
3. Employee Benefits							
STRS	3101-3102	582,922	98,447	681,369	278,417	63,403	341,820
PERS	3201-3202	0	0	0	0	0	0
OASDI / Medicare / Alternative	3301-3302	72,598	11,867	84,465	35,273	5,350	40,623
Health and Welfare Benefits	3401-3402	807,544	194,698	1,002,242	347,726	108,228	455,954
Unemployment Insurance	3501-3502	51,542	11,048	62,590	23,558	4,981	28,539
Workers' Compensation Insurance	3601-3602	76,358	16,368	92,726	34,900	7,380	42,280
Retiree Benefits	3701-3702	0	0	0	0	0	0
PERS Reduction (for revenue limit funded schools)	3801-3802	0	0	0	0	0	0
Other Employee Benefits	3901-3902	0	0	0	0	0	0
Total, Employee Benefits		1,590,964	332,428	1,923,392	719,874	189,342	909,216
4. Books and Supplies							
Approved Textbooks and Core Curricula Materials	4100	0	58,996	58,996	0	78,417	78,417
Books and Other Reference Materials	4200	2,007,545	0	2,007,545	1,004,731	0	1,004,731
Materials and Supplies	4300	930,665	12,044	942,709	525,925	349	526,274
Noncapitalized Equipment	4400	630,000	0	630,000	292,148	0	292,148
Food	4700	0	0	0	0	0	0
Total, Books and Supplies		3,568,210	71,040	3,639,250	1,822,804	78,766	1,901,570

Fiscal Year Ending June 30, 2021

CHARTER SCHOOL INTERIM BUDGET REPORT

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

Charter School Name: California Connections Academy @Ripon

Description	Object Code	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
5. Services and Other Operating Expenditures							
Subagreements for Services	5100	1,877,228	1,122,441	2,999,669	1,157,598	118,500	1,276,098
Travel and Conferences	5200	57,860	0	57,860	(4,682)	0	(4,682)
Dues and Memberships	5300	19,774	0	19,774	6,242	0	6,242
Insurance	5400	1,954	0	1,954	1,954	0	1,954
Operations and Housekeeping Services	5500	17,165	0	17,165	6,289	0	6,289
Rentals, Leases, Repairs, and Noncap. Improvements	5600	115,520	0	115,520	55,224	0	55,224
Transfers of Direct Costs	5700-5799	0	0	0	0	0	0
Professional/Consulting Services and Operating Expend. Communications	5800	462,219	26,934	489,153	152,529	230,079	382,608
	5900	200,942	0	200,942	65,679	0	65,679
Total, Services and Other Operating Expenditures		2,752,662	1,149,375	3,902,037	1,440,833	348,579	1,789,412
6. Capital Outlay							
(Objects 6100-6170, 6200-6500 for modified accrual basis only)							
Land and Land Improvements	6100-6170	0	0	0	0	0	0
Buildings and Improvements of Buildings	6200	0	0	0	0	0	0
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0	0	0	0	0	0
Equipment	6400	0	0	0	0	0	0
Equipment Replacement	6500	0	0	0	0	0	0
Depreciation Expense (for accrual basis only)	6900	0	0	0	0	0	0
Total, Capital Outlay		0	0	0	0	0	0
7. Other Outgo							
Tuition to Other Schools	7110-7143	0	0	0	0	0	0
Transfers of Pass-Through Revenues to Other LEAs	7211-7213	0	0	0	0	0	0
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0	0	0	0	0	0
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0	0	0	0	0	0
All Other Transfers	7281-7299	0	0	0	0	0	0
Debt Service:							
Interest	7438	0	0	0	0	0	0
Principal (for modified accrual basis only)	7439	0	0	0	0	0	0
Total, Other Outgo		0	0	0	0	0	0
8. TOTAL EXPENDITURES		11,729,734	2,371,239	14,100,973	5,728,517	985,682	6,714,199
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		843,192	(843,004)	188	408,753	(477,603)	(68,850)
D. OTHER FINANCING SOURCES / USES							
1. Other Sources	8930-8979	0	0	0	0	0	0
2. Less: Other Uses	7630-7699	0	0	0	0	0	0
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	(843,004)	843,004	0	(477,603)	477,603	0
4. TOTAL OTHER FINANCING SOURCES / USES		(843,004)	843,004	0	(477,603)	477,603	0
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		188	0	188	(68,850)	0	(68,850)
F. FUND BALANCE, RESERVES							
1. Beginning Fund Balance							
a. As of July 1	9791	10,319	0	10,319	10,319	0	10,319
b. Adjustments/Restatements to Beginning Balance	9793, 9795	0	0	0	112,915	0	112,915
c. Adjusted Beginning Balance		10,319	0	10,319	123,234	0	123,234
2. Ending Fund Balance, June 30 (E + F1c)		10,507	0	10,507	54,384	0	54,384
Components of Ending Fund Balance (Optional):							
Reserve for Revolving Cash (equals object 9130)	9711			0		0	0
Reserve for Stores (equals object 9320)	9712			0	0	0	0
Reserve for Prepaid Expenditures (equals object 9330)	9713			0	0	0	0
Reserve for All Others	9719			0	0		0
General Reserve	9730			0	0		0
Legally Restricted Balance	9740			0			0
Designated for Economic Uncertainties	9770 *			0			0
Other Designations	9775, 9780			0			0
Undesignated / Unappropriated Amount	9790 *	10,507	0	10,507	54,384	0	54,384
* Percent of Total Expenditures and Other Uses		0.07%	0.00%	0.07%	0.81%	0.00%	0.81%

Fiscal Year Ending June 30, 2021

CHARTER SCHOOL INTERIM BUDGET REPORT

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

Charter School Name: California Connections Academy @Ripon

Description	Object Code	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
G. ASSETS							
1. Cash							
In County Treasury	9110	0	0	0			
Fair Value Adjustment to Cash in County Treasury	9111	0	0	0			
In Banks	9120	4,261,352	0	4,261,352			
In Revolving Fund	9130	0	0	0			
With Fiscal Agent	9135	0	0	0			
Collections Awaiting Deposit	9140	0	0	0			
2. Investments	9150	0	0	0			
3. Accounts Receivable	9200	3,138,924	0	3,138,924			
4. Due from Grantor Government	9290	0	0	0			
5. Stores	9320	0	0	0			
6. Prepaid Expenditures (Expenses)	9330	19,916	0	19,916			
7. Other Current Assets	9340	0	0	0			
8. Capital Assets (for accrual basis only)	9400-9499	0	0	0			
9. TOTAL ASSETS		7,420,192	0	7,420,192			
H. LIABILITIES							
1. Accounts Payable	9500	7,291,882	0	7,291,882			
2. Due to Grantor Government	9590	0	0	0			
3. Current Loans	9640	0	0	0			
4. Deferred Revenue	9650	73,926	0	73,926			
5. Long-Term Liabilities (for accrual basis only)	9660-9669	0	0	0			
6. TOTAL LIABILITIES		7,365,808	0	7,365,808			
I. FUND BALANCE							
Ending Fund Balance, June 30 (G9-H6) (must agree with Line F2)		54,384	0	54,384			

ADA ESTIMATES:

Estimated P2 ADA for Revised Budget

1204

Estimated P2 ADA as of January 31

1204

NOTE: ADA is funded on PY P2 ADA from 2019-20, per
state budget trailer bill

**CHARTER SCHOOL 2020/21 Second Interim Report
FINANCIAL REPORT -- ALTERNATIVE FORM
Actuals through January 31, 2021**

CHARTER SCHOOL CERTIFICATION

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

To the entity that approved the charter school:
(x) 2020/21 CHARTER SCHOOL SECOND INTERIM FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been approved, and is hereby filed by the charter school pursuant to *Education Code* Section 47604.33(a)(3).

Signed:  Date: 12-Mar-21
Charter School Official

Printed
Name: LaChelle Carter Title: Director of Finance

To the County Superintendent of Schools:
() 2020/21 CHARTER SCHOOL SECOND INTERIM FINANCIAL REPORT -- ALTERNATIVE FORM: This report is hereby filed with the County Superintendent pursuant to *Education Code* Section 47604.33(a)(3).

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

Printed
Name: _____ Title: _____

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

For Approving Entity:

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

For Charter School:

LaChelle Carter
Name
Director of Finance
Title
949-245-7177
Telephone
lacarter@calca.connectionsacademy.org
E-mail address

Fiscal Year Ending June 30, 2021

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

CHARTER SCHOOL INTERIM BUDGET REPORT

Charter School Name: California Connections Academy Southern California

CDS #: 30-66464-0106765

Charter Approving Entity: Capistrano Unified School District

County: Orange

Charter #: 664

This charter school uses the following basis of accounting:

(Please enter an "X" in the applicable box below)

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

Description		Object Code	Projected Budget			Actual To-Date		
			Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
A. REVENUES								
1. LCFF Sources								
Charter Schools State Aid - Current Year	8011		10,417,359		10,417,359	5,208,680		5,208,680
Education Protection Account State Aid - Current year	8012		764,498		764,498	382,249		382,249
State Aid - Prior Years	8019		0		0	0		0
Transfers to charters for in Lieu of Property Taxes	8096		25,952,337		25,952,337	12,976,169		12,976,169
Other LCFF transfers	8091,8097		0		0	0		0
Total, LCFF Sources			37,134,194	0	37,134,194	18,567,098	0	18,567,098
2. Federal Revenues (see NOTE on last page)								
No Child Left Behind	8290			718,416	718,416		180,650	180,650
Special Education - Federal	8181, 8182			477,811	477,811		0	0
Child Nutrition - Federal	8220			0	0		0	0
Other Federal Revenues	8110, 8260-8299		8,400	489,617	498,017	378,955		378,955
Total, Federal Revenues			8,400	1,685,844	1,694,244	378,955	180,650	559,605
3. Other State Revenues								
Special Education - State	StateRevSE			2,389,056	2,389,056		1,194,528	1,194,528
All Other State Revenues	StateRevAO		698,769	689,458	1,388,227	816,012	6,167	816,012
Total, Other State Revenues			698,769	3,078,514	3,777,283	816,012	1,200,695	2,016,707
4. Other Local Revenues								
All Other Local Revenues	LocalRevAO		24,015	0	24,015	8,444	0	8,444
Total, Local Revenues			24,015	0	24,015	8,444	0	8,444
5. TOTAL REVENUES			37,865,378	4,764,358	42,629,736	19,770,509	1,381,345	21,151,854
B. EXPENDITURES								
1. Certificated Salaries								
Teachers' Salaries	1100		8,937,155	1,787,572	10,724,727	3,967,998	749,175	4,717,173
Certificated Pupil Support Salaries	1200		436,974	428,312	865,286	168,536	221,130	389,666
Certificated Supervisors' and Administrators' Salaries	1300		1,051,195	233,776	1,284,971	614,765	136,369	751,134
Other Certificated Salaries	1900		0	0	0	0	0	0
Total, Certificated Salaries			10,425,324	2,449,660	12,874,984	4,751,299	1,106,674	5,857,973
2. Non-certificated Salaries								
Instructional Aides' Salaries	2100		0	0	0	0	0	0
Non-certificated Support Salaries	2200		0	0	0	0	0	0
Non-certificated Supervisors' and Administrators' Sal.	2300		0	0	0	0	0	0
Clerical and Office Salaries	2400		0	0	0	0	0	0
Other Non-certificated Salaries	2900		885,749	0	885,749	512,275	0	512,275
Total, Non-certificated Salaries			885,749	0	885,749	512,275	0	512,275
3. Employee Benefits								
STRS	3101-3102		1,708,487	307,044	2,015,531	838,768	190,654	1,029,422
PERS	3201-3202		0	0	0	0	0	0
OASDI / Medicare / Alternative	3301-3302		218,927	35,520	254,447	108,083	16,047	124,130
Health and Welfare Benefits	3401-3402		2,483,219	491,663	2,974,882	1,049,355	324,488	1,373,843
Unemployment Insurance	3501-3502		152,699	33,070	185,769	71,058	14,940	85,998
Workers' Compensation Insurance	3601-3602		226,221	48,993	275,214	105,271	22,133	127,404
Retiree Benefits	3701-3702		0	0	0	0	0	0
PERS Reduction (for revenue limit funded schools)	3801-3802		0	0	0	0	0	0
Other Employee Benefits	3901-3902		0	0	0	0	0	0
Total, Employee Benefits			4,789,553	916,290	5,705,843	2,172,535	568,262	2,740,797
4. Books and Supplies								
Approved Textbooks and Core Curricula Materials	4100		0	187,278	187,278		6,167	6,167
Books and Other Reference Materials	4200		5,795,096	0	5,795,096	3,098,906		3,098,906
Materials and Supplies	4300		2,838,625	36,710	2,875,335	1,593,933	349	1,594,282
Noncapitalized Equipment	4400		1,725,000	0	1,725,000	851,958	0	851,958
Food	4700		0	0	0	0	0	0
Total, Books and Supplies			10,358,721	223,988	10,582,709	5,544,797	6,516	5,551,313

Fiscal Year Ending June 30, 2021

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

CHARTER SCHOOL INTERIM BUDGET REPORT

Charter School Name: California Connections Academy Southern California

Description	Object Code	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
5. Services and Other Operating Expenditures							
Subagreements for Services	5100	6,255,244	2,875,895	9,131,139	3,724,687	330,000	4,054,687
Travel and Conferences	5200	169,321	0	169,321	(3,992)	0	(3,992)
Dues and Memberships	5300	61,249	0	61,249	59,468	0	59,468
Insurance	5400	5,741	0	5,741	5,741	0	5,741
Operations and Housekeeping Services	5500	47,606	0	47,606	15,266	0	15,266
Rentals, Leases, Repairs, and Noncap. Improvements	5600	353,742	0	353,742	162,350	0	162,350
Transfers of Direct Costs	5700-5799	0	0	0	0	0	0
Professional/Consulting Services and Operating Expend.	5800	1,346,673	84,512	1,431,185	469,249	670,247	1,139,496
Communications	5900	600,832	0	600,832	194,289	0	194,289
Total, Services and Other Operating Expenditures		8,840,408	2,960,407	11,800,815	4,627,058	1,000,247	5,627,305
6. Capital Outlay							
(Objects 6100-6170, 6200-6500 for modified accrual basis only)							
Land and Land Improvements	6100-6170	0	0	0	0	0	0
Buildings and Improvements of Buildings	6200	0	0	0	0	0	0
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0	0	0	0	0	0
Equipment	6400	0	0	0	0	0	0
Equipment Replacement	6500	0	0	0	0	0	0
Depreciation Expense (for accrual basis only)	6900	2,000	0	2,000	0	0	0
Total, Capital Outlay		2,000	0	2,000	0	0	0
7. Other Outgo							
Tuition to Other Schools	7110-7143	0	0	0	0	0	0
Transfers of Pass-Through Revenues to Other LEAs	7211-7213	0	0	0	0	0	0
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0	0	0	0	0	0
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0	0	0	0	0	0
All Other Transfers	7281-7299	0	0	0	0	0	0
Debt Service:							
Interest	7438	0	0	0	0	0	0
Principal (for modified accrual basis only)	7439	0	0	0	0	0	0
Total, Other Outgo		0	0	0	0	0	0
8. TOTAL EXPENDITURES		35,301,755	6,550,345	41,852,100	17,607,964	2,681,699	20,289,663
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		2,563,623	(1,785,987)	777,636	2,162,545	(1,300,354)	862,191
D. OTHER FINANCING SOURCES / USES							
1. Other Sources	8930-8979	0	0	0	0	0	0
2. Less: Other Uses	7630-7699	0	0	0	0	0	0
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	(1,785,987)	1,785,987	0	1,300,354	(1,300,354)	0
4. TOTAL OTHER FINANCING SOURCES / USES		(1,785,987)	1,785,987	0	1,300,354	(1,300,354)	0
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		777,636	0	777,636	862,188	0	862,188
F. FUND BALANCE, RESERVES							
1. Beginning Fund Balance							
a. As of July 1	9791	617,085	0	617,085	617,085	0	617,085
b. Adjustments/Restatements to Beginning Balance	9793, 9795	0	0	0	247,893	0	247,893
c. Adjusted Beginning Balance		617,085	0	617,085	864,978	0	864,978
2. Ending Fund Balance, June 30 (E + F1c)		1,394,721	0	1,394,721	1,727,166	0	1,727,166
Components of Ending Fund Balance (Optional):							
Reserve for Revolving Cash (equals object 9130)	9711	0	0	0	0	0	0
Reserve for Stores (equals object 9320)	9712	0	0	0	0	0	0
Reserve for Prepaid Expenditures (equals object 9330)	9713	0	0	0	0	0	0
Reserve for All Others	9719	0	0	0	0	0	0
General Reserve	9730	0	0	0	0	0	0
Legally Restricted Balance	9740	0	0	0	0	0	0
Designated for Economic Uncertainties	9770 *	0	0	0	0	0	0
Other Designations	9775, 9780	0	0	0	0	0	0
Undesignated / Unappropriated Amount	9790 *	1,394,721	0	1,394,721	1,727,166	0	1,727,166
* Percent of Total Expenditures and Other Uses		3.33%	0.00%	3.33%	8.51%	0.00%	8.51%

Fiscal Year Ending June 30, 2021

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

CHARTER SCHOOL INTERIM BUDGET REPORT

Charter School Name: California Connections Academy Southern California

Description	Object Code	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
G. ASSETS							
1. Cash							
In County Treasury	9110	1,588,404	0	1,588,404			
Fair Value Adjustment to Cash in County Treasury	9111	0	0	0			
In Banks	9120	5,762,692	0	5,762,692			
In Revolving Fund	9130	421	0	421			
With Fiscal Agent	9135	0	0	0			
Collections Awaiting Deposit	9140	0	0	0			
2. Investments	9150	0	0	0			
3. Accounts Receivable	9200	2,472,519	0	2,472,519			
4. Due from Grantor Government	9290	0	0	0			
5. Stores	9320	0	0	0			
6. Prepaid Expenditures (Expenses)	9330	96,744	0	96,744			
7. Other Current Assets	9340	20,287	0	20,287			
8. Capital Assets (for accrual basis only)	9400-9499	28,547	0	28,547			
9. TOTAL ASSETS		9,969,614	0	9,969,614			
H. LIABILITIES							
1. Accounts Payable	9500	8,033,130	0	8,033,130			
2. Due to Grantor Government	9590	0	0	0			
3. Current Loans	9640	0	0	0			
4. Deferred Revenue	9650	209,318	0	209,318			
5. Long-Term Liabilities (for accrual basis only)	9660-9669	0	0	0			
6. TOTAL LIABILITIES		8,242,448	0	8,242,448			
I. FUND BALANCE							
Ending Fund Balance, June 30 (G9-H6) (must agree with Line F2)		1,727,166	0	1,727,166			

ADA ESTIMATES:

Estimated P2 ADA for Budget

3822

Estimated P2 ADA as of January 31

3822

NOTE: ADA is funded on PY P2 ADA from 2019-20, per state budget trailer bill

School Year: 2020-21

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	
California Connections Academy North Bay	17 640550129601	

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.58%	1.55%	1.02%	1	3	2
African American	0.58%	1.04%	1.53%	1	2	3
Asian	1.74%	1.55%	1.53%	3	3	3
Filipino	0.58%	0.52%	0.51%	1	1	1
Hispanic/Latino	24.42%	28.5%	25.51%	42	55	50
Pacific Islander	%	%	0%			0
White	57.56%	54.4%	53.06%	99	105	104
Two or More Responses	14.53%	12.44%	16.84%	25	24	33
Not Reported	%	%	0%			0
Total Enrollment				172	193	196

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	4	7	4
Grade 1	8	6	8
Grade 2	8	7	5
Grade3	2	5	7
Grade 4	2	4	8
Grade 5	3	5	7
Grade 6	10	9	6
Grade 7	16	12	13
Grade 8	19	25	23
Grade 9	17	26	24
Grade 10	23	28	28
Grade 11	32	28	28
Grade 12	28	31	35
Total Enrollment	172	193	196

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	4	4	3	2.3%	2.1%	1.5%
Fluent English Proficient (FEP)	11	10	9	6.4%	5.2%	4.6%
Reclassified Fluent English Proficient (RFEP)	1	0	1	33.3%	0.0%	25.0%

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	*	*	4	*	*	4	*	*	4			100
Grade 4	*	*	4	*	*	4	*	*	4			100
Grade 5	*	*	7	*	*	7	*	*	7			100
Grade 6	14	*	10	11	*	8	11	*	8	78.6		80
Grade 7	*	18	18	*	17	17	*	17	17		94.4	94.4
Grade 8	*	26	26	*	19	23	*	19	23		73.1	88.5
Grade 11	24	23	35	20	15	26	20	15	26	83.3	65.2	74.3
All	67	91	104	55	68	89	55	68	89	82.1	74.7	85.6

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 6	2549.	*	*	27.27	*	*	27.27	*	*	36.36	*	*	9.09	*	*
Grade 7	*	2533.	2550.	*	5.88	5.88	*	17.65	52.94	*	47.06	17.65	*	29.41	23.53
Grade 8	*	2567.	2550.	*	10.53	13.04	*	47.37	30.43	*	15.79	21.74	*	26.32	34.78
Grade 11	2650.	2600.	2584.	45.00	20.00	23.08	25.00	40.00	42.31	25.00	26.67	15.38	5.00	13.33	19.23
All Grades	N/A	N/A	N/A	27.27	13.24	15.73	30.91	33.82	39.33	21.82	29.41	16.85	20.00	23.53	28.09

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	36.36	*	*	45.45	*	*	18.18	*	*
Grade 7	*	23.53	23.53	*	47.06	41.18	*	29.41	35.29
Grade 8	*	21.05	21.74	*	63.16	43.48	*	15.79	34.78
Grade 11	55.00	33.33	30.77	40.00	60.00	46.15	5.00	6.67	23.08
All Grades	40.00	29.41	23.60	38.18	51.47	47.19	21.82	19.12	29.21

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	36.36	*	*	45.45	*	*	18.18	*	*
Grade 7	*	5.88	29.41	*	58.82	47.06	*	35.29	23.53
Grade 8	*	15.79	17.39	*	57.89	47.83	*	26.32	34.78
Grade 11	40.00	20.00	23.08	55.00	53.33	53.85	5.00	26.67	23.08
All Grades	27.27	11.76	17.98	56.36	60.29	52.81	16.36	27.94	29.21

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	18.18	*	*	72.73	*	*	9.09	*	*
Grade 7	*	11.76	11.76	*	76.47	76.47	*	11.76	11.76
Grade 8	*	15.79	13.04	*	57.89	65.22	*	26.32	21.74
Grade 11	50.00	13.33	19.23	45.00	86.67	65.38	5.00	0.00	15.38
All Grades	27.27	13.24	16.85	56.36	75.00	65.17	16.36	11.76	17.98

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	27.27	*	*	63.64	*	*	9.09	*	*
Grade 7	*	11.76	29.41	*	64.71	47.06	*	23.53	23.53
Grade 8	*	26.32	26.09	*	47.37	39.13	*	26.32	34.78
Grade 11	60.00	26.67	26.92	35.00	60.00	53.85	5.00	13.33	19.23
All Grades	40.00	20.59	26.97	41.82	57.35	47.19	18.18	22.06	25.84

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	*	*	4	*	*	4	*	*	4			100
Grade 4	*	*	4	*	*	4	*	*	4			100
Grade 5	*	*	7	*	*	7	*	*	7			100
Grade 6	14	*	10	11	*	8	11	*	8	78.6		80
Grade 7	*	18	18	*	16	17	*	16	17		88.9	94.4
Grade 8	*	26	26	*	20	23	*	20	23		76.9	88.5
Grade 11	24	23	35	20	15	26	20	15	26	83.3	65.2	74.3
All	67	91	104	55	67	89	55	67	89	82.1	73.6	85.6

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 6	2494.	*	*	9.09	*	*	18.18	*	*	27.27	*	*	45.45	*	*
Grade 7	*	2494.	2521.	*	6.25	17.65	*	18.75	11.76	*	25.00	47.06	*	50.00	23.53
Grade 8	*	2486.	2506.	*	5.00	4.35	*	5.00	17.39	*	25.00	39.13	*	65.00	39.13
Grade 11	2560.	2511.	2519.	5.00	6.67	7.69	30.00	0.00	11.54	15.00	33.33	11.54	50.00	60.00	69.23
All Grades	N/A	N/A	N/A	9.09	7.46	7.87	18.18	8.96	12.36	25.45	29.85	30.34	47.27	53.73	49.44

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	9.09	*	*	45.45	*	*	45.45	*	*
Grade 7	*	6.25	17.65	*	37.50	35.29	*	56.25	47.06
Grade 8	*	5.00	4.35	*	25.00	39.13	*	70.00	56.52
Grade 11	10.00	6.67	15.38	25.00	13.33	3.85	65.00	80.00	80.77
All Grades	12.73	8.96	12.36	25.45	28.36	24.72	61.82	62.69	62.92

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	18.18	*	*	27.27	*	*	54.55	*	*
Grade 7	*	6.25	17.65	*	50.00	58.82	*	43.75	23.53
Grade 8	*	5.00	4.35	*	55.00	56.52	*	40.00	39.13
Grade 11	5.00	6.67	11.54	60.00	46.67	38.46	35.00	46.67	50.00
All Grades	10.91	7.46	10.11	47.27	47.76	49.44	41.82	44.78	40.45

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	27.27	*	*	27.27	*	*	45.45	*	*
Grade 7	*	12.50	17.65	*	37.50	47.06	*	50.00	35.29
Grade 8	*	0.00	13.04	*	55.00	52.17	*	45.00	34.78
Grade 11	15.00	6.67	11.54	50.00	60.00	42.31	35.00	33.33	46.15
All Grades	20.00	7.46	11.24	41.82	46.27	40.45	38.18	46.27	48.31

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 1	*		*		*		*	
Grade 2	*		*		*		*	
Grade 3		*		*		*		*
Grade 9	*	*	*	*	*	*	*	*
Grade 10		*		*		*		*
Grade 11		*		*		*		*
Grade 12		*		*		*		*
All Grades							*	5

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	*	*	*		*	*	*	*	*

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades		*	*	*	*	*	*	*	*	*

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	*		*		*	*	*	*	*

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	*	*	*		*	*	*

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades		*	*	*	*	*	*	*

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	*		*	*	*	*	*

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	*	*	*	*	*	*	*

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
193	46.6	2.1	0.5
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	4	2.1
Foster Youth	1	0.5
Homeless	5	2.6
Socioeconomically Disadvantaged	90	46.6
Students with Disabilities	25	13.0

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	2	1.0
American Indian	3	1.6
Asian	3	1.6
Filipino	1	0.5
Hispanic	55	28.5
Two or More Races	24	12.4
White	105	54.4

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Orange

Mathematics



Orange

College/Career



No Performance Color

Academic Engagement

Graduation Rate



No Performance Color

Chronic Absenteeism



Red

Conditions & Climate

Suspension Rate



Blue

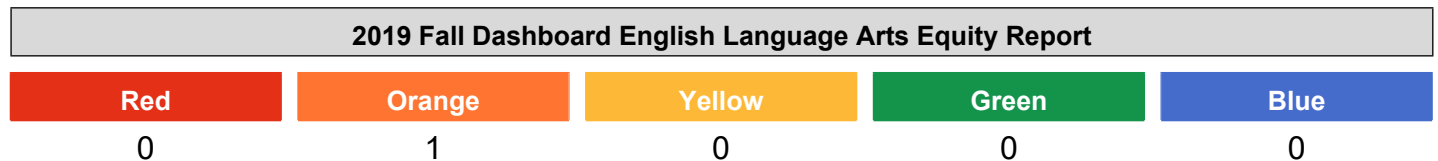
School and Student Performance Data

Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group					
All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Orange 11.4 points below standard Declined Significantly -16.6 points 60	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 15.1 points below standard Declined -6.3 points 31	 No Performance Color 124.1 points below standard Declined Significantly -38.5 points 11

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American  No Performance Color 0 Students	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Filipino  No Performance Color 0 Students
Hispanic  No Performance Color 1.7 points below standard 17	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	Pacific Islander  No Performance Color 0 Students	White  Orange 31.7 points below standard Declined Significantly -36.2 points 32

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner Less than 11 Students - Data Not Displayed for Privacy 1	Reclassified English Learners 0 Students	English Only 12.6 points below standard Declined Significantly -17.4 points 55
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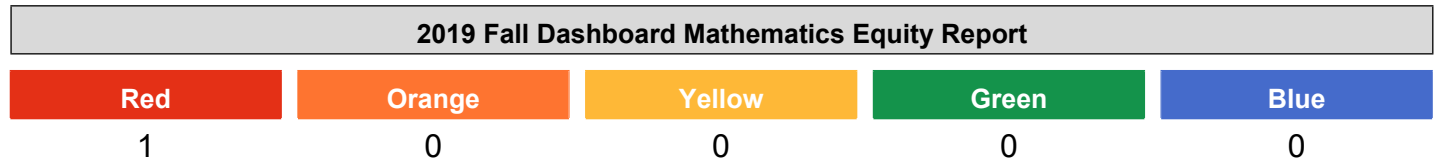
School and Student Performance Data

Academic Performance Mathematics





The performance levels are color-coded and range from lowest-to-highest performance in the following order:








This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  <p>Orange</p> <p>87.5 points below standard</p> <p>Declined -4.9 points</p> <p>60</p>	English Learners  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>	Foster Youth
Homeless	Socioeconomically Disadvantaged  <p>No Performance Color</p> <p>93.7 points below standard</p> <p>Maintained -1.9 points</p> <p>31</p>	Students with Disabilities  <p>No Performance Color</p> <p>132.1 points below standard</p> <p>11</p>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	 <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>	 <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>	Filipino
Hispanic	 <p>No Performance Color</p> <p>97.7 points below standard</p> <p>17</p>	 <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>9</p>	 <p>Red</p> <p>95.8 points below standard</p> <p>Declined Significantly -19.6 points</p> <p>32</p>
	Two or More Races	Pacific Islander	

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>		<p>86.6 points below standard</p> <p>Declined -6.1 points</p> <p>55</p>

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress



No Performance Color

making progress towards English
language proficiency

Number of EL Students:

Performance Level: No Data

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased
One ELPI Level

Maintained ELPI Level 1,
2L, 2H, 3L, or 3H

Maintained
ELPI Level 4

Progressed At Least
One ELPI Level

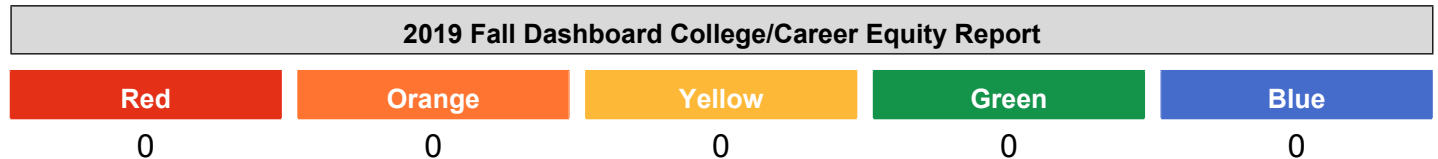
School and Student Performance Data

Academic Performance College/Career







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students  <p>No Performance Color</p> <p>18.4</p> <p>Declined -5.7</p> <p>38</p>	English Learners  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>	Foster Youth  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>
Homeless  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>	Socioeconomically Disadvantaged  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>	Students with Disabilities  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>

2019 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance

Class of 2017	Class of 2018	Class of 2019
24.1 Prepared	24.1 Prepared	18.4 Prepared
6.9 Approaching Prepared	6.9 Approaching Prepared	10.5 Approaching Prepared
69 Not Prepared	69 Not Prepared	71.1 Not Prepared

School and Student Performance Data

Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
1	1	0	0	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
 Red 23.9 Increased +1.3 113	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 Red 27.8 Increased +1.1 72	 No Performance Color 18.8 Declined -3.5 16

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic  No Performance Color 40 Increased +8 30	Two or More Races  No Performance Color 21.4 Declined -2.1 14	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	White  Orange 18.8 Maintained -0.2 64

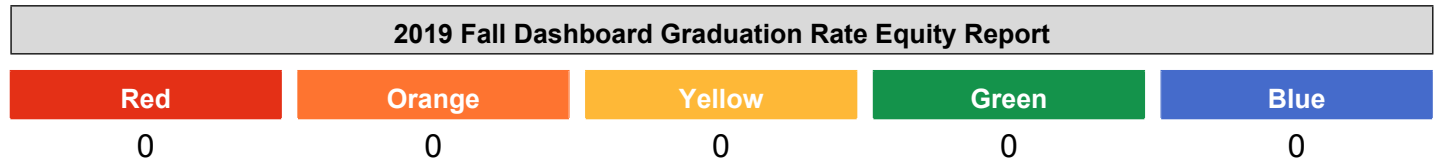
School and Student Performance Data

Academic Engagement Graduation Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students  <p>No Performance Color</p> <p>65</p> <p>Declined -4</p> <p>40</p>	English Learners  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3</p>	Foster Youth  <p>No Performance Color</p> <p>0 Students</p>
Homeless  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>5</p>	Socioeconomically Disadvantaged  <p>No Performance Color</p> <p>50</p> <p>Declined -7.1</p> <p>22</p>	Students with Disabilities  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>6</p>

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color 0 Students	 No Performance Color 69.6 Maintained -0.4 23

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year

2018	2019
69	65

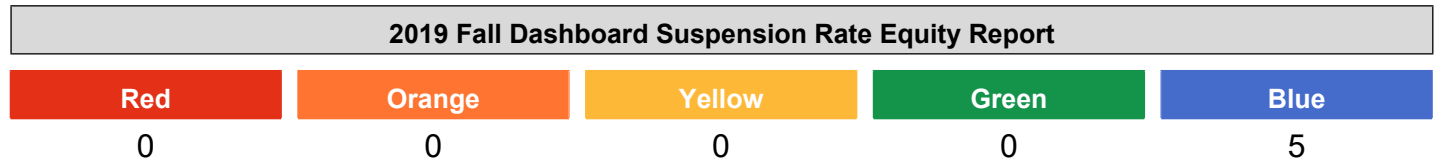
School and Student Performance Data

Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:










This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Blue 0 Maintained 0 277	English Learners  No Performance Color Less than 11 Students - Data Not 9	Foster Youth  No Performance Color Less than 11 Students - Data Not 1
Homeless  No Performance Color Less than 11 Students - Data Not 6	Socioeconomically Disadvantaged  Blue 0 Maintained 0 143	Students with Disabilities  Blue 0 Maintained 0 36

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data 2	American Indian  No Performance Color Less than 11 Students - Data 4	Asian  No Performance Color Less than 11 Students - Data 4	Filipino  No Performance Color Less than 11 Students - Data 2
Hispanic  Blue 0 Maintained 0 76	Two or More Races  Blue 0 Maintained 0 36	Pacific Islander	White  Blue 0 Maintained 0 153

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0	0

General Information

As a network of online public charter schools, California Connections Academy (CalCA) provides a high quality fully online educational program per the terms of the charter. With the changes across the world due to the COVID 19 pandemic, the core educational program for CalCA has not changed. While there have been changes to in person activities (such as field trips, school gatherings, student social events and graduation) the day to day educational program for students has continued without interruption. All curriculum, instruction, instructional support etc. that is normally provided in our program has continued. The only exception is that students with IEPs who have face to face support services in their IEP had those services temporarily changed so that they are provided remotely, such as through video or phone calls, while public health orders are still in place.

Stakeholder Engagement

On May 28, 2020, we held our spring School Advisory Committee meeting. The meeting was attended by nearly 175 stakeholders. This meeting was done in a virtual webinar meeting room. Parents were able to provide feedback both in the chat pod and through a Google Form distributed at the conclusion of the meeting. Also, on August 25, 2020, we had our Learning Continuity and Attendance Plan public hearing in our regularly scheduled board meeting. In addition, we held our fall School Advisory Committee on September 10, 2020. This meeting also had nearly 170 attendees. This meeting was held in the virtual webinar room, and a poll pod was made available to provide direct feedback.

Needs Assessment

Our graduation rate is below the ESSA defined threshold of 68%. This rate is not only below the ESSA identified graduation rate, but also below the rate considered satisfactory by the staff within our organization. In order to complete the following plan several groups were consulted, including but not limited to: school wide leadership, high school specific leadership, counseling leadership, student services leadership, and community and parents through our School Advisory Committee. These groups were consulted at regular intervals throughout the school year in order for all voices to be heard in the decision making process. The annual planning cycle starts each year in the spring (April/May) for the school year to come. The following is a sample of the data analyzed. As reported by the California Dashboard, in 2018, the all students graduation rate is 69%. In 2019 the all students graduation rate dropped to 65%. Currently, the school tracks the change in the percent of students on track for graduation. In 2019-2020, the current 1920 cohort (last year's 9th graders) dropped to 74.5% on track for graduation after the conclusion of the first semester. This percentage of 9th grade students falling off cohort so early is directly contributing to our low graduation rate and must be addressed. In addition to low graduation rates, the school's mobility remains high. The high mobility rate and decrease in affirmative intent to return, make providing consistent services to our students, especially those in their 4th year of high school,

increasingly difficult. These rates are also contributing to a high number of students enrolling credit deficient.

As an educational organization focused on continuous improvement, interventions to address graduation rate have begun prior to being identified as CSI. These two interventions are the transition to a homeroom model and the conceptualization and implementation of the credit recovery program known as Project Success. Initial results of both programs are encouraging. As a result of the homeroom model, students have received an increase in successful contacts from staff from an average of 17.7 contacts in the first semester of 2017-2018 to an increase of an average of 19.7 during the first semester of 2018-2019. An increase in successful contacts relates to an increase of active engagement with our school program. In addition, throughout the 1920 school year, high school students received biweekly successful contacts (i.e. phone call, small group lesson) at a rate of 82% to a peak of 86% as the year progressed. Being fully aware of the realities of graduation rate, the high school staff has also begun the implementation of an internal credit recovery program called Project Success. During the 2019 – 2020 school year, historically at risk high school students passed an average of 75% of their classes in the Project Success program. These early successes are providing the justification and motivation to continue and expand these programs.

As a result of the schools struggles with graduation rate and the potential for learning loss due to the pandemic, our school ran its own in house summer school program for the summer of 2020. This was the first in its history. Prior to the summer of 2020, credit deficient high school students were sent to a third party program with a success rate of an average of around 50% pass rates. We had a 77% pass rate and an 85% summer graduation rate for those in their last year of high school.

During the 2019 – 2020 school year, we found some success with i-Ready. i-Ready defines Typical Growth as the average annual growth for a student at their grade and placement level. This is then a measure of whether the school achieved measurable increases in academic achievement, as defined by at least one year's progress. For students assessed with the i-Ready diagnostics in the 2019-2020 school year, 82% achieved Typical Growth in reading and 77% achieved Typical Growth in math at the end of the school year. In this first year of i-Ready, grades K – 5 were included. This is being expanded through grade 8 for 2020-2021. Additionally, students in grades 9-11 will utilize NWEA MAP.

Root Cause Analysis:

- A graduation rate below 68% for all student groups needs to be addressed.
- Too many students are falling off cohort early in high school, including the 9th grade year, contributing to the decline in 4 year cohort graduation success.
- A high mobility rate is contributing to a large number of students enrolling deficient in credits.

- There has been an increase in students' non indication of their intent to return contributing to a difficulty in providing consistent services to our students, especially those in their 4th year of high school.
- Math and reading achievement remains a focus school wide.

Goals and Actions

Goal 1: Each student will develop the necessary Mathematical proficiencies as well as critical thinking skills as measured by state and local assessments.

Actions

- i-Ready and MAP will be administered 3X per year, and results will be analyzed by School Leadership Team, and results will be presented to the appropriate Professional Learning Communities (PLCs)
- PLCs will discuss performance data and determine best strategies and methods and will implement best practices to re-teach Math standards that were missed.
- Continue to implement and expand the AVID program in order to provide additional support for college readiness to at risk student populations.
- Director of Student Achievement to continue to oversee and monitor student academic performance, conduct data analysis, oversee PLC work and research assessment tools for internal assessments.

Goal 2: Each student will develop the necessary English Language Arts skills as reported by state and local assessments.

Actions

- i-Ready and MAP will be administered 3X per year, and results will be analyzed by School Leadership Team, and results will be presented to the appropriate Professional Learning Communities (PLCs)
- PLCs will discuss performance data and determine best strategies and methods and will implement best practices to re-teach Math standards that were missed.
- Continue to implement and expand the AVID program in order to provide additional support for college readiness to at risk student populations.
- Director of Student Achievement to continue to oversee and monitor student academic performance, conduct data analysis, oversee PLC work and research assessment tools for internal assessments.

Goal 3: The school will continue with its ongoing plans to increase student retention and parent participation and engagement. The school will cultivate an inclusive relationship with parents and students. The school will also engage students as active participants in student learning. Particular emphasis will be placed on support for socio-economically disadvantaged students.

Actions

- The Learning Coach Support System will be expanded, continuing with enhancements to the Learning Coach Support Plan, including more

improvements to the onboarding process, improved summer engagement activities, additional Learning Coach training and resources, including additional resources in Spanish.

- Teachers in all grade levels will be assigned to support students, develop and foster relationships, and monitor academic success, attendance, and other metrics through consistent synchronous communication. Particular attention will be paid to students who are performing below "proficiency" or are otherwise "at risk". Consistent processes will be put into place in all grade bands for monitoring students who are not on track with school expectations.
- Families who need computers and/or Internet access to participate in the charter program will be able to apply to receive loaned technology. Families will be able to apply at any point in the school year. School will provide laptops instead of desktops.
- Additional support positions will be added to the Student Services Department to better serve Special Education, ELL and 504 students in order to enhance their experience and promote success and retention.
- An attendance committee will review and analyze reasons for decreased attendance rates the past several years. Special Education staff will be included to address the needs of that population. Attendance rates will be analyzed with the new high school homeroom model to determine the impact on attendance.

Goal 4: Graduation rates and UC a-g completion rates will increase.

Actions:

- Additional credit recovery options will continue to be made available, including a more robust credit recovery program, and students will be identified as eligible candidates via transcript evaluations which occur upon enrollment and at the end of each semester.
- Continue to improve guidance department policies and procedures to ensure students are enrolled in college prep curriculum, including analysis using student data to promote additional a-g, AP and honors coursework.
- Collect and analyze a-g course completion data and develop strategies to increase overall student performance in these courses.
- Develop and implement a plan to address improvement in school performance on the new Career and College Readiness performance indicator and work to develop and implement formal Career Technical Education Pathways.
- Monitor Individual Transition plan goals for all high school Special Education students for goal mastery, in particular, for college and career awareness and independent living.
- Implement an Early Warning and Response System. Implementation of this system involves:
 - Assembling longitudinal data for individual students on
 - a) graduation status and
 - b) potential predictors of dropout, such as student attendance, behavior, grades, and test scores; Identifying the threshold level of each predictor that gives students a high probability of dropping

out; and Checking that the predictors identify a high percentage of the students in school who drop out.

- Develop a Career College Access Pathway with a community college partner to expand dual enrollment options.

Goal 5: The English Language Learner program will be further developed and implemented in order to improve students' English language acquisition.

Actions:

- Continue implementation of credit bearing language support courses for EL students in high school and increase engagement and course passage rates.
- Design and implement processes for identifying and transitioning Long Term English Learner students. This will be driven by the Director of Student Achievement.

Goal 6: The school will continue its development of a support program for foster and homeless youth in compliance with state and federal law, which will, among other things, ensure that transferring foster and homeless youth are promptly enrolled in the school and into classes, awarded credits and provided with a liaison who will offer support services and resources, with the goal that foster and homeless youth can access and be successful in the school's online program.

Actions:

- Continue to refine and consistently implement the identification process for foster and homeless youth during the enrollment and placement process.
- The school will continue to train one or more liaisons who will work closely with all students identified as foster or homeless and provide a personalized support structure to ensure their success. The roles and responsibilities of the liaison will be developed and clarified for different grade bands. Identified students will be assigned to the student support section of a liaison.
- Foster/homeless youth will be automatically be eligible to receive various interventions through PLC discussions, student support section, enhanced monitoring by teachers, and consideration for modifications to graduation requirements.
- Counseling and homeroom staff will be trained in identification, placement and support of foster and homeless youth.
- Summer school will be offered to foster/homeless students to enhance the support given and increase academic success. We will continue to identify ways to help these students access the online tutoring, including WiFi hotspots.

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	Benefits	24.50%	4.61	9.21	9.21	8.07	8.07	7.88	7.77	7.77	7.77	7.77	7.77	11.65			
	Taxes	2.00%	0.38	0.75	0.75	0.66	0.66	0.64	0.63	0.63	0.63	0.63	0.63	0.95			
	Retirement	16.15%	2.33	4.67	4.67	4.09	4.09	3.99	3.94	3.94	3.94	3.94	3.94	5.90			
	Benefits	24.50%	3.54	7.08	7.08	6.20	6.20	6.06	5.97	5.97	5.97	5.97	5.97	8.96			
	Taxes	2.00%	0.29	0.58	0.58	0.51	0.51	0.49	0.49	0.49	0.49	0.49	0.49	0.73			
	Retirement	16.15%	-	-	-	-	9.30	18.17	17.91	17.91	17.91	17.91	17.91	26.86			
	Benefits	24.50%	-	-	-	-	14.11	27.57	27.17	27.17	27.17	27.17	27.17	40.75			
	Taxes	2.00%	-	-	-	-	1.15	2.25	2.22	2.22	2.22	2.22	2.22	3.33			
	Retirement	16.15%	6.15	12.30	12.30	10.77	10.77	10.52	10.37	10.37	10.37	10.37	10.37	15.55			
	Benefits	24.50%	9.33	18.66	18.66	16.34	16.34	15.96	15.73	15.73	15.73	15.73	15.73	23.60			
	Taxes	2.00%	0.76	1.52	1.52	1.33	1.33	1.30	1.28	1.28	1.28	1.28	1.28	1.93			
	Retirement	16.15%	8.31	16.61	16.61	14.54	14.54	14.21	14.00	14.00	14.00	14.00	14.00	21.01			
	Benefits	24.50%	12.60	25.20	25.20	22.06	22.06	21.56	21.24	21.24	21.24	21.24	21.24	31.87			
	Taxes	2.00%	1.03	2.06	2.06	1.80	1.80	1.76	1.73	1.73	1.73	1.73	1.73	2.60			
	Retirement	16.15%	7.18	14.35	14.35	12.57	12.57	12.28	12.10	12.10	12.10	12.10	12.10	18.15			
	Benefits	24.50%	10.89	21.77	21.77	19.06	19.06	18.63	18.36	18.36	18.36	18.36	18.36	27.53			
	Taxes	2.00%	0.89	1.78	1.78	1.56	1.56	1.52	1.50	1.50	1.50	1.50	1.50	2.25			
	Retirement	16.15%	7.01	14.02	14.02	12.28	12.28	12.00	11.82	11.82	11.82	11.82	11.82	17.74			
	Benefits	24.50%	10.64	21.27	21.27	18.63	18.63	18.20	17.94	17.94	17.94	17.94	17.94	26.91			
	Taxes	2.00%	0.87	1.74	1.74	1.52	1.52	1.49	1.46	1.46	1.46	1.46	1.46	2.20			
	Retirement	16.15%	2.34	4.68	4.68	4.10	4.10	4.00	3.94	3.94	3.94	3.94	3.94	5.92			
	Benefits	24.50%	3.55	7.10	7.10	6.21	6.21	6.07	5.98	5.98	5.98	5.98	5.98	8.98			
	Taxes	2.00%	0.29	0.58	0.58	0.51	0.51	0.50	0.49	0.49	0.49	0.49	0.49	0.73			
	Retirement	16.15%	1.96	3.92	3.92	3.43	3.43	3.35	3.30	3.30	3.30	3.30	3.30	4.95			
	Benefits	24.50%	2.97	5.94	5.94	5.20	5.20	5.08	5.01	5.01	5.01	5.01	5.01	7.51			
	Taxes	2.00%	0.24	0.48	0.48	0.42	0.42	0.41	0.41	0.41	0.41	0.41	0.41	0.61			
	Retirement	16.15%	6.95	13.90	13.90	12.17	12.17	11.89	11.72	11.72	11.72	11.72	11.72	17.58			
	Benefits	24.50%	10.54	21.09	21.09	18.47	18.47	18.04	17.78	17.78	17.78	17.78	17.78	26.67			
	Taxes	2.00%	0.86	1.72	1.72	1.51	1.51	1.47	1.45	1.45	1.45	1.45	1.45	2.18			
	Retirement	16.15%	7.01	14.02	14.02	12.28	12.28	12.00	11.82	11.82	11.82	11.82	11.82	17.74			
	Benefits	24.50%	10.64	21.27	21.27	18.63	18.63	18.20	17.94	17.94	17.94	17.94	17.94	26.91			
	Taxes	2.00%	0.87	1.74	1.74	1.52	1.52	1.49	1.46	1.46	1.46	1.46	1.46	2.20			
	Retirement	16.15%	6.76	13.52	13.52	11.84	11.84	11.57	11.40	11.40	11.40	11.40	11.40	17.10			
	Benefits	24.50%	10.26	20.52	20.52	17.96	17.96	17.55	17.30	17.30	17.30	17.30	17.30	25.95			
	Taxes	2.00%	0.84	1.67	1.67	1.47	1.47	1.43	1.41	1.41	1.41	1.41	1.41	2.12			
	Retirement	16.15%	2.44	4.88	4.88	4.27	4.27	4.17	4.11	4.11	4.11	4.11	4.11	6.17			
	Benefits	24.50%	3.70	7.40	7.40	6.48	6.48	6.33	6.24	6.24	6.24	6.24	6.24	9.36			
	Taxes	2.00%	0.30	0.60	0.60	0.53	0.53	0.52	0.51	0.51	0.51	0.51	0.51	0.76			
	Retirement	16.15%	7.02	14.04	14.04	12.29	12.29	12.01	11.83	11.83	11.83	11.83	11.83	17.75			
	Benefits	24.50%	10.65	21.29	21.29	18.64	18.64	18.22	17.95	17.95	17.95	17.95	17.95	26.93			
	Taxes	2.00%	0.87	1.74	1.74	1.52	1.52	1.49	1.47	1.47	1.47	1.47	1.47	2.20			
	Retirement	16.15%	5.74	11.47	11.47	10.05	10.05	9.82	9.67	9.67	9.67	9.67	9.67	14.51			
	Benefits	24.50%	8.70	17.41	17.41	15.24	15.24	14.89	14.67	14.67	14.67	14.67	14.67	22.01			
	Taxes	2.00%	0.71	1.42	1.42	1.24	1.24	1.22	1.20	1.20	1.20	1.20	1.20	1.80			
	Retirement	16.15%	7.75	15.51	15.51	13.58	13.58	13.27	13.07	13.07	13.07	13.07	13.07	19.61			
	Benefits	24.50%	11.76	23.52	23.52	20.60	20.60	20.12	19.83	19.83	19.83	19.83	19.83	29.75			
	Taxes	2.00%	0.96	1.92	1.92	1.68	1.68	1.64	1.62	1.62	1.62	1.62	1.62	2.43			
	Retirement	16.15%	7.15	14.30	14.30	12.52	12.52	12.24	12.06	12.06	12.06	12.06	12.06	18.09			
	Benefits	24.50%	10.85	21.70	21.70	19.00	19.00	18.56	18.29	18.29	18.29	18.29	18.29	27.44			
	Taxes	2.00%	0.89	1.77	1.77	1.55	1.55	1.52	1.49	1.49	1.49	1.49	1.49	2.24			
	Retirement	16.15%	-	-	7.34	12.85	6.43	-	12.38	12.38	12.38	12.38	12.38	18.56			
	Benefits	24.50%	-	-	11.13	19.50	9.75	-	18.77	18.77	18.77	18.77	18.77	28.16			
	Taxes	2.00%	-	-	0.91	1.59	0.80	-	1.53	1.53	1.53	1.53	1.53	2.30			
	Retirement	16.15%	5.51	11.03	11.03	9.66	9.66	9.43	9.30	9.30	9.30	9.30	9.30	13.95			
	Benefits	24.50%	8.36	16.73	16.73	14.65	14.65	14.31	14.10	14.10	14.10	14.10	14.10	21.16			
	Taxes	2.00%	0.68	1.37	1.37	1.20	1.20	1.17	1.15	1.15	1.15	1.15	1.15	1.73			
	Retirement	16.15%	6.58	13.15	13.15	11.52	11.52	11.25	11.09	11.09	11.09	11.09	11.09	16.64			
	Benefits	24.50%	9.98	19.96	19.96	17.47	17.47	17.07	16.82	16.82	16.82	16.82	16.82	25.24			
	Taxes	2.00%	0.81	1.63	1.63	1.43	1.43	1.39	1.37	1.37	1.37	1.37	1.37	2.06			
	Retirement	16.15%	12.15	24.29	24.29	21.27	21.27	20.78	20.48	20.48	20.48	20.48	20.48	30.72			
	Benefits	24.50%	18.42	36.85	36.85	32.27	32.27	31.52	31.07	31.07	31.07	31.07	31.07	46.60			
	Taxes	2.00%	1.50	3.01	3.01	2.63	2.63	2.57	2.54	2.54	2.54	2.54	2.54	3.80			
	Retirement	16.15%	2.20	4.40	4.40	3.85	3.85	3.76	3.71	3.71	3.71	3.71	3.71	5.56			
	Benefits	24.50%	3.33	6.67	6.67	5.84	5.84	5.71	5.62	5.62	5.62	5.62	5.62	8.43			
	Taxes	2.00%	0.27	0.54	0.54	0.48	0.48	0.47	0.46	0.46	0.46	0.46	0.46	0.69			
	Retirement	16.15%	-	-	6.39	11.20	11.20	10.94	10.78	10.78	10.78	10.78	10.78	16.17			
	Benefits	24.50%	-	-	9.70	16.99	16.99	16.60	16.36	16.36	16.36	16.36	16.36	24.54			
	Taxes	2.00%	-	-	0.79	1.39	1.39	1.35	1.34	1.34	1.34	1.34	1.34	2.00			

	Retirement	16.15%	2.61	5.22	5.22	4.57	4.57	4.47	4.40	4.40	4.40	4.40	4.40	6.61			
	Benefits	24.50%	3.96	7.93	7.93	6.94	6.94	6.78	6.68	6.68	6.68	6.68	6.68	10.02			
	Taxes	2.00%	0.32	0.65	0.65	0.57	0.57	0.55	0.55	0.55	0.55	0.55	0.55	0.82			
	Retirement	16.15%	6.88	13.77	13.77	12.06	12.06	11.78	11.61	11.61	11.61	11.61	11.61	17.41			
	Benefits	24.50%	10.44	20.89	20.89	18.29	18.29	17.87	17.61	17.61	17.61	17.61	17.61	26.41			
	Taxes	2.00%	0.85	1.71	1.71	1.49	1.49	1.46	1.44	1.44	1.44	1.44	1.44	2.16			
	Total Benefits		413.78	827.56	863.83	788.17	811.04	812.91	835.61	835.61	835.61	835.61	835.61	1,253.42	9,948.77	-	9,948.77
400 - Purchased Services																	
Tutoring															-	-	-
Professional Development															-	-	-
Math Time to Talk															-	-	-
	Total Purchased Services		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
500 - Supplies																	
Homeless Set-Aside															-		-
Transfer in from Title IV																9,000.00	
Insert Item Here																	
Insert Item Here																	
	Total Supplies		-	-	-	-	-	-	-	-	-	-	-	-	-	9,000.00	9,000.00
	Total Expenses		1,383.96	2,767.91	2,889.22	2,636.17	2,712.67	2,718.91	2,794.84	2,794.84	2,794.84	2,794.84	2,794.84	4,192.26	33,275.32	36,077.00	(2,801.68)
	Net Grants Receivable/(Deferred)		1,383.96	2,767.91	2,889.22	2,636.17	2,712.67	2,718.91	2,794.84	2,794.84	2,794.84	2,794.84	2,794.84	4,192.26	33,275.32	9,000.00	

California Connections Academy North Bay
Consolidated Title IIA - Activity Summary
FY 20-21

														Budgeted Expenses	Allocation	Variance

	Benefits	24.50%	0.70	1.39	1.39	1.23	1.22	1.19	1.17	1.17	1.17	1.17	1.17	1.76				
	Taxes	2.00%	0.06	0.11	0.11	0.10	0.10	0.10	0.10	0.10	0.10	0.10	0.10	0.14				
	Retirement	16.15%	1.38	2.76	2.76	2.43	2.42	2.36	2.33	2.33	2.33	2.33	2.33	3.49				
	Benefits	24.50%	2.09	4.19	4.19	3.69	3.67	3.58	3.53	3.53	3.53	3.53	3.53	5.30				
	Taxes	2.00%	0.17	0.34	0.34	0.30	0.30	0.29	0.29	0.29	0.29	0.29	0.29	0.43				
	Retirement	16.15%	1.27	2.54	2.54	2.24	2.23	2.18	2.15	2.15	2.15	2.15	2.15	3.22				
	Benefits	24.50%	1.93	3.86	3.86	3.40	3.38	3.30	3.25	3.25	3.25	3.25	3.25	4.88				
	Taxes	2.00%	0.16	0.32	0.32	0.28	0.28	0.27	0.27	0.27	0.27	0.27	0.27	0.40				
	Retirement	16.15%	0.46	0.92	0.92	0.81	0.80	0.79	0.77	0.77	0.77	0.77	0.77	1.16				
	Benefits	24.50%	0.70	1.39	1.39	1.23	1.22	1.19	1.17	1.17	1.17	1.17	1.17	1.76				
	Taxes	2.00%	0.06	0.11	0.11	0.10	0.10	0.10	0.10	0.10	0.10	0.10	0.10	0.14				
	Retirement	16.15%	0.49	0.98	0.98	0.87	0.86	0.84	0.83	0.83	0.83	0.83	0.83	1.24				
	Benefits	24.50%	0.75	1.49	1.49	1.31	1.31	1.28	1.26	1.26	1.26	1.26	1.26	1.89				
	Taxes	2.00%	0.06	0.12	0.12	0.11	0.11	0.10	0.10	0.10	0.10	0.10	0.10	0.15				
	Retirement	16.15%	0.44	0.88	0.88	0.78	0.77	0.75	0.74	0.74	0.74	0.74	0.74	1.11				
	Benefits	24.50%	0.67	1.34	1.34	1.18	1.17	1.14	1.13	1.13	1.13	1.13	1.13	1.69				
	Taxes	2.00%	0.05	0.11	0.11	0.10	0.10	0.09	0.09	0.09	0.09	0.09	0.09	0.14				
	Retirement	16.15%	0.44	0.87	0.87	0.77	0.76	0.74	0.73	0.73	0.73	0.73	0.73	1.10				
	Benefits	24.50%	0.66	1.32	1.32	1.16	1.16	1.13	1.11	1.11	1.11	1.11	1.11	1.67				
	Taxes	2.00%	0.05	0.11	0.11	0.09	0.09	0.09	0.09	0.09	0.09	0.09	0.09	0.14				
	Retirement	16.15%	0.47	0.94	0.94	0.83	0.83	0.81	0.79	0.79	0.79	0.79	0.79	1.19				
	Benefits	24.50%	0.71	1.43	1.43	1.26	1.25	1.22	1.21	1.21	1.21	1.21	1.21	1.81				
	Taxes	2.00%	0.06	0.12	0.12	0.10	0.10	0.10	0.10	0.10	0.10	0.10	0.10	0.15				
	Retirement	16.15%	0.49	0.97	0.97	0.86	0.85	0.83	0.82	0.82	0.82	0.82	0.82	1.23				
	Benefits	24.50%	0.74	1.47	1.47	1.30	1.29	1.26	1.24	1.24	1.24	1.24	1.24	1.86				
	Taxes	2.00%	0.06	0.12	0.12	0.11	0.11	0.10	0.10	0.10	0.10	0.10	0.10	0.15				
	Total Benefits			40.65	81.29	81.29	71.60	71.18	69.55	68.54	68.54	68.54	68.54	68.54				102.81
400 - Purchased Services																		
Professional Development																		
Tuition Reimbursements																		
Total Purchased Services																		
500 - Supplies																		
Insert Item Here																		
Insert Item Here																		
Insert Item Here																		
Insert Item Here																		
Total Supplies			-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Total Expenses			135.95	271.89	271.89	239.49	238.08	1,704.67	229.24	229.24	229.24	229.24	229.24	229.24	343.85	4,352.01	4,858.00	(505.99)
Net Grants Receivable/(Deferred)			135.95	271.89	271.89	239.49	238.08	1,704.67	229.24	229.24	229.24	229.24	229.24	229.24	343.85	4,352.01	-	

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School Year: 2020-21

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	
California Connections Academy@ Central	54 718030112458	

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	%	0.2%	0%		1	0
African American	4.38%	3.04%	5.25%	19	15	29
Asian	1.38%	%	0.18%	6		1
Filipino	1.15%	0.61%	0.36%	5	3	2
Hispanic/Latino	39.17%	43.93%	44.02%	170	217	243
Pacific Islander	%	0.2%	0.18%		1	1
White	43.32%	41.09%	38.95%	188	203	215
Two or More Responses	10.60%	10.93%	11.05%	46	54	61
Not Reported	%	%	0%			0
Total Enrollment				434	494	552

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	21	34	26
Grade 1	20	21	22
Grade 2	12	24	30
Grade3	21	24	27
Grade 4	17	15	28
Grade 5	33	20	25
Grade 6	34	40	38
Grade 7	36	38	47
Grade 8	37	39	58
Grade 9	38	52	48
Grade 10	56	69	61
Grade 11	51	62	73
Grade 12	58	56	69
Total Enrollment	434	494	552

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	15	15	19	3.5%	3.0%	3.4%
Fluent English Proficient (FEP)	30	33	34	6.9%	6.7%	6.2%
Reclassified Fluent English Proficient (RFEP)	1	0	2	7.1%	0.0%	13.3%

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	17	18	26	13	14	18	13	14	18	76.5	77.8	69.2
Grade 4	30	21	22	26	16	17	26	16	17	86.7	76.2	77.3
Grade 5	27	39	23	23	33	19	23	33	19	85.2	84.6	82.6
Grade 6	33	34	43	29	29	32	29	29	32	87.9	85.3	74.4
Grade 7	35	37	46	31	30	39	31	30	39	88.6	81.1	84.8
Grade 8	42	46	43	38	42	33	38	42	33	90.5	91.3	76.7
Grade 11	58	53	67	42	42	43	42	42	43	72.4	79.2	64.2
All	242	248	270	202	206	201	202	206	201	83.5	83.1	74.4

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2425.	2401.	2427.	30.77	14.29	33.33	15.38	7.14	22.22	23.08	42.86	22.22	30.77	35.71	22.22
Grade 4	2441.	2493.	2427.	23.08	37.50	17.65	19.23	18.75	5.88	19.23	18.75	23.53	38.46	25.00	52.94
Grade 5	2488.	2487.	2516.	21.74	18.18	31.58	26.09	36.36	21.05	17.39	12.12	26.32	34.78	33.33	21.05
Grade 6	2523.	2510.	2510.	3.45	27.59	15.63	41.38	20.69	25.00	34.48	17.24	31.25	20.69	34.48	28.13
Grade 7	2563.	2537.	2561.	16.13	13.33	20.51	45.16	33.33	35.90	19.35	30.00	20.51	19.35	23.33	23.08
Grade 8	2565.	2574.	2560.	13.16	9.52	12.12	39.47	54.76	33.33	28.95	23.81	33.33	18.42	11.90	21.21
Grade 11	2602.	2638.	2597.	21.43	33.33	23.26	40.48	42.86	34.88	26.19	19.05	23.26	11.90	4.76	18.60
All Grades	N/A	N/A	N/A	17.33	21.36	20.90	35.15	35.44	28.36	24.75	21.84	25.87	22.77	21.36	24.88

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	38.46	21.43	22.22	38.46	42.86	61.11	23.08	35.71	16.67
Grade 4	26.92	31.25	23.53	38.46	43.75	29.41	34.62	25.00	47.06
Grade 5	26.09	33.33	26.32	52.17	39.39	63.16	21.74	27.27	10.53
Grade 6	13.79	34.48	18.75	62.07	27.59	50.00	24.14	37.93	31.25
Grade 7	38.71	33.33	30.77	48.39	36.67	46.15	12.90	30.00	23.08
Grade 8	28.95	28.57	27.27	52.63	59.52	45.45	18.42	11.90	27.27
Grade 11	40.48	50.00	23.26	52.38	45.24	58.14	7.14	4.76	18.60
All Grades	30.69	34.95	24.88	50.50	43.20	50.75	18.81	21.84	24.38

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	30.77	7.14	11.11	30.77	28.57	55.56	38.46	64.29	33.33
Grade 4	7.69	31.25	17.65	57.69	50.00	17.65	34.62	18.75	64.71
Grade 5	26.09	18.18	31.58	34.78	45.45	42.11	39.13	36.36	26.32
Grade 6	17.24	31.03	18.75	48.28	27.59	50.00	34.48	41.38	31.25
Grade 7	41.94	3.33	23.08	29.03	73.33	58.97	29.03	23.33	17.95
Grade 8	18.42	16.67	9.09	47.37	61.90	66.67	34.21	21.43	24.24
Grade 11	23.81	33.33	25.58	50.00	59.52	55.81	26.19	7.14	18.60
All Grades	23.27	20.87	19.90	44.06	52.43	52.74	32.67	26.70	27.36

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	15.38	21.43	38.89	69.23	71.43	44.44	15.38	7.14	16.67
Grade 4	23.08	25.00	11.76	50.00	68.75	52.94	26.92	6.25	35.29
Grade 5	13.04	27.27	21.05	69.57	51.52	57.89	17.39	21.21	21.05
Grade 6	27.59	17.24	15.63	68.97	55.17	71.88	3.45	27.59	12.50
Grade 7	12.90	20.00	7.69	67.74	56.67	71.79	19.35	23.33	20.51
Grade 8	10.53	11.90	15.15	76.32	76.19	72.73	13.16	11.90	12.12
Grade 11	14.29	33.33	23.26	73.81	61.90	62.79	11.90	4.76	13.95
All Grades	16.34	22.33	17.91	68.81	62.62	64.68	14.85	15.05	17.41

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	15.38	14.29	11.11	69.23	57.14	55.56	15.38	28.57	33.33
Grade 4	19.23	37.50	5.88	50.00	37.50	47.06	30.77	25.00	47.06
Grade 5	8.70	24.24	31.58	60.87	42.42	42.11	30.43	33.33	26.32
Grade 6	13.79	24.14	15.63	68.97	44.83	53.13	17.24	31.03	31.25
Grade 7	35.48	20.00	33.33	45.16	70.00	51.28	19.35	10.00	15.38
Grade 8	21.05	23.81	18.18	57.89	61.90	54.55	21.05	14.29	27.27
Grade 11	33.33	35.71	30.23	52.38	54.76	55.81	14.29	9.52	13.95
All Grades	22.77	26.21	22.89	56.44	53.88	52.24	20.79	19.90	24.88

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	17	18	26	13	14	17	13	14	17	76.5	77.8	65.4
Grade 4	30	21	22	26	16	18	26	16	18	86.7	76.2	81.8
Grade 5	27	39	23	23	32	19	23	32	19	85.2	82.1	82.6
Grade 6	33	34	43	29	29	32	29	29	32	87.9	85.3	74.4
Grade 7	35	37	46	31	30	37	31	30	37	88.6	81.1	80.4
Grade 8	42	46	43	37	41	33	37	41	33	88.1	89.1	76.7
Grade 11	58	53	67	42	40	43	42	40	43	72.4	75.5	64.2
All	242	248	270	201	202	199	201	202	199	83.1	81.5	73.7

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2401.	2364.	2381.	15.38	7.14	5.88	23.08	14.29	23.53	23.08	14.29	35.29	38.46	64.29	35.29
Grade 4	2425.	2474.	2418.	11.54	6.25	5.56	23.08	37.50	11.11	23.08	31.25	38.89	42.31	25.00	44.44
Grade 5	2450.	2459.	2460.	4.35	9.38	15.79	17.39	15.63	10.53	30.43	18.75	21.05	47.83	56.25	52.63
Grade 6	2472.	2460.	2450.	3.45	3.45	3.13	17.24	20.69	15.63	41.38	31.03	28.13	37.93	44.83	53.13
Grade 7	2506.	2484.	2493.	6.45	6.67	10.81	22.58	13.33	13.51	29.03	33.33	35.14	41.94	46.67	40.54
Grade 8	2485.	2495.	2478.	2.70	7.32	6.06	13.51	4.88	9.09	18.92	34.15	15.15	64.86	53.66	69.70
Grade 11	2530.	2528.	2507.	0.00	2.50	4.65	19.05	7.50	4.65	28.57	32.50	25.58	52.38	57.50	65.12
All Grades	N/A	N/A	N/A	4.98	5.94	7.04	18.91	13.86	11.56	27.86	29.21	27.64	48.26	50.99	53.77

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	30.77	14.29	5.88	30.77	7.14	35.29	38.46	78.57	58.82
Grade 4	11.54	25.00	16.67	34.62	31.25	22.22	53.85	43.75	61.11
Grade 5	4.35	12.50	21.05	30.43	18.75	10.53	65.22	68.75	68.42
Grade 6	3.45	3.45	6.25	44.83	41.38	31.25	51.72	55.17	62.50
Grade 7	19.35	10.00	16.22	29.03	33.33	27.03	51.61	56.67	56.76
Grade 8	5.41	9.76	6.06	21.62	29.27	21.21	72.97	60.98	72.73
Grade 11	7.14	5.00	9.30	26.19	20.00	13.95	66.67	75.00	76.74
All Grades	9.95	9.90	11.06	30.35	26.73	22.61	59.70	63.37	66.33

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	15.38	14.29	23.53	38.46	35.71	29.41	46.15	50.00	47.06
Grade 4	15.38	25.00	5.56	26.92	56.25	33.33	57.69	18.75	61.11
Grade 5	8.70	6.25	10.53	43.48	43.75	42.11	47.83	50.00	47.37
Grade 6	6.90	3.45	6.25	37.93	51.72	25.00	55.17	44.83	68.75
Grade 7	6.45	10.00	16.22	54.84	43.33	43.24	38.71	46.67	40.54
Grade 8	10.81	7.32	6.06	35.14	51.22	33.33	54.05	41.46	60.61
Grade 11	11.90	7.50	6.98	47.62	55.00	44.19	40.48	37.50	48.84
All Grades	10.45	8.91	10.05	41.29	49.01	36.68	48.26	42.08	53.27

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	30.77	14.29	23.53	23.08	28.57	47.06	46.15	57.14	29.41
Grade 4	11.54	18.75	16.67	50.00	56.25	33.33	38.46	25.00	50.00
Grade 5	8.70	12.50	15.79	47.83	37.50	42.11	43.48	50.00	42.11
Grade 6	3.45	13.79	6.25	44.83	34.48	40.63	51.72	51.72	53.13
Grade 7	12.90	10.00	8.11	45.16	53.33	59.46	41.94	36.67	32.43
Grade 8	2.70	7.32	3.03	54.05	48.78	42.42	43.24	43.90	54.55
Grade 11	4.76	10.00	6.98	54.76	50.00	41.86	40.48	40.00	51.16
All Grades	8.46	11.39	9.55	48.26	45.05	44.72	43.28	43.56	45.73

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	*		*		*		*	
Grade 1	*	*	*	*	*	*	*	*
Grade 4		*		*		*		*
Grade 5	*		*		*		*	
Grade 6	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*
Grade 9	*	*	*	*	*	*	*	*
Grade 10	*	*	*	*	*	*	*	6
Grade 11		*		*		*		*
All Grades							13	16

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6		*	*	*	*	*		*	*	*
9	*	*	*	*		*		*	*	*
10	*	*		*	*	*		*	*	*
All Grades	*	12.50	*	37.50	*	6.25		43.75	13	16

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
1	*	*	*	*		*		*	*	*
6	*	*	*	*		*		*	*	*
9	*	*	*	*		*		*	*	*
10	*	*	*	*		*		*	*	*
All Grades	*	25.00	*	25.00		6.25		43.75	13	16

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

9		*	*	*	*	*		*	*	*
10	*	*		*		*	*	*	*	*
All Grades	*	6.25	*	31.25	*	18.75	*	43.75	13	16

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
All Grades	*	18.75	*	31.25		50.00	13		16

Speaking Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
All Grades	84.62	25.00	*	31.25		43.75	13		16

Reading Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
All Grades	*	12.50	*	37.50	*	50.00	13		16

Writing Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
9	*	*	*	*	*	*	*	*	*
All Grades	*	6.25	*	43.75	*	50.00	13		16

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
494	59.1	3.0	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	15	3.0
Homeless	1	0.2
Socioeconomically Disadvantaged	292	59.1
Students with Disabilities	55	11.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	15	3.0
American Indian	1	0.2
Filipino	3	0.6
Hispanic	217	43.9
Two or More Races	54	10.9
Pacific Islander	1	0.2
White	203	41.1

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Yellow

Mathematics



Orange

College/Career



Orange

Academic Engagement

Graduation Rate



Red

Chronic Absenteeism



Red

Conditions & Climate

Suspension Rate



Blue

School and Student Performance Data

Academic Performance English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest
Performance



Orange



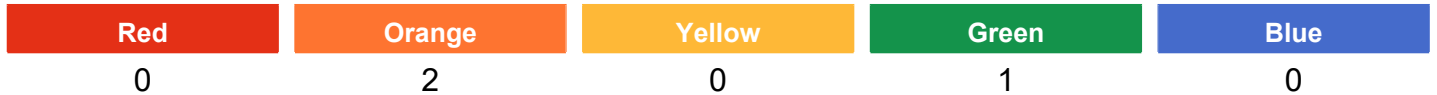
Green



Highest
Performance







This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report











This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
 <p>Yellow</p> <p>1.3 points below standard</p> <p>Declined -11.2 points</p> <p>150</p>	 <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3</p>	 <p>No Performance Color</p> <p>0 Students</p>
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 <p>No Performance Color</p> <p>0 Students</p>	 <p>Orange</p> <p>36.2 points below standard</p> <p>Declined Significantly -30.8 points</p> <p>82</p>	 <p>No Performance Color</p> <p>62.5 points below standard</p> <p>Increased ++3.8 points</p> <p>22</p>

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	American Indian  No Performance Color 0 Students	Asian  No Performance Color 0 Students	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic  Green 8.9 points above standard Increased ++11.3 points 63	Two or More Races  No Performance Color 19.5 points above standard Maintained -0.8 points 21	Pacific Islander  No Performance Color 0 Students	White  Orange 12.9 points below standard Declined Significantly -32.5 points 57

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner Less than 11 Students - Data Not Displayed for Privacy 2	Reclassified English Learners Less than 11 Students - Data Not Displayed for Privacy 1	English Only 2.4 points below standard Declined -9.9 points 136
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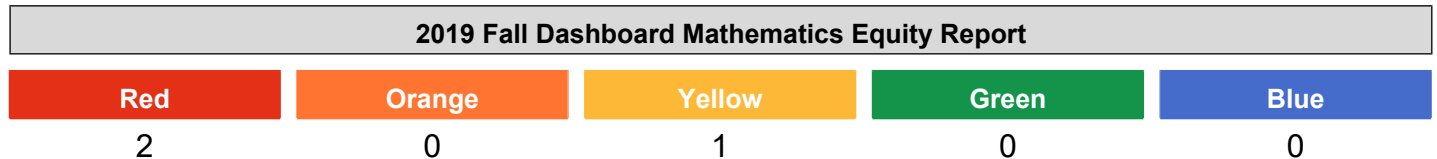
School and Student Performance Data

Academic Performance Mathematics





The performance levels are color-coded and range from lowest-to-highest performance in the following order:








This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  <p>Orange</p> <p>88.6 points below standard</p> <p>Declined -8.7 points</p> <p>148</p>	English Learners  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p>	Foster Youth
Homeless	Socioeconomically Disadvantaged  <p>Red</p> <p>117.4 points below standard</p> <p>Declined Significantly -26.5 points</p> <p>80</p>	Students with Disabilities  <p>No Performance Color</p> <p>129.5 points below standard</p> <p>Declined -3.4 points</p> <p>22</p>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	American Indian	Asian	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic  Yellow 90.8 points below standard Increased ++6.3 points 61	Two or More Races  No Performance Color 47.8 points below standard Declined -4.6 points 21	Pacific Islander	White  Red 95.3 points below standard Declined Significantly -19.5 points 57

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

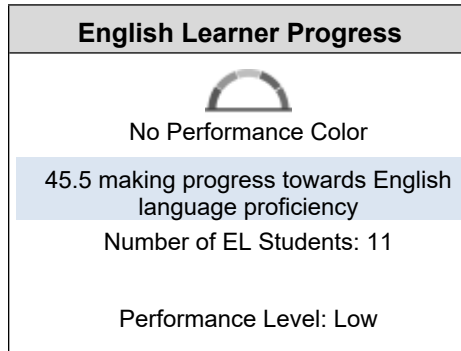
Current English Learner Less than 11 Students - Data Not Displayed for Privacy 2	Reclassified English Learners	English Only 90 points below standard Declined -8.3 points 135
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School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
45.4	9.0		45.4

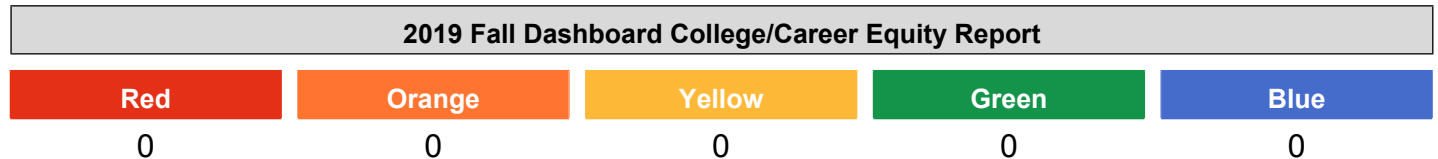
School and Student Performance Data

Academic Performance College/Career







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students  Orange 11.7 Maintained -0.6 60	English Learners  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	Socioeconomically Disadvantaged  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	Students with Disabilities  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students

2019 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance

Class of 2017	Class of 2018	Class of 2019
12.3 Prepared	12.3 Prepared	11.7 Prepared
10.5 Approaching Prepared	10.5 Approaching Prepared	20 Approaching Prepared
77.2 Not Prepared	77.2 Not Prepared	68.3 Not Prepared

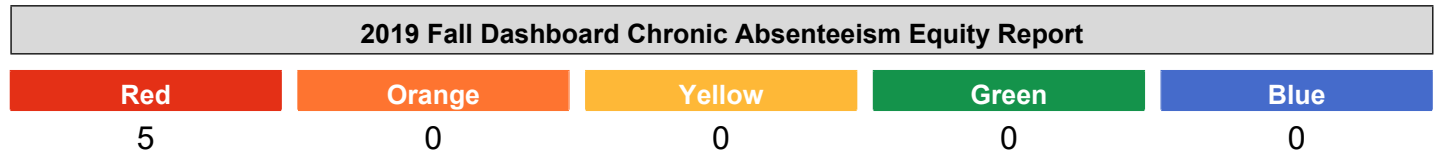
School and Student Performance Data

Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students  Red 29 Increased +1.6 352	English Learners  No Performance Color 66.7 Increased +51.3 12	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	Socioeconomically Disadvantaged  Red 35.6 Increased +0.6 236	Students with Disabilities  Red 30 Increased +5.6 50

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  No Performance Color 15.4 13	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic  Red 30.1 Maintained +0.4 146	Two or More Races  Red 39.2 Increased +6.7 51	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	White  Red 25.4 Increased +2.3 138

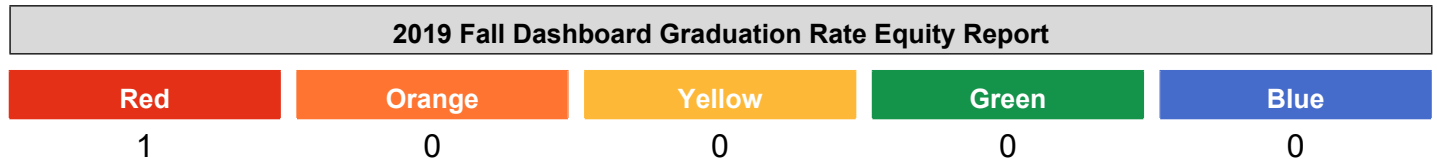
School and Student Performance Data

Academic Engagement Graduation Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students  <p>Red</p> <p>58.1</p> <p>Increased +8.9</p> <p>62</p>	English Learners  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p>	Foster Youth  <p>No Performance Color</p> <p>0 Students</p>
Homeless  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>5</p>	Socioeconomically Disadvantaged  <p>Red</p> <p>54.8</p> <p>Increased +4.8</p> <p>42</p>	Students with Disabilities  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>8</p>

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 57.7 Increased +10.1 26	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 70.4 Increased +21.9 27

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year

2018	2019
49.2	58.1

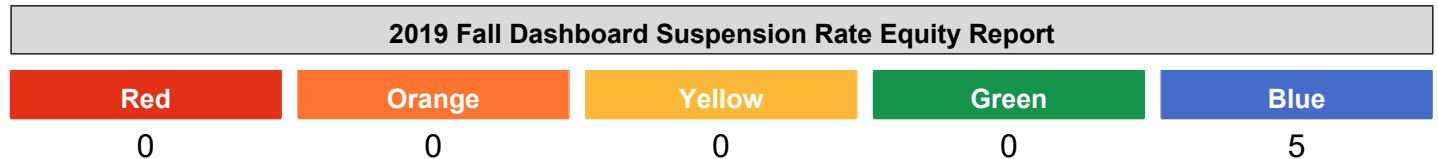
School and Student Performance Data

Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Blue 0 Maintained 0 685	English Learners  No Performance Color 0 Maintained 0 27	Foster Youth  No Performance Color Less than 11 Students - Data Not 1
Homeless  No Performance Color Less than 11 Students - Data Not 3	Socioeconomically Disadvantaged  Blue 0 Maintained 0 425	Students with Disabilities  Blue 0 Maintained 0 80

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  No Performance Color 0 Maintained 0 23	American Indian  No Performance Color Less than 11 Students - Data 2	Asian  No Performance Color Less than 11 Students - Data 1	Filipino  No Performance Color Less than 11 Students - Data 3
Hispanic  Blue 0 Maintained 0 287	Two or More Races  Blue 0 Maintained 0 86	Pacific Islander  No Performance Color Less than 11 Students - Data 1	White  Blue 0 Maintained 0 282

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0	0

General Information

As a network of online public charter schools, California Connections Academy (CalCA) provides a high quality fully online educational program per the terms of the charter. With the changes across the world due to the COVID 19 pandemic, the core educational program for CalCA has not changed. While there have been changes to in person activities (such as field trips, school gatherings, student social events and graduation) the day to day educational program for students has continued without interruption. All curriculum, instruction, instructional support etc. that is normally provided in our program has continued. The only exception is that students with IEPs who have face to face support services in their IEP had those services temporarily changed so that they are provided remotely, such as through video or phone calls, while public health orders are still in place.

Stakeholder Engagement

On May 28, 2020, we held our spring School Advisory Committee meeting. The meeting was attended by nearly 175 stakeholders. This meeting was done in a virtual webinar meeting room. Parents were able to provide feedback both in the chat pod and through a Google Form distributed at the conclusion of the meeting. Also, on August 25, 2020, we had our Learning Continuity and Attendance Plan public hearing in our regularly scheduled board meeting. In addition, we held our fall School Advisory Committee on September 10, 2020. This meeting also had nearly 170 attendees. This meeting was held in the virtual webinar room, and a poll pod was made available to provide direct feedback.

Needs Assessment

Our graduation rate is below the ESSA defined threshold of 68%. This rate is not only below the ESSA identified graduation rate, but also below the rate considered satisfactory by the staff within our organization. In order to complete the following plan several groups were consulted, including but not limited to: school wide leadership, high school specific leadership, counseling leadership, student services leadership, and community and parents through our School Advisory Committee. These groups were consulted at regular intervals throughout the school year in order for all voices to be heard in the decision making process. The annual planning cycle starts each year in the spring (April/May) for the school year to come. The following is a sample of the data analyzed. As reported by the California Dashboard, in 2018, the all students graduation rate is 47.4%, with the socioeconomically disadvantaged group at the lowest rate (47.1%). In 2019 the all students graduation rate raised to 58.1%, which is encouraging but still not at the 68% threshold. The only group is the socioeconomically disadvantaged student group at 54.8%. This increase in graduation rate is encouraging but the school is still below 68%. Currently, the school tracks the change in the percent of students on track for graduation. In 2019-2020, the current 1920 cohort (last year's 9th graders) dropped to 74.5% on track for graduation after the conclusion of the first semester. This percentage of 9th grade students falling off cohort so early is directly

contributing to our low graduation rate and must be addressed. In addition to low graduation rates, the school's mobility remains high. Our intent to return declarations of yes, have decreased from 53.49% in 2016 to 31.25% in 2017 to 4.75% in 2018. The high mobility rate and decrease in affirmative intent to return, make providing consistent services to our students, especially those in their 4th year of high school, increasingly difficult. These rates are also contributing to a high number of students enrolling credit deficient.

As an educational organization focused on continuous improvement, interventions to address graduation rate have begun prior to being identified as CSI. These two interventions are the transition to a homeroom model and the conceptualization and implementation of the credit recovery program known as Project Success. Initial results of both programs are encouraging. As a result of the homeroom model, students have received an increase in successful contacts from staff from an average of 17.7 contacts in the first semester of 2017-2018 to an increase of an average of 19.7 during the first semester of 2018-2019. An increase in successful contacts relates to an increase of active engagement with our school program. In addition, throughout the 1920 school year, high school students received biweekly successful contacts (i.e. phone call, small group lesson) at a rate of 82% to a peak of 86% as the year progressed. Being fully aware of the realities of graduation rate, the high school staff has also begun the implementation of an internal credit recovery program called Project Success. During the 2019 – 2020 school year, historically at risk high school students passed an average of 75% of their classes in the Project Success program. These early successes are providing the justification and motivation to continue and expand these programs.

As a result of the schools struggles with graduation rate and the potential for learning loss due to the pandemic, our school ran its own in house summer school program for the summer of 2020. This was the first in its history. Prior to the summer of 2020, credit deficient high school students were sent to a third party program with a success rate of an average of around 50% pass rates. We had a 77% pass rate and an 85% summer graduation rate for those in their last year of high school.

During the 2019 – 2020 school year, we found some success with i-Ready. i-Ready defines Typical Growth as the average annual growth for a student at their grade and placement level. This is then a measure of whether the school achieved measurable increases in academic achievement, as defined by at least one year's progress. For students assessed with the i-Ready diagnostics in the 2019-2020 school year, 82% achieved Typical Growth in reading and 77% achieved Typical Growth in math at the end of the school year. In this first year of i-Ready, grades K – 5 were included. This is being expanded through grade 8 for 2020-2021. Additionally, students in grades 9-11 will utilize NWEA MAP.

Root Cause Analysis:

- A graduation rate below 68% for all student groups needs to be addressed.
- Too many students are falling off cohort early in high school, including the 9th grade year, contributing to the decline in 4 year cohort graduation success.
- A high mobility rate is contributing to a large number of students enrolling deficient in credits.
- There has been an increase in students' non indication of their intent to return contributing to a difficulty in providing consistent services to our students, especially those in their 4th year of high school.
- Math and reading achievement remains a focus school wide.

Goals and Actions

Goal 1: Each student will develop the necessary Mathematical proficiencies as well as critical thinking skills as measured by state and local assessments.

Actions

- i-Ready and MAP will be administered 3X per year, and results will be analyzed by School Leadership Team, and results will be presented to the appropriate Professional Learning Communities (PLCs)
- PLCs will discuss performance data and determine best strategies and methods and will implement best practices to re-teach Math standards that were missed.
- Continue to implement and expand the AVID program in order to provide additional support for college readiness to at risk student populations.
- Director of Student Achievement to continue to oversee and monitor student academic performance, conduct data analysis, oversee PLC work and research assessment tools for internal assessments.

Goal 2: Each student will develop the necessary English Language Arts skills as reported by state and local assessments.

Actions

- i-Ready and MAP will be administered 3X per year, and results will be analyzed by School Leadership Team, and results will be presented to the appropriate Professional Learning Communities (PLCs)
- PLCs will discuss performance data and determine best strategies and methods and will implement best practices to re-teach Math standards that were missed.
- Continue to implement and expand the AVID program in order to provide additional support for college readiness to at risk student populations.
- Director of Student Achievement to continue to oversee and monitor student academic performance, conduct data analysis, oversee PLC work and research assessment tools for internal assessments.

Goal 3: The school will continue with its ongoing plans to increase student retention and parent participation and engagement. The school will cultivate an inclusive relationship

with parents and students. The school will also engage students as active participants in student learning. Particular emphasis will be placed on support for socio-economically disadvantaged students.

Actions

- The Learning Coach Support System will be expanded, continuing with enhancements to the Learning Coach Support Plan, including more improvements to the onboarding process, improved summer engagement activities, additional Learning Coach training and resources, including additional resources in Spanish.
- Teachers in all grade levels will be assigned to support students, develop and foster relationships, and monitor academic success, attendance, and other metrics through consistent synchronous communication. Particular attention will be paid to students who are performing below "proficiency" or are otherwise "at risk". Consistent processes will be put into place in all grade bands for monitoring students who are not on track with school expectations.
- Families who need computers and/or Internet access to participate in the charter program will be able to apply to receive loaned technology. Families will be able to apply at any point in the school year. School will provide laptops instead of desktops.
- Additional support positions will be added to the Student Services Department to better serve Special Education, ELL and 504 students in order to enhance their experience and promote success and retention.
- An attendance committee will review and analyze reasons for decreased attendance rates the past several years. Special Education staff will be included to address the needs of that population. Attendance rates will be analyzed with the new high school homeroom model to determine the impact on attendance.

Goal 4: Graduation rates and UC a-g completion rates will increase.

Actions:

- Additional credit recovery options will continue to be made available, including a more robust credit recovery program, and students will be identified as eligible candidates via transcript evaluations which occur upon enrollment and at the end of each semester.
- Continue to improve guidance department policies and procedures to ensure students are enrolled in college prep curriculum, including analysis using student data to promote additional a-g, AP and honors coursework.
- Collect and analyze a-g course completion data and develop strategies to increase overall student performance in these courses.
- Develop and implement a plan to address improvement in school performance on the new Career and College Readiness performance indicator and work to develop and implement formal Career Technical Education Pathways.
- Monitor Individual Transition plan goals for all high school Special Education students for goal mastery, in particular, for college and career awareness and independent living.

- Implement an Early Warning and Response System. Implementation of this system involves:
 - Assembling longitudinal data for individual students on
 - a) graduation status and
 - b) potential predictors of dropout, such as student attendance, behavior, grades, and test scores; Identifying the threshold level of each predictor that gives students a high probability of dropping out; and Checking that the predictors identify a high percentage of the students in school who drop out.
- Develop a Career College Access Pathway with a community college partner to expand dual enrollment options.

Goal 5: The English Language Learner program will be further developed and implemented in order to improve students' English language acquisition.

Actions:

- Continue implementation of credit bearing language support courses for EL students in high school and increase engagement and course passage rates.
- Design and implement processes for identifying and transitioning Long Term English Learner students. This will be driven by the Director of Student Achievement.

Goal 6: The school will continue its development of a support program for foster and homeless youth in compliance with state and federal law, which will, among other things, ensure that transferring foster and homeless youth are promptly enrolled in the school and into classes, awarded credits and provided with a liaison who will offer support services and resources, with the goal that foster and homeless youth can access and be successful in the school's online program.

Actions:

- Continue to refine and consistently implement the identification process for foster and homeless youth during the enrollment and placement process.
- The school will continue to train one or more liaisons who will work closely with all students identified as foster or homeless and provide a personalized support structure to ensure their success. The roles and responsibilities of the liaison will be developed and clarified for different grade bands. Identified students will be assigned to the student support section of a liaison.
- Foster/homeless youth will be automatically be eligible to receive various interventions through PLC discussions, student support section, enhanced monitoring by teachers, and consideration for modifications to graduation requirements.
- Counseling and homeroom staff will be trained in identification, placement and support of foster and homeless youth.
- Summer school will be offered to foster/homeless students to enhance the support given and increase academic success. We will continue to identify ways to help these students access the online tutoring, including WiFi hotspots.

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	Benefits	24.50%	13.02	26.03	26.03	27.51	27.51	27.45	27.23	27.23	27.23	27.23	27.23	40.84			
	Taxes	2.00%	1.06	2.13	2.13	2.25	2.25	2.24	2.22	2.22	2.22	2.22	2.22	3.33			
	Retirement	16.15%	6.60	13.19	13.19	13.94	13.94	13.91	13.80	13.80	13.80	13.80	13.80	20.70			
	Benefits	24.50%	10.01	20.02	20.02	21.15	21.15	21.11	20.93	20.93	20.93	20.93	20.93	31.40			
	Taxes	2.00%	0.82	1.63	1.63	1.73	1.73	1.72	1.71	1.71	1.71	1.71	1.71	2.56			
	Retirement	16.15%	-	-	-	-	31.72	63.31	62.78	62.78	62.78	62.78	62.78	94.18			
	Benefits	24.50%	-	-	-	-	48.12	96.04	95.25	95.25	95.25	95.25	95.25	142.87			
	Taxes	2.00%	-	-	-	-	3.93	7.84	7.78	7.78	7.78	7.78	7.78	11.66			
	Retirement	16.15%	17.38	34.76	34.76	36.73	36.73	36.65	36.35	36.35	36.35	36.35	36.35	54.53			
	Benefits	24.50%	26.36	52.73	52.73	55.72	55.72	55.60	55.15	55.15	55.15	55.15	55.15	82.72			
	Taxes	2.00%	2.15	4.30	4.30	4.55	4.55	4.54	4.50	4.50	4.50	4.50	4.50	6.75			
	Retirement	16.15%	23.47	46.94	46.94	49.61	49.61	49.50	49.09	49.09	49.09	49.09	49.09	73.64			
	Benefits	24.50%	35.61	71.21	71.21	75.26	75.26	75.10	74.48	74.48	74.48	74.48	74.48	111.71			
	Taxes	2.00%	2.91	5.81	5.81	6.14	6.14	6.13	6.08	6.08	6.08	6.08	6.08	9.12			
	Retirement	16.15%	20.28	40.56	40.56	42.86	42.86	42.77	42.42	42.42	42.42	42.42	42.42	63.63			
	Benefits	24.50%	30.76	61.53	61.53	65.03	65.03	64.89	64.35	64.35	64.35	64.35	64.35	96.53			
	Taxes	2.00%	2.51	5.02	5.02	5.31	5.31	5.30	5.25	5.25	5.25	5.25	5.25	7.88			
	Retirement	16.15%	19.82	39.63	39.63	41.89	41.89	41.79	41.45	41.45	41.45	41.45	41.45	62.17			
	Benefits	24.50%	30.06	60.12	60.12	63.54	63.54	63.40	62.88	62.88	62.88	62.88	62.88	94.32			
	Taxes	2.00%	2.45	4.91	4.91	5.19	5.19	5.18	5.13	5.13	5.13	5.13	5.13	7.70			
	Retirement	16.15%	6.61	13.22	13.22	13.97	13.97	13.94	13.83	13.83	13.83	13.83	13.83	20.74			
	Benefits	24.50%	10.03	20.06	20.06	21.20	21.20	21.15	20.98	20.98	20.98	20.98	20.98	31.47			
	Taxes	2.00%	0.82	1.64	1.64	1.73	1.73	1.73	1.71	1.71	1.71	1.71	1.71	2.57			
	Retirement	16.15%	5.53	11.07	11.07	11.70	11.70	11.67	11.57	11.57	11.57	11.57	11.57	17.36			
	Benefits	24.50%	8.39	16.79	16.79	17.74	17.74	17.70	17.56	17.56	17.56	17.56	17.56	26.34			
	Taxes	2.00%	0.69	1.37	1.37	1.45	1.45	1.45	1.43	1.43	1.43	1.43	1.43	2.15			
	Retirement	16.15%	19.64	39.29	39.29	41.52	41.52	41.43	41.09	41.09	41.09	41.09	41.09	61.63			
	Benefits	24.50%	29.80	59.60	59.60	62.99	62.99	62.85	62.33	62.33	62.33	62.33	62.33	93.50			
	Taxes	2.00%	2.43	4.87	4.87	5.14	5.14	5.13	5.09	5.09	5.09	5.09	5.09	7.63			
	Retirement	16.15%	19.82	39.63	39.63	41.89	41.89	41.79	41.45	41.45	41.45	41.45	41.45	62.17			
	Benefits	24.50%	30.06	60.12	60.12	63.54	63.54	63.40	62.88	62.88	62.88	62.88	62.88	94.32			
	Taxes	2.00%	2.45	4.91	4.91	5.19	5.19	5.18	5.13	5.13	5.13	5.13	5.13	7.70			
	Retirement	16.15%	19.11	38.22	38.22	40.39	40.39	40.30	39.97	39.97	39.97	39.97	39.97	59.96			
	Benefits	24.50%	28.99	57.98	57.98	61.27	61.27	61.14	60.64	60.64	60.64	60.64	60.64	90.96			
	Taxes	2.00%	2.37	4.73	4.73	5.00	5.00	4.99	4.95	4.95	4.95	4.95	4.95	7.43			
	Retirement	16.15%	6.89	13.79	13.79	14.57	14.57	14.54	14.42	14.42	14.42	14.42	14.42	21.63			
	Benefits	24.50%	10.46	20.92	20.92	22.10	22.10	22.06	21.87	21.87	21.87	21.87	21.87	32.81			
	Taxes	2.00%	0.85	1.71	1.71	1.80	1.80	1.80	1.79	1.79	1.79	1.79	1.79	2.68			
	Retirement	16.15%	19.83	39.67	39.67	41.92	41.92	41.83	41.48	41.48	41.48	41.48	41.48	62.23			
	Benefits	24.50%	30.09	60.17	60.17	63.59	63.59	63.46	62.93	62.93	62.93	62.93	62.93	94.40			
	Taxes	2.00%	2.46	4.91	4.91	5.19	5.19	5.18	5.14	5.14	5.14	5.14	5.14	7.71			
	Retirement	16.15%	16.21	32.43	32.43	34.27	34.27	34.19	33.91	33.91	33.91	33.91	33.91	50.87			
	Benefits	24.50%	24.59	49.19	49.19	51.98	51.98	51.87	51.44	51.44	51.44	51.44	51.44	77.17			
	Taxes	2.00%	2.01	4.02	4.02	4.24	4.24	4.23	4.20	4.20	4.20	4.20	4.20	6.30			
	Retirement	16.15%	21.91	43.82	43.82	46.31	46.31	46.21	45.83	45.83	45.83	45.83	45.83	68.74			
	Benefits	24.50%	33.24	66.48	66.48	70.26	70.26	70.10	69.52	69.52	69.52	69.52	69.52	104.29			
	Taxes	2.00%	2.71	5.43	5.43	5.74	5.74	5.72	5.68	5.68	5.68	5.68	5.68	8.51			
	Retirement	16.15%	20.21	40.42	40.42	42.72	42.72	42.63	42.27	42.27	42.27	42.27	42.27	63.41			
	Benefits	24.50%	30.66	61.32	61.32	64.80	64.80	64.66	64.13	64.13	64.13	64.13	64.13	96.20			
	Taxes	2.00%	2.50	5.01	5.01	5.29	5.29	5.28	5.24	5.24	5.24	5.24	5.24	7.85			
	Retirement	16.15%	-	-	20.74	43.84	21.92	-	43.38	43.38	43.38	43.38	43.38	65.08			
	Benefits	24.50%	-	-	31.47	66.51	33.25	-	65.82	65.82	65.82	65.82	65.82	98.72			
	Taxes	2.00%	-	-	2.57	5.43	2.71	-	5.37	5.37	5.37	5.37	5.37	8.06			
	Retirement	16.15%	15.58	31.17	31.17	32.94	32.94	32.87	32.59	32.59	32.59	32.59	32.59	48.89			
	Benefits	24.50%	23.64	47.28	47.28	49.97	49.97	49.86	49.45	49.45	49.45	49.45	49.45	74.17			
	Taxes	2.00%	1.93	3.86	3.86	4.08	4.08	4.07	4.04	4.04	4.04	4.04	4.04	6.05			
	Retirement	16.15%	18.59	37.18	37.18	39.29	39.29	39.20	38.88	38.88	38.88	38.88	38.88	58.32			
	Benefits	24.50%	28.20	56.40	56.40	59.60	59.60	59.47	58.98	58.98	58.98	58.98	58.98	88.47			
	Taxes	2.00%	2.30	4.60	4.60	4.87	4.87	4.85	4.81	4.81	4.81	4.81	4.81	7.22			
	Retirement	16.15%	34.32	68.65	68.65	72.55	72.55	72.39	71.79	71.79	71.79	71.79	71.79	107.69			
	Benefits	24.50%	52.07	104.14	104.14	110.05	110.06	109.82	108.91	108.91	108.91	108.91	108.91	163.37			
	Taxes	2.00%	4.25	8.50	8.50	8.98	8.98	8.96	8.89	8.89	8.89	8.89	8.89	13.34			
	Retirement	16.15%	6.21	12.43	12.43	13.13	13.13	13.10	12.99	12.99	12.99	12.99	12.99	19.49			
	Benefits	24.50%	9.42	18.85	18.85	19.92	19.92	19.88	19.71	19.71	19.71	19.71	19.71	29.57			
	Taxes	2.00%	0.77	1.54	1.54	1.63	1.63	1.62	1.61	1.61	1.61	1.61	1.61	2.41			
	Retirement	16.15%	-	-	18.07	38.20	38.20	38.11	37.80	37.80	37.80	37.80	37.80	56.70			
	Benefits	24.50%	-	-	27.41	57.94	57.94	57.82	57.34	57.34	57.34	57.34	57.34	86.01			
	Taxes	2.00%	-	-	2.24	4.73	4.73	4.72	4.68	4.68	4.68	4.68	4.68	7.02			

	Retirement	16.15%	7.38	14.77	14.77	15.60	15.60	15.57	15.44	15.44	15.44	15.44	15.44	23.16			
	Benefits	24.50%	11.20	22.40	22.40	23.67	23.67	23.62	23.43	23.43	23.43	23.43	23.43	35.14			
	Taxes	2.00%	0.91	1.83	1.83	1.93	1.93	1.93	1.91	1.91	1.91	1.91	1.91	2.87			
	Retirement	16.15%	19.46	38.91	38.91	41.12	41.12	41.03	40.69	40.69	40.69	40.69	40.69	61.04			
	Benefits	24.50%	29.51	59.03	59.03	62.38	62.38	62.25	61.73	61.73	61.73	61.73	61.73	92.60			
	Taxes	2.00%	2.41	4.82	4.82	5.09	5.09	5.08	5.04	5.04	5.04	5.04	5.04	7.56			
	Total Benefits		1,169.38	2,338.76	2,441.26	2,688.30	2,766.32	2,831.79	2,929.34	2,929.34	2,929.34	2,929.34	2,929.34	4,394.00	33,276.49	-	33,276.49
400 - Purchased Services																	
	Tutoring														-		-
	Professional Development														-		-
	Internet Subsidy														-	3,000.00	(3,000.00)
	Math Time to Talk														-		-
	Total Purchased Services		-	-	-	-	-	-	-	-	-	-	-	-	-	3,000.00	(3,000.00)
500 - Supplies																	
	Homeless Set-Aside														-		-
	Transfer in from Title IV															5,000.00	
	Insert Item Here																
	Insert Item Here																
	Total Supplies		-	-	-	-	-	-	-	-	-	-	-	-	-	5,000.00	5,000.00
	Total Expenses		3,911.18	7,822.36	8,165.19	8,991.48	9,252.40	9,471.38	9,797.65	9,797.65	9,797.65	9,797.65	9,797.65	14,696.48	111,298.73	127,266.00	(15,967.27)
	Net Grants Receivable/(Deferred)		3,911.18	7,822.36	8,165.19	8,991.48	9,252.40	9,471.38	9,797.65	9,797.65	9,797.65	9,797.65	9,797.65	14,696.48	111,298.73	8,000.00	

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	Benefits	24.50%	1.97	3.93	3.93	4.15	4.16	4.15	4.12	4.12	4.12	4.12	4.12	6.17			
	Taxes	2.00%	0.16	0.32	0.32	0.34	0.34	0.34	0.34	0.34	0.34	0.34	0.34	0.50			
	Retirement	16.15%	3.90	7.80	7.80	8.23	8.25	8.23	8.16	8.16	8.16	8.16	8.16	12.24			
	Benefits	24.50%	5.92	11.84	11.84	12.48	12.51	12.48	12.38	12.38	12.38	12.38	12.38	18.57			
	Taxes	2.00%	0.48	0.97	0.97	1.02	1.02	1.02	1.01	1.01	1.01	1.01	1.01	1.52			
	Retirement	16.15%	3.60	7.19	7.19	7.58	7.60	7.58	7.52	7.52	7.52	7.52	7.52	11.28			
	Benefits	24.50%	5.45	10.91	10.91	11.50	11.53	11.50	11.41	11.41	11.41	11.41	11.41	17.11			
	Taxes	2.00%	0.45	0.89	0.89	0.94	0.94	0.94	0.93	0.93	0.93	0.93	0.93	1.40			
	Retirement	16.15%	1.30	2.60	2.60	2.74	2.74	2.74	2.72	2.72	2.72	2.72	2.72	4.07			
	Benefits	24.50%	1.97	3.94	3.94	4.15	4.16	4.15	4.12	4.12	4.12	4.12	4.12	6.18			
	Taxes	2.00%	0.16	0.32	0.32	0.34	0.34	0.34	0.34	0.34	0.34	0.34	0.34	0.50			
	Retirement	16.15%	1.39	2.78	2.78	2.93	2.93	2.93	2.90	2.90	2.90	2.90	2.90	4.36			
	Benefits	24.50%	2.11	4.21	4.21	4.44	4.45	4.44	4.41	4.41	4.41	4.41	4.41	6.61			
	Taxes	2.00%	0.17	0.34	0.34	0.36	0.36	0.36	0.36	0.36	0.36	0.36	0.36	0.54			
	Retirement	16.15%	1.24	2.49	2.49	2.62	2.63	2.62	2.60	2.60	2.60	2.60	2.60	3.90			
	Benefits	24.50%	1.89	3.77	3.77	3.98	3.99	3.98	3.95	3.95	3.95	3.95	3.95	5.92			
	Taxes	2.00%	0.15	0.31	0.31	0.32	0.33	0.32	0.32	0.32	0.32	0.32	0.32	0.48			
	Retirement	16.15%	1.23	2.46	2.46	2.59	2.60	2.59	2.57	2.57	2.57	2.57	2.57	3.86			
	Benefits	24.50%	1.87	3.73	3.73	3.94	3.95	3.94	3.90	3.90	3.90	3.90	3.90	5.86			
	Taxes	2.00%	0.15	0.30	0.30	0.32	0.32	0.32	0.32	0.32	0.32	0.32	0.32	0.48			
	Retirement	16.15%	1.33	2.66	2.66	2.81	2.81	2.81	2.79	2.79	2.79	2.79	2.79	4.18			
	Benefits	24.50%	2.02	4.04	4.04	4.26	4.27	4.26	4.23	4.23	4.23	4.23	4.23	6.34			
	Taxes	2.00%	0.16	0.33	0.33	0.35	0.35	0.35	0.34	0.34	0.34	0.34	0.34	0.52			
	Retirement	16.15%	1.37	2.75	2.75	2.90	2.90	2.90	2.87	2.87	2.87	2.87	2.87	4.31			
	Benefits	24.50%	2.08	4.17	4.17	4.39	4.40	4.39	4.36	4.36	4.36	4.36	4.36	6.53			
	Taxes	2.00%	0.17	0.34	0.34	0.36	0.36	0.36	0.36	0.36	0.36	0.36	0.36	0.53			
	Total Benefits			114.87	229.74	229.74	242.24	242.79	242.27	240.27	240.27	240.27	240.27	240.27			
400 - Purchased Services															5,127.96	-	5,127.96
Professional Development																	
Tuition Reimbursements																	
Total Purchased Services																	
500 - Supplies															-	-	-
Insert Item Here																	
Insert Item Here																	
Insert Item Here																	
Insert Item Here																	
Total Supplies																	
Total Expenses															14,704.95	18,930.00	(4,225.05)
Net Grants Receivable/(Deferred)			384.19	768.39	768.39	810.20	812.05	5,938.26	803.61	803.61	803.61	803.61	803.61	14,704.95	-		

California Connections Academy @ Central
Consolidated Title IVA - Activity Summary
FY 20-21

		Actual	Actual	Actual	Actual	Actual	Actual	Budget	Budget	Budget	Budget	Budget	Budget	ed Expenditures	Allocation	Variance
		August	September	October	November	December	January	February	March	April	May	June	June Accrual			
Receipts		-	-	-	-	-	-	-	-	-	-	-	-		10,000.00	10,000.00
Allocation		8.442%	8.442%	8.442%	8.901%	8.921%	8.902%	8.829%	8.829%	8.829%	8.829%	8.829%	8.829%			
Expenses																
100 - Salaries																
Salary		93.37	186.74	186.74	196.90	197.35	196.92	195.30	195.30	195.30	195.30	195.30	292.94			
Salary		7.91	15.83	15.83	16.69	16.73	16.69	16.55	16.55	16.55	16.55	16.55	24.83			
Salary		19.01	38.01	38.01	40.08	40.17	40.08	39.75	39.75	39.75	39.75	39.75	59.63			
Salary		26.78	53.55	53.55	56.47	56.59	56.47	56.01	56.01	56.01	56.01	56.01	84.01			
Total Salaries		147.06	294.13	294.13	310.13	310.84	310.17	307.61	307.61	307.61	307.61	307.61	461.41	3,665.91		3,665.91
200 - Benefits																
Retirement	16.15%	15.08	30.16	30.16	31.80	31.87	31.80	31.54	31.54	31.54	31.54	31.54	47.31			
Benefits	24.50%	22.88	45.75	45.75	48.24	48.35	48.25	47.85	47.85	47.85	47.85	47.85	71.77			
Taxes	2.00%	1.87	3.73	3.73	3.94	3.95	3.94	3.91	3.91	3.91	3.91	3.91	5.86			
Retirement	16.15%	1.28	2.56	2.56	2.70	2.70	2.70	2.67	2.67	2.67	2.67	2.67	4.01			
Benefits	24.50%	1.94	3.88	3.88	4.09	4.10	4.09	4.06	4.06	4.06	4.06	4.06	6.08			
Taxes	2.00%	0.16	0.32	0.32	0.33	0.33	0.33	0.33	0.33	0.33	0.33	0.33	0.50			
Retirement	16.15%	3.07	6.14	6.14	6.47	6.49	6.47	6.42	6.42	6.42	6.42	6.42	9.63			
Benefits	24.50%	4.66	9.31	9.31	9.82	9.84	9.82	9.74	9.74	9.74	9.74	9.74	14.61			
Taxes	2.00%	0.38	0.76	0.76	0.80	0.80	0.80	0.80	0.80	0.80	0.80	0.80	1.19			
Retirement	16.15%	4.32	8.65	8.65	9.12	9.14	9.12	9.04	9.04	9.04	9.04	9.04	13.57			
Benefits	24.50%	6.56	13.12	13.12	13.83	13.87	13.84	13.72	13.72	13.72	13.72	13.72	20.58			
Taxes	2.00%	0.54	1.07	1.07	1.13	1.13	1.13	1.12	1.12	1.12	1.12	1.12	1.68			
Total Benefits		62.72	125.44	125.44	132.27	132.57	132.29	131.20	131.20	131.20	131.20	131.20	196.79	1,563.51		1,563.51
400 - Purchased Services																
Science Activities & Enrichment																
Dual Enrollment																
CTE Program																
School Safety Plan																
Mental Health Programs																
Suicide Prevention Training																
Franklin Covey																
Safety Coordinator (CL)																
CPR Training																
Total Purchased Services		-	-	-	-	-	-	-	-	-	-	-	-			
500 - Supplies																
Transfer out to Title 1														5,000.00		
Insert Item Here																
Insert Item Here																
Insert Item Here																
Total Supplies		-	-	-	-	-	-	-	-	-	-	-	-			
Total Expenses		209.79	419.57	419.57	442.40	443.41	442.46	438.80	438.80	438.80	438.80	438.80	658.21	10,229.43	10,000.00	229.43
Net Grants Receivable/(Deferred)		209.79	419.57	419.57	442.40	443.41	442.46	438.80	438.80	438.80	438.80	438.80		10,229.43	-	

School Year: 2020-21

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	
California Connections Academy @ Ripon	39 686500125849	

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.26%	0.22%	0.16%	3	3	2
African American	5.30%	6.47%	6.72%	61	88	86
Asian	3.56%	4.12%	3.28%	41	56	42
Filipino	1.48%	1.1%	1.02%	17	15	13
Hispanic/Latino	26.67%	31.1%	30.31%	307	423	388
Pacific Islander	0.61%	0.37%	0%	7	5	0
White	40.05%	34.49%	34.92%	461	469	447
Two or More Responses	22.07%	22.13%	23.59%	254	301	302
Not Reported	%	%	0%			0
Total Enrollment				1151	1,360	1,280

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	58	55	43
Grade 1	37	48	53
Grade 2	34	49	42
Grade3	56	38	36
Grade 4	58	73	39
Grade 5	65	71	65
Grade 6	61	83	72
Grade 7	101	115	89
Grade 8	109	123	129
Grade 9	115	127	112
Grade 10	132	189	176
Grade 11	143	183	183
Grade 12	182	206	241
Total Enrollment	1,151	1,360	1,280

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	56	69	60	4.9%	5.1%	4.7%
Fluent English Proficient (FEP)	125	146	138	10.9%	10.7%	10.8%
Reclassified Fluent English Proficient (RFEP)	3	0	3	7.0%	0.0%	4.3%

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	51	50	37	40	43	29	40	43	29	78.4	86	78.4
Grade 4	47	68	65	37	58	56	37	58	56	78.7	85.3	86.2
Grade 5	65	79	66	51	62	52	51	62	52	78.5	78.5	78.8
Grade 6	77	80	76	58	64	61	58	64	61	75.3	80	80.3
Grade 7	80	99	124	68	74	99	68	74	99	85	74.7	79.8
Grade 8	119	123	141	102	102	119	102	102	119	85.7	82.9	84.4
Grade 11	161	162	212	115	122	159	115	122	159	71.4	75.3	75
All	600	661	721	471	525	575	471	525	575	78.5	79.4	79.8

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2423.	2445.	2467.	37.50	30.23	48.28	7.50	23.26	24.14	22.50	30.23	10.34	32.50	16.28	17.24
Grade 4	2440.	2461.	2471.	16.22	29.31	26.79	29.73	15.52	32.14	13.51	18.97	16.07	40.54	36.21	25.00
Grade 5	2499.	2467.	2534.	21.57	19.35	40.38	25.49	17.74	19.23	23.53	14.52	26.92	29.41	48.39	13.46
Grade 6	2536.	2533.	2522.	20.69	17.19	13.11	31.03	34.38	40.98	25.86	28.13	22.95	22.41	20.31	22.95
Grade 7	2571.	2567.	2555.	22.06	18.92	20.20	26.47	43.24	34.34	41.18	20.27	24.24	10.29	17.57	21.21
Grade 8	2574.	2587.	2568.	16.67	22.55	15.97	39.22	41.18	34.45	22.55	18.63	31.09	21.57	17.65	18.49
Grade 11	2613.	2600.	2616.	26.09	24.59	24.53	34.78	31.97	41.51	24.35	23.77	20.13	14.78	19.67	13.84
All Grades	N/A	N/A	N/A	22.51	22.86	23.65	30.36	31.43	34.96	25.48	21.71	23.13	21.66	24.00	18.26

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	40.00	37.21	41.38	27.50	51.16	44.83	32.50	11.63	13.79
Grade 4	27.03	34.48	30.36	40.54	36.21	44.64	32.43	29.31	25.00
Grade 5	31.37	25.81	53.85	47.06	30.65	32.69	21.57	43.55	13.46
Grade 6	34.48	26.56	19.67	39.66	54.69	52.46	25.86	18.75	27.87
Grade 7	38.24	35.14	27.27	48.53	47.30	40.40	13.24	17.57	32.32
Grade 8	27.45	35.29	27.73	52.94	40.20	47.06	19.61	24.51	25.21
Grade 11	41.74	33.61	35.85	46.09	50.82	47.17	12.17	15.57	16.98
All Grades	34.82	32.76	32.35	45.22	44.76	44.87	19.96	22.48	22.78

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	35.00	20.93	24.14	32.50	44.19	65.52	32.50	34.88	10.34
Grade 4	16.22	20.69	12.50	45.95	44.83	60.71	37.84	34.48	26.79
Grade 5	21.57	17.74	40.38	54.90	33.87	34.62	23.53	48.39	25.00
Grade 6	24.14	23.44	11.48	44.83	45.31	52.46	31.03	31.25	36.07
Grade 7	32.35	29.73	25.25	47.06	48.65	52.53	20.59	21.62	22.22
Grade 8	27.45	24.51	21.01	41.18	53.92	57.14	31.37	21.57	21.85
Grade 11	32.17	29.51	31.45	47.83	42.62	52.83	20.00	27.87	15.72
All Grades	28.03	24.76	24.70	45.22	45.33	53.39	26.75	29.90	21.91

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	25.00	34.88	37.93	60.00	51.16	58.62	15.00	13.95	3.45
Grade 4	8.11	24.14	33.93	64.86	51.72	53.57	27.03	24.14	12.50
Grade 5	29.41	8.06	26.92	50.98	64.52	57.69	19.61	27.42	15.38
Grade 6	22.41	23.44	14.75	65.52	65.63	73.77	12.07	10.94	11.48
Grade 7	17.65	25.68	16.16	69.12	60.81	68.69	13.24	13.51	15.15
Grade 8	17.65	20.59	18.49	74.51	72.55	63.87	7.84	6.86	17.65
Grade 11	29.57	23.77	28.93	57.39	64.75	62.26	13.04	11.48	8.81
All Grades	22.29	22.48	23.83	63.91	63.24	63.48	13.80	14.29	12.70

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	30.00	20.93	24.14	32.50	62.79	62.07	37.50	16.28	13.79
Grade 4	2.70	18.97	23.21	72.97	50.00	48.21	24.32	31.03	28.57
Grade 5	25.49	19.35	38.46	39.22	43.55	42.31	35.29	37.10	19.23
Grade 6	32.76	28.13	26.23	46.55	50.00	59.02	20.69	21.88	14.75
Grade 7	29.41	25.68	28.28	57.35	58.11	51.52	13.24	16.22	20.20
Grade 8	29.41	37.25	26.89	46.08	43.14	57.14	24.51	19.61	15.97
Grade 11	33.91	28.69	36.48	48.70	50.82	50.94	17.39	20.49	12.58
All Grades	28.45	27.05	30.26	48.62	50.29	52.70	22.93	22.67	17.04

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	51	50	37	40	43	29	40	43	29	78.4	86	78.4
Grade 4	47	68	65	37	58	56	37	58	56	78.7	85.3	86.2
Grade 5	65	79	66	51	59	52	51	59	52	78.5	74.7	78.8
Grade 6	77	80	76	58	63	59	58	63	59	75.3	78.8	77.6
Grade 7	80	99	124	69	72	100	69	72	100	86.3	72.7	80.6
Grade 8	119	123	141	102	101	119	102	101	119	85.7	82.1	84.4
Grade 11	161	162	212	115	119	156	115	119	156	71.4	73.5	73.6
All	600	661	721	472	515	571	472	515	571	78.7	77.9	79.2

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2407.	2407.	2440.	25.00	23.26	17.24	10.00	16.28	37.93	27.50	20.93	20.69	37.50	39.53	24.14
Grade 4	2420.	2450.	2449.	8.11	24.14	16.07	21.62	6.90	26.79	21.62	34.48	23.21	48.65	34.48	33.93
Grade 5	2454.	2432.	2497.	11.76	13.56	30.77	9.80	3.39	11.54	19.61	18.64	17.31	58.82	64.41	40.38
Grade 6	2496.	2484.	2470.	10.34	12.70	10.17	20.69	12.70	15.25	31.03	36.51	23.73	37.93	38.10	50.85
Grade 7	2529.	2519.	2497.	11.59	13.89	9.00	24.64	13.89	19.00	28.99	29.17	28.00	34.78	43.06	44.00
Grade 8	2528.	2528.	2506.	15.69	14.85	10.08	15.69	16.83	10.08	22.55	22.77	27.73	46.08	45.54	52.10
Grade 11	2534.	2529.	2526.	6.09	8.40	10.26	9.57	9.24	6.41	31.30	19.33	25.64	53.04	63.03	57.69
All Grades	N/A	N/A	N/A	11.86	14.56	12.78	15.47	11.46	14.36	26.69	25.24	25.04	45.97	48.74	47.81

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	32.50	27.91	34.48	17.50	20.93	41.38	50.00	51.16	24.14
Grade 4	13.51	25.86	25.00	24.32	22.41	26.79	62.16	51.72	48.21
Grade 5	11.76	11.86	30.77	19.61	10.17	21.15	68.63	77.97	48.08
Grade 6	17.24	14.29	16.95	36.21	34.92	23.73	46.55	50.79	59.32
Grade 7	14.49	20.83	15.00	44.93	27.78	28.00	40.58	51.39	57.00
Grade 8	15.69	15.84	11.76	32.35	28.71	25.21	51.96	55.45	63.03
Grade 11	13.04	11.76	11.54	19.13	16.81	19.87	67.83	71.43	68.59
All Grades	15.89	17.09	16.99	28.18	23.11	24.69	55.93	59.81	58.32

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	25.00	30.23	31.03	37.50	27.91	51.72	37.50	41.86	17.24
Grade 4	16.22	24.14	23.21	32.43	24.14	33.93	51.35	51.72	42.86
Grade 5	13.73	13.56	23.08	33.33	22.03	32.69	52.94	64.41	44.23
Grade 6	10.34	14.29	10.17	44.83	36.51	35.59	44.83	49.21	54.24
Grade 7	23.19	20.83	10.00	44.93	38.89	48.00	31.88	40.28	42.00
Grade 8	24.51	21.78	11.76	32.35	44.55	43.70	43.14	33.66	44.54
Grade 11	10.43	14.29	12.18	50.43	41.18	46.79	39.13	44.54	41.03
All Grades	17.37	19.03	14.54	40.68	35.73	42.91	41.95	45.24	42.56

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	27.50	27.91	37.93	40.00	37.21	37.93	32.50	34.88	24.14
Grade 4	21.62	29.31	17.86	21.62	29.31	44.64	56.76	41.38	37.50
Grade 5	13.73	8.47	32.69	31.37	42.37	25.00	54.90	49.15	42.31
Grade 6	13.79	15.87	15.25	53.45	44.44	35.59	32.76	39.68	49.15
Grade 7	20.29	16.67	13.00	53.62	45.83	53.00	26.09	37.50	34.00
Grade 8	15.69	16.83	12.61	46.08	46.53	47.90	38.24	36.63	39.50
Grade 11	6.96	12.61	9.62	61.74	42.86	47.44	31.30	44.54	42.95
All Grades	15.25	17.09	15.76	47.88	42.14	44.48	36.86	40.78	39.75

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	*	*	*	*	*	*	*	*
Grade 1	*	*	*	*	*	*	*	*
Grade 2	*	*	*	*	*	*	*	*
Grade 3	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	7
Grade 8	*	*	*	*	*	*	*	10
Grade 9	1448.8	*	1430.8	*	1466.5	*	13	7
Grade 10	*	*	*	*	*	*	*	10
Grade 11	*	*	*	*	*	*	*	*
Grade 12	1480.6	*	1468.7	*	1492.2	*	12	7
All Grades							72	56

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*		*	*	*	*	*
1		*	*	*		*	*	*	*	*
3	*	*	*	*		*		*	*	*
4	*	*	*	*		*	*	*	*	*
5	*	*	*	*		*		*	*	*
7	*	*	*	*	*	*		*	*	*
8	*	*	*	*	*	*	*	*	*	*
9	*	*	*	*	*	*	*	*	13	*
10	*	*	*	*		*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	12	*
All Grades	31.94	33.93	31.94	32.14	*	19.64	25.00	14.29	72	56

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*		*		*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*		*		*	*	*
4	*	*		*		*	*	*	*	*
5	*	*	*	*		*		*	*	*
7	*	*		*	*	*		*	*	*
8	*	*	*	*		*	*	*	*	*
9	*	*	*	*	*	*	*	*	13	*
10	*	*		*		*	*	*	*	*
11	*	*	*	*		*	*	*	*	*
12	*	*	*	*		*	*	*	12	*
All Grades	52.78	41.07	18.06	35.71	*	8.93	25.00	14.29	72	56

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	*	*	*	*
1		*	*	*	*	*	*	*	*	*
3		*	*	*	*	*		*	*	*
4	*	*	*	*		*	*	*	*	*
7	*	*		*	*	*	*	*	*	*
8		*	*	*	*	*	*	*	*	*
9	*	*	*	*	*	*	*	*	13	*
10	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	12	*
All Grades	18.06	14.29	30.56	35.71	20.83	32.14	30.56	17.86	72	56

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
1	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*
9	*	*	*	*	*	*	13	*
11	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	12	*
All Grades	45.83	17.86	29.17	57.14	25.00	25.00	72	56

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*
9	*	*	*	*	*	*	13	*
11	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	12	*
All Grades	58.33	67.86	15.28	17.86	26.39	14.29	72	56

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*
9	*	*	*	*	*	*	13	*
10	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	12	*
All Grades	18.06	19.64	44.44	50.00	37.50	30.36	72	56

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*
9	*	*	*	*	*	*	13	*
10	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	12	*
All Grades	23.61	7.14	50.00	80.36	26.39	12.50	72	56

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1360	47.1	5.1	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	69	5.1
Homeless	24	1.8
Socioeconomically Disadvantaged	641	47.1
Students with Disabilities	163	12.0

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	88	6.5
American Indian	3	0.2
Asian	56	4.1
Filipino	15	1.1
Hispanic	423	31.1
Two or More Races	301	22.1
Pacific Islander	5	0.4
White	469	34.5

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Mathematics



College/Career



Academic Engagement

Graduation Rate



Chronic Absenteeism



Conditions & Climate

Suspension Rate



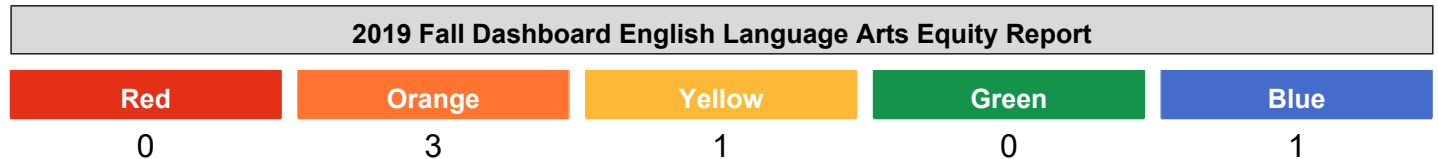
School and Student Performance Data

Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group					
All Students		English Learners		Foster Youth	
 Green 10.4 points above standard Maintained -0.6 points 449		 No Performance Color 49.8 points below standard Declined -8.8 points 32		 No Performance Color 0 Students	
Homeless		Socioeconomically Disadvantaged		Students with Disabilities	
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5		 Orange 24 points below standard Maintained ++0.3 points 185		 Orange 59.1 points below standard Declined -3.1 points 71	

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American  No Performance Color 37.7 points below standard Declined Significantly -33.1 points 27	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Asian  No Performance Color 68.6 points above standard Declined Significantly -22.8 points 21	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7
Hispanic  Orange 6.6 points below standard Declined -4.1 points 126	Two or More Races  Blue 33.5 points above standard Increased Significantly ++28.8 points 106	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	White  Yellow 8.6 points above standard Declined -5.7 points 159

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner 97.8 points below standard Declined Significantly -45.5 points 20	Reclassified English Learners 30.3 points above standard 12	English Only 10.2 points above standard Maintained ++0.4 points 381
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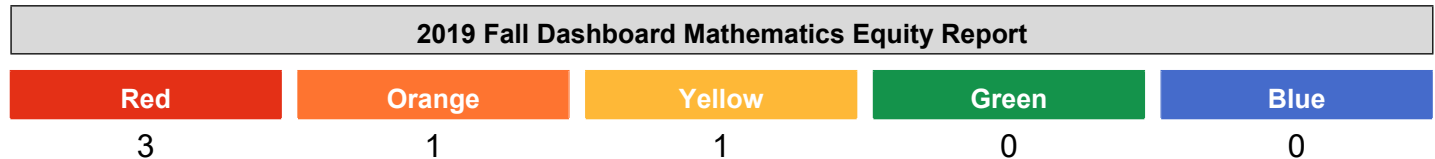
School and Student Performance Data

Academic Performance Mathematics






The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Orange 72.6 points below standard Declined -10 points 447	English Learners  No Performance Color 135.2 points below standard Declined Significantly -37.4 points 32	Foster Youth
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	Socioeconomically Disadvantaged  Red 113.3 points below standard Declined -12.2 points 183	Students with Disabilities  Red 127 points below standard Maintained ++0.8 points 69

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American  No Performance Color 112.2 points below standard Declined -11 points 28	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Asian  No Performance Color 38.6 points above standard Declined Significantly -15.2 points 21	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7
Hispanic  Red 104.8 points below standard Declined Significantly -22.6 points 125	Two or More Races  Yellow 44.5 points below standard Increased ++12.9 points 104	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	White  Orange 75.8 points below standard Declined -10.7 points 159

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

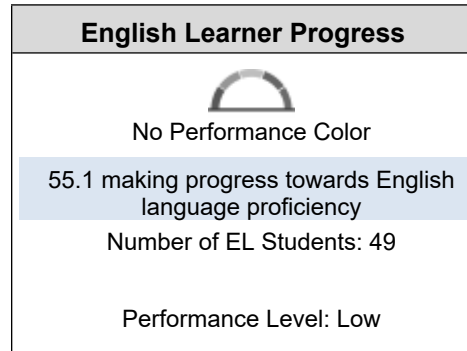
Current English Learner 185.7 points below standard Declined Significantly -63.8 points 20	Reclassified English Learners 50.9 points below standard 12	English Only 72 points below standard Declined -7.3 points 379
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School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
12.2	32.6	6.1	48.9

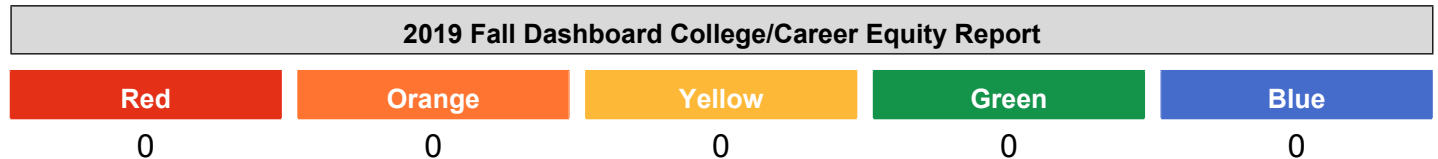
School and Student Performance Data

Academic Performance College/Career







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students  Yellow <div style="background-color: #d9e1f2; padding: 2px; text-align: center;">16.7</div> Increased +4.2 210	English Learners  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	Socioeconomically Disadvantaged  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	Students with Disabilities  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students

2019 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance

Class of 2017	Class of 2018	Class of 2019
12.4 Prepared	12.4 Prepared	16.7 Prepared
14 Approaching Prepared	14 Approaching Prepared	15.2 Approaching Prepared
73.6 Not Prepared	73.6 Not Prepared	68.1 Not Prepared

School and Student Performance Data

Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
4	3	0	0	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students  Red 24.6 Increased +0.8 785	English Learners  Red 33.3 Increased +14.9 45	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
Homeless  No Performance Color 52.9 Increased +2.9 17	Socioeconomically Disadvantaged  Red 36.3 Increased Significantly +3.9 421	Students with Disabilities  Orange 21.4 Declined -1.8 103

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  Red 28.1 Increased +0.6 64	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	Asian  No Performance Color 23.5 Increased +7.5 34	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9
Hispanic  Orange 31.4 Declined -1.2 236	Two or More Races  Red 24 Maintained -0.1 171	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	White  Orange 18.9 Increased +2 264

School and Student Performance Data

Academic Engagement Graduation Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest
Performance



Highest
Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report

Red

4

Orange

0

Yellow

1

Green

0

Blue

0

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group

All Students



59.9

Increased Significantly +7.9

227

English Learners



41.7

Declined -8.3

12

Foster Youth



No Performance Color

0 Students

Homeless



No Performance Color

Less than 11 Students - Data Not
Displayed for Privacy

7

Socioeconomically Disadvantaged



50

Increased +8.2

128

Students with Disabilities











59.4

Increased +29.1

32

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American  No Performance Color 73.3 Increased +44.8 15	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Asian  No Performance Color 50 12	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
Hispanic  Red 48.4 Increased +3.3 64	Two or More Races  Red 54.8 Increased +6.1 42	Pacific Islander  No Performance Color 0 Students	White  Yellow 69.7 Increased +12.5 89

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year

2018	2019
52	59.9

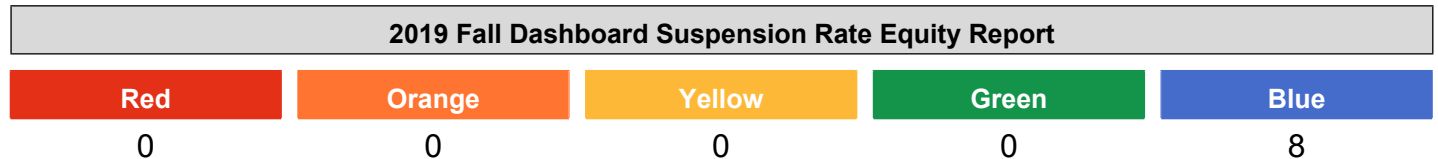
School and Student Performance Data

Conditions & Climate Suspension Rate

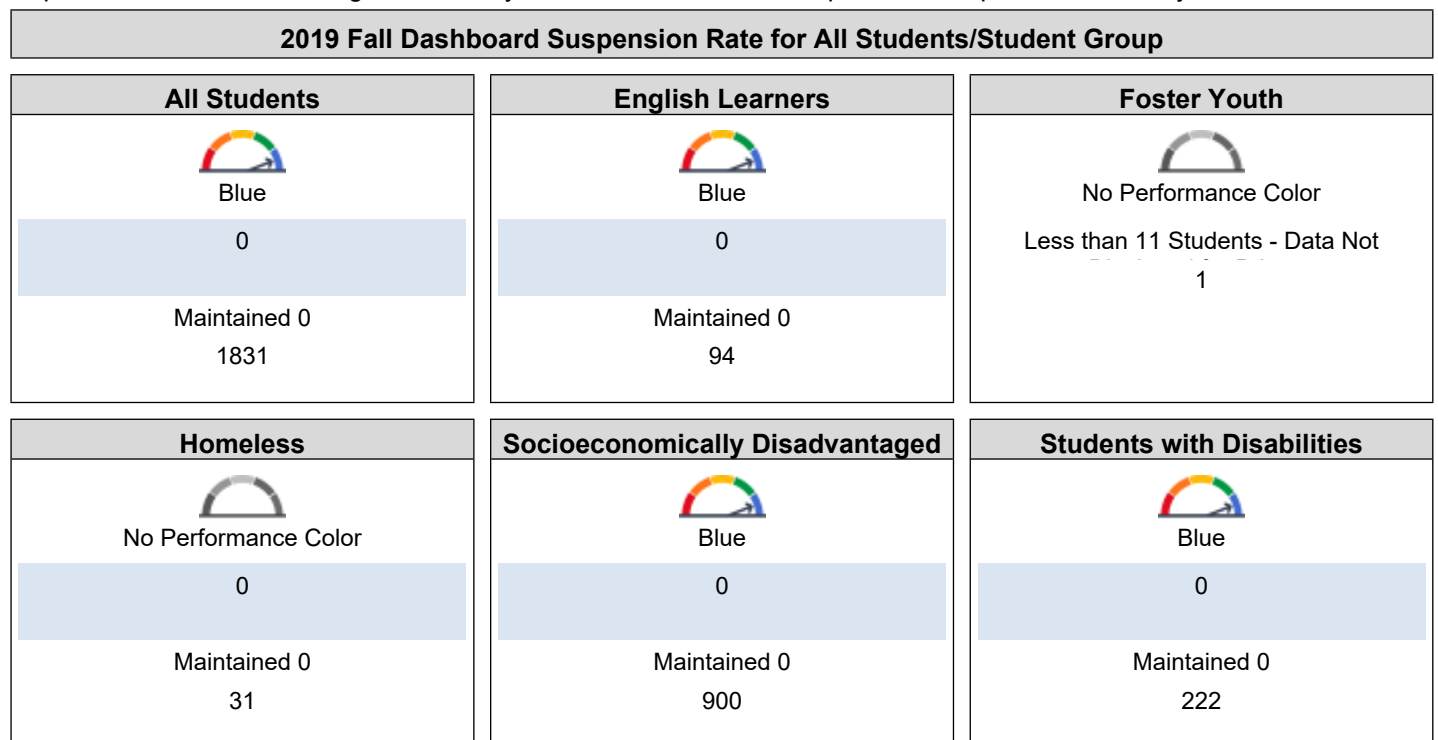
The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.



2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  Blue 0 Maintained 0 121	American Indian  No Performance Color Less than 11 Students - Data 5	Asian  Blue 0 Maintained 0 74	Filipino  No Performance Color 0 Maintained 0 21
Hispanic  Blue 0 Maintained 0 580	Two or More Races  Blue 0 Maintained 0 395	Pacific Islander  No Performance Color Less than 11 Students - Data 8	White  Blue 0 Maintained 0 627

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0	0

General Information

As a network of online public charter schools, California Connections Academy (CalCA) provides a high quality fully online educational program per the terms of the charter. With the changes across the world due to the COVID 19 pandemic, the core educational program for CalCA has not changed. While there have been changes to in person activities (such as field trips, school gatherings, student social events and graduation) the day to day educational program for students has continued without interruption. All curriculum, instruction, instructional support etc. that is normally provided in our program has continued. The only exception is that students with IEPs who have face to face support services in their IEP had those services temporarily changed so that they are provided remotely, such as through video or phone calls, while public health orders are still in place.

Stakeholder Engagement

On May 28, 2020, we held our spring School Advisory Committee meeting. The meeting was attended by nearly 175 stakeholders. This meeting was done in a virtual webinar meeting room. Parents were able to provide feedback both in the chat pod and through a Google Form distributed at the conclusion of the meeting. Also, on August 25, 2020, we had our Learning Continuity and Attendance Plan public hearing in our regularly scheduled board meeting. In addition, we held our fall School Advisory Committee on September 10, 2020. This meeting also had nearly 170 attendees. This meeting was held in the virtual webinar room, and a poll pod was made available to provide direct feedback.

Needs Assessment

Our graduation rate is below the ESSA defined threshold of 68%. This rate is not only below the ESSA identified graduation rate, but also below the rate considered satisfactory by the staff within our organization. In order to complete the following plan several groups were consulted, including but not limited to: school wide leadership, high school specific leadership, counseling leadership, student services leadership, and community and parents through our School Advisory Committee. These groups were consulted at regular intervals throughout the school year in order for all voices to be heard in the decision making process. The annual planning cycle starts each year in the spring (April/May) for the school year to come. The following is a sample of the data analyzed. As reported by the California Dashboard, in 2018, the all students graduation rate is 49.7%, with the socioeconomically disadvantaged group at the lowest rate (42.9%) and White students at the highest rate (54.1%). In 2019 the all students graduation rate raised to 59.9%, which is encouraging but still not at the 68% threshold. The lowest group is the Hispanic student group at 48.4% and the highest is the White group at 69.7%. This increase in graduation rate is encouraging but the school is still below 68%. Currently, the school tracks the change in the percent of students on track for graduation. In 2019-2020, the current 1920 cohort (last year's 9th graders) dropped to 74.5% on track for graduation after the conclusion of the first semester. This

percentage of 9th grade students falling off cohort so early is directly contributing to our low graduation rate and must be addressed. In addition to low graduation rates, the school's mobility remains high. Our intent to return declarations of yes, have decreased from 53.56% in 2016 to 26.05% in 2017 to 6.01% in 2018. The high mobility rate and decrease in affirmative intent to return, make providing consistent services to our students, especially those in their 4th year of high school, increasingly difficult. These rates are also contributing to a high number of students enrolling credit deficient.

As an educational organization focused on continuous improvement, interventions to address graduation rate have begun prior to being identified as CSI. These two interventions are the transition to a homeroom model and the conceptualization and implementation of the credit recovery program known as Project Success. Initial results of both programs are encouraging. As a result of the homeroom model, students have received an increase in successful contacts from staff from an average of 17.7 contacts in the first semester of 2017-2018 to an increase of an average of 19.7 during the first semester of 2018-2019. An increase in successful contacts relates to an increase of active engagement with our school program. In addition, throughout the 1920 school year, high school students received biweekly successful contacts (i.e. phone call, small group lesson) at a rate of 82% to a peak of 86% as the year progressed. Being fully aware of the realities of graduation rate, the high school staff has also began the implementation of an internal credit recovery program called Project Success. During the 2019 – 2020 school year, historically at risk high school students passed an average of 75% of their classes in the Project Success program. These early successes are providing the justification and motivation to continue and expand these programs.

As a result of the schools struggles with graduation rate and the potential for learning loss due to the pandemic, our school ran its own in house summer school program for the summer of 2020. This was the first in its history. Prior to the summer of 2020, credit deficient high school students were sent to a third party program with a success rate of an average of around 50% pass rates. We had a 77% pass rate and an 85% summer graduation rate for those in their last year of high school.

During the 2019 – 2020 school year, we found some success with i-Ready. i-Ready defines Typical Growth as the average annual growth for a student at their grade and placement level. This is then a measure of whether the school achieved measurable increases in academic achievement, as defined by at least one year's progress. For students assessed with the i-Ready diagnostics in the 2019-2020 school year, 82% achieved Typical Growth in reading and 77% achieved Typical Growth in math at the end of the school year. In this first year of i-Ready, grades K – 5 were included. This is being expanded through grade 8 for 2020-2021. Additionally, students in grades 9-11 will utilize NWEA MAP.

Root Cause Analysis:

- A graduation rate below 68% for all student groups needs to be addressed.
- Too many students are falling off cohort early in high school, including the 9th grade year, contributing to the decline in 4 year cohort graduation success.
- A high mobility rate is contributing to a large number of students enrolling deficient in credits.
- There has been an increase in students' non indication of their intent to return contributing to a difficulty in providing consistent services to our students, especially those in their 4th year of high school.
- Math and reading achievement remains a focus school wide.

Goals and Actions

Goal 1: Each student will develop the necessary Mathematical proficiencies as well as critical thinking skills as measured by state and local assessments.

Actions

- i-Ready and MAP will be administered 3X per year, and results will be analyzed by School Leadership Team, and results will be presented to the appropriate Professional Learning Communities (PLCs)
- PLCs will discuss performance data and determine best strategies and methods and will implement best practices to re-teach Math standards that were missed.
- Continue to implement and expand the AVID program in order to provide additional support for college readiness to at risk student populations.
- Director of Student Achievement to continue to oversee and monitor student academic performance, conduct data analysis, oversee PLC work and research assessment tools for internal assessments.

Goal 2: Each student will develop the necessary English Language Arts skills as reported by state and local assessments.

Actions

- i-Ready and MAP will be administered 3X per year, and results will be analyzed by School Leadership Team, and results will be presented to the appropriate Professional Learning Communities (PLCs)
- PLCs will discuss performance data and determine best strategies and methods and will implement best practices to re-teach Math standards that were missed.
- Continue to implement and expand the AVID program in order to provide additional support for college readiness to at risk student populations.
- Director of Student Achievement to continue to oversee and monitor student academic performance, conduct data analysis, oversee PLC work and research assessment tools for internal assessments.

Goal 3: The school will continue with its ongoing plans to increase student retention and parent participation and engagement. The school will cultivate an inclusive relationship

with parents and students. The school will also engage students as active participants in student learning. Particular emphasis will be placed on support for socio-economically disadvantaged students.

Actions

- The Learning Coach Support System will be expanded, continuing with enhancements to the Learning Coach Support Plan, including more improvements to the onboarding process, improved summer engagement activities, additional Learning Coach training and resources, including additional resources in Spanish.
- Teachers in all grade levels will be assigned to support students, develop and foster relationships, and monitor academic success, attendance, and other metrics through consistent synchronous communication. Particular attention will be paid to students who are performing below "proficiency" or are otherwise "at risk". Consistent processes will be put into place in all grade bands for monitoring students who are not on track with school expectations.
- Families who need computers and/or Internet access to participate in the charter program will be able to apply to receive loaned technology. Families will be able to apply at any point in the school year. School will provide laptops instead of desktops.
- Additional support positions will be added to the Student Services Department to better serve Special Education, ELL and 504 students in order to enhance their experience and promote success and retention.
- An attendance committee will review and analyze reasons for decreased attendance rates the past several years. Special Education staff will be included to address the needs of that population. Attendance rates will be analyzed with the new high school homeroom model to determine the impact on attendance.

Goal 4: Graduation rates and UC a-g completion rates will increase.

Actions:

- Additional credit recovery options will continue to be made available, including a more robust credit recovery program, and students will be identified as eligible candidates via transcript evaluations which occur upon enrollment and at the end of each semester.
- Continue to improve guidance department policies and procedures to ensure students are enrolled in college prep curriculum, including analysis using student data to promote additional a-g, AP and honors coursework.
- Collect and analyze a-g course completion data and develop strategies to increase overall student performance in these courses.
- Develop and implement a plan to address improvement in school performance on the new Career and College Readiness performance indicator and work to develop and implement formal Career Technical Education Pathways.
- Monitor Individual Transition plan goals for all high school Special Education students for goal mastery, in particular, for college and career awareness and independent living.

- Implement an Early Warning and Response System. Implementation of this system involves:
 - Assembling longitudinal data for individual students on
 - a) graduation status and
 - b) potential predictors of dropout, such as student attendance, behavior, grades, and test scores; Identifying the threshold level of each predictor that gives students a high probability of dropping out; and Checking that the predictors identify a high percentage of the students in school who drop out.
- Develop a Career College Access Pathway with a community college partner to expand dual enrollment options.

Goal 5: The English Language Learner program will be further developed and implemented in order to improve students' English language acquisition.

Actions:

- Continue implementation of credit bearing language support courses for EL students in high school and increase engagement and course passage rates.
- Design and implement processes for identifying and transitioning Long Term English Learner students. This will be driven by the Director of Student Achievement.

Goal 6: The school will continue its development of a support program for foster and homeless youth in compliance with state and federal law, which will, among other things, ensure that transferring foster and homeless youth are promptly enrolled in the school and into classes, awarded credits and provided with a liaison who will offer support services and resources, with the goal that foster and homeless youth can access and be successful in the school's online program.

Actions:

- Continue to refine and consistently implement the identification process for foster and homeless youth during the enrollment and placement process.
- The school will continue to train one or more liaisons who will work closely with all students identified as foster or homeless and provide a personalized support structure to ensure their success. The roles and responsibilities of the liaison will be developed and clarified for different grade bands. Identified students will be assigned to the student support section of a liaison.
- Foster/homeless youth will be automatically be eligible to receive various interventions through PLC discussions, student support section, enhanced monitoring by teachers, and consideration for modifications to graduation requirements.
- Counseling and homeroom staff will be trained in identification, placement and support of foster and homeless youth.
- Summer school will be offered to foster/homeless students to enhance the support given and increase academic success. We will continue to identify ways to help these students access the online tutoring, including WiFi hotspots.

California Connections Academy @ Ripon
Consolidated Title I - Activity Summary
FY20-21

													Budgeted Expense	Allocation	Variance

	Benefits	24.50%	32.04	64.08	64.08	62.40	62.40	62.96	63.40	63.40	63.40	63.40	63.40	95.10			
	Taxes	2.00%	2.62	5.23	5.23	5.09	5.09	5.14	5.18	5.18	5.18	5.18	5.18	7.76			
	Retirement	16.15%	16.24	32.48	32.48	31.62	31.62	31.91	32.13	32.13	32.13	32.13	32.13	48.20			
	Benefits	24.50%	24.63	49.27	49.27	47.97	47.97	48.41	48.74	48.74	48.74	48.74	48.74	73.11			
	Taxes	2.00%	2.01	4.02	4.02	3.92	3.92	3.95	3.98	3.98	3.98	3.98	3.98	5.97			
	Retirement	16.15%	-	-	-	-	71.94	145.19	146.20	146.20	146.20	146.20	146.20	219.29			
	Benefits	24.50%	-	-	-	-	109.14	220.25	221.78	221.78	221.78	221.78	221.78	332.67			
	Taxes	2.00%	-	-	-	-	8.91	17.98	18.10	18.10	18.10	18.10	18.10	27.16			
	Retirement	16.15%	42.78	85.56	85.56	83.30	83.30	84.06	84.64	84.64	84.64	84.64	84.64	126.97			
	Benefits	24.50%	64.90	129.79	129.79	126.37	126.37	127.52	128.41	128.41	128.41	128.41	128.41	192.61			
	Taxes	2.00%	5.30	10.60	10.60	10.32	10.32	10.41	10.48	10.48	10.48	10.48	10.48	15.72			
	Retirement	16.15%	57.77	115.55	115.55	112.50	112.50	113.53	114.32	114.32	114.32	114.32	114.32	171.47			
	Benefits	24.50%	87.65	175.29	175.29	170.67	170.67	172.22	173.42	173.42	173.42	173.42	173.42	260.13			
	Taxes	2.00%	7.15	14.31	14.31	13.93	13.93	14.06	14.16	14.16	14.16	14.16	14.16	21.24			
	Retirement	16.15%	49.92	99.84	99.84	97.21	97.21	98.09	98.77	98.77	98.77	98.77	98.77	148.16			
	Benefits	24.50%	75.73	151.46	151.46	147.47	147.47	148.81	149.84	149.84	149.84	149.84	149.84	224.76			
	Taxes	2.00%	6.18	12.36	12.36	12.04	12.04	12.15	12.23	12.23	12.23	12.23	12.23	18.35			
	Retirement	16.15%	48.78	97.56	97.56	94.99	94.99	95.85	96.52	96.52	96.52	96.52	96.52	144.78			
	Benefits	24.50%	74.00	148.00	148.00	144.10	144.10	145.41	146.42	146.42	146.42	146.42	146.42	219.63			
	Taxes	2.00%	6.04	12.08	12.08	11.76	11.76	11.87	11.95	11.95	11.95	11.95	11.95	17.93			
	Retirement	16.15%	16.27	32.55	32.55	31.69	31.69	31.98	32.20	32.20	32.20	32.20	32.20	48.30			
	Benefits	24.50%	24.69	49.37	49.37	48.07	48.07	48.51	48.85	48.85	48.85	48.85	48.85	73.27			
	Taxes	2.00%	2.02	4.03	4.03	3.92	3.92	3.96	3.99	3.99	3.99	3.99	3.99	5.98			
	Retirement	16.15%	13.62	27.24	27.24	26.52	26.52	26.76	26.95	26.95	26.95	26.95	26.95	40.43			
	Benefits	24.50%	20.66	41.33	41.33	40.24	40.24	40.60	40.88	40.88	40.88	40.88	40.88	61.33			
	Taxes	2.00%	1.69	3.37	3.37	3.28	3.28	3.31	3.34	3.34	3.34	3.34	3.34	5.01			
	Retirement	16.15%	48.35	96.71	96.71	94.16	94.16	95.02	95.68	95.68	95.68	95.68	95.68	143.51			
	Benefits	24.50%	73.35	146.71	146.71	142.84	142.84	144.14	145.14	145.14	145.14	145.14	145.14	217.72			
	Taxes	2.00%	5.99	11.98	11.98	11.66	11.66	11.77	11.85	11.85	11.85	11.85	11.85	17.77			
	Retirement	16.15%	48.78	97.56	97.56	94.99	94.99	95.85	96.52	96.52	96.52	96.52	96.52	144.78			
	Benefits	24.50%	74.00	148.00	148.00	144.10	144.10	145.41	146.42	146.42	146.42	146.42	146.42	219.63			
	Taxes	2.00%	6.04	12.08	12.08	11.76	11.76	11.87	11.95	11.95	11.95	11.95	11.95	17.93			
	Retirement	16.15%	47.04	94.08	94.08	91.60	91.60	92.43	93.07	93.07	93.07	93.07	93.07	139.61			
	Benefits	24.50%	71.36	142.72	142.72	138.96	138.96	140.22	141.20	141.20	141.20	141.20	141.20	211.80			
	Taxes	2.00%	5.83	11.65	11.65	11.34	11.34	11.45	11.53	11.53	11.53	11.53	11.53	17.29			
	Retirement	16.15%	16.97	33.94	33.94	33.04	33.04	33.34	33.58	33.58	33.58	33.58	33.58	50.36			
	Benefits	24.50%	25.74	51.48	51.48	50.13	50.13	50.58	50.93	50.93	50.93	50.93	50.93	76.40			
	Taxes	2.00%	2.10	4.20	4.20	4.09	4.09	4.13	4.16	4.16	4.16	4.16	4.16	6.24			
	Retirement	16.15%	48.82	97.64	97.64	95.07	95.07	95.93	96.60	96.60	96.60	96.60	96.60	144.89			
	Benefits	24.50%	74.06	148.12	148.12	144.22	144.22	145.53	146.54	146.54	146.54	146.54	146.54	219.81			
	Taxes	2.00%	6.05	12.09	12.09	11.77	11.77	11.88	11.96	11.96	11.96	11.96	11.96	17.94			
	Retirement	16.15%	39.91	79.82	79.82	77.71	77.71	78.42	78.96	78.96	78.96	78.96	78.96	118.45			
	Benefits	24.50%	60.54	121.08	121.08	117.89	117.89	118.96	119.79	119.79	119.79	119.79	119.79	179.68			
	Taxes	2.00%	4.94	9.88	9.88	9.62	9.62	9.71	9.78	9.78	9.78	9.78	9.78	14.67			
	Retirement	16.15%	53.93	107.87	107.87	105.03	105.03	105.98	106.72	106.72	106.72	106.72	106.72	160.07			
	Benefits	24.50%	81.82	163.64	163.64	159.33	159.33	160.77	161.89	161.89	161.89	161.89	161.89	242.84			
	Taxes	2.00%	6.68	13.36	13.36	13.01	13.01	13.12	13.22	13.22	13.22	13.22	13.22	19.82			
	Retirement	16.15%	49.75	99.50	99.50	96.88	96.88	97.76	98.44	98.44	98.44	98.44	98.44	147.65			
	Benefits	24.50%	75.47	150.94	150.94	146.97	146.96	148.30	149.33	149.33	149.33	149.33	149.33	224.00			
	Taxes	2.00%	6.16	12.32	12.32	12.00	12.00	12.11	12.19	12.19	12.19	12.19	12.19	18.29			
	Retirement	16.15%	-	-	51.06	99.42	49.71	-	101.02	101.02	101.02	101.02	101.02	151.53			
	Benefits	24.50%	-	-	77.45	150.83	75.41	-	153.25	153.25	153.25	153.25	153.25	229.88			
	Taxes	2.00%	-	-	6.32	12.31	6.16	-	12.51	12.51	12.51	12.51	12.51	18.77			
	Retirement	16.15%	38.36	76.72	76.72	74.69	74.69	75.37	75.90	75.90	75.90	75.90	75.90	113.85			
	Benefits	24.50%	58.19	116.38	116.38	113.31	113.31	114.34	115.14	115.14	115.14	115.14	115.14	172.71			
	Taxes	2.00%	4.75	9.50	9.50	9.25	9.25	9.33	9.40	9.40	9.40	9.40	9.40	14.10			
	Retirement	16.15%	45.75	91.51	91.51	89.10	89.10	89.91	90.53	90.53	90.53	90.53	90.53	135.80			
	Benefits	24.50%	69.41	138.82	138.82	135.16	135.16	136.39	137.34	137.34	137.34	137.34	137.34	206.01			
	Taxes	2.00%	5.67	11.33	11.33	11.03	11.03	11.13	11.21	11.21	11.21	11.21	11.21	16.82			
	Retirement	16.15%	84.49	168.97	168.97	164.52	164.52	166.02	167.17	167.17	167.17	167.17	167.17	250.76			
	Benefits	24.50%	128.17	256.34	256.34	249.59	249.59	251.85	253.60	253.60	253.60	253.60	253.60	380.40			
	Taxes	2.00%	10.46	20.93	20.93	20.37	20.37	20.56	20.70	20.70	20.70	20.70	20.70	31.05			
	Retirement	16.15%	15.29	30.58	30.58	29.78	29.78	30.05	30.26	30.26	30.26	30.26	30.26	45.39			
	Benefits	24.50%	23.20	46.40	46.40	45.18	45.18	45.59	45.90	45.90	45.90	45.90	45.90	68.85			
	Taxes	2.00%	1.89	3.79	3.79	3.69	3.69	3.72	3.75	3.75	3.75	3.75	3.75	5.62			
	Retirement	16.15%	-	-	44.48	86.62	86.62	87.41	88.02	88.02	88.02	88.02	88.02	132.02			
	Benefits	24.50%	-	-	67.48	131.41	131.41	132.60	133.52	133.52	133.52	133.52	133.52	200.28			
	Taxes	2.00%	-	-	5.51	10.73	10.73	10.82	10.90	10.90	10.90	10.90	10.90	16.35			

	Retirement	16.15%	18.17	36.35	36.35	35.39	35.39	35.71	35.96	35.96	35.96	35.96	35.96	53.94			
	Benefits	24.50%	27.57	55.14	55.14	53.68	53.68	54.17	54.55	54.55	54.55	54.55	54.55	81.82			
	Taxes	2.00%	2.25	4.50	4.50	4.38	4.38	4.42	4.45	4.45	4.45	4.45	4.45	6.68			
	Retirement	16.15%	47.89	95.78	95.78	93.26	93.26	94.10	94.76	94.76	94.76	94.76	94.76	142.13			
	Benefits	24.50%	72.65	145.30	145.30	141.47	141.47	142.76	143.75	143.75	143.75	143.75	143.75	215.62			
	Taxes	2.00%	5.93	11.86	11.86	11.55	11.55	11.65	11.73	11.73	11.73	11.73	11.73	17.60			
Total Benefits			2,878.47	5,756.94	6,009.25	6,096.62	6,273.53	6,494.35	6,821.03	6,821.03	6,821.03	6,821.03	6,821.03	10,231.55	77,845.88	-	77,845.88
400 - Purchased Services																	
Tutoring															-	-	-
Professional Development															-	-	-
Math Time to Talk															-	-	-
Total Purchased Services			-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
500 - Supplies																	
Homeless Set-Aside															-		-
Transfer in from Title IV																2,500.00	
Insert Item Here																	
Insert Item Here																	
Total Supplies			-	-	-	-	-	-	-	-	-	-	-	-	-	2,500.00	2,500.00
Total Expenses			9,627.53	19,255.05	20,098.93	20,391.14	20,982.87	21,721.43	22,814.08	22,814.08	22,814.08	22,814.08	22,814.08	34,221.12	260,368.47	188,982.00	71,386.47
Net Grants Receivable/(Deferred)			9,627.53	19,255.05	20,098.93	20,391.14	20,982.87	21,721.43	22,814.08	22,814.08	22,814.08	22,814.08	22,814.08	34,221.12	260,368.47	2,500.00	

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	Benefits	24.50%	4.84	9.69	9.69	9.34	9.43	9.52	9.58	9.58	9.58	9.58	9.58	14.37			
	Taxes	2.00%	0.40	0.79	0.79	0.76	0.77	0.78	0.78	0.78	0.78	0.78	0.78	1.17			
	Retirement	16.15%	9.60	19.21	19.21	18.53	18.70	18.87	19.00	19.00	19.00	19.00	19.00	28.51			
	Benefits	24.50%	14.57	29.14	29.14	28.11	28.37	28.63	28.83	28.83	28.83	28.83	28.83	43.24			
	Taxes	2.00%	1.19	2.38	2.38	2.29	2.32	2.34	2.35	2.35	2.35	2.35	2.35	3.53			
	Retirement	16.15%	8.85	17.70	17.70	17.07	17.23	17.39	17.51	17.51	17.51	17.51	17.51	26.26			
	Benefits	24.50%	13.42	26.85	26.85	25.90	26.14	26.38	26.56	26.56	26.56	26.56	26.56	39.84			
	Taxes	2.00%	1.10	2.19	2.19	2.11	2.13	2.15	2.17	2.17	2.17	2.17	2.17	3.25			
	Retirement	16.15%	3.20	6.39	6.39	6.16	6.22	6.28	6.32	6.32	6.32	6.32	6.32	9.48			
	Benefits	24.50%	4.85	9.69	9.69	9.35	9.44	9.52	9.59	9.59	9.59	9.59	9.59	14.39			
	Taxes	2.00%	0.40	0.79	0.79	0.76	0.77	0.78	0.78	0.78	0.78	0.78	0.78	1.17			
	Retirement	16.15%	3.42	6.84	6.84	6.59	6.66	6.72	6.76	6.76	6.76	6.76	6.76	10.14			
	Benefits	24.50%	5.18	10.37	10.37	10.00	10.10	10.19	10.26	10.26	10.26	10.26	10.26	15.39			
	Taxes	2.00%	0.42	0.85	0.85	0.82	0.82	0.83	0.84	0.84	0.84	0.84	0.84	1.26			
	Retirement	16.15%	3.06	6.12	6.12	5.91	5.96	6.02	6.06	6.06	6.06	6.06	6.06	9.09			
	Benefits	24.50%	4.64	9.29	9.29	8.96	9.04	9.13	9.19	9.19	9.19	9.19	9.19	13.78			
	Taxes	2.00%	0.38	0.76	0.76	0.73	0.74	0.75	0.75	0.75	0.75	0.75	0.75	1.13			
	Retirement	16.15%	3.03	6.06	6.06	5.84	5.90	5.95	5.99	5.99	5.99	5.99	5.99	8.99			
	Benefits	24.50%	4.59	9.19	9.19	8.86	8.95	9.03	9.09	9.09	9.09	9.09	9.09	13.64			
	Taxes	2.00%	0.38	0.75	0.75	0.72	0.73	0.74	0.74	0.74	0.74	0.74	0.74	1.11			
	Retirement	16.15%	3.28	6.56	6.56	6.32	6.38	6.44	6.49	6.49	6.49	6.49	6.49	9.73			
	Benefits	24.50%	4.97	9.95	9.95	9.59	9.68	9.77	9.84	9.84	9.84	9.84	9.84	14.76			
	Taxes	2.00%	0.41	0.81	0.81	0.78	0.79	0.80	0.80	0.80	0.80	0.80	0.80	1.20			
	Retirement	16.15%	3.38	6.76	6.76	6.52	6.58	6.64	6.69	6.69	6.69	6.69	6.69	10.03			
	Benefits	24.50%	5.13	10.25	10.25	9.89	9.98	10.07	10.14	10.14	10.14	10.14	10.14	15.22			
	Taxes	2.00%	0.42	0.84	0.84	0.81	0.81	0.82	0.83	0.83	0.83	0.83	0.83	1.24			
	Total Benefits			282.75	565.50	565.50	545.41	550.61	555.61	559.47	559.47	559.47	559.47	559.47			
															11,760.34	-	11,760.34
400 - Purchased Services																	
Professional Development																	
Tuition Reimbursements																	
Total Purchased Services			-	-	-	-	-	11,760.34	-	-	-	-	-	-	11,760.34	-	11,760.34
															11,760.34	-	11,760.34
500 - Supplies																	
Insert Item Here																	
Insert Item Here																	
Insert Item Here																	
Total Supplies			-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses			945.71	1,891.42	1,891.42	1,824.22	1,841.59	13,618.66	1,871.23	1,871.23	1,871.23	1,871.23	1,871.23	2,806.84	34,176.01	33,292.00	884.01
Net Grants Receivable/(Deferred)			945.71	1,891.42	1,891.42	1,824.22	1,841.59	13,618.66	1,871.23	1,871.23	1,871.23	1,871.23	2,806.84	25,853.01	-		

**California Connections Academy @ Ripon
Consolidated Title IVA - Activity Summary
FY 20-21**

		Actual	Actual	Actual	Actual	Actual	Actual	Budget	Budget	Budget	Budget	Budget	Budget	Budget	Budgeted Expenditures	Allocation	Variance
		August	September	October	November	December	January	February	March	April	May	June	June Accrual				
Receipts		-	-	-	-	-	-	-	-	-	-	-	-				
Allocation Expenses		20.779%	20.779%	20.779%	20.041%	20.232%	20.416%	20.557%	20.557%	20.557%	20.557%	20.557%	20.557%				
		100 - Salaries															
	Salary	229.83	459.66	459.66	443.33	447.55	451.62	454.75	454.75	454.75	454.75	454.75	682.13				
	Salary	19.48	38.96	38.96	37.58	37.93	38.28	38.55	38.55	38.55	38.55	38.55	57.82				
	Salary	46.78	93.56	93.56	90.24	91.10	91.93	92.57	92.57	92.57	92.57	92.57	138.85				
	Salary	65.91	131.82	131.82	127.14	128.35	129.51	130.41	130.41	130.41	130.41	130.41	195.62				
	Total Salaries	362.00	724.00	724.00	698.28	704.93	711.33	716.28	716.28	716.28	716.28	716.28	1,074.41	8,580.35		8,580.35	
		200 - Benefits															
	Retirement	16.15%	37.12	74.23	74.23	71.60	72.28	72.94	73.44	73.44	73.44	73.44	110.16				
	Benefits	24.50%	56.31	112.62	112.62	108.62	109.65	110.65	111.41	111.41	111.41	111.41	167.12				
	Taxes	2.00%	4.60	9.19	9.19	8.87	8.95	9.03	9.10	9.10	9.10	9.10	13.64				
	Retirement	16.15%	3.15	6.29	6.29	6.07	6.13	6.18	6.23	6.23	6.23	6.23	9.34				
	Benefits	24.50%	4.77	9.55	9.55	9.21	9.29	9.38	9.44	9.44	9.44	9.44	14.17				
	Taxes	2.00%	0.39	0.78	0.78	0.75	0.76	0.77	0.77	0.77	0.77	0.77	1.16				
	Retirement	16.15%	7.56	15.11	15.11	14.57	14.71	14.85	14.95	14.95	14.95	14.95	22.42				
	Benefits	24.50%	11.46	22.92	22.92	22.11	22.32	22.52	22.68	22.68	22.68	22.68	34.02				
	Taxes	2.00%	0.94	1.87	1.87	1.80	1.82	1.84	1.85	1.85	1.85	1.85	2.78				
	Retirement	16.15%	10.64	21.29	21.29	20.53	20.73	20.92	21.06	21.06	21.06	21.06	31.59				
	Benefits	24.50%	16.15	32.30	32.30	31.15	31.44	31.73	31.95	31.95	31.95	31.95	47.93				
	Taxes	2.00%	1.32	2.64	2.64	2.54	2.57	2.59	2.61	2.61	2.61	2.61	3.91				
	Total Benefits	154.39	308.79	308.79	297.82	300.65	303.38	305.49	305.49	305.49	305.49	305.49	458.24	3,659.52		3,659.52	
		400 - Purchased Services															
Science Activities & Enrichment																	
Dual Enrollment																	
CTE Program																	
School Safety Plan																	
Mental Health Programs																	
Suicide Prevention Training																	
Franklin Covey																	
Safety Coordinator (CL)																	
CPR Training																	
Total Purchased Services		-	-	-	-	-	-	-	-	-	-	-	-	-		-	
		500 - Supplies															
Transfer out to Title 1														2,500.00			
Insert Item Here																	
Insert Item Here																	
Insert Item Here																	
Total Supplies		-	-	-	-	-	-	-	-	-	-	-	-	-		-	
Total Expenses		516.40	1,032.79	1,032.79	996.10	1,005.59	1,014.72	1,021.77	1,021.77	1,021.77	1,021.77	1,021.77	1,532.65	14,739.87	14,296.00	443.87	
Net Grants Receivable/(Deferred)		516.40	1,032.79	1,032.79	996.10	1,005.59	1,014.72	1,021.77	1,021.77	1,021.77	1,021.77	1,021.77	1,532.65	14,739.87	-		

School Year: 2020-21

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code
California Connections Academy Southern California	30 66464 0106765

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.03%	0.05%	0.07%	1	2	3
African American	7.05%	7.08%	6.44%	255	279	260
Asian	2.93%	2.69%	2.92%	106	106	118
Filipino	1.58%	1.4%	1.44%	57	55	58
Hispanic/Latino	36.36%	36.72%	38.2%	1315	1,447	1,543
Pacific Islander	0.06%	0.08%	0.12%	2	3	5
White	34.50%	33.54%	32.56%	1248	1,322	1,315
Two or More Responses	17.50%	18.42%	18.25%	633	726	737
Not Reported	%	0.03%	0%		1	0
Total Enrollment				3617	3,941	4,039

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	131	136	117
Grade 1	138	150	124
Grade 2	129	145	136
Grade3	162	132	153
Grade 4	144	169	157
Grade 5	193	168	183
Grade 6	244	261	229
Grade 7	297	328	323
Grade 8	351	402	401
Grade 9	356	351	399
Grade 10	445	500	524
Grade 11	491	581	610
Grade 12	536	618	683
Total Enrollment	3,617	3,941	4,039

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	114	129	122	3.2%	3.3%	3.0%
Fluent English Proficient (FEP)	384	423	445	10.6%	10.7%	11.0%
Reclassified Fluent English Proficient (RFEP)	15	2	11	18.1%	1.8%	8.5%

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	123	162	131	99	133	112	99	133	112	80.5	82.1	85.5
Grade 4	163	136	169	143	107	126	143	106	126	87.7	78.7	74.6
Grade 5	184	212	186	156	175	144	155	175	144	84.8	82.5	77.4
Grade 6	201	266	263	180	205	218	180	205	218	89.6	77.1	82.9
Grade 7	281	337	355	228	285	283	228	285	283	81.1	84.6	79.7
Grade 8	354	413	448	297	339	359	297	339	359	83.9	82.1	80.1
Grade 11	526	555	650	398	410	481	398	410	481	75.7	73.9	74
All	1832	2081	2202	1501	1654	1723	1500	1653	1723	81.9	79.5	78.2

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2402.	2411.	2418.	17.17	23.31	29.46	21.21	22.56	15.18	25.25	19.55	26.79	36.36	34.59	28.57
Grade 4	2454.	2448.	2447.	22.38	20.75	23.81	20.98	17.92	19.84	21.68	23.58	19.05	34.97	37.74	37.30
Grade 5	2499.	2506.	2512.	19.35	26.29	27.78	30.97	25.71	27.78	18.71	23.43	18.75	30.97	24.57	25.69
Grade 6	2542.	2526.	2546.	24.44	13.66	22.48	35.56	39.51	36.24	19.44	23.41	22.94	20.56	23.41	18.35
Grade 7	2572.	2561.	2575.	22.81	15.79	21.91	35.96	42.81	42.76	25.44	22.11	20.14	15.79	19.30	15.19
Grade 8	2585.	2575.	2584.	22.22	16.22	18.38	36.70	38.05	42.06	26.60	27.73	23.12	14.48	17.99	16.43
Grade 11	2627.	2621.	2621.	31.41	30.73	30.15	39.20	38.29	36.38	19.60	20.49	22.25	9.80	10.49	11.23
All Grades	N/A	N/A	N/A	24.40	21.36	24.67	34.00	35.27	35.29	22.33	23.05	21.94	19.27	20.33	18.11

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	23.23	29.32	28.57	40.40	40.60	51.79	36.36	30.08	19.64
Grade 4	31.69	28.57	23.02	42.96	44.76	48.41	25.35	26.67	28.57
Grade 5	28.39	36.00	38.19	52.26	41.71	39.58	19.35	22.29	22.22
Grade 6	34.44	26.83	31.65	44.44	48.78	47.71	21.11	24.39	20.64
Grade 7	37.72	32.98	33.57	45.18	45.26	49.47	17.11	21.75	16.96
Grade 8	34.01	33.04	35.10	45.79	42.77	43.73	20.20	24.19	21.17
Grade 11	43.97	40.98	39.29	45.48	45.85	44.28	10.55	13.17	16.42
All Grades	35.76	33.96	34.53	45.50	44.55	45.85	18.75	21.49	19.62

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	14.14	16.54	17.86	45.45	40.60	48.21	40.40	42.86	33.93
Grade 4	20.42	16.19	16.00	45.07	41.90	44.00	34.51	41.90	40.00
Grade 5	24.52	25.71	25.00	40.65	42.29	44.44	34.84	32.00	30.56
Grade 6	29.44	19.51	24.77	41.67	50.24	53.67	28.89	30.24	21.56
Grade 7	31.58	32.63	28.37	51.75	45.26	57.80	16.67	22.11	13.83
Grade 8	26.69	26.92	22.35	52.03	48.22	58.94	21.28	24.85	18.72
Grade 11	37.94	35.61	33.26	48.49	48.05	51.77	13.57	16.34	14.97
All Grades	29.11	27.50	26.16	47.53	46.27	53.08	23.36	26.23	20.76

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	22.22	21.05	21.43	60.61	57.14	60.71	17.17	21.80	17.86
Grade 4	20.42	17.14	15.08	57.04	62.86	62.70	22.54	20.00	22.22
Grade 5	21.94	19.43	27.78	61.29	60.00	55.56	16.77	20.57	16.67
Grade 6	26.11	16.59	21.56	63.89	64.88	67.43	10.00	18.54	11.01
Grade 7	17.54	13.33	18.37	70.18	70.88	71.02	12.28	15.79	10.60
Grade 8	25.59	24.19	22.84	64.31	60.77	65.46	10.10	15.04	11.70
Grade 11	33.67	31.71	27.86	56.78	59.02	64.03	9.55	9.27	8.11
All Grades	25.48	22.03	23.10	61.91	62.35	64.89	12.61	15.62	12.01

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	16.16	15.79	24.11	49.49	49.62	38.39	34.34	34.59	37.50
Grade 4	19.01	16.19	20.63	54.93	51.43	42.86	26.06	32.38	36.51
Grade 5	22.58	30.86	31.25	49.68	45.14	43.06	27.74	24.00	25.69
Grade 6	27.22	20.49	28.44	55.00	61.46	55.05	17.78	18.05	16.51
Grade 7	30.70	25.26	32.16	51.32	55.44	51.24	17.98	19.30	16.61
Grade 8	32.09	30.38	32.87	48.31	50.15	50.97	19.59	19.47	16.16
Grade 11	35.18	34.88	37.63	53.27	48.05	49.69	11.56	17.07	12.68
All Grades	28.84	27.36	31.92	51.74	51.45	49.10	19.43	21.19	18.98

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	123	162	131	99	130	112	99	130	112	80.5	80.2	85.5
Grade 4	163	136	169	139	106	125	139	105	125	85.3	77.9	74
Grade 5	184	212	186	153	174	143	153	174	142	83.2	82.1	76.9
Grade 6	201	266	263	179	203	219	178	203	219	89.1	76.3	83.3
Grade 7	281	337	355	225	282	276	225	282	276	80.1	83.7	77.7
Grade 8	354	413	448	295	333	358	295	333	358	83.3	80.6	79.9
Grade 11	526	555	650	393	397	478	392	397	478	74.7	71.5	73.5
All	1832	2081	2202	1483	1625	1711	1481	1624	1710	80.9	78.1	77.7

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2380.	2387.	2394.	8.08	8.46	13.39	26.26	25.38	20.54	11.11	22.31	25.00	54.55	43.85	41.07
Grade 4	2429.	2429.	2437.	5.76	11.43	11.20	24.46	13.33	24.00	30.94	27.62	26.40	38.85	47.62	38.40
Grade 5	2461.	2462.	2464.	9.15	12.64	13.38	15.03	13.79	15.49	27.45	28.74	25.35	48.37	44.83	45.77
Grade 6	2499.	2480.	2490.	8.99	6.90	10.50	28.09	17.73	16.44	27.53	33.99	35.16	35.39	41.38	37.90
Grade 7	2517.	2504.	2514.	13.33	10.99	9.78	16.89	16.67	20.29	33.33	28.72	33.33	36.44	43.62	36.59
Grade 8	2524.	2507.	2514.	10.85	10.81	10.61	18.98	15.62	12.57	28.14	20.12	27.93	42.03	53.45	48.88
Grade 11	2542.	2544.	2531.	7.91	7.81	6.69	14.03	14.36	12.97	25.26	27.20	22.59	52.81	50.63	57.74
All Grades	N/A	N/A	N/A	9.39	9.67	9.82	19.04	16.19	16.02	27.14	26.66	27.72	44.43	47.48	46.43

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	18.18	19.23	18.75	23.23	30.00	28.57	58.59	50.77	52.68
Grade 4	17.99	16.19	23.20	24.46	26.67	23.20	57.55	57.14	53.60
Grade 5	17.65	16.09	20.42	22.88	23.56	26.06	59.48	60.34	53.52
Grade 6	14.61	11.82	15.07	37.08	34.48	33.33	48.31	53.69	51.60
Grade 7	18.22	13.83	15.22	36.44	33.69	35.51	45.33	52.48	49.28
Grade 8	14.92	12.61	12.57	32.20	27.03	29.61	52.88	60.36	57.82
Grade 11	14.03	11.08	12.97	22.70	26.45	17.57	63.27	62.47	69.46
All Grades	15.94	13.49	15.26	28.63	28.82	26.84	55.44	57.70	57.89

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	12.12	11.54	17.86	36.36	45.38	45.54	51.52	43.08	36.61
Grade 4	11.51	12.38	15.20	41.73	37.14	40.00	46.76	50.48	44.80
Grade 5	11.11	13.79	12.68	38.56	41.38	45.07	50.33	44.83	42.25
Grade 6	14.04	8.37	11.42	44.94	41.87	43.84	41.01	49.75	44.75
Grade 7	16.00	14.89	14.86	46.67	38.30	46.74	37.33	46.81	38.41
Grade 8	16.27	18.32	15.64	44.75	43.84	47.49	38.98	37.84	36.87
Grade 11	10.71	13.35	10.25	45.92	46.60	50.42	43.37	40.05	39.33
All Grades	13.23	13.85	13.33	43.89	42.73	46.84	42.88	43.41	39.82

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	14.14	18.46	17.86	43.43	42.31	41.07	42.42	39.23	41.07
Grade 4	9.35	14.29	16.80	48.20	37.14	42.40	42.45	48.57	40.80
Grade 5	10.46	13.22	14.08	43.79	44.83	43.66	45.75	41.95	42.25
Grade 6	11.24	8.37	12.33	52.81	45.32	48.40	35.96	46.31	39.27
Grade 7	16.44	14.18	12.32	50.67	53.90	58.70	32.89	31.91	28.99
Grade 8	11.53	9.61	11.45	51.53	45.35	47.49	36.95	45.05	41.06
Grade 11	11.73	11.08	10.25	50.51	51.89	50.00	37.76	37.03	39.75
All Grades	12.15	12.01	12.40	49.63	47.60	49.01	38.22	40.39	38.60

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	*	*	*	*	*	*	*	*
Grade 1	*	*	*	*	*	*	*	*
Grade 2	*	1424.2	*	1431.3	*	1416.7	*	11
Grade 3	*	*	*	*	*	*	*	6
Grade 4	*	*	*	*	*	*	*	10
Grade 5	*	*	*	*	*	*	*	5
Grade 6	*	*	*	*	*	*	*	5
Grade 7	*	1526.6	*	1536.8	*	1515.8	*	12
Grade 8	1509.3	*	1503.1	*	1515.1	*	16	8
Grade 9	1562.3	1480.8	1573.6	1476.2	1550.3	1485.1	12	14
Grade 10	1551.4	*	1552.3	*	1549.9	*	12	9
Grade 11	1547.3	1512.4	1540.0	1511.4	1554.2	1513.2	15	13
Grade 12	*	1462.7	*	1445.9	*	1479.1	*	18
All Grades							113	116

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*		*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*
2		9.09	*	18.18		36.36	*	36.36	*	11
3	*	*	*	*		*	*	*	*	*
4	*	*	*	*	*	*		*	*	*
5	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*
7	*	41.67	*	25.00	*	16.67		16.67	*	12
8	*	*	*	*	*	*	*	*	16	*
9	*	14.29	*	42.86	*	14.29	*	28.57	12	14
10	*	*	*	*	*	*	*	*	12	*
11	*	30.77	*	46.15	*	0.00	*	23.08	15	13
12	*	16.67		33.33	*	16.67	*	33.33	*	18
All Grades	44.25	26.72	29.20	30.17	10.62	12.93	15.93	30.17	113	116

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*		*	*	*	*	*
1	*	*		*		*	*	*	*	*
2	*	9.09		45.45		18.18	*	27.27	*	11
3	*	*	*	*		*	*	*	*	*
4	*	*	*	*		*		*	*	*
5	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*		*	*	*	*	*
7	*	41.67	*	33.33	*	8.33		16.67	*	12
8	*	*	*	*		*	*	*	16	*
9	*	42.86	*	21.43		7.14	*	28.57	12	14
10	*	*	*	*	*	*	*	*	12	*
11	*	38.46	*	38.46		0.00	*	23.08	15	13
12	*	22.22	*	27.78		16.67	*	33.33	*	18
All Grades	61.06	39.66	20.35	23.28	*	7.76	15.93	29.31	113	116

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		*	*	*	*	*	*	*	*	*
1	*	*	*	*		*	*	*	*	*
2		0.00		27.27	*	0.00	*	72.73	*	11
3		*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*
6		*	*	*	*	*	*	*	*	*
7	*	33.33	*	33.33	*	8.33		25.00	*	12
8	*	*	*	*	*	*	*	*	16	*
9	*	14.29	*	14.29	*	35.71	*	35.71	12	14
10	*	*	*	*	*	*	*	*	12	*
11	*	15.38	*	30.77	*	23.08	*	30.77	15	13
12	*	27.78	*	11.11	*	22.22	*	38.89	*	18
All Grades	22.12	18.97	29.20	23.28	24.78	19.83	23.89	37.93	113	116

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
2	*	27.27		54.55	*	18.18	*	11
3	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*
7	*	50.00	*	33.33		16.67	*	12
8	*	*	*	*	*	*	16	*
9	*	14.29	*	57.14	*	28.57	12	14
10	*	*	*	*	*	*	12	*
11	*	7.69	*	61.54	*	30.77	15	13
12	*	0.00	*	50.00	*	50.00	*	18
All Grades	50.44	18.97	33.63	51.72	15.93	29.31	113	116

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*
2	*	18.18		45.45	*	36.36	*	11
3	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*
7	*	58.33	*	25.00		16.67	*	12
8	*	*	*	*	*	*	16	*
9	*	57.14	*	21.43	*	21.43	12	14
10	*	*	*	*	*	*	12	*
11	*	69.23	*	7.69	*	23.08	15	13
12	*	50.00		11.11	*	38.89	*	18
All Grades	62.83	52.59	22.12	18.10	15.04	29.31	113	116

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*
2		9.09	*	18.18	*	72.73	*	11
4	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*
7	*	41.67	*	25.00	*	33.33	*	12
8	*	*	*	*	*	*	16	*
9	*	14.29	*	50.00	*	35.71	12	14
10	*	*	*	*	*	*	12	*
11	*	15.38	*	53.85	*	30.77	15	13
12	*	27.78	*	27.78	*	44.44	*	18
All Grades	29.20	23.28	34.51	34.48	36.28	42.24	113	116

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	*	*
2		18.18	*	36.36	*	45.45	*	11
3	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*
7	*	25.00	*	58.33		16.67	*	12
8	*	*	68.75	*	*	*	16	*
9	*	14.29	*	57.14	*	28.57	12	14
10	*	*	*	*	*	*	12	*
11	*	7.69	*	69.23	*	23.08	15	13
12	*	11.11	*	50.00	*	38.89	*	18
All Grades	26.55	12.93	53.98	53.45	19.47	33.62	113	116

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
3941	47.9	3.3	0.2
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	129	3.3
Foster Youth	6	0.2
Homeless	39	1.0
Socioeconomically Disadvantaged	1887	47.9
Students with Disabilities	430	10.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	279	7.1
American Indian	2	0.1
Asian	106	2.7
Filipino	55	1.4
Hispanic	1447	36.7
Two or More Races	726	18.4
Pacific Islander	3	0.1
White	1322	33.5

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Mathematics



College/Career



Academic Engagement

Graduation Rate



Chronic Absenteeism



Conditions & Climate

Suspension Rate



School and Student Performance Data

Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	3	3	1

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 Green 18.7 points above standard Increased ++4.6 points 1404	 Yellow 13 points below standard Increased ++11.6 points 81	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 Yellow 8.5 points below standard Increased ++9.2 points 631	 Yellow 35.9 points below standard Increased Significantly ++13.6 points 170

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American  Orange 27.6 points below standard Declined Significantly -16.1 points 99	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Asian  Blue 82.3 points above standard Increased Significantly ++20.2 points 59	Filipino  No Performance Color 102.5 points above standard Increased Significantly ++22.6 points 20
Hispanic  Green 7 points above standard Increased Significantly ++15.2 points 510	Two or More Races  Green 24.9 points above standard Declined -6.8 points 254	Pacific Islander  No Performance Color 0 Students	White  Green 26.5 points above standard Maintained -1.7 points 461

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner 63.7 points below standard Maintained ++2.7 points 38	Reclassified English Learners 31.9 points above standard Increased Significantly ++15.7 points 43	English Only 18.4 points above standard Increased ++5.6 points 1219
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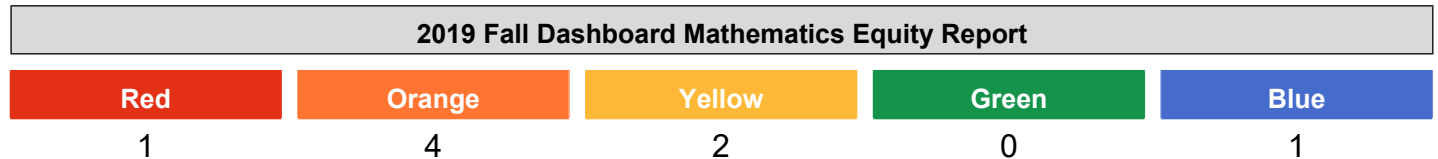
School and Student Performance Data

Academic Performance Mathematics







The performance levels are color-coded and range from lowest-to-highest performance in the following order:










This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Orange 70.7 points below standard Maintained -1.2 points 1396	English Learners  Yellow 80.8 points below standard Increased ++11.5 points 81	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	Socioeconomically Disadvantaged  Orange 101.3 points below standard Increased ++4.1 points 628	Students with Disabilities  Orange 128.9 points below standard Increased Significantly ++19.8 points 169

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American  Red 137.3 points below standard Declined Significantly -43.5 points 98	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Asian  Blue 38.7 points above standard Increased Significantly ++32.5 points 60	Filipino  No Performance Color 5.5 points below standard Increased ++7.1 points 20
Hispanic  Yellow 85.7 points below standard Increased ++12.6 points 508	Two or More Races  Orange 53.4 points below standard Maintained -1.3 points 247	Pacific Islander	White  Orange 66.1 points below standard Declined Significantly -15.2 points 462

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

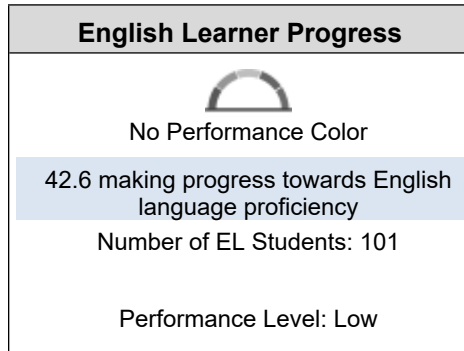
Current English Learner 122.9 points below standard Increased ++4.9 points 38	Reclassified English Learners 43.5 points below standard Increased ++14.5 points 43	English Only 70.3 points below standard Maintained ++0.1 points 1212
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School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
30.6	26.7	12.8	29.7

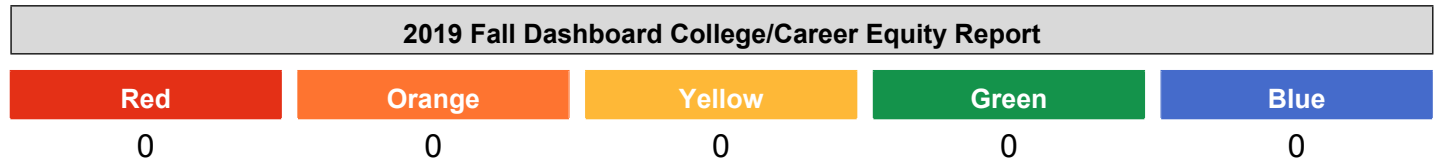
School and Student Performance Data

Academic Performance College/Career







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students  Orange 19 Maintained -0.5 652	English Learners  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	Socioeconomically Disadvantaged  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	Students with Disabilities  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students

2019 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance

Class of 2017	Class of 2018	Class of 2019
18.9 Prepared	19.5 Prepared	19 Prepared
13.9 Approaching Prepared	13.8 Approaching Prepared	18.3 Approaching Prepared
67.2 Not Prepared	66.7 Not Prepared	62.7 Not Prepared

School and Student Performance Data

Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
5	1	1	1	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students  Red 22.6 Increased +0.8 2315	English Learners  Red 30.8 Maintained +0.2 91	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
Homeless  No Performance Color 57.1 Increased +7.1 35	Socioeconomically Disadvantaged  Red 31.4 Increased +1.5 1304	Students with Disabilities  Red 34.6 Increased Significantly +8.7 266

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  Red 34.8 Increased Significantly +9.4 184	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	Asian  Green 8.2 Declined -3.6 61	Filipino  No Performance Color 27.6 Increased +11.6 29
Hispanic  Orange 24.5 Declined -1.5 883	Two or More Races  Red 24.3 Increased Significantly +5.5 456	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	White  Yellow 16.9 Declined -1.6 699

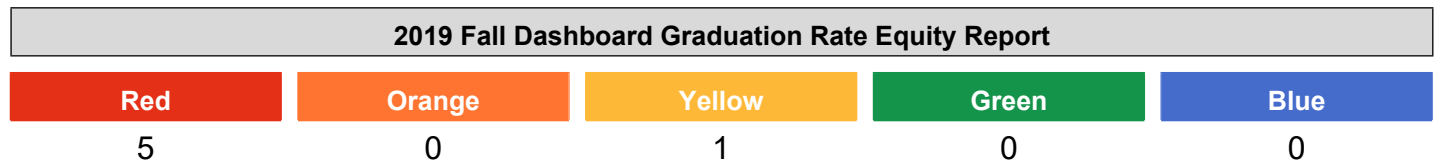
School and Student Performance Data

Academic Engagement Graduation Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students  Red 67.3 Increased Significantly +8.1 697	English Learners  No Performance Color 48.4 Declined -10.4 31	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7
Homeless  No Performance Color 46.9 Declined -14 32	Socioeconomically Disadvantaged  Red 58.8 Increased Significantly +7.6 379	Students with Disabilities  Red 58.8 Increased +7.6 80

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 53.9 Maintained +0.2 39	 No Performance Color 0 Students	 No Performance Color 70 Increased +1 20	 No Performance Color 63.6 11
Hispanic	Two or More Races	Pacific Islander	White
 Red 67.5 Increased Significantly +11.7 240	 Yellow 74.5 Increased +21.1 106	 No Performance Color 0 Students	 Red 66.1 Maintained +0.7 280

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year

2018	2019
59.2	67.3

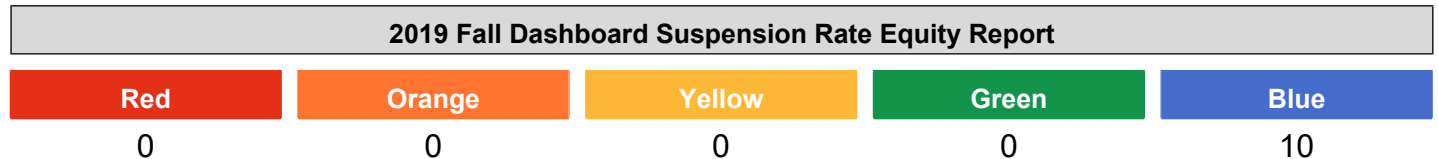
School and Student Performance Data

Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  <p>Blue</p> <p>0</p> <p>Maintained 0</p> <p>5136</p>	English Learners  <p>Blue</p> <p>0</p> <p>Maintained 0</p> <p>168</p>	Foster Youth  <p>No Performance Color</p> <p>0</p> <p>Maintained 0</p> <p>12</p>
Homeless  <p>Blue</p> <p>0</p> <p>Maintained 0</p> <p>73</p>	Socioeconomically Disadvantaged  <p>Blue</p> <p>0</p> <p>Maintained 0</p> <p>2601</p>	Students with Disabilities  <p>Blue</p> <p>0</p> <p>Maintained 0</p> <p>571</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  Blue 0 Maintained 0 367	American Indian  No Performance Color Less than 11 Students - Data 2	Asian  Blue 0 Maintained 0 133	Filipino  Blue 0 Maintained 0 69
Hispanic  Blue 0 Maintained -0.1 1871	Two or More Races  Blue 0 Maintained 0 953	Pacific Islander  No Performance Color Less than 11 Students - Data 3	White  Blue 0 Maintained 0 1738

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0	0

General Information

As a network of online public charter schools, California Connections Academy (CalCA) provides a high quality fully online educational program per the terms of the charter. With the changes across the world due to the COVID 19 pandemic, the core educational program for CalCA has not changed. While there have been changes to in person activities (such as field trips, school gatherings, student social events and graduation) the day to day educational program for students has continued without interruption. All curriculum, instruction, instructional support etc. that is normally provided in our program has continued. The only exception is that students with IEPs who have face to face support services in their IEP had those services temporarily changed so that they are provided remotely, such as through video or phone calls, while public health orders are still in place.

Stakeholder Engagement

On May 28, 2020, we held our spring School Advisory Committee meeting. The meeting was attended by nearly 175 stakeholders. This meeting was done in a virtual webinar meeting room. Parents were able to provide feedback both in the chat pod and through a Google Form distributed at the conclusion of the meeting. Also, on August 25, 2020, we had our Learning Continuity and Attendance Plan public hearing in our regularly scheduled board meeting. In addition, we held our fall School Advisory Committee on September 10, 2020. This meeting also had nearly 170 attendees. This meeting was held in the virtual webinar room, and a poll pod was made available to provide direct feedback.

Needs Assessment

Our graduation rate is below the ESSA defined threshold of 68%. This rate is not only below the ESSA identified graduation rate, but also below the rate considered satisfactory by the staff within our organization. In order to complete the following plan several groups were consulted, including but not limited to: school wide leadership, high school specific leadership, counseling leadership, student services leadership, and community and parents through our School Advisory Committee. These groups were consulted at regular intervals throughout the school year in order for all voices to be heard in the decision making process. The annual planning cycle starts each year in the spring (April/May) for the school year to come. The following is a sample of the data analyzed. As reported by the California Dashboard, in 2018, the all students graduation rate is 57.2%, with the Students with Disabilities group at the lowest rate (44.6%) and White students at the highest rate (64.1%). In 2019 the all students graduation rate raised to 67.3%, which is encouraging but still not at the 68% threshold. The lowest group is the African American student group at 53.9% and the highest is the Hispanic group at 67.5%. This increase in graduation rate is encouraging but the school is still below 68%. Currently, the school tracks the change in the percent of students on track for graduation. In 2019-2020, the current 1920 cohort (last year's 9th graders) dropped

to 74.5% on track for graduation after the conclusion of the first semester. This percentage of 9th grade students falling off cohort so early is directly contributing to our low graduation rate and must be addressed. In addition to low graduation rates, the school's mobility remains high. Our intent to return declarations of yes, have decreased from 55.20% in 2016 to 28.83% in 2017 to 2.79% in 2018. The high mobility rate and decrease in affirmative intent to return, make providing consistent services to our students, especially those in their 4th year of high school, increasingly difficult. These rates are also contributing to a high number of students enrolling credit deficient.

As an educational organization focused on continuous improvement, interventions to address graduation rate have begun prior to being identified as CSI. These two interventions are the transition to a homeroom model and the conceptualization and implementation of the credit recovery program known as Project Success. Initial results of both programs are encouraging. As a result of the homeroom model, students have received an increase in successful contacts from staff from an average of 17.7 contacts in the first semester of 2017-2018 to an increase of an average of 19.7 during the first semester of 2018-2019. An increase in successful contacts relates to an increase of active engagement with our school program. In addition, throughout the 1920 school year, high school students received biweekly successful contacts (i.e. phone call, small group lesson) at a rate of 82% to a peak of 86% as the year progressed. Being fully aware of the realities of graduation rate, the high school staff has also began the implementation of an internal credit recovery program called Project Success. During the 2019 – 2020 school year, historically at risk high school students passed an average of 75% of their classes in the Project Success program. These early successes are providing the justification and motivation to continue and expand these programs.

As a result of the schools struggles with graduation rate and the potential for learning loss due to the pandemic, our school ran its own in house summer school program for the summer of 2020. This was the first in its history. Prior to the summer of 2020, credit deficient high school students were sent to a third party program with a success rate of an average of around 50% pass rates. We had a 77% pass rate and an 85% summer graduation rate for those in their last year of high school.

During the 2019 – 2020 school year, we found some success with i-Ready. i-Ready defines Typical Growth as the average annual growth for a student at their grade and placement level. This is then a measure of whether the school achieved measurable increases in academic achievement, as defined by at least one year's progress. For students assessed with the i-Ready diagnostics in the 2019-2020 school year, 82% achieved Typical Growth in reading and 77% achieved Typical Growth in math at the end of the school year. In this first year of i-Ready, grades K – 5 were included. This is being expanded through grade 8 for 2020-2021. Additionally, students in grades 9-11 will utilize NWEA MAP.

Root Cause Analysis:

- A graduation rate below 68% for all student groups needs to be addressed.
- Too many students are falling off cohort early in high school, including the 9th grade year, contributing to the decline in 4 year cohort graduation success.
- A high mobility rate is contributing to a large number of students enrolling deficient in credits.
- There has been an increase in students' non indication of their intent to return contributing to a difficulty in providing consistent services to our students, especially those in their 4th year of high school.
- Math and reading achievement remains a focus school wide.

Goals and Actions

Goal 1: Each student will develop the necessary Mathematical proficiencies as well as critical thinking skills as measured by state and local assessments.

Actions

- i-Ready and MAP will be administered 3X per year, and results will be analyzed by School Leadership Team, and results will be presented to the appropriate Professional Learning Communities (PLCs)
- PLCs will discuss performance data and determine best strategies and methods and will implement best practices to re-teach Math standards that were missed.
- Continue to implement and expand the AVID program in order to provide additional support for college readiness to at risk student populations.
- Director of Student Achievement to continue to oversee and monitor student academic performance, conduct data analysis, oversee PLC work and research assessment tools for internal assessments.

Goal 2: Each student will develop the necessary English Language Arts skills as reported by state and local assessments.

Actions

- i-Ready and MAP will be administered 3X per year, and results will be analyzed by School Leadership Team, and results will be presented to the appropriate Professional Learning Communities (PLCs)
- PLCs will discuss performance data and determine best strategies and methods and will implement best practices to re-teach Math standards that were missed.
- Continue to implement and expand the AVID program in order to provide additional support for college readiness to at risk student populations.
- Director of Student Achievement to continue to oversee and monitor student academic performance, conduct data analysis, oversee PLC work and research assessment tools for internal assessments.

Goal 3: The school will continue with its ongoing plans to increase student retention and parent participation and engagement. The school will cultivate an inclusive relationship with parents and students. The school will also engage students as active participants in student learning. Particular emphasis will be placed on support for socio-economically disadvantaged students.

Actions

- The Learning Coach Support System will be expanded, continuing with enhancements to the Learning Coach Support Plan, including more improvements to the onboarding process, improved summer engagement activities, additional Learning Coach training and resources, including additional resources in Spanish.
- Teachers in all grade levels will be assigned to support students, develop and foster relationships, and monitor academic success, attendance, and other metrics through consistent synchronous communication. Particular attention will be paid to students who are performing below "proficiency" or are otherwise "at risk". Consistent processes will be put into place in all grade bands for monitoring students who are not on track with school expectations.
- Families who need computers and/or Internet access to participate in the charter program will be able to apply to receive loaned technology. Families will be able to apply at any point in the school year. School will provide laptops instead of desktops.
- Additional support positions will be added to the Student Services Department to better serve Special Education, ELL and 504 students in order to enhance their experience and promote success and retention.
- An attendance committee will review and analyze reasons for decreased attendance rates the past several years. Special Education staff will be included to address the needs of that population. Attendance rates will be analyzed with the new high school homeroom model to determine the impact on attendance.

Goal 4: Graduation rates and UC a-g completion rates will increase.

Actions:

- Additional credit recovery options will continue to be made available, including a more robust credit recovery program, and students will be identified as eligible candidates via transcript evaluations which occur upon enrollment and at the end of each semester.
- Continue to improve guidance department policies and procedures to ensure students are enrolled in college prep curriculum, including analysis using student data to promote additional a-g, AP and honors coursework.
- Collect and analyze a-g course completion data and develop strategies to increase overall student performance in these courses.
- Develop and implement a plan to address improvement in school performance on the new Career and College Readiness performance indicator and work to develop and implement formal Career Technical Education Pathways.

- Monitor Individual Transition plan goals for all high school Special Education students for goal mastery, in particular, for college and career awareness and independent living.
- Implement an Early Warning and Response System. Implementation of this system involves:
 - Assembling longitudinal data for individual students on
 - a) graduation status and
 - b) potential predictors of dropout, such as student attendance, behavior, grades, and test scores; Identifying the threshold level of each predictor that gives students a high probability of dropping out; and Checking that the predictors identify a high percentage of the students in school who drop out.
- Develop a Career College Access Pathway with a community college partner to expand dual enrollment options.

Goal 5: The English Language Learner program will be further developed and implemented in order to improve students' English language acquisition.

Actions:

- Continue implementation of credit bearing language support courses for EL students in high school and increase engagement and course passage rates.
- Design and implement processes for identifying and transitioning Long Term English Learner students. This will be driven by the Director of Student Achievement.

Goal 6: The school will continue its development of a support program for foster and homeless youth in compliance with state and federal law, which will, among other things, ensure that transferring foster and homeless youth are promptly enrolled in the school and into classes, awarded credits and provided with a liaison who will offer support services and resources, with the goal that foster and homeless youth can access and be successful in the school's online program.

Actions:

- Continue to refine and consistently implement the identification process for foster and homeless youth during the enrollment and placement process.
- The school will continue to train one or more liaisons who will work closely with all students identified as foster or homeless and provide a personalized support structure to ensure their success. The roles and responsibilities of the liaison will be developed and clarified for different grade bands. Identified students will be assigned to the student support section of a liaison.
- Foster/homeless youth will be automatically be eligible to receive various interventions through PLC discussions, student support section, enhanced monitoring by teachers, and consideration for modifications to graduation requirements.
- Counseling and homeroom staff will be trained in identification, placement and support of foster and homeless youth.

- Summer school will be offered to foster/homeless students to enhance the support given and increase academic success. We will continue to identify ways to help these students access the online tutoring, including WiFi hotspots.

California Connections Academy Southern California
Consolidated Title I - Activity Summary
FY20-21

														Budgeted Expense	Allocation	Variance
Actual	Actual	Actual	Actual	Actual	Actual	Budget	Budget	Budget	Budget	Budget	Budget	Budget	Budget			
August	September	October	November	December	January	February	March	April	May	June	June Accrual					
														-	572,040.00	572,040.00
Receipts																
Allocation Percentage																
Expenses																
100 - Salaries																
	School Counselor	337.56	675.12	675.12	679.46	679.46	677.73	677.59	677.59	677.59	677.59	1,016.39				
	School Counselor	778.25	1,556.49	1,556.49	1,566.49	1,566.49	1,562.51	1,562.18	1,562.18	1,562.18	1,562.18	2,343.27				
	School Counselor	879.51	1,759.01	1,759.01	1,770.31	1,770.31	1,765.81	1,765.44	1,765.44	1,765.44	1,765.44	2,648.16				
	School Counselor	690.64	1,381.28	1,381.28	1,390.14	1,390.15	1,386.62	1,386.32	1,386.32	1,386.32	1,386.32	2,079.49				
	Teacher - Secondary	300.10	600.19	600.19	604.04	604.04	602.51	602.38	602.38	602.38	602.38	903.58				
	School Counselor	1,014.82	2,029.63	2,029.63	2,042.66	2,042.66	2,037.48	2,037.05	2,037.05	2,037.05	2,037.05	3,055.57				
	School Counselor	-	-	-	-	841.57	1,575.58	1,678.53	1,678.53	1,678.53	1,678.53	2,517.79				
	Teacher - Secondary	384.18	768.36	768.36	773.29	773.29	771.33	771.17	771.17	771.17	771.17	1,156.75				
	Teacher - Secondary	295.36	590.72	590.72	594.51	594.51	593.00	592.88	592.88	592.88	592.88	889.32				
	Teacher - Elementary	-	-	-	-	1,352.53	2,698.20	2,697.63	2,697.63	2,697.63	2,697.63	4,046.45				
	School Counselor	778.09	1,556.19	1,556.19	1,566.18	1,566.18	1,562.20	1,561.88	1,561.88	1,561.88	1,561.88	2,342.81				
	School Counselor	1,050.85	2,101.70	2,101.70	2,115.19	2,115.19	2,109.82	2,109.38	2,109.38	2,109.38	2,109.38	3,164.07				
	School Counselor	907.98	1,815.96	1,815.96	1,827.61	1,827.61	1,822.98	1,822.59	1,822.59	1,822.59	1,822.59	2,733.89				
	School Counselor	887.24	1,774.48	1,774.48	1,785.87	1,785.87	1,781.34	1,780.96	1,780.96	1,780.96	1,780.96	2,671.44				
	Teacher - Secondary	295.99	591.98	591.98	595.78	595.78	594.26	594.14	594.14	594.14	594.14	891.21				
	Teacher - Secondary	247.74	495.48	495.48	498.66	498.66	497.40	497.29	497.29	497.29	497.29	745.94				
	School Counselor	879.51	1,759.01	1,759.01	1,770.31	1,770.31	1,765.81	1,765.44	1,765.44	1,765.44	1,765.44	2,648.16				
	School Counselor	887.24	1,774.48	1,774.48	1,785.87	1,785.87	1,781.34	1,780.96	1,780.96	1,780.96	1,780.96	2,671.44				
	School Counselor	855.60	1,711.19	1,711.19	1,722.17	1,722.18	1,717.81	1,717.44	1,717.44	1,717.44	1,717.44	2,576.16				
	Teacher - Secondary	308.64	617.28	617.28	621.24	621.24	619.67	619.54	619.54	619.54	619.54	929.31				
	School Counselor	887.96	1,775.93	1,775.93	1,787.33	1,787.33	1,782.79	1,782.42	1,782.42	1,782.42	1,782.42	2,673.63				
	Teacher - Secondary	725.88	1,451.75	1,451.75	1,461.07	1,461.07	1,457.36	1,457.06	1,457.06	1,457.06	1,457.06	2,185.58				
	School Counselor	980.99	1,961.98	1,961.98	1,974.57	1,974.57	1,969.56	1,969.15	1,969.15	1,969.15	1,969.15	2,953.72				
	School Counselor	904.88	1,809.75	1,809.75	1,821.37	1,821.37	1,816.75	1,816.37	1,816.37	1,816.37	1,816.37	2,724.55				
	School Counselor	-	-	928.66	1,869.23	934.62	-	1,864.10	1,864.10	1,864.10	1,864.10	2,796.15				
	Teacher - Secondary	697.68	1,395.37	1,395.37	1,404.33	1,404.33	1,400.76	1,400.47	1,400.47	1,400.47	1,400.47	2,100.71				
	School Counselor	832.22	1,664.44	1,664.44	1,675.13	1,675.12	1,670.87	1,670.52	1,670.52	1,670.52	1,670.52	2,505.79				
	Teacher - Elementary	1,536.72	3,073.45	3,073.45	3,093.17	3,093.18	3,085.33	3,084.67	3,084.67	3,084.67	3,084.67	4,627.01				
	Teacher - Secondary	278.15	556.30	556.30	559.87	559.88	558.45	558.34	558.34	558.34	558.34	837.50				
	School Counselor	-	-	809.09	1,628.56	1,628.56	1,624.43	1,624.09	1,624.09	1,624.09	1,624.09	2,436.13				
	Teacher - Secondary	330.54	661.08	661.08	665.32	665.32	663.63	663.50	663.50	663.50	663.50	995.24				
	School Counselor	871.05	1,742.10	1,742.10	1,753.28	1,753.28	1,748.84	1,748.47	1,748.47	1,748.47	1,748.47	2,622.70				
	Total Salaries	19,825.35	39,650.69	41,388.44	43,403.02	44,662.51	45,702.19	47,659.94	47,659.94	47,659.94	47,659.94	71,489.91	544,421.79	-	544,421.79	
200 - Benefits																
	Retirement	16.15%	54.52	109.03	109.03	109.73	109.73	109.45	109.43	109.43	109.43	164.15				
	Benefits	24.50%	82.70	165.41	165.41	166.47	166.47	166.04	166.01	166.01	166.01	249.01				
	Taxes	2.00%	6.75	13.50	13.50	13.59	13.59	13.55	13.55	13.55	13.55	20.33				
	Retirement	16.15%	125.69	251.37	251.37	252.99	252.99	252.29	252.29	252.29	252.29	378.44				
	Benefits	24.50%	190.67	381.34	381.34	383.79	383.79	382.82	382.73	382.73	382.73	574.10				
	Taxes	2.00%	15.56	31.13	31.13	31.33	31.33	31.25	31.24	31.24	31.24	46.87				
	Retirement	16.15%	142.04	284.08	284.08	285.90	285.90	285.18	285.12	285.12	285.12	427.68				
	Benefits	24.50%	215.48	430.96	430.96	433.72	433.72	432.62	432.53	432.53	432.53	648.80				
	Taxes	2.00%	17.59	35.18	35.18	35.41	35.41	35.32	35.31	35.31	35.31	52.96				
	Retirement	16.15%	111.54	223.08	223.08	224.51	224.51	223.94	223.89	223.89	223.89	335.84				
	Benefits	24.50%	169.21	338.41	338.41	340.59	340.59	339.72	339.65	339.65	339.65	509.47				
	Taxes	2.00%	13.81	27.63	27.63	27.80	27.80	27.73	27.73	27.73	27.73	41.59				
	Retirement	16.15%	48.47	96.93	96.93	97.55	97.55	97.31	97.29	97.29	97.29	145.93				
	Benefits	24.50%	73.52	147.05	147.05	147.99	147.99	147.62	147.58	147.58	147.58	221.38				
	Taxes	2.00%	6.00	12.00	12.00	12.08	12.08	12.05	12.05	12.05	12.05	18.07				
	Retirement	16.15%	163.89	327.79	327.79	329.89	329.89	329.05	328.98	328.98	328.98	493.47				
	Benefits	24.50%	248.63	497.26	497.26	500.45	500.45	499.18	499.08	499.08	499.08	748.62				
	Taxes	2.00%	20.30	40.59	40.59	40.85	40.85	40.75	40.74	40.74	40.74	61.11				
	Retirement	16.15%	-	-	-	-	135.91	254.46	271.08	271.08	271.08	406.62				
	Benefits	24.50%	-	-	-	-	206.19	386.02	411.24	411.24	411.24	616.86				
	Taxes	2.00%	-	-	-	-	16.83	31.51	33.57	33.57	33.57	50.36				
	Retirement	16.15%	62.05	124.09	124.09	124.89	124.89	124.57	124.54	124.54	124.54	186.82				

	Benefits	24.50%	94.12	188.25	188.25	189.46	189.46	188.98	188.94	188.94	188.94	188.94	188.94	283.40			
	Taxes	2.00%	7.68	15.37	15.37	15.47	15.47	15.43	15.42	15.42	15.42	15.42	15.42	23.14			
	Retirement	16.15%	47.70	95.40	95.40	96.01	96.01	95.77	95.75	95.75	95.75	95.75	95.75	143.62			
	Benefits	24.50%	72.36	144.73	144.73	145.65	145.65	145.29	145.25	145.25	145.25	145.25	145.25	217.88			
	Taxes	2.00%	5.91	11.81	11.81	11.89	11.89	11.86	11.86	11.86	11.86	11.86	11.86	17.79			
	Retirement	16.15%	-	-	-	-	218.43	435.76	435.67	435.67	435.67	435.67	435.67	653.50			
	Benefits	24.50%	-	-	-	-	331.37	661.06	660.92	660.92	660.92	660.92	660.92	991.38			
	Taxes	2.00%	-	-	-	-	27.05	53.96	53.95	53.95	53.95	53.95	53.95	80.93			
	Retirement	16.15%	125.66	251.32	251.32	252.94	252.94	252.30	252.24	252.24	252.24	252.24	252.24	378.36			
	Benefits	24.50%	190.63	381.27	381.27	383.71	383.71	382.74	382.66	382.66	382.66	382.66	382.66	573.99			
	Taxes	2.00%	15.56	31.12	31.12	31.32	31.32	31.24	31.24	31.24	31.24	31.24	31.24	46.86			
	Retirement	16.15%	169.71	339.42	339.42	341.60	341.60	340.74	340.66	340.66	340.66	340.66	340.66	511.00			
	Benefits	24.50%	257.46	514.92	514.92	518.22	518.22	516.91	516.80	516.80	516.80	516.80	516.80	775.20			
	Taxes	2.00%	21.02	42.03	42.03	42.30	42.30	42.20	42.19	42.19	42.19	42.19	42.19	63.28			
	Retirement	16.15%	146.64	293.28	293.28	295.16	295.16	294.41	294.35	294.35	294.35	294.35	294.35	441.52			
	Benefits	24.50%	222.45	444.91	444.91	447.77	447.77	446.63	446.53	446.53	446.53	446.53	446.53	669.80			
	Taxes	2.00%	18.16	36.32	36.32	36.55	36.55	36.46	36.45	36.45	36.45	36.45	36.45	54.68			
	Retirement	16.15%	143.29	286.58	286.58	288.42	288.42	287.69	287.63	287.63	287.63	287.63	287.63	431.44			
	Benefits	24.50%	217.37	434.75	434.75	437.54	437.54	436.43	436.34	436.34	436.34	436.34	436.34	654.50			
	Taxes	2.00%	17.74	35.49	35.49	35.72	35.72	35.63	35.62	35.62	35.62	35.62	35.62	53.43			
	Retirement	16.15%	47.80	95.60	95.60	96.22	96.22	95.97	95.95	95.95	95.95	95.95	95.95	143.93			
	Benefits	24.50%	72.52	145.03	145.03	145.97	145.96	145.59	145.56	145.56	145.56	145.56	145.56	218.35			
	Taxes	2.00%	5.92	11.84	11.84	11.92	11.92	11.89	11.88	11.88	11.88	11.88	11.88	17.82			
	Retirement	16.15%	40.01	80.02	80.02	80.53	80.53	80.33	80.31	80.31	80.31	80.31	80.31	120.47			
	Benefits	24.50%	60.70	121.39	121.39	122.17	122.17	121.86	121.84	121.84	121.84	121.84	121.84	182.75			
	Taxes	2.00%	4.95	9.91	9.91	9.97	9.97	9.95	9.95	9.95	9.95	9.95	9.95	14.92			
	Retirement	16.15%	142.04	284.08	284.08	285.90	285.90	285.18	285.12	285.12	285.12	285.12	285.12	427.68			
	Benefits	24.50%	215.48	430.96	430.96	433.72	433.72	432.62	432.53	432.53	432.53	432.53	432.53	648.80			
	Taxes	2.00%	17.59	35.18	35.18	35.41	35.41	35.32	35.31	35.31	35.31	35.31	35.31	52.96			
	Retirement	16.15%	143.29	286.58	286.58	288.42	288.42	287.69	287.63	287.63	287.63	287.63	287.63	431.44			
	Benefits	24.50%	217.37	434.75	434.75	437.54	437.54	436.43	436.34	436.34	436.34	436.34	436.34	654.50			
	Taxes	2.00%	17.74	35.49	35.49	35.72	35.72	35.63	35.62	35.62	35.62	35.62	35.62	53.43			
	Retirement	16.15%	138.18	276.36	276.36	278.13	278.13	277.43	277.37	277.37	277.37	277.37	277.37	416.05			
	Benefits	24.50%	209.62	419.24	419.24	421.93	421.93	420.86	420.77	420.77	420.77	420.77	420.77	631.16			
	Taxes	2.00%	17.11	34.22	34.22	34.44	34.44	34.36	34.35	34.35	34.35	34.35	34.35	51.52			
	Retirement	16.15%	49.85	99.69	99.69	100.33	100.33	100.08	100.06	100.06	100.06	100.06	100.06	150.08			
	Benefits	24.50%	75.62	151.23	151.23	152.20	152.20	151.82	151.79	151.79	151.79	151.79	151.79	227.68			
	Taxes	2.00%	6.17	12.35	12.35	12.42	12.42	12.39	12.39	12.39	12.39	12.39	12.39	18.59			
	Retirement	16.15%	143.41	286.81	286.81	288.65	288.65	287.92	287.86	287.86	287.86	287.86	287.86	431.79			
	Benefits	24.50%	217.55	435.10	435.10	437.90	437.89	436.78	436.69	436.69	436.69	436.69	436.69	655.04			
	Taxes	2.00%	17.76	35.52	35.52	35.75	35.75	35.66	35.65	35.65	35.65	35.65	35.65	53.47			
	Retirement	16.15%	117.23	234.46	234.46	235.96	235.96	235.36	235.31	235.31	235.31	235.31	235.31	352.97			
	Benefits	24.50%	177.84	355.68	355.68	357.96	357.96	357.05	356.98	356.98	356.98	356.98	356.98	535.47			
	Taxes	2.00%	14.52	29.04	29.04	29.22	29.22	29.15	29.14	29.14	29.14	29.14	29.14	43.71			
	Retirement	16.15%	158.43	316.86	316.86	318.89	318.89	318.08	318.02	318.02	318.02	318.02	318.02	477.03			
	Benefits	24.50%	240.34	480.69	480.69	483.77	483.77	482.54	482.44	482.44	482.44	482.44	482.44	723.66			
	Taxes	2.00%	19.62	39.24	39.24	39.49	39.49	39.39	39.38	39.38	39.38	39.38	39.38	59.07			
	Retirement	16.15%	146.14	292.27	292.27	294.15	294.15	293.40	293.34	293.34	293.34	293.34	293.34	440.02			
	Benefits	24.50%	221.69	443.39	443.39	446.24	446.24	445.10	445.01	445.01	445.01	445.01	445.01	667.52			
	Taxes	2.00%	18.10	36.20	36.20	36.43	36.43	36.33	36.33	36.33	36.33	36.33	36.33	54.49			
	Retirement	16.15%	-	-	149.98	301.88	150.94	-	301.05	301.05	301.05	301.05	301.05	451.58			
	Benefits	24.50%	-	-	227.52	457.96	228.98	-	456.70	456.70	456.70	456.70	456.70	685.06			
	Taxes	2.00%	-	-	18.57	37.38	18.69	-	37.28	37.28	37.28	37.28	37.28	55.92			
	Retirement	16.15%	112.68	225.35	225.35	226.80	226.80	226.22	226.18	226.18	226.18	226.18	226.18	339.26			
	Benefits	24.50%	170.93	341.87	341.87	344.06	344.06	343.19	343.12	343.12	343.12	343.12	343.12	514.67			
	Taxes	2.00%	13.95	27.91	27.91	28.09	28.09	28.02	28.01	28.01	28.01	28.01	28.01	42.01			
	Retirement	16.15%	134.40	268.81	268.81	270.53	270.53	269.85	269.79	269.79	269.79	269.79	269.79	404.68			
	Benefits	24.50%	203.89	407.79	407.79	410.41	410.40	409.36	409.28	409.28	409.28	409.28	409.28	613.92			
	Taxes	2.00%	16.64	33.29	33.29	33.50	33.50	33.42	33.41	33.41	33.41	33.41	33.41	50.12			
	Retirement	16.15%	248.18	496.36	496.36	499.55	499.55	498.28	498.17	498.17	498.17	498.17	498.17	747.26			
	Benefits	24.50%	376.50	752.99	752.99	757.83	757.83	755.91	755.74	755.74	755.74	755.74	755.74	1,133.62			
	Taxes	2.00%	30.73	61.47	61.47	61.86	61.86	61.71	61.69	61.69	61.69	61.69	61.69	92.54			
	Retirement	16.15%	44.92	89.84	89.84	90.42	90.42	90.19	90.17	90.17	90.17	90.17	90.17	135.26			
	Benefits	24.50%	68.15	136.29	136.29	137.17	137.17	136.82	136.79	136.79	136.79	136.79	136.79	205.19			
	Taxes	2.00%	5.56	11.13	11.13	11.20	11.20	11.17	11.17	11.17	11.17	11.17	11.17	16.75			
	Retirement	16.15%	-	-	130.67	263.01	263.01	262.35	262.29	262.29	262.29	262.29	262.29	393.44			
	Benefits	24.50%	-	-	198.23	399.00	399.00	397.99	397.90	397.90	397.90	397.90	397.90	596.85			
	Taxes	2.00%	-	-	16.18	32.57	32.57	32.49	32.48	32.48	32.48	32.48	32.48	48.72			

	Retirement	16.15%	53.38	106.76	106.76	107.45	107.45	107.18	107.15	107.15	107.15	107.15	107.15	160.73			
	Benefits	24.50%	80.98	161.96	161.96	163.00	163.00	162.59	162.56	162.56	162.56	162.56	162.56	243.83			
	Taxes	2.00%	6.61	13.22	13.22	13.31	13.31	13.27	13.27	13.27	13.27	13.27	13.27	19.90			
	Retirement	16.15%	140.67	281.35	281.35	283.16	283.16	282.44	282.38	282.38	282.38	282.38	282.38	423.57			
	Benefits	24.50%	213.41	426.81	426.81	429.55	429.55	428.46	428.37	428.37	428.37	428.37	428.37	642.56			
	Taxes	2.00%	17.42	34.84	34.84	35.07	35.07	34.98	34.97	34.97	34.97	34.97	34.97	52.45			
Total Benefits			8,455.51	16,911.02	17,652.17	18,511.39	19,048.56	19,491.98	20,326.96	20,326.96	20,326.96	20,326.96	20,326.96	30,490.45	232,195.89	-	232,195.89
400 - Purchased Services																	
Tutoring															-	-	-
Professional Development															-	-	-
Math Time to Talk															-	-	-
Total Purchased Services			-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
500 - Supplies																	
Homeless Set-Aside															-		-
Transfer in from Title IV																6,000.00	
Insert Item Here																	
Insert Item Here																	
Total Supplies			-	-	-	-	-	-	-	-	-	-	-	-	-	6,000.00	6,000.00
Total Expenses			28,280.86	56,561.72	59,040.61	61,914.40	63,711.08	65,194.17	67,986.90	67,986.90	67,986.90	67,986.90	67,986.90	101,980.35	776,617.69	578,040.00	198,577.69
Net Grants Receivable/(Deferred)			28,280.86	56,561.72	59,040.61	61,914.40	63,711.08	65,194.17	67,986.90	67,986.90	67,986.90	67,986.90	67,986.90	101,980.35	776,617.69	6,000.00	

California Connections Academy Southern California
Consolidated Title IIA - Activity Summary
FY 20-21

													Budgeted Expenses	Allocation	Variance

	Benefits	24.50%	14.23	28.45	28.45	28.66	28.63	28.56	28.55	28.55	28.55	28.55	28.55	42.83			
	Taxes	2.00%	1.16	2.32	2.32	2.34	2.34	2.33	2.33	2.33	2.33	2.33	2.33	3.50			
	Retirement	16.15%	28.21	56.43	56.43	56.84	56.79	56.64	56.63	56.63	56.63	56.63	56.63	84.95			
	Benefits	24.50%	42.80	85.60	85.60	86.23	86.15	85.93	85.91	85.91	85.91	85.91	85.91	128.87			
	Taxes	2.00%	3.49	6.99	6.99	7.04	7.03	7.01	7.01	7.01	7.01	7.01	7.01	10.52			
	Retirement	16.15%	25.99	51.99	51.99	52.37	52.32	52.19	52.18	52.18	52.18	52.18	52.18	78.27			
	Benefits	24.50%	39.44	78.87	78.87	79.45	79.38	79.18	79.16	79.16	79.16	79.16	79.16	118.74			
	Taxes	2.00%	3.22	6.44	6.44	6.49	6.48	6.46	6.46	6.46	6.46	6.46	6.46	9.69			
	Retirement	16.15%	9.39	18.77	18.77	18.91	18.89	18.84	18.84	18.84	18.84	18.84	18.84	28.26			
	Benefits	24.50%	14.24	28.48	28.48	28.68	28.66	28.59	28.58	28.58	28.58	28.58	28.58	42.87			
	Taxes	2.00%	1.16	2.32	2.32	2.34	2.34	2.33	2.33	2.33	2.33	2.33	2.33	3.50			
	Retirement	16.15%	10.04	20.08	20.08	20.23	20.21	20.16	20.15	20.15	20.15	20.15	20.15	30.23			
	Benefits	24.50%	15.23	30.46	30.46	30.68	30.65	30.58	30.57	30.57	30.57	30.57	30.57	45.86			
	Taxes	2.00%	1.24	2.49	2.49	2.50	2.50	2.50	2.50	2.50	2.50	2.50	2.50	3.74			
	Retirement	16.15%	8.99	17.99	17.99	18.12	18.10	18.06	18.05	18.05	18.05	18.05	18.05	27.08			
	Benefits	24.50%	13.64	27.29	27.29	27.49	27.46	27.39	27.39	27.39	27.39	27.39	27.39	41.08			
	Taxes	2.00%	1.11	2.23	2.23	2.24	2.24	2.24	2.24	2.24	2.24	2.24	2.24	3.35			
	Retirement	16.15%	8.90	17.79	17.79	17.92	17.91	17.86	17.86	17.86	17.86	17.86	17.86	26.79			
	Benefits	24.50%	13.50	26.99	26.99	27.19	27.17	27.10	27.09	27.09	27.09	27.09	27.09	40.64			
	Taxes	2.00%	1.10	2.20	2.20	2.22	2.22	2.21	2.21	2.21	2.21	2.21	2.21	3.32			
	Retirement	16.15%	9.63	19.26	19.26	19.40	19.38	19.33	19.33	19.33	19.33	19.33	19.33	29.00			
	Benefits	24.50%	14.61	29.22	29.22	29.43	29.41	29.33	29.32	29.32	29.32	29.32	29.32	43.99			
	Taxes	2.00%	1.19	2.39	2.39	2.40	2.40	2.39	2.39	2.39	2.39	2.39	2.39	3.59			
	Retirement	16.15%	9.93	19.85	19.85	20.00	19.98	19.93	19.93	19.93	19.93	19.93	19.93	29.89			
	Benefits	24.50%	15.06	30.12	30.12	30.34	30.31	30.23	30.23	30.23	30.23	30.23	30.23	45.34			
	Taxes	2.00%	1.23	2.46	2.46	2.48	2.47	2.47	2.47	2.47	2.47	2.47	2.47	3.70			
	Total Benefits			830.58	1,661.16	1,661.16	1,673.31	1,671.83	1,667.58	1,667.23	1,667.23	1,667.23	1,667.23	1,667.23			
400 - Purchased Services																	
Professional Development																	
Tuition Reimbursements																	
Total Purchased Services			-	-	-	-	-	35,297.19	-	-	-	-	-	35,297.19	35,297.19	-	35,297.19
500 - Supplies																	
Insert Item Here																	
Insert Item Here																	
Insert Item Here																	
Total Supplies			-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses			2,778.02	5,556.04	5,556.04	5,596.67	5,591.70	40,874.71	5,576.34	5,576.34	5,576.34	5,576.34	5,576.34	8,364.51	102,199.37	103,371.00	(1,171.63)
Net Grants Receivable/(Deferred)			2,778.02	5,556.04	5,556.04	5,596.67	5,591.70	40,874.71	5,576.34	5,576.34	5,576.34	5,576.34	5,576.34	8,364.51	102,199.37	-	

**California Connections Academy Southern California
Consolidated Title IVA - Activity Summary
FY 20-21**

[illegible]

Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum Template

LEA name:

California Connections Academy @Ripon,
California Connections Academy @ Central,
California Connections Academy North Bay

California Connections Academy Southern
California (Capistrano Connections
Academy)

CDS code:

[Enter CDS codes for submission.]

Link to the LCAP:

(optional)

[Insert link to school notices webpage for
each school~~Provide link after LCAPs
approved.~~]

For which ESSA programs will your LEA apply?

Choose from:

TITLE I, PART A

Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE I, PART D

Prevention and Intervention Programs for
Children and Youth Who Are Neglected,
Delinquent, or At-Risk

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners
and Immigrant Students

TITLE IV, PART A

Student Support and Academic
Enrichment Grants

*(NOTE: This list only includes ESSA
programs with LEA plan requirements;
not all ESSA programs.)*

Title I, Part A; Title II, Part A; Title IV, Part A

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources;

however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

*Federal funds are used to supplement and enhance local priorities based on comprehensive needs assessment conducted throughout the school year. Student performance data, informal feedback from staff/parents/students, and formal survey feedback from staff/parents/students is compiled, reviewed, and discussed throughout the year at PLC meetings, SST meetings, data meetings, faculty meetings, leadership retreats, School Advisory Committee meetings, and the annual Title I parent meeting, etc. Data reviewed includes participation, attendance, course/lesson completion, course passing rates, graduation rates, formative assessment results, state assessment results, etc. and is broken down by subgroup (e.g., ethnicity, economic status, EL, homeless, special education, cohort status, etc.). Data is reviewed to determine the school's strengths and greatest areas of need which feed the LCAP and Federal funding strategies. **Evidence-Based Research:** Hamilton, Lara, Halverson, Richard, Jackson, Sharnell, Mandinach, Ellen, Supovitz, Jonathan, Wayman, Jeffrey, Pickens, Cassandra, Martin, Emily Sama, and Steele, Jennifer. (2009) *Using Student Achievement Data to Support Instructional Decision Making*. Institute of Education Sciences National Center for Education Evaluation and Regional Assistance.*

http://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/dddm_pg_092909.pdf

For 2018-2019: Greatest Needs:

1. *Improvement in Math – the school will use federal funds to support salaries and benefits for Response to Intervention (RtI) teachers and Intervention specialists who will provide additional assistance and supplemental interventions to students who have been identified as at risk of not succeeding in math based on student data. Interventions and assistance may include additional contacts/communication, additional one-on-one or small group lessons, enrollment in Supplemental Intervention Support Programs (SISPs), etc. **Evidence-Based Research:** DIFFERENTIATION: Pashler, Harold, McDaniel, Mark, Rohrer, Doug, and Bjork, Robert. *Learning Styles: Concepts and Evidence*. Psychological Science in the Public Interest. Vol. 9, Num. 3, December 2008. https://www.psychologicalscience.org/journals/pspi/pspi_9_3.pdf INCREASED COMMUNICATION: Lemov, Doug. *Teach Like a Champion 2.0*. Jossey-Bass, 2 edition, 2014. RTI: Main components of Response to Intervention are high-quality instruction, frequent assessment, and data-based decision*

making. Well implemented RtI programs can foster positive academic and behavioral outcomes for all students. Brown-Chidsey, Rachel and Steege, Mark. "Response to Intervention, Second Edition: Principals and Strategies for Effective Practice." Guilford Press, June 15, 2011.

2. *Graduation on Cohort AND overall Student Engagement and Retention – the school will use federal funds to support salaries and benefits for counselors who work with students who are at risk of being truant and aim to keep them on track, identify needs for intervention and other remediation, etc. Staff focus on student support services, truancy, family engagement, attendance, and dropout prevention. Counselors work with students and families to perform transcript analysis, determine needs, identify college and career goals, and set students on the path to meet those goals by identifying areas of need, developing differentiated plans/lessons for success, determining appropriate interventions, and monitoring student progress in coordination with teaching staff. **Evidence-Based Research:** DROPOUT PREVENTION Burzichelli, Claudia, Mackey, Phillip, Bausmith, Jennifer. (February 2011). Dropout prevention programs in nine Mid-Atlantic Region school districts: additions to a dropout prevention database. Institute of Education Sciences National Center for Education Evaluation and Regional Assistance. https://ies.ed.gov/ncee/edlabs/regions/midatlantic/pdf/REL_2011103.pdf*
3. *Student Engagement and Retention for ELLs – the school will use federal funding to support salaries and benefits for ELL teachers who will provide assistance and intervention to students who are identified and placed in the EL program.*
4. *Professional development and tuition assistance will be focused on the areas of greatest need and to increase the number of fully qualified teachers. **Evidence-Based Research:** 5 Characteristics of high quality professional development. Dr. Jana Hunzicker, Assistant Professor, Department of Teacher Education, Bradley University, June 2010. <http://files.eric.ed.gov/fulltext/ED510366.pdf>*

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

Coordination of activities is handled by school leadership. Federal funds are used to meet the same schoolwide goals that are identified in the LCAP and for which state and local funds are also used. Federal funds supplement state funds and school leadership monitors to be sure that federal funds are used to provide additional support for programs, services and activities funded through state LCFF and other state or local funding sources. The LCAP identifies activities where federal funds are used.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 <i>(as applicable)</i>

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 <i>(as applicable)</i>

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 <i>(as applicable)</i>

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 <i>(as applicable)</i>

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 <i>(as applicable)</i>

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

THIS ESSA PROVISION IS ADDRESSED BELOW:

- **Not applicable. LEA is a charter school.**

The CDE has recently updated the definitions of ineffective, inexperienced and out of field teachers. The updated definitions are found at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>. Under the new state law regarding teacher credentialing, CalCA is working to ensure proper credentialing for all teaching staff in accordance with the laws for charter school teachers. Credentials and teacher assignments are reported through the CalSAAS system and reviewed by the charter oversight agency. CalCA expects to have a very small number of teachers at any given time who fall under the definition of ineffective, inexperienced or out of field, and will actively to resolve those limited or temporary credentials so that all teachers are fully and properly credentialed for all assignments.

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Development, Implementation, and Evaluation of Schoolwide Plan (LCAP/LEA Plan)

The school's schoolwide plan (LCAP/LEA Plan) and the Parent and Family Engagement Policy and School-Parent Compact are updated annually based on feedback from parents, students, faculty, administrators, senior leadership, and the Board of Directors. At least one meeting of a Planning Committee (scheduled as part of the School Advisory Committee calendar) occurs annually, to which all parents are invited to participate. The school conducts, via a third-party, annual surveys each year that allows parents, students and staff to provide input on the school's program, policies, and procedures. Parent input is examined and considered from these surveys. All inputs are provided to school leadership who then updates the LCAP accordingly. The LCAP is submitted to the Board of Directors for final approval. Parents are also represented on the Board of Directors.

Provide assistance to parents to understand content standards, assessments, Title I programming, monitoring child's progress and how to work with educators

- During the school year, teachers and parents communicate regularly via email, telephone and web conference. Teachers are required to formally conference with parents regularly. In addition, parents are directly involved in checking daily student work for completeness and may view student grades and other progress indicators in real time.*
- For students who are struggling, school staff will meet weekly to develop an intervention plan that directly involves the student's parent/family.*
- Parents see, in real time, an indicator of whether his/her student is on track and making adequate progress. Students not on track are identified as "approaching alarm" or on "alarm" if and when certain thresholds are reached related to completion of lessons, attendance, contact with the teacher, and/or submission of required assessments or portfolio assignments. The school contacts the parent of any student in "alarm" or "approaching alarm" by webmail, and when on alarm, by certified mail and/or telephone, to discuss issues impeding the student's progress and to discuss strategies for getting back "on track." Parents may then be involved in developing a formal plan to get the student engaged and making progress.*
- Parents have multiple opportunities to shape the overall school experience. They can volunteer to chaperone student field trips and assist with student activities, act as a resource and support for other parents, serve on the school's Board of Directors and/or School Advisory Committee, as well as participate in Title I planning meetings.*

Provide materials and training for parents

- Materials that are provided at no charge include online training, a handbook, and regular school newsletters. In addition, daily lesson plans for many courses assist parents in understanding the objectives of each lesson so that they can support their child's learning effectively. Teachers, a high school counselor, homeroom/advisory teachers, special education staff, family support specialists, the principal, and curriculum and technical support staff are also available via webmail or telephone to provide required assistance and advising support.*
- The school also provides ongoing training and support to help parents carry out their important role while making optimum use of the available technology tools and professional teacher support to do so. The school's specific training and support efforts include on-site and in-print Parent/Caretaker Orientation to familiarize parents with the features and components of the online Education Management System (Connexus®), used by students, staff, and parents. The training also includes an effective understanding of the academic program (content, standards and assessment) as well as real-time tools for monitoring and improving student achievement. The school has staff who are specifically dedicated to providing family support and who can provide one on one support as well as tailored training materials and FAQs for parents.*
- Connexus also provides parents/caretakers and students with a multitude of resources to assist their child in succeeding. Message Boards connect parents and caretakers. The Learning Coach Central website*

provides all parents with access to orientation and tutorials; information to help planning and excelling in the virtual school experience; check lists of daily tasks to complete; a library of quick clips and tutorials; resources to develop positive student mindsets and provide academic support; information about academic assessments; tips for staying informed, providing feedback, and connecting with other parents, etc.

Training for school staff on the importance of parent involvement

The school is committed to providing high-quality and ongoing professional development for both parents and staff to improve instruction and drive toward proficiency on state academic standards. The school is also committed to utilizing effective measures to involve parents in that process. Training includes sessions focused on communicating and working effectively with parents/families, how to develop personalized learning plans and individualize instructional programs, including communication with parents regarding instruction and assessments and how staff can work virtually and collaboratively in the best interest of each student.

Coordinate with parent involvement in other programs in the school

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

Parents have multiple opportunities to shape the overall school experience. They can volunteer to help with arranging field trips and other face-to-face activities among families who live nearby. Parents may be selected to serve as parent members of the Governing Board, may volunteer to serve on the School Advisory Committee, or may serve on ad hoc groups to focus on particular issues such as community partnerships and neighborhood outreach. Parents may also choose to join the Connections Academy Families Association, a national group of parents that has become very active in ensuring that parents' voices are heard throughout the Connections Academy network of schools at a national level.

The school conducts an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A plan as well as its use of other federal and state funding. The evaluation includes identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school uses the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. Evaluation methods include:

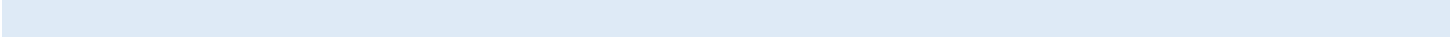
- Hold at least one annual meeting, with the option to participate via telephone or LiveLesson*
- Administer an annual parent satisfaction survey*
- Solicit feedback through multiple avenues, including the "feedback" link on Connexus®, in person appointments, telephone, and webmail*

Provide information in a format that is understandable to parents

The school makes effective use of all available technologies (WebMail, web conferencing, message boards, and telephone) to distribute information to parents. In addition, parents are encouraged to set up regular conferences to discuss their child's performance; regular newsletters announce upcoming school events and are available online to all parents. Certain critical communications may also be provided in print format – for example, the parent training modules are available in print as well as online, and official communications from the school about compliance or discipline issues are also provided via hard-copy mail. The school also develops and makes available, via Connexus, a state supplement school handbook that details all policies and procedures specific to the school. Presentations for the annual parent meeting and the School Advisory Committee meeting are designed to be readily understandable to a parent or general member of the community, and questions and comments are encouraged. Content provided for these meetings is also translated into Spanish.

Provide other reasonable support as requested

The school will, upon request or identification of need, translate materials, provide materials in a different format that is accessible to disabled parents, and/or conduct one on one or face to face meetings with a parent/family. This is beyond the trainings and orientations already available both online and, upon request, in print.



Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

NOTE: ALL PARTS OF THIS SECTION MAY NOT FIT THE CDE SUBMISSION FORMAT. THIS SECTION IS SUBJECT TO EDITING TO FIT THE CDE SUBMISSION FORMAT.

Note that the school operates a schoolwide program and does not serve any neglected or delinquent institutions.

The school utilizes a Response-to-Instruction (RtI) model that identifies students who are not progressing in classes for additional interventions (see section above for the process to identify struggling students). The first stage of intervention is provided by the classroom teacher. If this level of intervention is insufficient to make progress, the student is referred to the student study team for additional determination of need and intervention. Students are then assigned to an intervention teacher who will provide additional interventions and monitor progress.

In order to make informed decisions about intervention, teachers must:

- Be knowledgeable about the student's learning needs and learning style*
- Be knowledgeable about the intervention resource's instructional focus and verify that there is a match between the student instructional need and the program's instructional focus*
- Attend trainings comparing and contrasting the intervention resources being considered in advance of place students into one of them*
- Monitor the student response to the intervention at least bi-weekly by looking at data to inform the next instructional steps needed.*

Tiers of Instruction

Tier I: Core Curriculum with Differentiation

The core curriculum is the Pearson Online and Blended Learning research-based core reading and math curriculum aligned to state standards. In addition to core coursework, core curriculum includes teacher use of differentiated instructional strategies and resources that meet the needs of all students throughout the school year. All students have access to the core curriculum, work through their lessons, engage with interactive content such as Teachlet® tutorials, videos, virtual labs, and manipulatives, and demonstrate their understanding through multiple types of assessments. All of these instructional resources are part of the first level of a multi-tiered approach to support (Tier I).

Teachers regularly use a variety of instructional resources and strategies to enhance and extend learning through differentiated and personalized instruction for students who have distinct learning needs or who temporarily need extra support to master a particular skill or concept. A variety of instructional tools allows teachers to fill in skill gaps and expand learning while providing additional evaluative data on student

achievement. Examples of differentiated instruction that can be used to support student learning as part of Tier I instruction include enrollment of the student in Supplemental Instructional Support Programs (SISPs), additional one-on-one or group LiveLessons; using interactive whiteboards or webcams to model hands-on activities; etc.

Supplemental instruction that supports the core curriculum and includes differentiation must be documented as a Log note in the student's Log on Connexus. For example, when a teacher assigns an activity to reinforce learning for a student who is struggling with remembering a key concept or skill, this is documented in a Log entry. Log notes can be made available for parents to view when added as a progress note to the student's Personalized Learning Plan.

Tier II Instructional Support

When students do not make progress despite differentiated instruction within core curriculum in the first tier of instructional supports, teachers can consider Tier II support.

Tier II generally begins after a general education teacher has tried a variety of instructional supports and differentiation strategies over a four to six-week time frame without growth. Tier II instructional support can use many of the same strategies and/or research-based programs used for differentiation as part of Tier I, however, it is the increase in the frequency and intensity of their use that defines it as Tier II. Intervention should be systematic and targeted to the greatest area of student learning needs. Tier II instructional strategies, depending on the needs of the student, include targeted synchronous instruction, participation in specific instructional support LiveLesson sessions, lesson modifications, enrollment in third-party SISPs, and alternative methods of presenting material to provide support and guidance to assist these students with making significant academic growth. Frequent and formal progress monitoring is documented in the student's Log. Third-party SISPs provide strategic intervention and progress monitoring that help ensure that students are receiving instruction that meets their individual needs.

Tier II instructional support is typically provided 2-3 times per week for 20-30 minutes per session. Every 6-8 weeks, student progress is discussed by content-area teachers and the SST in order to ensure the student is receiving the appropriate level of instructional support and to consider alternate options if they are not. Formal progress monitoring is documented in the student's Log on Connexus every two weeks.

Tier III Instructional Support

Tier III includes the most intensive and frequent level of instructional support and is the next step in the RtI process for students who have not been successful in the core curriculum including differentiation activities or Tier II supplemental interventions. Tier III interventions are facilitated and monitored by general education teachers who increase the occurrence of synchronous direct instruction through the extensive use of LiveLesson sessions, blended face-to-face instruction, or other instructional strategies and research-based programs that are explicit, systematic, and targeted to specific student learning needs.

Students enrolled in Tier III level intervention receive 20-30 minutes of direct instruction 4-5 days a week to focus more intensively on skill deficits and areas of concern. Through Tier III interventions, students may be assigned a personalized course of study that allows for increased learning time in their areas of academic need. Time spent on electives and other supplemental courses is often minimized to focus on basic skills. Non-essential units may be skipped by the teacher to allow increased focus on the content area in need.

In addition to an increased focus on core curricular content, Tier III teachers may incorporate additional resources to assess and monitor student performance and address students' instructional needs. Tier III fosters a strong foundation in basic skills and increases self-confidence as the student progresses through the program.

Every 6-8 weeks, student progress is discussed by the content-area teachers and the SST in order to ensure the student is receiving the appropriate level of instructional support and to consider alternate options if they are not. Formal progress monitoring must be documented in the student's Log on Connexus every week.

Below are some of the Supplemental Intervention Software Programs (SISPs) utilized by the school:

~~(NOTE: the detail below may be deleted from the final draft if it is not necessary for the submission. In addition, final review of the SISPs for 2019-20 is subject to review and change by school leadership)~~ NOTE: Additional SISPs may be implemented in the 2021-22 school year and the list will be updated again in Spring of 2022.

Resources for Phonemic Awareness:

Reading Eggs and MimioSprout® - for reading foundational skills, fluency, phonological awareness, phonics and word recognition in reading, key ideas and detail reading, conventions of standard English, and vocabulary acquisition and use. These programs offer a wide variety of reinforcement activities and a reward system, and animated activities and accompanying stories.

Resources for Reading Fluency and Comprehension

Raz-Kids™, Reading Eggspress, and SuccessMaker® – for reading literature, key ideas and detail reading, fluency reading, key ideas and detail, and range of reading and level of text complexity. These programs offer a wide variety of reinforcement activities and a reward system, immediate student feedback, step-by-step tutorials, progression from student's instructional level, and a variety of tools and manipulatives.

Resources for Math

Math-Whizz®, SuccessMaker®, and MathXL – for operations and algebraic thinking, fractions, measurement and data, geometry, real numbers, algebra, functions, and statistics and probability. These programs offer highly interactive engagement, immediate student feedback, and progression from the student's own level, step-by-step tutorial interventions, a variety of tools and manipulatives, personalized assignments on needed skills, auto-graded assignments, and multimedia learning aids.

Think Through Math – starts with an adaptive diagnostic test that informs placement in the program. Students work on individualized pathways that reflect specific weekly and daily goals which can be customized by teachers.

Responsibilities

RtI is a shared responsibility involving school leadership, teaching staff, support staff, RtI/interventionist teachers, Caretakers/Learning Coaches/Parents, and students. Inclusion of the student's family/guardians in this process is crucial.

School Leaders and Student Support Team

The SST is responsible for:

- Pulling an export (report) of the Response to Intervention/SST Summary Data and filtering to determine the names of students who have been referred to SST for review
- Organizing, scheduling, and managing regular SST meetings at the school to identify students in need of intervention, monitor student progress in interventions, and determining when students are ready to exit a tier
- Working collaboratively with content-area teachers to systematically update the student Log and Personalized Learning Plan
- Assisting content area teachers with identification of appropriate SISPs or other research-based interventions

- *Attending regular meetings facilitated by Academic Training and Support Services*
- *Monitoring compliance with state-regulated RtI processes*

Content Area Teacher

Teachers should regularly review and evaluate current and historical performance data to determine if additional support is need for students.

- *Review intervention recommendations from prior year's teachers*
- *Facilitating the RtI Progress Monitoring process*
- *Monitoring groups of students using intervention indicators, grade books, risks and alerts in Connexus, school year cycle reports, etc.*
- *Monitoring individual student data using instructional accommodations (e.g., IEP, 504 plan), parent input on student's academic struggles, student grade book, assessment objective performance reports, PLP progress, formative test scores, state test scores, assigned SISPs, CBAs, intervention indicators, etc.*
- *Maintain and update the student Log with progress monitoring data*
- *Maintain and update the students' Personalized Learning Plans, as the SST determines is needed for tiered support changes, in order to document parent input about effectiveness of the program*
- *Communicate regularly with stakeholders: throughout the school year, the teacher is responsible for maintaining ongoing communication about RtI and SISPs with Caretakers/Learning Coaches/Parents, Success Coaches, students, school counselors, special educators, school leaders, and SST*

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Note that the school does NOT receive McKinney-Vento funding. Services to homeless students are provided through Title I funds and through state funding sources.

Comparable Services

The school must, at all times, provide services to each homeless student that are comparable to services offered to other students in the school. Such services must include any program for which the student is eligible, e.g., special education, gifted and talented programs, limited English proficiency, summer school, and vocational education.

Immediate Enrollment

Enrolling students experiencing homelessness in school immediately is a legal requirement. The school must enroll the student experiencing homelessness, even if the student is unable to produce the records normally required for enrollment. The school will contact the school last attended to obtain relevant records. Records also can be accepted directly from the family or student if available and used until records can be obtained

from the previous school. If immunizations or medical/immunization records are needed, the Homeless Liaison (Liaison) or the School Enrollment Specialist can assist in obtaining the immunization or records.

Clothing/Personal Hygiene

If a student is lacking or is unable to pay for shoes or clothing for physical education (as applicable), sports, weather appropriate clothing, personal garments or personal hygiene items, notify the Liaison to assist with obtaining such items for the student.

School Supplies and Fees

Students experiencing homelessness are to have meaningful opportunities to succeed and participate fully in school activities and all educational programs and services. Therefore, they are not to be excluded from clubs or activities or elective classes due to an inability to pay. In addition, students experiencing homelessness should be provided with the necessary school supplies to actively participate in their classes.

Free School Meals/Food

As a virtual school, the school does not provide meals to students since students do not attend in person classroom based instruction. The Liaison should assist the family/student to find resources that are available to assist students/families with food through other community resources.

Health Care

Students experiencing homelessness often do not receive medical attention on a regular basis, lack of health care coverage, and/or the documentation to receive Medicaid. Liaisons should assist students/families with obtaining documentation and completing the application necessary for Medicaid or other health care coverage. In addition, resources may be available to cover the necessary expenses for medical, dental, immunizations, eye, and hearing needs while waiting for coverage and/or the Liaison and/or Administrator can work with the family/student to suggest appropriate services through local Health Departments.

Mental Health

When mental health issues arise due to homelessness and impede a student's learning and ability to function appropriately, the Liaison should assist the student in accessing mental health services. Notices are also sent to all families regarding available mental health resources.

Academic Needs

Students experiencing homelessness often fall behind due to a lack of adequate time, place/space for completing homework assignments. Therefore, every effort should be made to assist the student with credit recovery, tutoring, and homework assistance. In addition, evaluations for educational programs should be expedited to provide the student experiencing homelessness with the necessary services to be academically successful.

Transportation

Under the McKinney-Vento Act, students experiencing homelessness are entitled to receive the services that are available to all students, including transportation. It is the Liaison's responsibility to ensure that parents and/or guardians are aware of these rights.

Since the school is a virtual school, transportation to attend school is not applicable. However, the school will help facilitate transportation for homeless students as need arises and on a case-by case basis if barriers or circumstances exist that would otherwise impair the student's successful participation in academically required or other meaningful opportunities. The only required school events that may require students to report somewhere other than their current residence would be state or school-mandated testing, which students take at

proctored locations; and required in-person contract services listed in a student's IEP, such as speech therapy or occupational therapy.

Community Resources

Whether the student/family is new to the area or a life-long resident, they may not be aware of all the available community resources. The Liaison should provide the family/student with assistance in locating community resources available to them. A listing of local resources is also available to families through the message boards and is updated regularly by school staff.

Student Transitions

ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) through coordination with institutions of higher education, employers, and other local partners; and
- (B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

NOTE: ALL PARTS OF THIS SECTION MAY NOT FIT THE CDE SUBMISSION FORMAT. THIS SECTION IS SUBJECT TO EDITING TO FIT THE CDE SUBMISSION FORMAT.

The school does not serve Pre-K students. But when entering kindergartners seek enrollment, enrollment and school staff work with those families to ensure a smooth and successful intervention. This begins during enrollment when, as part of the application process, school and enrollment staff work with parents of incoming students to determine the appropriate grade level placement for each child. Students identified as potentially working significantly above or below grade level take a placement test. Staff are also available to counsel parents about the online environment and whether the structure of the program is a good fit for their family and to answer questions about the school.

Longitudinal Evaluation of Academic Progress (LEAP) is a propriety pre-test/mid-test/post-test academic assessment. The LEAP Math and English/Language Arts pretests are important formative assessments that helps us to identify the strengths and weaknesses of each student and develop a more personalized instructional plan (PLP) for each student. The LEAP is a diagnostic tool, not a graded assessment. At the beginning and end of each academic year, the school administers the Longitudinal Evaluation of Academic Progress™ (LEAP) or other evaluation tools as pre- and post-assessments to students in grades K–8. These assessments provide instructional guidance for teachers and Learning Coaches, help teachers to construct and implement the

Personalized Learning Plan (PLP), as well as provide an important measure of the student's academic gains over the year.

Dynamic Indicators of Basic Early Literacy Skills (DIBELS) is used for students in grades K-2, similarly to LEAP, to assess early literacy and reading skills. DIBELS a set of measures for assessing the acquisition of early literacy skills for K-2 students at the school. DIBELS are fluency measures used to regularly monitor development of early literacy and early reading skills.

Fully implemented, this objective provides a means for our school to monitor the academic levels of pre-K students transitioning into Kindergarten. Using the assessment tools described above, teachers can gauge the preparation of those incoming students and adjust their instructional methods to meet the needs of their students. The developed PLP's provide the basis for assisting students throughout the school year and can be adjusted by the teacher and student each successive year. Progress monitoring with the LEAP provides regular intervals of benchmarking that will help understanding of whether a student is on track or is requiring appropriate and timely interventions.

An Early Intervention Program is also in place for grades K – 5.

Students in grades K – 5 who are identified by their teacher or parent as deficient in reading and/or mathematics skills are offered the opportunity to participate in our Early Intervention Program and receive direct instruction and support in reading and mathematics from a teacher who uses resources such as SuccessMaker Math and Math-Whizz. There may also be dedicated teachers who function as Mathematics Intervention Specialists and who provide instruction for students identified as below grade level, and additional support for students struggling in Mathematics.

In grades 4 and 5, students are introduced to a gradually increasing amount of the structure they will find in middle school. The middle school program is also designed to gradually allow students to take on increasing responsibility for their learning and academic organization as they progress through to 8th grade. Then, when students transition from grade 8 to grade 9, the middle school team provides advisory teacher/coaches who work individually with students to prepare them for success in high school. This includes assisting with 9th grade course placement, as well as sessions that help students understand the changes they will see in high school. Freshman are given a “Freshman Success” course to help them further as they start 9th grade. Once students are in high school, the school puts a laser focus on the most effective personal pathway for each high school student to excel on their End-of-Course Assessments, participate in college entrance exams, fulfill all graduation requirements, and prepare for postsecondary success. Teachers and counselors work individually with students and in teams to facilitate effective planning for college and/or career. Students have a four year plan developed in partnership with their counselor. Necessary accommodations will be in place for End of Course Assessments and college/career-ready testing, along with appropriate modifications to high school curriculum, but the overall message to students will be that of equally high expectations for all. Staff also sponsor both in person as well as virtual college visits, and the counseling team conducts web conferences and training sessions to promote and support the school's postsecondary educational goals, including exposure to and counseling about various careers and vocational opportunities. Every high school student has a PLP which also identifies their college and career goals, and the counselors assist students to stay on track with those goals as they move through high school.

Students who are identified as credit deficient may be eligible for a special program designed to help them make up credits. Many students enter the school during high school and are already credit deficient or off their grade cohort, so this program helps to get many students back on track to graduation. The school offers a wide array of career-technical education courses, some of which include technical certifications, and is also in the process of creating a CTE pathway option for students. The school offers a wide array of Advanced Placement courses and also supports students in accessing Community College “dual enrollment” opportunities either through online instruction or at their local Community College.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The school is not currently using Title I funds to support gifted and talented students but does offer a gifted and talented program at grade levels 3 through 12. The school also does not have a formal library program, however, the online school platform and technology courses offered as part of the program effectively help students develop strong digital literacy skills which better prepares them for college and 21st century careers.

TITLE I, PART D

Description of Program

ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

Note that the school does not receive this funding and does not serve delinquent institutions.

Formal Agreements

ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the

- (A) LEA; and
- (B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Note that the school does not receive this funding and does not serve delinquent institutions. While the school does not have any formal agreements, student are eligible and do sometimes enroll who are exiting the juvenile justice system, and students who live on tribal lands within the geographic area covered by the school are eligible for enrollment in our school of choice as well.

Comparable Education Program

ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Note that the school does not receive this funding and does not serve delinquent institutions.

Successful Transitions

ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Note that the school does not receive this funding and does not serve delinquent institutions.

Educational Needs

ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Note that the school does not receive this funding and does not serve delinquent institutions.

Social, Health, and Other Services

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services

related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Note that the school does not receive this funding and does not serve delinquent institutions.

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Note that the school does not receive this funding and does not serve delinquent institutions.

Parent and Family Involvement

ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Note that the school does not receive this funding and does not serve delinquent institutions.

Program Coordination

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Note that the school does not receive this funding and does not serve delinquent institutions.

Probation Officer Coordination

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Note that the school does not receive this funding and does not serve delinquent institutions.

Individualized Education Program Awareness

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Note that the school does not receive this funding and does not serve delinquent institutions.

Alternative Placements

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Note that the school does not receive this funding and does not serve delinquent institutions.

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The school is a Professional Learning Community (PLC) organized into grade level or academic subject/content PLCs. These PLCs include general education and special education teachers, school counselors and intervention specialists who address academic success for each student in every content area. The school's Director of Student Achievement and the School Leadership Team oversee the work of the PLCs. Data is used

to identify specific student needs; those needs are discussed and action plans initiated. Interventions are assigned and monitored through Response to Intervention (RtI), Student Success Plans (SSP) and Personalized Learning Plans (PLP), which are revisited and refined throughout the year.

The school partners all teachers with a master or mentor teacher to not only establish a constant dialogue, but they also meet every two weeks to review student data and progress in achieving individual and school goal(s).

Teachers and other school staff at the school are provided ongoing support and follow a comprehensive multi-year professional development plan. Professional development activities and courses are developed and continue to be enhanced each year based on the International Association for K-12 Online Learning (iNACOL) National Standards for Quality Online Teaching. Other research which is part of the process for developing professional development is the Measures of Effective Teaching (MET) project. Staff are provided professional growth opportunities designed to increase student achievement, personalize learning for students preparing for college and careers, and increase teaching effectiveness. Current trends in online learning as well as the Core Standards for Facilitating Student Learning are also components of each professional development session. These professional development sessions and courses focus on the Core Standards for Facilitating Student Learning: Provide High-Quality Instruction Resulting in Student Learning and Monitor Student Performance and Provide Timely Feedback and Intervention.

Prior to the first day of school, all teachers attend an in person training for two days to set expectations, begin the PLC work for the year, and review school goals for the year. Certain professional development courses are required within the first 30 days of the school year for new and returning teachers and provide working knowledge of courses teachers are assigned to teach and the various supports available as they develop and refine skills as successful online teachers. Focus is on providing high quality instruction resulting in student learning and monitoring student performance and providing timely feedback and intervention. Additional required sessions are provided throughout the year, typically monthly. Sessions are recorded and available 24/7 to teachers. Teachers are also provided the opportunity to obtain continuing education credits through relevant conferences and outside training sessions. Teachers also have access to a tuition reimbursement program whereby they can access approved college courses and get reimbursed for the cost. This is also how many teachers new to the profession are able to complete college induction programs.

Internal professional development participation is documented through the Teacher ePortfolio. Following each session, teachers provide the following items in the ePortfolio as a record of participation: (1) data of attendance of session; (2) how the session was completed (i.e., attended live or watched recording); (3) documentation of post-session task completion and a brief explanation of the post-session task document, what the teacher implemented or planned based on the session, and how the session has impacted instructional practices; (4) time spent preparing, participating, and completing follow-up tasks. The ePortfolio also gives teachers the opportunity to provide feedback on the PD session.

The school offers three levels of a Professional Learning Series: PL 100, 200 and 300. New teachers take the PL 100 series, then progress through the PL 200 and 300 series each year. The PL 300 series offers the opportunity to meet in content-area and grade band groups to discuss strategies for supporting the whole child and has combination of required and optional sessions for participants, allowing flexibility for more experienced teachers. At the start of the school year, school leaders complete a Professional Development Plan which documents which staff are required to attend each PL series session and any of the optional sessions selected by the staff, including the optional PL sessions or outside Professional Development conference or trainings. School Leadership uses feedback and evaluation from prior PD sessions, employee survey results, and student performance data evaluation to determine professional development needs to incorporate into the PD Plan. Throughout the year, as additional needs are identified, the PD Plan is updated.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Note that the school is considered a 'single building' school district. The school prioritizes funding based on the greatest needs as determined through comprehensive needs assessment and data reviewed and analyzed throughout the year and teacher feedback. Funds for comprehensive support and improvement are received directly by each school and the plan for spending the funds and implementing improvement strategies is included in the school's LCAP.

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Following each professional development session, all school-based staff complete a Professional Development Evaluation. The results of the evaluation are reviewed, compiled, and discussed during planning meetings. Additionally, the survey allows for open-ended responses used to plan future topics, address small group needs, and provide additional resources, as requested. Survey results are also compiled and shared with the school leadership team in order to ensure that individual teachers' needs are being addressed and continued communication about the session topics takes place in all professional learning communities. The school Leadership Team regularly discusses ways to improve the professional development program to provide the most effective support for teachers as well as to achieve the school's goals of increased academic achievement and improved graduation rate.

The evaluation of professional development also occurs via the annual Employee Satisfaction survey and periodic "pulse" surveys. The annual Parent Satisfaction Survey also provides information about the effectiveness of teacher preparation, level of contact, etc. and informs the types of professional development training that is offered.

The following describes the data sources and tools which are utilized on an ongoing basis to assess teacher need based on student performance and student need which drives the planning and implementation of professional development:

- **Formal Teacher Surveys:** Conducted in October and in March. Teachers are asked to rank specific areas in which they need additional support and development.
- **Informal Teacher Feedback:** Teachers collaborate weekly in grade level PLC groups and document successes/challenges and needs within a formal "Issue Aware Ticket" which is tracked by members of

school level administration and training coordinators. All teachers have regular conferences with their managers at which their needs, challenges, and support systems are discussed. This information is aggregated and impacts further development activities. The professional development courses also provide opportunities for teachers to give direct feedback on content and effectiveness.

- ***Formal Parental and Student Feedback:*** *A formal parent survey and student survey are conducted annually and ask parents and students to share information directly related to their experience to online learning, instructional methods and contact, and resources. The results of this survey are used to formally assess progress towards school goals and identify areas that families may need more support from their teachers.*
- ***Ongoing/Informal Parental and Student Feedback:*** *Parents (and students) have the ability to provide specific, course level feedback at any time through Connexus. This data is quantified, shared, and used to guide the planning of professional development.*
- ***Student Performance:*** *Students in grades 1-9 complete formative assessments three times per year. This data, as well as aggregate patterns of student performance, are accessible at all times to all teachers. Decisions regarding professional development needs are based in part on these results, as well as student grades and other observational data.*
- ***Special Populations:*** *The school evaluates the level of assimilation and the performance of ELL, Gifted, SPED, and 504 students including grades, attendance, participation (lesson completion rates) and other at-risk criteria so the school can ensure that students receive additional monitoring. These data also help the school identify areas in which they are struggling, and in which teachers need additional support.*

To determine if Title IIA funded activities are effective in addressing identified needs, school leadership collects and reviews the above mentioned relevant data to review and utilize when making decisions in regards to teacher effectiveness, placement and future professional development needs.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable - the school does not receive these funds.

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable - the school does not receive these funds.

Title III Programs and Activities

ESSA SECTION 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable - the school does not receive these funds.

English Proficiency and Academic Achievement

ESSA SECTION 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (B) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable - the school does not receive these funds.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;

- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The school year 2018-19 was the first year the school received these funds. Flexibility was allowed for Title IV funds and so the school chose to further support the programs funded under Title I. However, in future years, the school plans to use Title IV funds to support implementation of the School Safety Plan, additional resources for students for mental health services and preventative measures, and implementation of the CTE Pathways project. These same programs continue to be funded with Title IV funds in the 2020-21 school year. Some Title IV funds will be transferred to Title I, per the Title budgeting process if sufficient program expenses are not available for all schools in any given year. Additional details of how the funds will be used for these measures will be developed over the summer for implementation during the 2019-20 school year.



Submission

ID 2368

Tier: 3
Expenditure Plans this Fiscal Year: 2017-18
Submittal Option: Multiple-Year (bundled) Award Expenditure Plan

Grant Amount Requested: \$321,403.00
Grant Balance Available: \$544,911.69

Energy Planning Reservation Information

Did you request Energy Planning Funds? (If no, move on to next section) Yes
Budget for Screening and Energy Audits:
Budget for Proposition 39 Program Assistance: \$40,000.00
Budget for Energy Manager:
Budget for Training Totals:
Totals: \$40,000.00

Amount Spent for Screening and Audits:
Amount Spent for Program Assistance: \$39,845.00
Amount Spent for Energy Manager:
Amount Spent for Training:
Totals: \$39,845.00

Energy Manager and Training

Are you hiring an Energy Manager with Funds Requested in this Expenditure Plan? Yes
Are you using Proposition 39 funds for energy related training costs? No
Amount Requesting for Energy Manager: \$29,218.00
Amount Requesting for Training:

Summary of Schools/Sites

	Total Project Cost	Proposition 39 Share
Estimated Totals:	\$292,185.00	\$292,185.00

Summation is for 1 School

Job Creation Benefits Estimation

Type of Project	Budget	Estimated Direct Job-Years Created
Energy Efficiency	\$292,185.00	1.64
Renewable Generation		
Distributed Energy		
		Total: 1.64

Please list any state-certified apprenticeship programs being used:

Apprenticeship Information	Budget	Estimated Apprenticeship Job-Years Created

Will this project be subject to a community benefits agreement, community workforce agreement, or other mechanism that defines project co-benefits?

Other Trainee Position Title	Estimated Other Trainee Jobs Created
	Total:

Self-Certifications

Yes The LEA followed the Proposition 39 Guidelines regarding Eligible Energy Project Prioritization Considerations.
Yes The LEA followed the guidelines regarding Sequencing of Facility Improvements
Yes The LEA commits to use the funds for the eligible energy project(s) approved in its energy expenditure plan.
Yes The LEA commits that the information included in the application is true and correct based to the best of the LEA's knowledge.
Yes The LEA commits that all California Environmental Quality Act (CEQA) requirements are completed.
Yes The LEA will obtain DSA project approval as applicable pursuant to California Code Regulations, Title 14.
Yes The LEA acknowledges that the expenditures are subject to financial audit requirements
Yes The LEA commits to complying with all reporting requirements.

Authorized Representative: Franci Sassin Date: 9/8/2017

Applicant Information

Local Education Agency Name: Capistrano Connections Academy
LEA CDS Code: 30664640106765
Mailing Address: 33272 Valle Rd
City: San Juan Capistrano
Zip Code: 92675-4842

LEA Authorized Representative

Name: Franci Sassin
Title: Director of Business Services
Phone: 9493068498
Email: fsassin@calca.connectionsacademy.org

Project Manager

Name: Brady Zaitoon
Title: Staff Engineer
Phone: 5127846213
Email: bzaitoon@ecomotion.us



Site Information

Project Start Date: 8/1/2017
Completion Date: 6/1/2018
Local Education Agency: Capistrano Connections Academy
LEA CDS Code: 30664640106765

School or Site Information

School/Site Name: Capistrano Connections Academy
School/Site CDS Code: 30664640106765
School/Site Mailing Address: 33272 Valle Rd
City: San Juan Capistrano
Zip Code: 92675-4842

Energy Efficiency Project Summary

Measure Savings Source: Combination Calculator and Audit
Proposition 39 Share to be used for
Measure Implementation (\$): \$292,185.00

Benchmarking

Square Footage of School/Site: 10,362
Average Peak Demand (kW): 45
Total Annual Electric Use (kWh): 68,830
Total Annual Electric Charges (\$): \$21,050.00
Total Annual Gas Use (therms): _____
Total Annual Gas Charges (\$): _____
Total Annual Propane Use (gals): _____
Total Annual Propane Charges (\$): _____
Total Annual Fuel Oil Use (gals): _____
Total Annual Fuel Oil Charges (\$): _____
Energy Bill Fiscal Year: 2015-16
Electric Utility: San Diego Gas and Electric
Electric Utility Account #: 06579947, 06448248
Gas Utility: _____
Gas Utility Account #: _____

Reminder: If the School/Site includes leased facilities, please include Building
Owner Certification in backup documentation. Included

Energy Use Intensity Calculator					
Electricity		Natural Gas		Other Fuels	
4.34	W/SF		Therms/SF		Gals/SF
6.64	kWh/SF		Cost/SF		Cost/SF
\$2.03	Cost/SF				
Energy Costs/SF/Year:		\$2.03	Energy Use(Kbtu)/SF/Year:		71.18

Version **6**

Energy Efficiency Measure		Description	Demand Savings (kW)	Annual Electric Savings	Annual Nat. Gas Savings	Annual Propane Savings	Annual Fuel Oil Savings	Annual Energy Cost Savings (\$)	Measure Cost (\$)	Rebates and Grants (\$)	EEM SIR
Plug Loads- Power Management		Install 30 Power Strips with Timers on all CPU communal work stations		3,442				\$838.00	\$600.00		5.64
Lighting- Retrofit Interior Lamps to LED		73 Interior lighting bulb replacement to LED from flood and cfl		2,361				\$718.00	\$3,000.00		3.74
HVAC Controls- Programmable/Smart Thermostats		Replace the 12 current thermostat with Smart Wifi enabled T-stats		1,606				\$391.00	\$7,835.00		.81
Lighting- Interior Fixture Retrofit		Retrofit the 272 fluorescent T8-32 W troffer with high efficiency LEDs		7,964				\$2,424.00	\$55,000.00		.99
HVAC- Packaged/Split System AC/Heat Pump/VRF		Replace 8 split system heat pumps with higher efficiency units		15,601				\$4,749.00	\$100,500.00		1.04
Energy Efficiency Narrative Description											
The district is currently exploring project delivery options for implementation. Once determined, the district will move forward with installation and complete installation of all measures by the end of Summer, 2018.											
Photovoltaic Measure											
	Size (kW AC)	Demand Savings (kW)	Year 1 Production (kWh)	Year 1 Energy Cost Savings (\$)	Inverter Efficiency %	Measure Cost (\$)	Rebates and Grants (\$)	Measure SIR			
	25.00		37,569.00	\$9,720		\$125,250.00		1.39			
Site Project Summary											
		Total Demand Savings		Total Annual Fuel Oil Savings		Total Prop 39 Share	\$292,185.00				
		Total Annual Electric Savings	68,543	Total Annual Cost Savings	\$18,840.00	Savings-to-investment Ratio (SIR)	1.21				
		Total Annual Natural Gas Savings		Total Project Cost	\$292,185.00						
		Total Annual Propane Savings		Total Rebates		Total Cost Paid Under PPA					

SOLAR POWER SYSTEM SALES AGREEMENT

Contractor: Solar Energy Builders, Inc., 65 Enterprise, Aliso Viejo, CA 92656 ("SEB")

Customer: California Connections Academy ("Customer")

Customer Address: 33272 Valle Rd, San Juan Capistrano, CA 92675. **Mail to:** Same

System Site Address: 33272 Valle Rd, San Juan Capistrano, CA 92675. ("Property")

Effective Date: March 19, 2021

WHEREAS, Customer desires to retain SEB to design, supply, and make preparations for the installation of a grid connected photovoltaic solar energy production system (the "System") at the System site address (the "Property") pursuant to the terms of this Solar Power System Sales Agreement ("Agreement"). SEB and Customer are sometimes herein referred to individually as a "party" and collectively as the "parties".

NOW, THEREFORE, in consideration of the mutual promises contained herein, and intending to be legally bound hereby, SEB and Customer agree as follows:

1.0 DEFINITIONS

"Services" shall mean services to be provided by SEB for the performance of obligations under this Agreement and the completion of the System under this Agreement, including: (a) the design, engineering, assembly, construction, installation, and start-up of the System in accordance with the terms of this Agreement and the Final Specifications.

"System" shall mean the solar-electric system that meets the wattage specified in Appendix I, or as may be adjusted subject to mutual agreement by the parties, and as may be further detailed in the Final Specifications, including Equipment necessary to complete the System and generate electricity at the Property.

"Equipment" shall mean, those items as described in Appendix I, and other components reasonably inferable from or incidental to (a) install, interconnect, start-up, monitor and operate the System in accordance with the terms of this Agreement, Appendix I, and the Final Specifications.

"Completion" shall mean as applicable: (a) SEB has (i) completed all Services at the Property, (ii) received approval for applicable municipal inspection requirements, (iii) the System is functioning, and (iv) interconnected to the interconnecting electric utility system and capable of producing electricity to the Property.

"Final Specifications" shall mean: The design of specifications incorporating Industry Standards for the System for approval by, and issuance of, a solar installation permit by local municipal authority.

"Industry Standards" shall mean those standards of care and diligence normally practiced by firms in performing services of a similar nature in jurisdictions in which the Services will be performed, and in accordance with engineering design practices, permits, specifications, and other standards established for such Services.

"Additional Scope of Work" shall mean those additional services, materials, and labor that may be specified in Appendix I herein, or as may be detailed within a subsequent amendment to this Agreement.

2.0 SEB'S RESPONSIBILITIES

2.1 System Design and Installation. SEB shall design and install the System, which shall comply in all material respects with Industry Standards.

2.2 Post Completion Documentation. Following the Completion, and subject to receipt of final payment, SEB shall provide Customer with (i) one complete set of drawings and Final Specifications, (ii) one copy of such manuals and other documents as are issued by the manufacturers(s) of the Equipment, (iii) to the extent applicable, all applicable municipal inspection records, (iv) all Equipment warranties, and, (v) deliver to Customer, to the extent applicable, approvals by the interconnecting electric utility.

2.3 Passing of Title. Title to all Equipment provided by or through SEB as part of the System shall pass to Customer immediately upon Completion and receipt by SEB of full payment for the System. Thereafter Customer shall bear all risk of loss with respect to the System and shall insure the System at its cost and expense.

2.4 Changes. The following are specifically excluded (the "Exclusions") from SEB's responsibilities and Services: (i) unless specified herein, upgrades to Property electrical system of any kind, (ii) any protective or security enclosures for the Equipment, (iii) changes to the Property required by any governmental authority such as fire code or ADA upgrades; (iv) changes or upgrades required as a result of pre-existing structural, soils, façade, or roofing deficiencies, needed repairs, or upgrades required for structural suitability; (v) changes or upgrades required as a result of site conditions such as easements, underground structures or rock

CCA-24.08kW Solar System

bearing soil conditions that impede excavation; and, (vi) changes or additions requested by Customer, governmental authority, or utility that modify the System and Services as described in Appendix I.

3.0 CUSTOMER'S OBLIGATIONS

3.1 Information and Services. Promptly following the Effective Date, Customer (a) shall sign, or cause to be signed by the appropriate person, all documents reasonably requested by SEB, which are required to accomplish the purpose of this Agreement.

3.2 Access and Inspection. Customer agrees to provide access, or arrange that access be provided, to the Property to SEB and their respective agents, to perform its obligations under this Agreement.

3.3 Internet Connection. Unless provided for otherwise herein, Customer shall provide an internet connection to the general location of the existing main electrical service, or main point of entry of the System circuits, such that the System can be monitored remotely.

4.0 WARRANTIES

4.1 SEB Warranty. SEB warrants, for a period of ten (10) years from the Completion date, that (i) the System shall have been installed in a good and workmanlike manner, in accordance with Industry Standards, (ii) the work performed pursuant to this Agreement shall be free from material defects in workmanship, (iii) shall not void any manufacturer Equipment warranties, and (iv) SEB shall take the necessary actions to correct any non-conformance with the SEB warranty.

4.1.1 Monitoring. During the SEB warranty period SEB shall employ the use of the web accessible 24-hour SolarEdge monitoring portal to notify SEB of any System operation anomalies and use its best efforts to respond to System performance anomalies, or SolarEdge automated email notifications of System anomalies or malfunctions, within three (3) business days.

4.2 Manufacturer Warranty Claims and Service. Equipment manufacturers' warranties will inure directly to the Customer upon Completion. In the event of Equipment becoming defective, Customer shall look exclusively to the manufacturers' warranties for coverage with respect to cost of replacement parts and labor. However, for the duration of the SEB warranty period SEB will perform on-site inspections related to System performance anomalies or defective Equipment, and coordinate with Equipment manufacturers as the Customers liaison for the replacement or repair of any defective Equipment by SEB.

4.3 Limited Warranty. The warranty set forth in section 4.1 above is exclusive and in lieu of all warranties of SEB, expressed or implied, of performance, merchantability, fitness for a particular purpose, usage or otherwise, and any such other warranties are hereby disclaimed. There are no other warranties by SEB that extend beyond those set forth in this section 4 with respect to the System or the Services.

4.4 Exclusions from SEB Warranty. SEB is not and shall not be held liable for any nonconformity with the warranty given in section 4.1 if such nonconformity is due to: (a) negligent acts of persons (other than SEB or its contractors, subcontractors or vendors; (b) alterations or repairs of the System by any person other than SEB or its contractors, subcontractors or vendors not authorized in writing by SEB; damage caused by others; or (c) a force majeure event.

4.5 Transfer. The provisions of this section 4 will, upon the one-time transfer of ownership of the System by Customer, inure to the benefit of the transferee. Customer must provide notice to SEB of such transfer within thirty (30) days of such transfer.

4.6 Survival. This Section 4 shall survive the Completion date or earlier termination of this Agreement.

5. COMMENCEMENT AND COMPLETION

5.1 Commencement. The Services and delivery of the System shall commence within ten (10) days of the Effective Date of this Agreement. Commencement of work shall be defined as any of the following actions including site inspection/measuring of the job (site survey), or start of design and engineering, or ordering of material.

5.2 Time for Starting Installation and Completion. The installation of the System shall start within ten (10) days after the last to occur of the following: (a) Receipt by SEB of necessary building permit; (b) Receipt by SEB of notice from Lender, if any, to proceed; (c) Customer has complied with all Terms and Conditions of the Agreement to date. Completion will occur approximately forty (40) business days after the start of installation and be subject to adjustments under Section 2.4 and 6.4 herein.

6.0 Miscellaneous

6.1 Final Agreement; No Waiver. This Agreement constitutes the full and final understanding between the Parties and supersedes all prior negotiations, representations and agreements. This Agreement may be amended, modified and/or terminated only by written instrument signed by both Customer and SEB.

6.2 Interpretation. In the event of conflict between this Agreement and any other documents incorporated into this Agreement, the terms and provisions of this Agreement shall control.

6.3 Notices. All notices under this Agreement are to be in writing and may be delivered either by hand or by a recognized overnight delivery service to the Parties at the addresses set forth above. The effective date of notice shall be upon receipt of delivery.

6.4 Force Majeure. In the event that either Party hereto shall be delayed or hindered in or prevented from the performance of any act required hereunder by reason of a Force Majeure, then performance of such act, shall be excused for the period of the Force Majeure and the period for the performance of any such act shall be extended for a period equivalent to the period of the delay due to such Force Majeure.

6.5 Customer's Representations. Customer represents that (a) it either owns or leases the Property and if it leases has received all necessary approvals from the lessor for the installation of the System; (b) Customer has full power and authority to execute this Agreement and to perform its obligations hereunder.

6.6 Choice of Law and Venue. This Agreement shall be interpreted under, governed by and enforced pursuant to the laws of the State of California. Venue for any action in connection with this Agreement shall only be in Orange County, California.

6.7 Counterparts. This Agreement may be signed in counterparts, which together shall constitute one agreement. If signed in counterparts, no Party hereto shall be bound until all Parties named below have executed a counterpart of this Agreement.

6.8 Incorporation of Appendix I and Notice to Owner. Appendix I, and the Notice to Owner to this Agreement are incorporated herein by reference as if set forth in length, and Customer acknowledges receipt of California required Notice to Owner.

6.9 Invalidity. The invalidity or unenforceability, in whole or in part, of any provision of this Agreement shall not affect the validity and enforceability of any other provision hereof.

6.10 Insurance. SEB will obtain and maintain in full force and effect insurance until the earlier of the termination of this Agreement or the Completion, in amounts equal to the following: Workers Compensation and Employers Liability Insurance: Worker's Compensation insurance as required by any applicable law or regulation. Employers liability insurance in amounts not less than \$1,000,000. Comprehensive General Liability: \$1,000,000 each occurrence, \$2,000,000 aggregate increased operating costs or any other special or incidental damages.

6.11 Waiver of Damages. Notwithstanding any provision in this agreement to the contrary, neither SEB or Customer nor any of its respective officers, directors, shareholders, partners, agents, subcontractors, vendors or employees shall be liable hereunder for any consequential or indirect loss or damage arising out of this agreement, whether such loss or damage arises in contract, tort (including negligence), strict liability, warranty, statute or otherwise, including, without limitation, loss of revenues, loss of profit, cost of capital, loss of goodwill, increased operating costs or any other special or incidental damages. This section shall survive the installation completion date or earlier termination of this agreement.

In Witness Whereof, and intending to be legally bound, the Parties subscribe their names to this Agreement as of the Effective Date.

SEB, Inc.

By:

Name: Tom M. Djokovich, President
CA Contractors Lic. #378817

Customer:

By:

Name:

Title:

California Connections Academy (California
Online
Public Schools)
Frances Sassin
Dir of Business
Services

APPENDIX I Construction and System Specifications

System Rating: The installed name tag module rating of the System will be: 24.08 kW STC DC

PV System Scope of Work: SEB will prepare necessary designs and submit, as applicable, a Net Energy Metering application for the System to Customers utility. System design and installation will include a detailed site review; preparation of electrical and structural plans and specifications by engineers; installation of equipment and materials related to the System; configure a performance monitoring system; interconnection to on-site main electrical facilities; start-up of System; final approval of System by local jurisdiction; final clean up and removal of System related debris and provide bound copies of System documentation.

System Equipment/Services List: The list of Equipment and Services for the System includes generally electrical wiring combiners, inverters, racking, conduit, strapping, wiring, fittings, safety warning plates, and further includes:

<u>Item</u>	<u>Quantity/Manufacturer/ Description</u>	<u>Meter Interconnect#: 1 total</u>
Solar Panels	56- Hanwha Q.Cell 430/watt split cell solar modules at solar carports, or equal wattage. 25/Yr. manufacturer performance warranty.	
Solar Canopy System	1 - Fixed 9-degree south/east tilt canopy with dimensions of approximately 56'x 24'- supported by 3 high strength tube steel columns. Columns to match existing association canopy design and be set into concrete caisson footings flush with surrounding surfaces. All purlin joist and perimeter fascia components will be manufactured with corrosion resistant galvanized materials. 10/Yr. material and labor warranty.	
Inverters	1 - SolarEdge 480v commercial series SE20K high efficiency inverter. Inverter has built in module level monitoring and CEC 98.5% efficiency. 20/Yr. extended manufacturer warranty.	
Power Optimization	SolarEdge P-950 power monitoring and optimization units mounted 1 per every two solar modules to ensure maximum power production and system availability. Standard 25/Yr. manufacturer's warranty.	
Site Prep and Restoration	Detailed site underground facilities detection and marking, excavation and removal of canopy footing spoils, repair of affected construction surfaces, and detailed cleaning of all affected areas.	
Painting	Canopy support columns and rafter beams to be painted to match adjacent building.	
Carport & Area Lighting	2- 7,000 lumen LED lights mounted flush to canopy ceiling operated by photocell.	
Balance of Systems	As may be necessary electrical wiring, combiners, conduit, fittings, connectors, disconnects, PV load centers, sub panels, safety warning plates.	
Engineering & Permits	Includes design, electrical, structural engineering, and city plan check costs. Permit cost to be passed on to client without mark up.	
System Monitoring	Hardware integrated at module level to 24/7 web portal with no cost 25/yr. Customer access.	

Not included in the above are: Fire suppression, landscaping, mitigation of any hazardous material, resurfacing or striping of parking area. If hard drilling or excavation is required due to rock at footing locations a \$225 per hour charge will be charged to System cost. Additional concrete and excavation required beyond standard footing size of 30"/dia. X 8' deep due to poor soil bearing conditions will be charged at a time and material basis.

System Cost: The complete price for the scope of work herein is \$117,890.00. Payments shall be made by Customer in accordance with the schedule below, or in the alternative, by Customers lender for the System financing as determined by written mutual consent between SEB and lender.

Payment 1 (Upon completion of site survey for system design) 10%	<u>\$ 11,789.00</u>
Payment 2 (Upon permit issuance by local building authority) 40%	<u>\$ 47,156.00</u>
Payment 3 (Upon canopy assembly & delivery of solar modules) 40%	<u>\$ 47,146.00</u>
Payment 4 (Upon approval by local building authority – final inspection) 10%	<u>\$ 11,789.00</u>

NOTICE TO OWNER/CUSTOMER
(Section 7018.5 Contractor's License Law)

THE LAW REQUIRES THAT BEFORE A LICENSED CONTRACTOR CAN ENTER INTO A CONTRACT WITH YOU FOR A WORK OF IMPROVEMENT ON YOUR PROPERTY, HE MUST GIVE YOU A COPY OF THIS NOTICE.

Under the California Mechanic's Lien Law any contractor, subcontractor, laborer, supplier or other person who helps to improve your property, but is not paid for his/her work or supplies, has a right to enforce a claim against your property. This means that after a court hearing, your property could be sold by a court officer and the proceeds of the sale used to satisfy the indebtedness. This can happen even if you have paid your contractor in full if the subcontractor, laborers or suppliers remain unpaid.

To preserve their right to file a claim or lien against your property, certain claimants such as subcontractors or material suppliers are required to provide you with a document entitled "PRELIMINARY NOTICE". Original (or prime) contractors and laborers for wages do not have to provide this notice. A Preliminary Notice is not a lien against your property. Its purpose is to notify you of persons who may have a right to file a lien against your property if they are not paid. Generally, the maximum time allowed for filing a claim or lien against your property is ninety [90] days after completion of your project.

TO INSURE EXTRA PROTECTION FOR YOURSELF AND YOUR PROPERTY, YOU MAY WISH TO TAKE ONE OR MORE OF THE FOLLOWING STEPS:

1. Require that your contractor supply you with a payment and performance bond (not a license bond), which provides that the bonding company will either complete the project or pay damages up to the amount of the bond. This payment and performance bond as well as a copy of the construction contract should be filed with the county recorder for further protection.
2. Require that payments be made directly to subcontractors and material suppliers through a joint control. Any joint control agreement should include the addendum approved by the Registrar of Contractors.
3. Issue joint checks for payment made out to both your contractor and subcontractors or material suppliers involved in the project. This will help to insure that all persons due payment are actually paid.
4. After making payment on any completed phase of the project and before making any further payments require your contractor to provide you with unconditional lien releases signed by each material supplier, subcontractor and laborer involved in that portion of the work for which payment was made. On projects involving improvements to a single family residence or a duplex owned by individuals, the persons signing these releases lose the right to file a claim against your property. In other types of construction this protection may still be important, but may not be as complete. **TO PROTECT YOURSELF UNDER THIS OPTION YOU MUST BE CERTAIN THAT ALL MATERIAL SUPPLIERS, SUBCONTRACTORS AND LABORERS HAVE SIGNED.**

(Section 7030 Contractor's License Law)

THE STATE OF CALIFORNIA BUSINESS AND PROFESSIONS CODE SECTION 7030 requires the following language to be written in this agreement in the case the customer has a complaint: "Contractors are required by law to be licensed and regulated by the Contractors State License Board, which has jurisdiction to investigate complaints against contractors if a complaint regarding a patent act of omission is filed within four years of the date of the alleged violation. A complaint regarding a latent act or omission pertaining to structural defects must be filed within ten years for the date of the alleged violation. Any questions concerning the contractor may be referred to the Registrar, Contractors State License Board, Post Office Box 26000, Sacramento, California 95826."

SOLAR ENERGY BUILDERS INC.

65 Enterprise

Aliso Viejo, CA 92656

P:(949) 330-8062 F:(949) 266-5823

INVOICE - 21-0352

Date: 03.31.2021

Sales Item: 24.08 kW Commercial

Customer:	Project Address:
California Connections Academy 33272 Valle Road San Juan Capistrano, CA 92675	Same as Customer
Order Delivery Date:	Per agreement
Customer P.O. or Sales Ref #:	24.08 kW Solar Canopy System
Contact:	Franci Sassin
Terms:	Per agreement

Original Contract Total	\$ 117,890.00
Amendments to Date	
Revised Contract Total	\$ 117,890.00
Paid to Date	
Remaining Contract Balance Prior to Payment of This Invoice	\$ 117,890.00

QTY	Description	Unit Price	Total
1	Payment# 1 - Due upon completion of site survey for system design	\$ 11,789.00	\$ 11,789.00
			\$ -
			\$ -
			\$ -
			\$ -
			\$ -
			\$ -

	SUBTOTAL	\$ 11,789.00
	SALES TAX (NA)	\$ -
Other:	NA	\$ -
Shipping	NA	\$ -

Method of payment: ☒ Chk ☐ Cash ☐ Wire ☐

BALANCE DUE	\$ 11,789.00
Amt Pre-Paid	
Inv. Balance	\$ 11,789.00

If paying by check please remit to:

Solar Energy Builders Inc., 65 Enterprise, Aliso Viejo, CA 92656

Electronic Wire Payment Remittance:

Routing Number: 121 000 248
 Account Number: 563 381 7803
 Bank Name: Wells Fargo Bank, N.A.
 Bank Address: 420 Montgomery, San Francisco, CA 94104
 Beneficiary Name: Solar Energy Builders Inc.

CA Contractor License# 378817

CONDITIONAL WAIVER AND RELEASE ON PROGRESS PAYMENT

NOTICE: THIS DOCUMENT WAIVES THE CLAIMANT'S LIEN, STOP PAYMENT NOTICE, AND PAYMENT BOND RIGHTS EFFECTIVE ON RECEIPT OF PAYMENT. A PERSON SHOULD NOT RELY ON THIS DOCUMENT UNLESS SATISFIED THAT THE CLAIMANT HAS RECEIVED PAYMENT.

Identifying Information

Name of Claimant: Solar Energy Builders, Inc.

Name of Customer: California Connections Academy

Job Location: 33272 Valle Road, San Juan Capistrano, CA 92675

Owner: California Connections Academy

Through Date: 03/31/2021

Conditional Waiver and Release

This document waives and releases lien, stop payment notice, and payment bond rights the claimant has for labor and service provided, and equipment and material delivered, to the customer on this job through the Through Date of this document. Rights based upon labor or service provided, or equipment or material delivered, pursuant to a written change order that has been fully executed by the parties prior to the date that this document is signed by the claimant, are waived and released by this document, unless listed as an Exception below. This document is effective only on the claimant's receipt of payment from the financial institution on which the following check is drawn:

Maker of Check: California Connections Academy

Amount of Check: \$ 11,789.00

Check Payable to: Solar Energy Builders, Inc.

Exceptions

This document does not affect any of the following:

- (1) Retentions.
- (2) Extras for which the claimant has not received payment.
- (3) The following progress payments for which the claimant has previously given a conditional waiver and release but has not received payment:

Date(s) of waiver and release: _____

Amount(s) of unpaid progress payment(s): \$ _____

- (4) Contract rights, including (A) a right based on rescission, abandonment, or breach of contract, and (B) the right to recover compensation for work not compensated by the payment.

Signature

Claimant's Signature:



Claimant's Title: CEO

Date of Signature: 03/31/2021

7/1/12

March 26, 2021

Heidi Crowley
Coordinator, Charter School and Strategic Initiatives
Capistrano Unified School District
33122 Valle Rd.
San Juan Capistrano, CA 92675

Via e-mail

Dear Ms. Crowley;

Over the past year, circumstances in schools everywhere have been altered by the global pandemic. While California Connections Academy Southern California (CalCA SoCal) is an online charter school, and has been providing high quality distance learning for many years, the pandemic did affect our operations as well.

As a result of the pandemic, interest in enrolling in CalCA SoCal rose dramatically in the spring and summer of 2020. At the same time, the state budget for the 2020-21 fiscal year included a 'hold harmless' provision for funding which meant that our school could only get funded for enrollment and ADA already reported for the 2019-20 school year, and could NOT get funded for any enrollment growth. As a result, the Board of Directors took action to close applications for the 2020-21 school year and placed an enrollment limit for the first time in our school's history.

As we prepare for the 2021-22 school year, there are still many uncertainties regarding enrollment and funding. CalCA SoCal opens up for applications every year in March for the upcoming school year. At that time of year, we also ask our current students to indicate their intent to return and complete re-enrollment paperwork. As you know, Education Code 47605 requires that if the number of pupils who wish to attend a charter school exceeds capacity, the school will hold a public random drawing, also known as a lottery, for admissions and may extend certain preferences in accordance with the law and the approved charter. Based on the potential for increased demand for enrollment, the necessity to plan ahead for staffing the school, plus the uncertainties around funding for non-classroom based charter schools, the Board of Directors of California Online Public Schools has approved enrollment limits for the school for the 2021-22 school year. The Board Resolution establishing these limits contains additional information about the rationale for this action.

With a limit on enrollment we must now establish if there are more students who wish to attend than the established capacity for the school. If that is the case, then we would need to conduct a lottery. After reviewing the charter with our attorney, we believe the charter contains language to allow the school to develop and implement a policy regarding holding a lottery and conducting admissions within the constraints of the law. The law does require certain admissions preferences and allows for others. The Board of Directors approved a Lottery and Wait List Policy on January 26, 2021 that complies with the law and the current charter. However, you have shared that CUSD's attorney believes that CalCA SoCal should seek an amendment to the charter in order to conduct a lottery and implement the approved lottery policy. Therefore, we have started the process to incorporate these items into a charter amendment.

The current charter was renewed fairly recently and so is already updated for new laws affecting charter schools. Changes needed to be in compliance with applicable laws for the 20-21 school year and beyond are incorporated in the attached charter containing the proposed amendment. Updating the admissions section of the charter and holding a lottery will not have any fiscal impact to the budget of the school.

Attached is a copy of the existing charter with redline revisions showing the proposed changes, including the new admission preferences. In addition, a copy of the approved CalOPS board policy regarding a lottery, and the board resolution adopting the enrollment limits are attached. The CalOPS Board will ratify all changes to the charter and, if needed, approve a resolution regarding the charter amendment, at their regular board meeting scheduled for April 27, 2021.

We look forward to working with you and other district staff on the charter amendment process. We understand that this item will come before the CUSD Board of Trustees on April 21, 2021. Please let us know if you need any further documentation or have any additional questions.

Sincerely,

Richard Savage

Dr. Richard Savage
Executive Director, California Connections Academy Schools

Franci Sassin

Dr. Franci Sassin
Director of Business Services, California Connections Academy Schools

MATERIAL REVISION TO RENEWAL CHARTER
PETITION OF CALIFORNIA CONNECTIONS ACADEMY
SOUTHERN CALIFORNIA

This Material Revision to the Charter Renewal Petition (“Charter”) of California Connections Academy Southern California (“Material Revision”) is made between Capistrano Unified School District (“District”), a California public school district and California Connections Academy Southern California (“Charter School”). It is to be read in conjunction with, and shall expressly amend, the Charter of Charter School approved by the District’s Board of Trustees (“Board”) on December 12, 2018. The effective date of this Material Revision is the date of its approval by the District’s Board.

RECITALS

WHEREAS, Charter School’s Charter was approved by the District’s Board on December 12, 2018 for a term commencing July 1, 2019 and expiring June 30, 2024;

WHEREAS, Charter School seeks an amendment to its Charter to enable it to conduct a lottery pursuant to its lottery policy, and to adopt admissions preferences;

WHEREAS, Charter School also seeks to make additional modifications to its Charter; and

WHEREAS, the District and Charter School agree to materially revise Charter School’s Charter to reflect the changes noted below.

NOW, THEREFORE, the parties hereby acknowledge the adequacy of the consideration given for this Material Revision and, notwithstanding any provision to the contrary set forth in the Charter, the parties hereto expressly agree as follows:

1. The paragraph under the heading entitled “Nondiscrimination in Admissions” on page 116 of the Charter shall be replaced with the following language:

California Connections Academy is committed to a policy of educational and workplace equality. CalCA SoCal does not exclude, deny benefits to, or otherwise discriminate against any person on the basis of race, color, creed, religion, national origin, sex, marital status, pregnancy, familial status, disability, sexual orientation, age or genetic information, immigration status, or any other category protected by federal or state law in the admission to, participation in, or receipt of the services under any California Connections Academy educational programs and activities, or in its employment practices.

This statement is in accordance with the provisions of Title VII of the *Civil Rights Act of 1964*, Title IX of the *Educational Amendment of 1972* (Title 9), Section 504 of the *Rehabilitation Act*

of 1973 (Section 504), the Age Discrimination Act of 1975, and the *Individuals with Disabilities Education Act of 2004* (IDEA).

CalCA SoCal does not discourage a student from enrolling or seeking to enroll for any reason, including, but not limited to academic performance of the student or because the student exhibits any of a list of characteristics:

- Academically low-achieving
- Economically disadvantaged (determined by income eligibility for any free or reduced price meal program)
- English learner
- Ethnicity
- Foster youth
- Homeless
- Nationality
- Immigration status
- Neglected or delinquent
- Race
- Sexual Orientation
- Pupils with disabilities

CalCA SoCal complies with state requirements regarding enrollment and disenrollment for charter schools, including those contained in Education Code section 47605.

2. Two paragraphs are added after the first paragraph under the heading that reads “Admission Methods and Eligibility Criteria” on page 117 of the Charter. Additionally, the first sentence of the following paragraph shall be deleted, and the words “This includes signing and upholding” in the second sentence of that paragraph shall be revised. Those three paragraphs shall now read as follows:

In accordance with admission and enrollment rules for California charter schools, minimal information is requested of parents in order to submit an application for enrollment.

This means that there are additional tasks which must be completed in order for the student to complete registration and start school, including meeting all eligibility guidelines and any enrollment or re-enrollment deadlines for the school. These additional tasks may include such things as completing online information forms, providing various documents such as proof of residency, proof of age, a Master Agreement for independent study, and immunization records or exemption information for the student.

Parents must agree to and uphold all necessary school-family agreements (such as an Independent Study Master Agreement 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).

3. The section entitled "Timetable/Lottery" beginning on page 118 of the Charter shall be revised. The section as revised shall read as follows:

As a non-classroom based school, CalCA SoCal has historically been able to accommodate all eligible students who apply and complete the registration process. Enrollment (and re-enrollment) for the following school year generally opens on or around March 1, and enrollment for the current school year closes around that same time. The CalCA SoCal enrollment team assists parents in completing the required enrollment tasks and in meeting any state-mandated enrollment requirements. 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 implement a detailed public lottery procedure in accordance with California Education Code section 47605 (e)(2)(B). The Board also would address any applicable federal requirements for the lottery process.

In accordance with California Education Code section 47605 (e)(2)(A) and section 47605 (e)(2)(C), CalCA SoCal, in partnership with CUSD, makes every reasonable attempt to accommodate all the students who wish to attend the charter school. The school's adopted lottery process conforms to all applicable federal and state requirements regarding how to weight or exempt various types of applicants and how to hold the lottery. In the event of a lottery, preference shall be extended in the following order of priority:

1. Existing pupils
2. Children of current CalOPS employees (including any employee offered a position for the upcoming school year)
3. Siblings of existing pupils
4. Pupils who reside within Capistrano Unified School District

Once a student starts attending CalCA SoCal, they become "existing pupils of the charter school" for purposes of any lottery and for determining sibling preference. 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.

4. The last sentence in the section entitled "Enrollment Window" on page 119 of the Charter shall be revised. Additionally, a new sentence will be added to the end of that section. The final two sentences of that section shall now read as follows:

For example, students moving from another geographic area who attend a different California Connections Academy School may be allowed to transfer after the open enrollment window has

closed. The Board may also set a time frame(s) to accept applications in order to determine if a lottery will be necessary.

5. The third paragraph under the section entitled “VI. Non-Discrimination and Racial Balance” on page 119 of the Charter shall be revised and amended to read as follows:

CalCA SoCal utilizes a broad reaching student recruiting effort, thereby ensuring outreach to families with a wide variety of racial, ethnic, linguistic, academic and socioeconomic backgrounds. In particular, the school will focus on achieving a student population reflective of the geographic areas served including students with disabilities, and English Language learners, including students who have been re-designated as fluent in English. In order to accomplish this, certain subgroups may be targeted for extra recruitment efforts in order to achieve a pool of potential students that reflects a balanced student population. Partnerships and outreach efforts using a variety of community and youth organizations aid in this process. Information is included on the public website which describes how the school serves students with disabilities. During information sessions or outreach to communities which speak languages other than English, the school may provide translators and/or informational materials in other languages. More details of the school’s outreach program are described above in Section VI.A.

6. A final paragraph reading as follows shall be added at the end of the section entitled “Suspension (not more than nine days)” on page 124:

Upon the request of a parent/guardian or the affected pupil, the school shall provide access, either directly or indirectly, to a pupil who has been suspended from school for two or more schooldays for disciplinary reasons, to the assignments that the pupil would otherwise have been given during that time period. If an assignment that is requested and turned in by the pupil according to the school’s procedures, either upon the pupil’s return to school from suspension, or within the timeframe originally prescribed by the teacher or the school’s protocols, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the pupil’s overall grade in the class.

IN WITNESS WHEREOF, the parties hereto have caused this Material Revision to be duly executed and delivered in their respective names by their authorized representatives as of the date set forth below.

CAPISTRANO UNIFIED SCHOOL DISTRICT

By: _____

Authorized Representative of Capistrano Unified School District

Name: _____

Title: _____

Date: _____

CALIFORNIA CONNECTIONS ACADEMY SOUTHERN CALIFORNIA

By:  _____

Authorized Representative of California Connections Academy

Name: Richard S Savage

Title: Executive Director

Date: 3/31/2012

- **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

California Connections Academy is committed to a policy of educational and workplace equality. CalCA SoCal does not exclude, deny benefits to, or otherwise discriminate against any person on the basis of race, color, creed, religion, national origin, sex, marital status, pregnancy, familial status, disability, sexual orientation, age or genetic information, immigration status, or any other category protected by federal or state law in the admission to, participation in, or receipt of the services under any California Connections Academy educational programs and activities, or in its employment practices.

This statement is in accordance with the provisions of Title VII of the *Civil Rights Act of 1964*, Title IX of the *Educational Amendment of 1972* (Title 9), Section 504 of the *Rehabilitation Act of 1973* (Section 504), the Age Discrimination Act of 1975, and the *Individuals with Disabilities Education Act of 2004* (IDEA).

CalCA SoCal does not discourage a student from enrolling or seeking to enroll for any reason, including, but not limited to academic performance of the student or because the student exhibits any of a list of characteristics:

- Academically low-achieving
- Economically disadvantaged (determined by income eligibility for any free or reduced price meal program)
- English learner
- Ethnicity
- Foster youth
- Homeless
- Nationality
- Immigration status
- Neglected or delinquent
- Race

- Sexual Orientation
- Pupils with disabilities

CalCA SoCal complies with state requirements regarding enrollment and disenrollment for charter schools, including those contained in Education Code section 47605.

~~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.

In accordance with admission and enrollment rules for California charter schools, minimal information is requested of parents in order to submit an application for enrollment.

This means that there are additional tasks which must be completed in order for the student to complete registration and start school, including meeting all eligibility guidelines and any enrollment or re-enrollment deadlines for the school. These additional tasks may include such things as completing online information forms, providing various documents such as proof of residency, proof of age, a Master Agreement for independent study, and immunization records or exemption information for the student.

~~Admissions requirements include the expectation that parents complete all enrollment and placement activities in a timely and complete fashion. This includes signing and upholding~~Parents must agree to and uphold 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~~has historically been able to accommodate all eligible students who ~~may wish to attend~~apply and complete the registration process. Enrollment (and re-enrollment) for the following school year generally opens on or around March 1, and enrollment for the current school year closes around that same time. 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 (~~ed~~)(2)(B). The Board also would address any applicable federal requirements for the lottery process.

In accordance with California Education Code section 47605 (~~ed~~)(2)(A) and section 47605 (~~ed~~)(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~~ The school's adopted ~~eds a~~ lottery process, ~~it will conform~~s to all applicable federal and state requirements regarding how to weight or exempt various types of applicants and how to hold the lottery. In the event of a lottery, preference shall be extended in the following order of priority:

1. Existing pupils

2. Children of current CalOPS employees (including any employee offered a position for the upcoming school year)
3. Siblings of existing pupils
4. Pupils who reside within Capistrano Unified School District

~~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 a student starts attending CalCA SoCal~~enrolled~~, ~~students are considered~~they become “existing pupils of the charter school” for purposes of any lottery and for determining sibling preference. 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 the open enrollment window has closed. The Board may also set a time frame(s) to accept applications in order to determine if a lottery will be necessary.

VI.B NON-DISCRIMINATION AND RACIAL BALANCE

Describe how the charter school will ensure a racial and ethnic balance among its students that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. [Ref. California Education Code §47605(b)(5)(G) and Criteria for Review; CCR-5, §11967.5.1(f)(7)]

The California Connections Academy Schools typically reflect the statewide racial and ethnic balance, and CalCA 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, linguistic, academic and socioeconomic backgrounds. In particular, the school will focus on achieving a student population reflective of the geographic areas served including students with disabilities, and English Language learners, including students who have been re-designated as fluent in English. In order to accomplish this, certain subgroups may be targeted for extra recruitment efforts in order to achieve a pool of potential students that reflects a balanced student population. Partnerships and outreach efforts using a variety of community and youth organizations aid in this process. Information is included on the public website which describes how the school serves students with disabilities. During information sessions or outreach to communities which speak languages other than English, the school may provide translators and/or informational materials in other languages. More details of the schools outreach program are described above in Section VI.A.

~~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.

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.

Upon the request of a parent/guardian or the affected pupil, the school shall provide access, either directly or indirectly, to a pupil who has been suspended from school for two or more schooldays for disciplinary reasons, the assignments that the pupil would otherwise have been given during that time period. If an assignment that is requested and turned in by the pupil according to the school's procedures, either upon the pupil's return to school from suspension, or within the timeframe originally prescribed by the teacher or the school's protocols, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the pupil's overall grade in the class.



California Connections Academy

Outreach Summary and Enrollment Metrics



Contents

- **Summary of SY20/21 Outreach Services**
- **COVID-19 Impact**
- **Achievements**
- **SY21/22 Enrollment**
- **Overview of SY21/22 Marketing Initiatives**



Outreach Services



Summary of Outreach Services

Pearson Online and Blended Learning provides marketing expertise and services to California Connections Academy (CalCA).



regularly gather **school leader and marketing representative** feedback



review **prior-year metrics** for all outreach campaigns



evaluate the local **legislative, media, and competitive** landscape



consider new **opportunities and trends** in the educational space

Summary of Outreach Services continued

- **marketing program management** to develop strategy, oversee tactical execution, and facilitate communication
- **integrated multichannel communications**, such as webinars, email, direct mail, media, print, digital, and outbound telemarketing

- **public relations**, including national and local media, reputation management, crisis communications, and support for community outreach



COVID-19 Impact

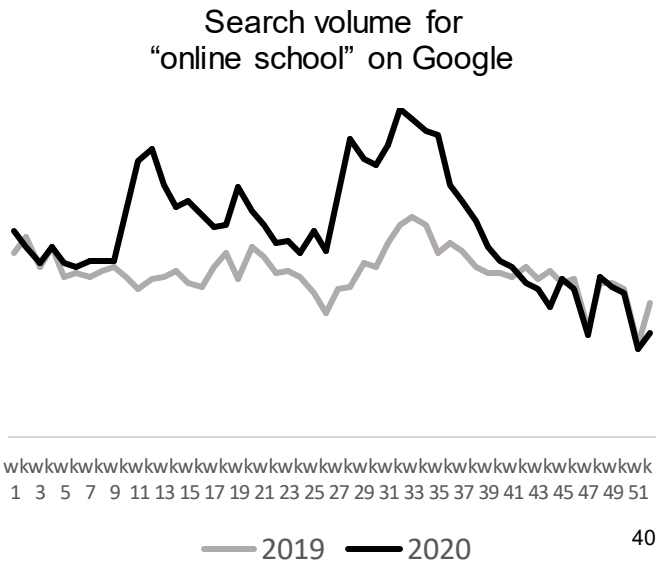
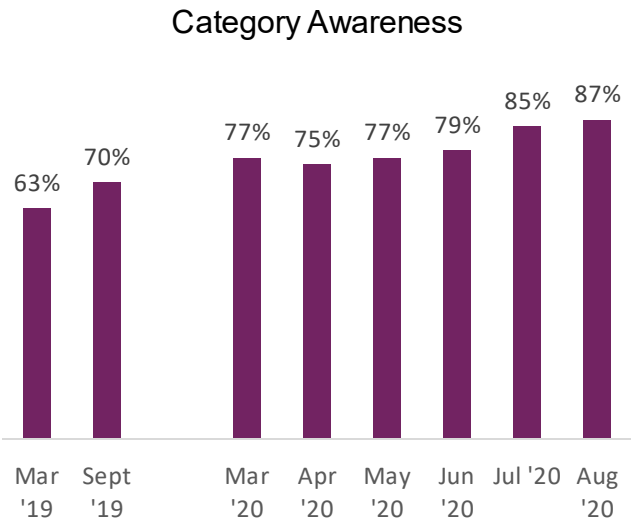
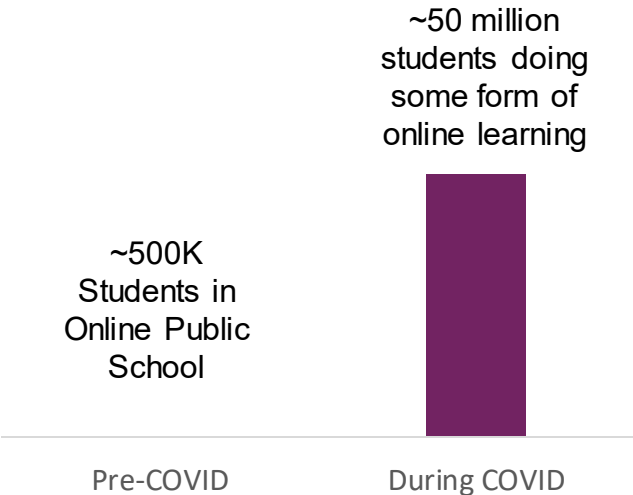


Whether schools and parents were ready for it or not, online education had a moment

Online K-12 went from ~500K students in online public school to ~50 million students doing some form of online learning in 2020.

As parents were thrust into online learning, they became aware of the category—and as the time came to decide for SY20/21, awareness of the category grew.

Google, the go-to source for gathering information, had record search levels for “online school,” up 80 percent YOY in March and 100 percent in July during the summer COVID-19 peak and as schools were making decisions on whether to open.



Impact of COVID-19 was wide ranging for Connections Academy

From higher retention of current families to having unprecedented growth in K-5.

- ◆ **K-5 students made up 45 percent of our new student population this year**, versus 24 percent historically. Given our 61 percent growth in new students, this meant that the **K-5 population had an over 200 percent increase!**



- ◆ Our SY19/20 students opted for another year with Connections Academy in record numbers going into SY20/21.

We experienced a 20 percent increase in returning students.



COVID-19 will continue to create uncertainty

50%

When asked what it would take for parents to send their children back to in-person learning, **50 percent said they won't send them back until a COVID-19 vaccine is available to the public.**

12%

vs.

5%

Twelve percent of parents are likely to consider online public school (other than what online offerings their district may provide) if COVID-19 is still a concern for SY21/22. **If COVID-19 subsides, that number shrinks to 5 percent** (but that is still high, given less than 1.5 percent of students attend online public school).

2x

Families who indicated that COVID-19 was the main reason they enrolled at Connections Academy are **twice as likely to remain at Connections Academy if COVID-19 is still a concern for SY21/22 than if it is not a concern.**

Achievements



Summary of 2020 Outreach Achievements

1. Ran national cable, connected TV, and digital advertising, which covered every major market in California, generating more than

237.4 million

combined impressions among women ages 25–49.



2. Educated **23,354** families about CalCA via paid online ads on search engines, Facebook, and Instagram.



3. 25 positive/neutral secured news stories highlighted graduation, student achievement, online school differentiation, etc., reaching approximately

2.9 million

in circulation and viewership from January to December 2020.



4. Nearly **doubled** email traffic to the website, with 33,295 sessions.



Summary of 2020 Outreach Achievements continued

5. Attracted **330,864** visitors to the CalCA website, engaging with **21,734** and converting **1,499** to applicants.



7. Implemented **website improvements**, such as a new mobile/desktop user experience, Chat Bot, Resource Hub, and RFI pop-up form.



6. Increased Facebook followers by **8.3 percent** and engagement rate by **1.7 percent**.



8. Increased Club ORANGE membership by **20 members** and added **18 social media advocates** to the Club ORANGE Facebook group.



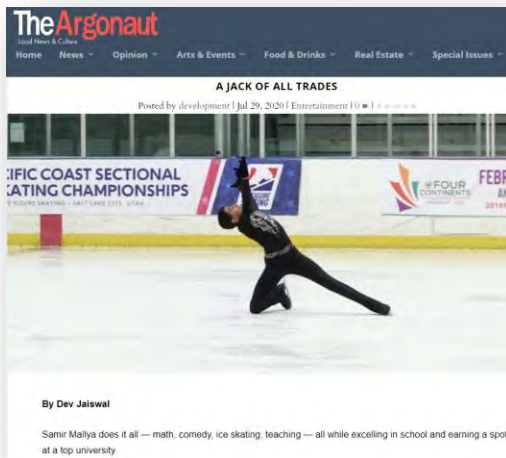
Summary of 2020 Outreach Achievements continued

9. Conducted **100 percent virtual events**, which resulted in positive year-over-year results:
- **63 percent increase** in RSVPs
 - **110 percent increase** in attendance
 - **178 percent increase** in enrollments



2020 News Highlights

- CalCA Southern California graduate Samir Mallya shared how online school helped him achieve his dreams while getting a high-quality education—*The Argonaut*
- CalCA teacher Melissa Laurenson shares tips for getting students excited about back to school—*Parents Online*
- Class of 2020 graduates recognized—*The Antioch Herald*, KCRA 3 News





SY21/22 Enrollment

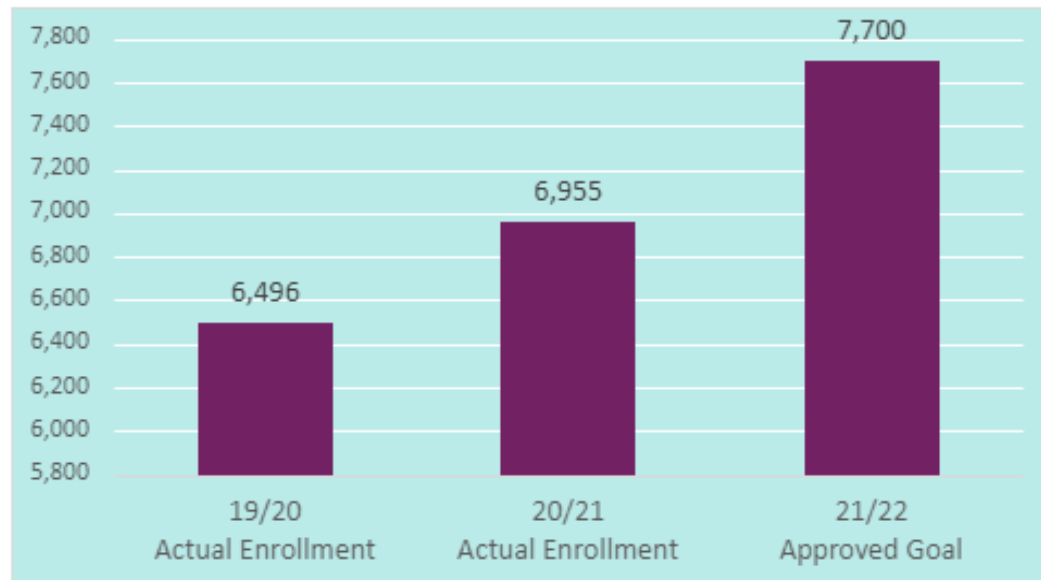


2020 School Enrollment Highlights

Enrollment **increased by 7 percent** over last year.

The main factor that contributed to the growth was the **43 percent increase** in the number of returning enrollments year over year.

For 2021–2022, the 9/30 marketing enrollment benchmark goal of 7,700 has been approved.






Overview of SY21/22



Summary of Key Marketing Initiatives to Drive Growth for SY21/22

- **Connections Academy brand refresh:** The refresh helped to modernize the brand and strengthen our positioning, relevancy, and differentiation. Visual changes included color, photography, and fonts.
- **New advertising campaign:** To align with the brand refresh, new TV ads and videos were produced.
- **Increase digital media:** More consumers are using digital media channels, so our placement will follow this trend. Increased spend in over the top (OTT) and online video (OLV). National cable will continue. Exploring some high-impact placements for 2021.
- **New school websites:** This will align with the brand refresh, new navigation, and more school-level personalization.
- **Enhance marketing:** Develop school-specific claims and differentiators.
- **Continue to promote and support:** Use paid search, paid social, events (live webinars), direct mail, public relations, and social media.


New Brand Refresh




OverviewAcademicsExperienceResources

NOW ENROLLING

A California Online Public School That's
MADE FOR YOU

SEE WHY OUR LEARNING EXPERIENCE WORKS
1 min video



CREATING OPPORTUNITY

Tuition-Free Online Public Schools in California

Offering the flexibility to learn at home, California Connections Academy online schools help students who need a more personalized approach to learning to maximize their potential and meet high performance standards.

California Connections Academy is a network of authorized online charter schools* that serves students in grades TK-12.



Understanding the

**ENROLLMENT
PROCESS**

Waitlist Release Update:
**PLEASE
CONFIRM
ENROLLMENT**



Sign in to Your Account


Enter Username

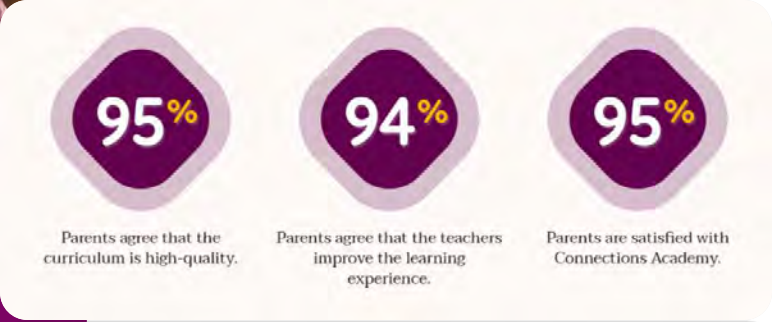
Enter Password

☐ Remember My Username
Don't select this option if you're using a public computer.

Sign In

[Forgot password?](#) [Forgot username?](#)





THANK YOU

3RD QUARTER OPERATIONS METRICS

Pearson Online and Blended Learning (POBL) works with leadership teams, teachers, and other staff members of the schools it supports to continuously improve student achievement. The Partner School Leadership (PSLT) and Partner School Success (PSS) Teams work to support schools through School Improvement Planning, Advisory Committees, Professional Learning Communities (PLCs) and weekly communication with each school's leadership to support all stakeholders working through the daily challenges of successful school operations.

Common operational threads in these school-based efforts are monitored across all schools with priorities placed on metrics summarized below. These metrics are timely and align with both the school year cycle and Core Standards for Facilitating Student Learning, a guide of best practices for a Connections Academy school. The Core Standards group teacher and school operational tasks into the more broadly defined categories as follows:

- **Professional Responsibilities:** first semester (final) and second semester (current) core course passing rates (course completion), cohort summary information, and SPED document compliance (IEP required reviews).
- **Instructional Expertise:** information about POBL-offered professional learning sessions.
- **Student Engagement:** on time and completed welcome calls, start-up tasks, Learning Coach contacts, preliminary retention contacts complete, and during school year withdrawals.
- **Data Driven Instruction:** RTI tier status, curriculum-based assessment (CBA) completion.
- **School Operations:** metrics generally focus on teacher hiring, retention and student enrollment (late vs. on-time, new vs. returning). Due to the timing of quarter three, metrics will not be reported in this category.

Quarter 3 encompasses the time period between January 1, 2021 and March 31, 2021. The metrics shown here are compared with a group of other Connections Academy schools – aggregated to give some context without sharing every school's data. There are no truly “comparable schools” but we have grouped them by student start date noted in the tables by “Group”, and by size (small 0-1499, medium 1500-3999, large 4000+ students). Additionally, year over year comparison data is provided where available to highlight specific trends. Many other factors contribute to and should be considered when evaluating successful school operations (age of the school, its rate of growth, its funding per pupil, enrollment caps and/or other rules affecting student demographics, etc.); that information is not provided in this report.

Professional Responsibilities

First Semester “Final” Core Course Completion

	ELA Course Pass Rates			Math Course Pass Rates		
	K-5	6-8	9-12	K-5	6-8	9-12
CalCA 20/21	93%	90%	86%	92%	86%	89%
CalCA 19/20	85%	84%	76%	84%	76%	83%
Large Avg.	95%	90%	86%	95%	90%	83%
Group 3 Avg.	95%	89%	84%	94%	88%	85%
Connections Avg.	94%	89%	85%	94%	87%	84%
	Science Course Pass Rates			Social Studies Course Pass Rates		
	K-5	6-8	9-12	K-5	6-8	9-12
CalCA 20/21	91%	89%	89%	91%	89%	88%
CalCA 19/20	81%	83%	83%	82%	81%	81%
Large Avg.	95%	90%	89%	95%	90%	89%
Group 3 Avg.	95%	90%	89%	94%	90%	88%
Connections Avg.	94%	88%	88%	94%	87%	88%

Second Semester “Current” Core Course Completion

	ELA Course Pass Rates			Math Course Pass Rates		
	K-5	6-8	9-12	K-5	6-8	9-12
CalCA 20/21	92%	82%	63%	89%	85%	65%
CalCA 19/20	88%	74%	58%	80%	68%	61%
Large Avg.	90%	78%	72%	85%	76%	68%
Group 3 Avg.	92%	79%	69%	87%	79%	65%
Connections Avg.	91%	81%	72%	86%	75%	67%
	Science Course Pass Rates			Social Studies Course Pass Rates		
	K-5	6-8	9-12	K-5	6-8	9-12
CalCA 20/21	91%	78%	72%	89%	81%	66%
CalCA 19/20	86%	71%	69%	83%	72%	66%
Large Avg.	89%	79%	80%	89%	80%	78%
Group 3 Avg.	92%	80%	77%	90%	81%	70%
Connections Avg.	92%	81%	78%	90%	81%	77%

- **First semester “final” core course completion and second semester “current” core courses on track for successful completion** – This shows the percent of first semester core courses marked as successfully completed (with a passing score) and the status of the second semester core courses in progress (with a passing score) who are still working towards completion. The “final” grades reported for semester one reflects increases over the “in progress” course completion rates reported in quarter 2.

	4 HS Cohorts % On Track	2021	2022	2023	2024
CalCA 20/21	57.8%	45.2%	46.4%	58.2%	81.2%
CalCA 19/20	56.2%	52.0%	51.9%	70.5%	NA
Connections Avg.	70.0%	62.9%	65.9%	73.2%	78.0%

- **Cohort Summary Report – HS Cohorts % On Track** – Average “on track for graduation” rates of 4 cohorts active during the 20/21 school year (Classes of 2021, 2022, 2023, 2024). Rate for each cohort year is calculated as (# EOY Grad Status = Early or On Time) / (All Students Ever Enrolled in the Cohort and not Validated by State as Excluded from Denominator). Efforts to improve this metric for each school continue by focusing on withdrawn students (ensuring we remove, where applicable, students from graduation calculation denominator) and enrolled student support to ensure supportive efforts are occurring to both keep students on track and help them in credit recovery efforts where needed.

	Compliant IEP Review
CalCA 20/21	83%
CalCA 19/20	86%
Large Avg.	96%
Group 3 Avg.	94%
Connections Avg.	96%

- **Special education students with a compliant IEP review** – Special education students are required to have an annual review of their Individual Education Plan (IEP) at or before their current IEP due date. Additionally, at least every three years, special education students are required to have a re-evaluation meeting that is at or before their current re-evaluation due date. This metric reports on the average of both compliant reviews and re-evaluations across schools and, due to the legal nature of this metric, is expected to stay consistently above 90%.

Instructional Expertise

Professional Learning available to teachers – Connections has offered an extensive professional learning program for the last several years. This year’s overview shared with Boards demonstrated a commitment to flexibility and meeting the unique needs of individual teachers. Continuing with last year’s trend, instead of assigned course levels and a specified learning path, the Professional Learning course features a calendar for teachers to choose sessions most relevant to their needs. Sessions started October 2020, and due to this flexibility, will not be easily tracked across all schools. Quarters 2-4 will focus on highlighting available choices rather than reporting on specific participation.

Sessions that were offered January – March 2021 include: Creating a Classroom Community, Developing Beneficial Time Management Routines, Developing Empathy in a Virtual World, Discourse Strategies, Distracted Students in a High Tech World, Finding Data After the Polls, Fostering Ownership to Promote Academic Integrity, Intro to Gifted, Learning Differences in the Classroom, LiveLesson® Layouts, Math, We’ve Got This! Elementary I & II and Secondary, Modifications for Students with IEPs and Section 504 Plans, Practice and Reteaching, SISP Spotlight, Supporting LGBTQ+ Youth, Quality Feedback for Student Engagement, Using Breakout Rooms with Confidence, Using Questioning Strategies to Check for Understanding, and Vocabulary Beyond Memorization.

Student Engagement

	On Time Welcome Calls	Welcome Calls Complete	Start Up Tasks Complete	Student Contacts Met	LC Contacts Met	Prelim. Retention Contacts Complete	During SY WD
CalCA 20/21	46%	100%	33%	97%	62%	100%	8%
CalCA 19/20	88%	97%	90%	84%	63%	60%	16%
Large Avg.	89%	100%	90%	93%	78%	81%	18%
Group 3 Avg.	77%	98%	83%	95%	71%	78%	16%
Connections Avg.	91%	99%	94%	93%	76%	94%	18%

- **Students receiving a “Welcome Call” on time, and total Welcome Calls complete** – Welcome Calls to students by teachers (or designated school staff members) have been shown to correlate strongly with prolonged student enrollment and parent satisfaction; a Welcome Call is “on time” if completed within 7 calendar days of enrollment. The target for this metric is set to 95% because some students who enroll will never engage but cannot be immediately withdrawn due to truancy and other non-compliance processes. On time Welcome Call completion remains roughly on par with prior years at just under the 95% goal across all schools.

- **% of students enrolled 21 or more days who have completed Start-Up Tasks** – Students are monitored and encouraged to complete a set of “start-up tasks within the first 21 days of enrollment. Across all Connections schools, 94% of students enrolled 21+ days had completed their start-up tasks. This is a significant increase from 87% completion at the end of quarter 1.
- **Student & Learning Coach Contacts Met** – Although frequent contact happens in many other ways (webmail, LiveLesson recording, etc.), Connections recommends a phone (or individual synchronous) contact between teachers and students every 14 days. Additionally, an expectation of at least 3 annual contacts with the Learning Coach is considered a Core Standard. The metrics here are reporting the percentage of students with an individual synchronous contact within the last 14 days for the student and at least 3 (cumulative) synchronous contacts with the Learning Coach during the school year.
- **Preliminary Retention Notification** – As part of the continuous monitoring and communication process at each school, teachers are asked to complete a “preliminary” promotion/retention recommendation for all K-7th grade students in the early spring. The resulting call and written follow-up for those students who are indicated as “in danger of being retained” allows for a critical (and documented) communication with each impacted family. Warning of possible retention status is a required contact when a student is marked “retain” or “unsure” and this resulting metric is the percent of students across all school marked as “retain” or “unsure” who have had a successfully logged retention contact.
- **During School Year Withdrawals** – This shows percent of students who enrolled, completed at least 20 lessons, and subsequently withdrew this school year. Withdrawal rates are typically higher than in traditional brick and mortar schools and do vary among Connections Academy schools. This metric does not differentiate between parent-initiated withdrawals and school-initiated withdrawals (where possible and for things such as truancy). Much work across several departments is done to better understand reasons for parent-initiated withdrawal and to reduce or eliminate wherever possible to increase enrollment longevity of student enrollment.

Data Driven Instruction

	Rtl Tier I	Rtl Tier II	Rtl Tier III	CBA "Met" K-8	CBA "Met" 9-12
CalCA 20/21	89%	3%	0.6%	98%	83%
CalCA 19/20	87%	4%	1.7%	95%	92%
Large Avg.	85%	7%	1.0%	90%	88%
Group 3 Avg.	87%	6%	1.3%	88%	80%
Connections Avg.	87%	5%	1.3%	89%	86%

- Students identified for Response to Intervention (RTI) tiers** – Rtl is a systematic way of connecting instructional components that are already in place in a class. It integrates assessment data and resources efficiently to provide more support options for every type of learner. Based on the Rtl framework, a percentage of students will be identified at each tier level to receive increasingly structured and frequent interventions. Reporting on this metric helps to identify schools where the identification and documentation process is working to move students between the tiers as needed. The Three-Tiered Pyramid of Interventions estimates the percent of students at each tier should be: Tier I – 80-90%, Tier II – 5-10%, and Tier III – 1-5%. Tier III here does not include students with an active IEP in ELA or Math.
- Students with CBAs Met** – Connections-supported schools use a minimum number of “curriculum-based assessments” (CBAs) as one way to ensure student learning is authentic). CBAs are usually 1:1 contact during which a teacher probes the student’s understanding of a specific part of the curriculum. This metric is the percent of students meeting this criterion by the end of the third quarter.

Partner School Leadership Team (PSLT) Board Spotlight

The Partner School Leadership Team is made up of Directors of Schools, Director of State Accountability Frameworks, Senior Manager of Partner School Leadership, Senior Project Manager (Accreditation), and the State Testing team.

The PSLT provides Connections Academy school leadership with the reassurance that they will have the support they need across a spectrum of academic and leadership issues. Connections Academy schools are complex to operate and require effort to establish and manage. For newer school leaders, the Director of Schools serves as an expert in virtual school academics and operations, while assisting the new leader in developing the expertise needed to run a school. Experienced school leaders benefit from the partnership by utilizing their Director of Schools as a sounding board for new ideas and assistance with process improvement. The Directors of Schools provide support to the school leader with key leadership functions and serve as the main point of contact, in consultation with the other PSLT team members, for leadership, school improvement, and academic issues.

Key Services of the PSLT:

1. Support school administrators with school improvement planning.
2. Provide support to the school's leadership team to develop strong organizational, communication and professional learning structures and processes.
3. Analyze school academic performance and other key data metrics (student and family engagement, enrollment, grading, graduation rate, student promotion and retention, etc.) Problem solving support.
5. Professional development (winter and summer CA leadership conferences, Solution Tree sessions for math improvement, training on development of SIP plan, new school leader meeting, School Leadership Academy, etc.). These trainings allow school administrators to network with their colleagues across the country.
6. Performance improvement planning for school leaders who are struggling.
7. Support for schools going through external accreditation.
8. Support for external audits, authorizer site visits, presentations to external audiences, charter renewals, new school launch, etc.
9. Review school policies and school handbooks.
10. Coordinate and lead school leadership advisory groups around topics like curriculum, social emotional learning, etc.
11. Conduct "roadshows" made up of professional development on curriculum alignment and a deep dive into each school's academic results and state framework.



COVID-19

Preparedness, Prevention and
Response
Safety Plan

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I. Introduction

A pandemic is a global disease outbreak. A pandemic outbreak occurs when a new virus emerges for which people have little or no immunity, and for which there is no vaccine. The disease spreads easily from person to person, causing serious illness, and can sweep across the country and around the world in a very short time. It is difficult to predict when the next pandemic will occur or how severe it will be.

On March 11, 2020, the novel coronavirus, COVID-19, was declared a worldwide pandemic by the World Health Organization. Coronavirus Disease 2019 (COVID-19) is a respiratory disease caused by the SARS-CoV-2 virus, distinct from other diseases caused by coronaviruses, such as Severe Acute Respiratory Syndrome (SARS) and Middle East Respiratory Syndrome (MERS). COVID-19 is reported to be extremely contagious.

The state of medical knowledge is evolving but the virus is believed to spread from person-to-person contact and/or by contact with contaminated surfaces, objects and predominantly through respiratory droplets in the air. People reportedly can be infected and show no symptoms and therefore spread the disease. There is currently no known treatment or cure for COVID-19. Vaccines have now been introduced under emergency authorization and are being offered at no charge to anyone through a variety of channels.

Purpose

California Online Public Schools (“CalOPS”) , doing business as California Connections Academy Schools (“CalCA”) is committed to providing a safe and healthy workplace for all staff-members. To ensure we have a safe and healthy workplace, CalCA has developed the following COVID-19 Preparedness and Response Safety Plan (“Plan”).

The purpose of this Plan is to provide a framework of policies, procedures, guidelines, and organizational structure to prevent against, prepare for, respond to, and recover from infectious disease and pandemics such as COVID-19. This Plan outlines steps the school should take to safeguard the health and well-being of staff-members during a pandemic while ensuring the school's ability to maintain essential operations and continue providing essential services to students and families.

Scope

California Connections Academy Schools (“CalCA”) are governed by the California Online Public Schools Board of Directors and encompass six charter schools with students and employees located across the state. Each charter school is authorized by a different school district authorizer and is able to serve students in a specific geographic region under current state law. For most purposes, the schools are referred to by their regional name; however some of the schools have a different legal name which must be used when looking up the school on any official websites, such as the California Department of Education, the WASC accreditation website, the UC Doorways website, etc. In addition, the legal name of each school is used on official school transcripts.

While each school is a separate legal entity, they all work together closely and share staffing, policies and other resources, and all of them contract with Connections Academy, doing business as Pearson Online and Blended Learning (“POBL”) to provide many aspects of the high quality virtual school program, including some operational and compliance support.

The following chart shows the legal name as well as the acronym and common name for each of the charters. It should be noted that CalOPS employees may be working from counties that are not listed here.

Legal Name	CalCA Name	Acronym	Authorizer	Counties Served
California Connections Academy @ Ripon	California Connections Academy Ripon	CalCA Ripon	Ripon Unified School District	Alameda, Amador, Calaveras, Contra Costa, Sacramento, San Joaquin, Stanislaus
California Connections Academy North Bay	California Connections Academy North Bay	CalCA North Bay	Middletown Unified School District	Colusa, Glenn, Lake, Mendocino, Napa, Sonoma, Yolo
California Connections Academy Southern California	California Connections Academy SoCal	CalCA SoCal	Capistrano Unified School District	Los Angeles, Orange, Riverside, San Bernardino, San Diego
California Connections Academy @ Central	California Connections Academy Central Valley	CalCA Central Valley or CalCA Central	Alpaugh Unified School District	Fresno, Inyo, Kern, Kings, Tulare
California Connections Academy Central Coast	California Connections Academy Central Coast	CalCA Central Coast	Cuyama Joint Unified School District	Santa Barbara, San Luis Obispo, Ventura
California Connections Academy Monterey Bay	California Connections Academy Monterey Bay	CalCA Monterey Bay	Scotts Valley Unified School District	Monterey, San Benito, San Mateo, Santa Clara, Santa Cruz

Facility Overview

CalCA has the following administrative office facilities:

Southern California office

33272 Valle Rd.

San Juan Capistrano, CA 92675

Northern California office

580 N. Wilma, Suite G

Ripon, CA 95366

Administrative activities take place in the office facilities. This Plan shall be applicable to all buildings and grounds for all events that occur, regardless of the time of day or day of the week.

School Population and In-person school activities

Since CalCA is a virtual public charter school providing online instruction, no students are in attendance at the office locations and most staff members work remotely from their home location. During the COVID pandemic, all in person school activities that involve students and/or staff will be suspended until such time as the state and local health agencies allow in person gatherings. This includes educational field trips in

person educational services or assessments, school festivals, state testing, graduation/promotion ceremonies and staff trainings or meetings. The School Leader, in consultation with the CalCA Safety Committee, will determine when, where and how these types of activities may resume. Exceptions may be made for Special Education students who require in-person services to implement their Individual Educational Program or for assessments related to their Special Education status and progress. If such exceptions are made, the parent/legal guardian of the student will be asked to sign a waiver and all COVID health and safety precautions will be in place for the duration of the in-person service.

Organizational Roles and Responsibilities

Worksite Supervisor

The School Leader is ultimately responsible for the various elements and implementation of this Plan. The Worksite Supervisor or designee(s) is responsible for day to day implementation of this Plan in accordance with state, local and Center for Disease Control (“CDC”) guidelines as well as to:

- Implement, monitor, and report on the COVID-19 control strategies;
- Conduct periodic inspections of the office facilities to insure safety protocols are in place;
- Remain on-site when staff are present and/or otherwise monitor on-site staff;
- Provide COVID-19 training to employees that covers, at a minimum:
 - Workplace infection-control practices.
 - The proper use of personal protective equipment.
 - Steps the employee must take to notify the business or operation of any symptoms of COVID-19 or a suspected or confirmed diagnosis of COVID-19.
 - How to report unsafe working conditions.
- Conduct **a daily entry self-screening protocol**¹ for all employees or contractors or visitors entering the workplace, including, at a minimum, a questionnaire covering symptoms and suspected or confirmed exposure to people with possible COVID-19.
- Ensure non-medical grade face coverings are provided as needed to staff. Staff may provide their own appropriate face coverings, but CalCA has both cloth and disposable face masks on site at each office.
- Maintain a record of these requirements in accordance with state law.
- Make necessary corrections to any COVID hazards identified through inspection, observation or employee reporting
- Work with local health officials as necessary.
- Maintain a line of communication with the COVID-19 Response Committee and the CalCA Safety Committee.

COVID-19 Response Committee and CalCA Safety Committee

In order to maximize support and resources to ensure the safety, well-being of staff and students and maintain compliance with the rapidly changing state, local and federal guidelines, Pearson Online and Blended Learning (“POBL”) has developed a COVID-19 Response Committee. The Committee will:

- Act as a partner to provide guidance and resources to prepare for and respond to situations as they relate to the COVID-19 Pandemic;
- Provide advice and guidance on how to address staff questions or issues;
- Work with state and local health agencies to provide information in the event of a COVID-19 outbreak in the workplace;
- Monitor emergencies and facilitate major decisions which need to be made.;

¹ See Appendix A for Sample COVID-19 Screening Questionnaire

- Provide guidance and assistance with release of information to the media if necessary; Monitor the rapidly changing COVID-19 regulatory environment and provide updates as appropriate.

In addition, CalCA has formed a Safety Committee to address a variety of health and safety issues for the organization, including a response to COVID-19. Members of the Safety Committee monitor the day to day activities and response of CalCA employees and implementation of the Plan. Employees may also contact the Safety Committee with suggestions or to report issues or hazards. They also coordinate with the POBL COVID-19 Response Committee as needed.

POBL COVID 19 Response Committee			
	Name/Title	Organization	Contact
Health, Safety & Risk Management	Jeff Budny, Health & Safety Manager	Pearson- North America Organizational Risk and Resilience	Jeff.budny@pearson.com
Compliance	Tara Burns, Senior Compliance Analyst	OBL-HR & Compliance Services	Tara.burns@pearson.com
Facilities	Dion Golatt, Specialist Facilities/Real Estate	OBL-School Facilities Management	Dion.Golatt@pearson.com
Benefits	Jennifer Schmidt, Director, Systems and Rewards	OBL-HR & Compliance Services	jennifer.schmidt@pearson.com
General HR	Kimberly Muth, Director, HR Partners	OBL-HR & Compliance Services	Kimberly.muth@pearson.com
CalCA Safety Committee			
Committee Lead	Richie Romero, Director of Student Achievement	California Connections Academy Schools	rromero@calca.connectionsacademy.org
Compliance Officer and Worksite Supervisor	Franci Sassin, Director of Business Services	California Connections Academy Schools	fsassin@calca.connectionsacademy.org
Safety Coordinator	Jesse Hodge, Teacher and Safety Coordinator	California Connections Academy Schools	jesshodge@calca.connectionsacademy.org
School Leader	Richard Savage, Executive Director	California Connections Academy Schools	rsavage@calca.connectionsacademy.org

II. Prevention

How COVID-19 Spreads

The virus is thought to spread mainly from person-to-person, including:

- Between people who are in close contact with one another (within about 6 feet).
- Through respiratory droplets produced when an infected person coughs or sneezes or even speaks. These droplets can land in the mouths or noses of people who are nearby or possibly be inhaled into the lungs.

It may be possible that a person can get COVID-19 by touching a surface or object that has SARS-CoV-2 on it and then touching their own mouth, nose, or possibly their eyes, but this is not thought to be the primary way the virus spreads.

People are thought to be most contagious when they are most symptomatic (i.e., experiencing fever, cough, and/or shortness of breath). Some spread is also possible before people show symptoms; there have been reports of this type of asymptomatic transmission with this new coronavirus and this likely contributes to community spread of the virus.

There is more to consider than whether you were less than 6 feet away from an infected person for 15 minutes. Additional factors include the intensity, frequency, and duration of exposure to someone contagious with COVID-19. Were you exposed to enough virus that your immune system couldn't fight it off and you end up getting sick?

Intensity of Exposure

The intensity of exposure refers to the quantity of virus fragments you were exposed to. For instance, was the sick person actively contagious when you were with them? Were they coughing and sneezing without a mask on versus having no symptoms with a mask on? Did you share personal items like a drink? Did you sit right next to them and have a face-to-face conversation or were you 6 feet away with your back to them? Some situations can increase a person's exposure to the virus than other situations which as a result, can increase the likelihood of becoming infected.

Frequency of Exposure

The frequency of exposure refers to how often you had contact with someone who was contagious. If you had a brief face-to-face conversation with a colleague each day for several days while the person was contagious with COVID-19, those exposures may add up to be enough to overwhelm your system and lead to an infection.

Duration of Exposure

The duration of exposure refers to how long you were exposed. If you were in close contact with someone contagious with COVID-19 for 6 hours a day for several days, yet your seat was not within 6 feet of them, you may still have had a long enough duration of exposure to that person to be at higher risk for developing COVID-19.

Personal Health

Your personal health, such as the strength of your immune system, plays a part in whether or not you will be infected, as does whether you are following COVID-19 risk reduction methods.

Although the United States has implemented public health measures to limit the spread of the virus, it is likely that some person-to-person transmission will continue to occur. The CDC website provides the latest information about COVID-19 transmission: www.cdc.gov/coronavirus/2019-ncov/about/transmission.html

General Preventative Measures

In order to prevent the transmission of COVID-19, the following protocols in the office facilities are recommended:

- Take steps to reduce entry congestion and to ensure the effectiveness of screening:
 - Reduce the number of staff members assigned to report to the office facilities each day
 - Assign dedicated entry point(s) for all employees to ensure screening

- Provide visual indicators of appropriate spacing for employees outside the building for any event which is anticipated to lead to congestion.
- Require symptom screening prior to entering the office facility
- Require face coverings in shared spaces, including during in-person meetings and in restrooms and hallways and other common areas.
- Increase distancing between employees by spreading out workspaces, staggering workspace usage, restricting non-essential common space (e.g., break areas), providing visual cues to guide movement and activity, and assigning each employee a dedicated office location with a door that closes.
- Prohibit social gatherings and meetings that do not allow for social distancing or that create unnecessary movement through the office.
- Provide disinfecting supplies and require employees and/or janitorial staff to wipe down their workstations at least twice daily. Disinfecting agents should be approved for use against COVID-19
- Post signs and provide training about the importance of personal hygiene, including hand washing.
- Disinfect high-touch surfaces in offices (e.g., whiteboard markers, restrooms, handles) and minimize shared items when possible (e.g., pens, remotes, whiteboards).
- Institute cleaning and communications protocols when employees are sent home with symptoms.
- Notify employees if the employer learns that an individual (including a customer, contractor, or visitor) with a confirmed case of COVID-19 has visited the office and created a potential exposure of more than 15 minutes.
- Suspend all non-essential visitors.
- Restrict all non-essential travel, including in-person conference events.

Building Access for Visitors

In addition to the daily security procedures and protocols in place to ensure a safe and secure environment, prevent crime, and to deter persons from gaining unauthorized access to the building, the additional measures listed below shall be taken in response to and to prevent further spread of infectious disease. The administrative office facilities will remain closed to the public until conditions at the state and local level are deemed safe to re-open and re-opening protocols are in place. The decision as to when it is safe to re-open to the public will be made by the school leader or designee.

Responsibilities:

Worksite Supervisor

The Worksite Supervisor will ensure there is adequate signage alerting visitors, such as vendors or delivery persons, of the requirements in order to enter the building, as well as alerting staff members and anyone who will be in the building more than 15 minutes of the requirement of the new screening protocols, which include:

- ☐ Confirming they have not had any close contact in the past 14 days with anyone who is either confirmed or suspected of being infected with COVID-19, including anyone who was experiencing or displaying any of the known symptoms of COVID-19;
- ☐ They do not have a fever over 100 degrees;
- ☐ They do not currently experience or display, and have not in the last 14 days experienced or displayed, any of the following symptoms:
 - Fever or chills
 - Cough
 - Shortness of breath and/or difficulty breathing
 - Fatigue
 - Muscle or body aches

- Headaches
 - New loss of smell and/or taste
 - Sore throat
 - Congestion or runny nose
 - Nausea or vomiting
 - Diarrhea
- ☐ Anyone who answers yes to any of these statements may NOT enter the building without otherwise getting clearance from the Worksite Supervisor or designee.

[Click here for a link to CalCA office COVID screening procedures](#)

Staff

All staff are encouraged to be active participants in preventing the spread of infectious disease by restricting access to the administrative office facilities for anyone who may have recently been exposed to the virus as well as any non-essential visitors. These temporary security measures shall remain in place on a daily basis, to ensure the safety of the school community until otherwise communicated by the school leader or designee.

Additionally, staff should:

- Ensure that everyone is aware of the building security policy and do not permit unauthorized persons into the building.
- Report any conditions, concerns or problems that were reported to or observed by them.
- Ensure that all visitors observe the new signage when entering the building.

Additionally, staff are encouraged to identify and report unhealthy or unsafe work conditions to the Director of Business Services who will work with the OBL Facilities Team via Issue Aware (IA) Ticket or by contacting dion.golatt@pearson.com so these issues may be corrected expediently.

III. Preparedness

California Blueprint for a Safer Economy

Every county in California is assigned to a tier based on its test positivity and adjusted case rate. During times of surges in the rate of increase of cases, the state made changes such as:

- Tier assignments may occur any day of the week and may occur more than once a week when the California Department of Public Health (CDPH) determines that the most recent reliable data indicate that immediate action is needed to address COVID-19 transmission in a county.
 - Counties may be moved back more than one tier if CDPH determines that the data supports more intensive intervention. Key considerations will include the rate of increase in new cases and/or test positivity, more recent data as noted below, public health capacity, and other epidemiological factors.
 - The most recent reliable data will be used to complete the assessment.
 - When there are extreme circumstances requiring immediate action, counties will be required to implement any sector changes the day following the tier announcement.
 - Vaccine rates and equity measures will be incorporated into the framework and tier assignments

- Full details on the Blueprint are available in CDPH's [Blueprint for a Safer Economy framework](#).

The state and CDPH may alter this framework in response to changing conditions of the pandemic. CalCA will adapt this Plan as needed to accommodate such changes.

Regional Stay Home Order

The State continues to monitor all surges in the level of community spread of COVID-19. [The Regional Stay Home Order](#), announced December 3, 2020, and a supplemental order, signed December 6, 2020, will go into effect at 11:59 PM the next day in regions with less than 15% intensive care unit (ICU) availability. Learn more about the [actual ICU capacity](#) remaining in each region.

Cal/OSHA COVID-19 Emergency Temporary Standards

California approved emergency temporary Cal/OSHA standards on COVID-19 infection prevention on November 30, 2020. These new temporary standards apply to most workers in California not covered by Cal/OSHA's Aerosol Transmissible Diseases standard. CalCA employees are not covered under the Aerosol Transmissible Disease standard and are therefore covered under the new emergency standards.

Requirements for employers covered by the COVID-19 Prevention standard

- Establish, implement, and maintain an effective written COVID-19 Prevention Program that includes:
 - Identifying and evaluating employee exposures to COVID-19 health hazards.
 - Implementing effective policies and procedures to correct unsafe and unhealthy conditions (such as safe physical distancing, modifying the workplace and staggering work schedules).
 - Providing and ensuring workers wear face coverings to prevent exposure in the workplace.
- Provide effective training and instruction to employees on how COVID-19 is spread, infection prevention techniques, and information regarding COVID-19-related benefits that affected employees may be entitled to under applicable federal, state, or local laws.

When there are multiple COVID-19 infections and COVID-19 outbreaks

Employers must follow the requirements for testing and notifying public health departments of workplace outbreaks (three or more cases in a workplace in a 14-day period) and major outbreaks (20 or more cases within a 30-day period).

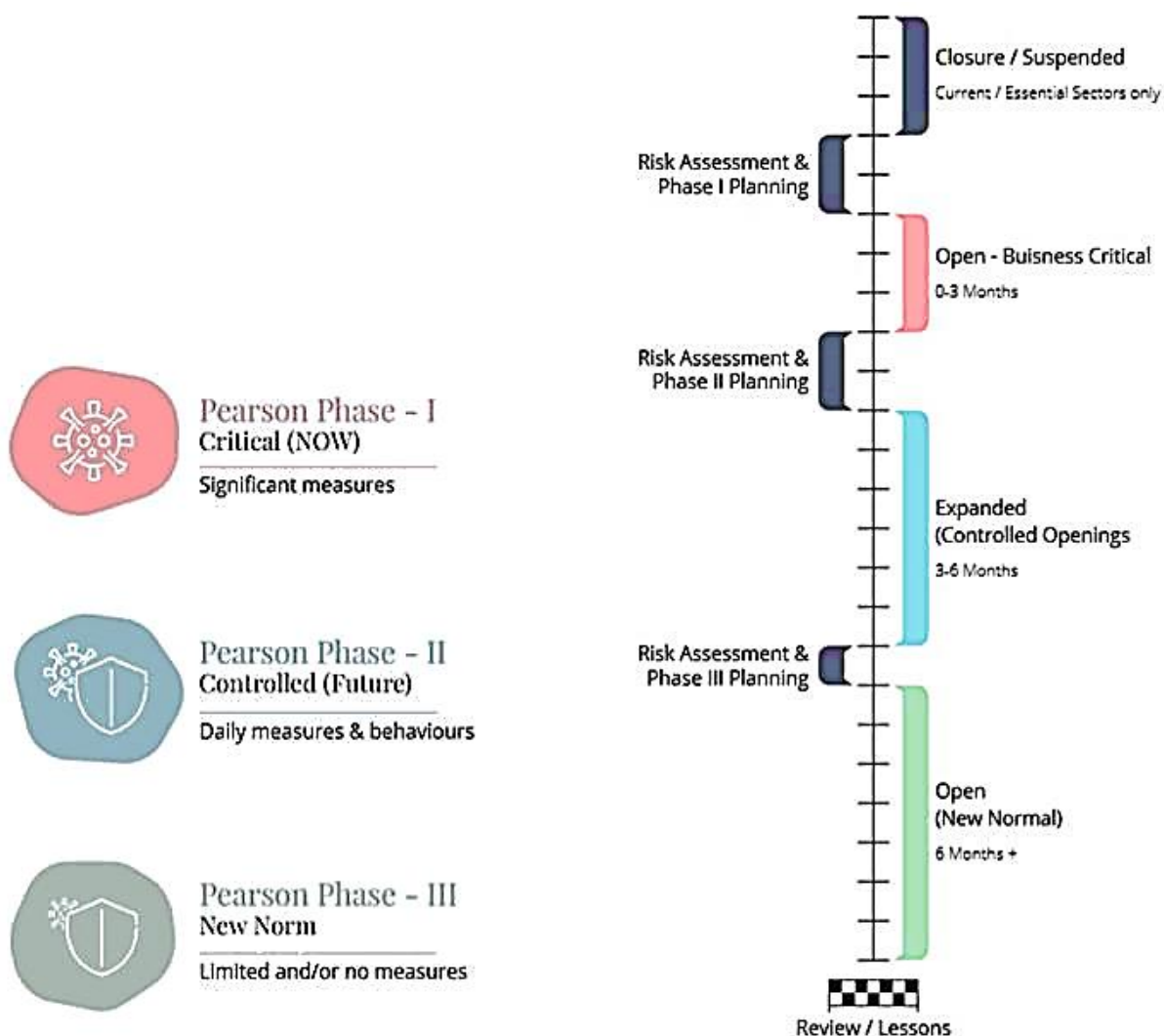
- **COVID-19 testing for employees who might have been exposed:** Employers are required to offer COVID-19 testing at no cost to their employees during their working hours who had potential COVID-19 exposure in the workplace and provide them with the information on benefits.
- **Notification requirements to the local health department:** Employers are required to contact the local health department immediately but no longer than 48 hours after learning of three or more COVID-19 cases to obtain guidance on preventing the further spread of COVID-19 within their workplace.

Recordkeeping and reporting COVID-19 cases

Employers must maintain a record of and track all COVID-19 cases, while ensuring medical information remains confidential. These records must be made available to employees, authorized employee representatives, or as otherwise required by law, with personal identifying information removed. When a COVID-19-related serious illness (e.g., COVID-19 illness requiring inpatient hospitalization) or death occurs, the employer must report this immediately to the nearest Cal/OSHA enforcement district office.

OBL Facilities Management-Phased Approach to Re-Entering the Workplace

In addition to State guidelines the OBL Facilities Team has implemented a phased approach to assist the organization in safely returning to the office facilities as outlined below:



Phase I

- ☐ Local COVID response site planning
 - ✓ Reporting
 - ✓ On-site point of contacts identified
 - ✓ Plan for a possible exposure or reported exposure
 - ✓ Impact/Exposure Assessment plan
 - ✓ Cleaning Plans and response
 - ✓ Employee communications
- ☐ Technology readiness support
- ☐ Supplies and PPE
 - ✓ Legal review to ensure all requirements are being met
 - ✓ Availability of cleaning suppliers i.e. sanitizer, wipes, etc.
 - ✓ Face coverings required for California
 - ✓ Gloves (likely limited to specific tasks and available for self-cleaning where appropriate).
 - ✓ Temperature checks using a non-contact thermometer – As appropriate/required
- ☐ Other
 - ✓ Costs to maintain facility (e.g. cleaning) suspend operations from an exposure

- ✓ Employee readiness to return (childcare, health concerns, public transportation)
- ✓ Certain Cities and building landlords may require PPE and have additional building access controls

Prepare office

- ☐ Implement site startup check list
- ☐ Start-up Cleaning
- ☐ Post Signage
- ☐ Building systems start ups
- ☐ Check AV equipment
- ☐ Check copiers
- ☐ Prepare workspaces for Physical distancing
- ☐ Storage furniture
- ☐ Distribute supplies- wipes, sanitizers, etc.

Entering Building (and Landlord) Guidelines

- ☐ Confirm cleaning service changes for each office
- ☐ Contact Landlord and confirm building restrictions

Common Area Guidelines

- ☐ Coffee Service/kitchen Areas are closed or limited
- ☐ Conference/Meeting rooms remain closed with seating modifications to comply with social distance guidelines during phase 2
- ☐ Group meetings in Phase 1 highly discouraged, most conference rooms closed
- ☐ **In Phase II**, conference room use may expand but remain limited
- ☐ Large rooms 8+ will be posted at ½ or no more than 10 capacity and chairs removed
- ☐ No large meetings over 10 people until state and local guidelines allow
- ☐ Training and/or signage for wiping common area equipment before and after will be posted

Site Services

- ☐ Use disposables items for eating and drinking
- ☐ Cleaning of high touch points
- ☐ Packages/mail
 - ☐ Shipping and Receiving Areas:
 - ✓ Before reopening the Worksite Supervisor should review current processes for inbound and outbound deliveries (parcels, mail, food deliveries, couriers, etc.) and develop a revised plan to align to COVID-19 safety precautions.
 - ✓ Routine instructions and plans for deliveries through areas that will minimize contact to the greatest extent possible.
 - ✓ Separating shipping and receiving areas from the general population.
 - ✓ Require staff handling mail and parcels to wear PPE, face-covering or other protective gear to receive parcels, mail and other deliveries and provide training on proper use and disposal of PPE.
 - ✓ If appropriate, remove items from boxes and discard accordingly
- ☐ Employees should use every precaution- wipes and wash hands- if using refrigerators.

Phase II

- ☐ Slowly expand operational scope and head count not to exceed 50% capacity.
- ☐ Timeline: 3 to 6 months

Phase III

- ☐ Transition to 'new normal' use of the office
- ☐ Timeline: 6 months+

Ongoing Virus Transmission Prevention Strategies:

- Where possible, increasing ventilation rates and circulation throughout the facility;
- Performing routine environmental cleaning and disinfection, especially of common areas; and
- Providing hand sanitizer in each work station as well as high-traffic areas.

Engineering Controls

Engineering controls involve isolating employees from work-related hazards. In workplaces where they are appropriate, these types of controls reduce exposure to hazards without relying on worker behavior and can be the most cost-effective solution to implement such as:

- Installing high-efficiency air filters and/or sanitizers.
- Increasing ventilation rates in the work environment.

CalCA offices have had Bi-Polar Ionization systems installed in the HVAC system which has been shown to be effective against viruses. HVAC fans can be turned on to circulate office air through the sanitizing equipment.

Spatial Changes

In order to prevent the spread of infection, it may be necessary to temporarily alter workspaces in order to facilitate maintenance of social distancing and physically separating staff-members. Some strategies may include:

- Implement flexible work hours (e.g., rotate or stagger shifts to limit the number of employees in the workplace at the same time and the number taking meal breaks at the same time).
- Increase physical space between employees at the worksite by modifying the workspace.
- Increase physical space between employees and customers (e.g. physical barriers such as partitions).
- Use signs, tape marks, or other visual cues such as decals or colored tape on the floor, placed 6 feet apart, to indicate where to stand when physical barriers are not possible.
- Implement flexible meeting and travel options (e.g., postpone non-essential meetings or events in accordance with state and local regulations and guidance).
- Close or limit access to common areas where employees are likely to congregate and interact.
- Discourage handshaking.
- Encourage employees to sit more than 6 feet apart, and/or eat outside and/or open the doors during meal breaks. Doors should not be opened and employees should not eat outside if the local air quality is considered hazardous. In those cases, the HVAC should be set to allow increased air circulation in the building.
- In order to minimize risk when planning staff meetings and gatherings:
 - Staff-members are strongly encouraged to avoid in-person meetings and gatherings when possible and instead to utilize videoconferencing or teleconferencing.
- If in-person meetings are unavoidable, please consider the following:
 - How many staff-members will be in attendance?
 - Does the meeting room have adequate space to allow for proper social distancing?
 - Is there proper ventilation?
 - What are the current state and local requirements for gatherings?
- If the answer is “no” to any of these questions, an alternative meeting location should be considered.

Staff are expected to minimize COVID-19 exposure by:

- Cleaning workstations (or confirming cleaning has been done by janitorial staff) at the beginning and end of each shift;
- Avoiding, when possible, the use of other employees' phones, desks, offices, or other work tools and equipment;
- Frequently washing hands with soap and water for at least 20 seconds;
- Utilizing hand sanitizer when soap and water are unavailable;
- Avoiding touching their faces with unwashed hands;
- Avoiding handshakes or other physical contact;
- Avoiding close contact with sick people;
- Practicing respiratory etiquette, including covering coughs and sneezes;
- Immediately reporting unsafe or unsanitary conditions on premises;
- Complying with daily screening processes;
- Seeking medical attention and/or following medical advice if experiencing COVID-19 symptoms;
- Complying with self-isolation or quarantine orders.



Social Distancing Measures

Social distancing, also called “physical distancing,” means keeping space between yourself and other people outside of your home. To practice social or physical distancing:

- Stay at least 6 feet (about 2 arms' length) from other people
- Do not gather in groups
- Stay out of crowded places and avoid mass gatherings

Administrative Controls

- Monitor public health communications about COVID-19 recommendations and ensure that workers have access to that information. Frequently check the CDC COVID-19 website: www.cdc.gov/coronavirus/2019-ncov.
- Collaborate with staff to designate effective means of communicating important COVID-19 information.

Training

Training and instruction will be provided to staff to include the following:

- CalCA's COVID-19 policies and procedures to protect employees from COVID-19 hazards.
- Information regarding COVID-19-related benefits to which the employee may be entitled under applicable federal, state, or local laws.
- That:
 - COVID-19 is an infectious disease that can be spread through the air.
 - COVID-19 may be transmitted when a person touches a contaminated object and then touches their eyes, nose, or mouth.
 - An infectious person may have no symptoms.
- Methods of physical distancing of at least six feet and the importance of combining physical distancing with the wearing of face coverings.
- The fact that particles containing the virus can travel more than six feet, especially indoors, so physical distancing must be combined with other controls, including face coverings and hand hygiene, to be effective.
- The importance of frequent hand washing with soap and water for at least 20 seconds and using hand sanitizer when employees do not have immediate access to a sink or hand washing facility, and that hand sanitizer does not work if the hands are soiled.
- Proper use of face coverings and the fact that face coverings are not respiratory protective equipment - face coverings are intended to primarily protect other individuals from the wearer of the face covering.
- COVID-19 symptoms, and the importance of obtaining a COVID-19 test and not coming to work if the employee has COVID-19 symptoms.
- Stress management for staff impacted by COVID-19

[Click here for a copy of the CalCA COVID training presentation](#)

Personal Protective Equipment (PPE)

While engineering and administrative controls are considered more effective in minimizing exposure to COVID-19, PPE may also be needed to prevent certain exposures. While correctly using PPE can help prevent some exposures, it should not take the place of other prevention strategies. Examples of PPE include: gloves, goggles, face shields, face masks, and respiratory protection, *when appropriate*.

During an outbreak of an infectious disease, such as COVID-19, recommendations for PPE specific to occupations or job tasks may change depending on geographic location, updated risk assessments for workers, and information on PPE effectiveness in preventing the spread of COVID-19.

All types of PPE must be:

- Selected based upon the hazard to the worker.
- Properly fitted and periodically refitted, as applicable (e.g., respirators).
- Consistently and properly worn when required. Regularly inspected, maintained, and replaced, as necessary.
- Properly removed, cleaned, and stored or disposed of, as applicable, to avoid contamination of self, others, or the environment.

Face Coverings

Pursuant to [California Department of Public Health \(CDPH\) guidance](#) dated November 16, 2020, people in California must wear face coverings when they are outside of the home, unless one of the exemptions below applies.

The following individuals are exempt from wearing a face covering in the following specific settings:

- Persons in a car alone or solely with members of their own household.
- Persons who are working in an office or in a room alone.
- Persons who are actively eating or drinking provided that they are able to maintain a distance of at least six feet away from persons who are not members of the same household or residence.
- Persons who are outdoors and maintaining at least 6 feet of social distancing from others not in their household. Such persons must have a face covering with them at all times and must put it on if they are within 6 feet of others who are not in their household.
- Persons who are obtaining a service involving the nose or face for which temporary removal of the face covering is necessary to perform the service.
- Workers who are required to wear respiratory protection.
- Persons who are specifically exempted from wearing face coverings by other CDPH guidance.

The following individuals are exempt from wearing a face covering at all times:

- Persons younger than two years old. These very young children must not wear a face covering because of the risk of suffocation.
- Persons with a medical condition, mental health condition, or disability that prevents wearing a face covering. This includes persons with a medical condition for whom wearing a face covering could obstruct breathing or who are unconscious, incapacitated, or otherwise unable to remove a face covering without assistance.
- Persons who are hearing impaired, or communicating with a person who is hearing impaired, where the ability to see the mouth is essential for communication.
- Persons for whom wearing a face covering would create a risk to the person related to their work, as determined by local, state, or federal regulators or workplace safety guidelines.

Note: Persons exempted from wearing a face covering due to a medical condition who are employed in a job involving regular contact with others should wear a non-restrictive alternative, such as a face shield with a drape on the bottom edge, as long as their condition permits it.²

² Staff with medical conditions or disabilities which impact their ability to wear a face covering should contact jennifer.schmidt@pearson.com.

Classifying Worker Exposure to SARS-CoV-2



Worker risk of occupational exposure to SARS-CoV-2, the virus that causes COVID-19, during an outbreak may vary from very high to high, medium, or lower (caution) risk. The level of risk depends in part on the industry type, need for contact within 6 feet of people known to be, or suspected of being, infected with COVID-19, or requirement for repeated or extended contact with persons known to be, or suspected of being, infected with COVID-19. Medium exposure risk jobs include those that require frequent and/or close contact with (i.e., within 6 feet of) people who may be infected with SARS-CoV-2, but who are not known or suspected COVID-19 patients.

In areas without ongoing community transmission, workers in this risk group may have frequent contact with travelers who may return from international locations with widespread COVID-19 transmission. In areas where there is ongoing community transmission, workers in this category may have contact with the general public (e.g., schools, high-population-density work environments, some high-volume retail settings).

Generally, the nature of the CalCA organization is such that employees are considered low risk while engaged in work activities.

High Risk Employees

Everyone is at risk for getting COVID-19 if they are exposed to the virus. Some people are more likely than others to become severely ill, which means that they may require hospitalization, intensive care, or a ventilator to help them breathe, or they may even die. We learn more about COVID-19 every day, and as more information becomes available, CDC will continue to update and share information about risk for severe illness.

- Among adults, the risk for severe illness from COVID-19 increases with age, with older adults at highest risk. Severe illness means that the person with COVID-19 may require hospitalization, intensive care, or a ventilator to help them breathe, or they may even die.
- People of any age with [certain medical conditions](#) are at increased risk of severe illness from COVID-19.
- By understanding the factors that put you at an increased risk, you can make decisions about what kind of precautions to take in your daily life.

In general, the more people you interact with, the more closely you interact with them, and the longer that interaction, the higher the risk of COVID-19 spread. The following should be considered:

- How many people will you interact with?
- Can you keep 6 feet of space between you and others?
- Will you be outdoors or indoors?
- What's the length of time that you will be interacting with people?

CalCA is committed to ensuring the safety and well-being of staff. Therefore, any staff-members with questions regarding reasonable accommodations under the ADA, should reach out to their supervisor and jennifer.schmidt@pearson.com for assistance.

IV. Response

Process for Employee with Positive (or suspected positive) COVID-19 Test

COVID-19 is a nationally notifiable disease, and when diagnosed or identified, must be reported to local health departments. Health departments are responsible for leading case investigations, contact tracing, and outbreak investigations. If the health department learns a person is a confirmed or probable case of COVID-19 and was in a workplace where close contact with may have occurred, the health department may contact the employer or employees to let them know of potential exposures.

[Employers can assist the health department](#) by providing further identification of potential contacts who worked in the same area and on the same shift, hosting a site visit for health department personnel to observe the workplace in order to make workplace-operation recommendations to help prevent further spread of the virus, and facilitating communication with employees.

Upon learning of an employee who has tested positive (or is suspected positive) for Covid-19, the following steps should be taken by the School Leader or designee:

- Immediately notify your HR Partner and the Benefits Team Jennifer.schmidt@pearson.com for sick leave and benefit information to support infected staff-member.
- If the employee is currently on site, separate them from the rest of the staff and document the following information:
 - Recent dates/time employee was in facility
 - Specific area(s) that employee accessed, and equipment used.
 - Staff that may have been within 6 ft of the employee for at least 10-15 min.
 - Confirm employee's current contact information
- For confirmed positive cases, contact your [local department of health](#) ("DOH")
- OR
- If the Department of Health initiates contact:
 - Provide findings from employee assessment
 - Request guidance on:
 - Contact tracing
 - Employee notifications
 - Entire facility vs. area closure
 - Cleaning and disinfection recommendations
- Based on risk assessment and guidance from the Department of Health, determine if partial or full closure of office is appropriate.
- Contact a member of the Facilities Team either through existing IA or via email dion.golatt@pearson.com for assistance, if needed, with:
 - Equipment shutdown
 - Isolation of closure areas with signs and barricade tape

- Scheduling of cleaning and disinfection
- Provide instruction as to who can enter the building, adjust building access control system as needed.
- There may also be additional reporting requirements pursuant to state or local agency rules. Please inquire with your HR Partner.

[Cal/OSHA Emergency Standards for COVID-19](#) require employers to contact the local health department immediately but no longer than 48 hours after learning of three or more COVID-19 cases to obtain guidance on preventing the further spread of COVID-19 within their workplace.

Additionally, any COVID-19-related serious illnesses or death, as defined under section 330(h), of an employee occurring in a place of employment or in connection with any employment must be reported to [Cal/OSHA](#).

Notifying Employees

- Following a confirmed COVID-19 case, all employees who work in the office location where the employee works will be notified of their exposure to the virus within 24 hours.
- It is important to note that privacy laws exist to protect an individual's confidential medical information. Communications must be carefully worded in order to avoid revealing the employee's identity, unless the employee has signed an authorization to disclose their diagnoses.
- Please consult with your HR Partner prior to issuing employee communications to ensure compliance with state and federal privacy laws.

COVID-19 Testing

CalCA will arrange for testing of all staff members who have had close contact with suspected or confirmed COVID-19 case. Supervisors should seek guidance from the local health department ("LHD") when developing a testing strategy, including how testing can be arranged and how to prioritize testing of workers. Examples of strategies may include testing close contacts of laboratory-confirmed cases first; prioritizing workers in parts of the workplace with higher case counts; or, if testing capacity is limited, sample pooled testing, also known as "group testing," should be conducted to obtain critical information about the extent of infection with fewer testing resources. Staff-members who prefer to contact their personal medical provider or visit a CA Coronavirus Testing Task Force site (testing.covid19.ca.gov) for testing. LHDs may also be able to help facilitate testing options, if needed.

Cleaning and Disinfecting

Develop Cleaning & Disinfection Plan in consultation with the Facilities Team and cleaning service providers, to include the following provisions:

- Increase of fresh air make-up in HVAC system
- Allowing targeted areas to sit idle for at least 24 hours, if possible. If area can be isolated for at least 7 days, no additional cleaning (beyond standard touch point/surface) is required.
- Ensure cleaning plan includes common areas and equipment/surfaces within isolation area. Identify equipment that may be sensitive to chemicals or a cleaning method. Confirm that disinfecting agent is approved for use against COVID-19.
 - Determine scope/method of cleaning based on recommendations from Public Health
 - Contact/Schedule appropriate service provider
 - Share any concerns with vendor and agree to cleaning plan
 - Ensure equipment to be cleaned is powered down (and locked out, if appropriate)
 - Brief cleaning staff on any machine specific hazards

- Execute Cleaning & Disinfection Plan
- Confirm cleaning/disinfection is complete and anticipated return to operations date with LDH, if required.
- In consultation with LDH when appropriate, and COVID-19 Response Committee, the Worksite Supervisor should determine/confirm staff that should NOT return to work and/or remain in quarantine.
- Determine operational modifications that can be implemented to facilitate social distancing for those that return. Consider:
 - Staggering shift times
 - Staggering lunch/break times
 - Increasing employee distance to maintain at least 6ft of space between employees wherever practical
- Coordinate return communications with your HR Partner.

Return-To-Work Requirements

Accumulating evidence supports ending isolation and precautions for persons with COVID-19 using a symptom-based strategy. Specifically, researchers have reported that people with mild to moderate COVID-19 remain infectious no longer than 10 days after their symptoms began, and those with more severe illness or those who are severely immunocompromised remain infectious no longer than 20 days after their symptoms began. Therefore, CDC has updated the recommendations for discontinuing home isolation as follows:

Persons with COVID-19 who have symptoms and were directed to care for themselves at home may discontinue isolation under the following conditions:

- At least 10 days* have passed since symptom onset **and**
- At least 24 hours have passed since resolution of fever without the use of fever-reducing medications **and**
- Other symptoms have improved.

*A limited number of persons with severe illness may produce replication-competent virus beyond 10 days, that may warrant extending duration of isolation for up to 20 days after symptom onset. Consider consultation with infection control experts. See [Discontinuation of Transmission-Based Precautions and Disposition of Patients with COVID-19 in Healthcare Settings \(Interim Guidance\)](#).

Persons infected with SARS-CoV-2 who never develop COVID-19 symptoms may discontinue isolation and other precautions 10 days after the date of their first positive RT-PCR test for SARS-CoV-2 RNA.

Staff members who have had close contact with someone with COVID-19 should stay home for 14 days after their last exposure to that person. However, anyone who has had close contact with someone with COVID-19 and meets the below criteria, is not required to stay home:

- Developed COVID-19 illness within the previous 3 months **and**
- Has recovered **and**
- Remains without COVID-19 symptoms (for example, cough, shortness of breath)

Note that fully vaccinated individuals will have different rules for quarantine, which generally includes the guideline that testing and quarantine or isolation only need to occur if the person is showing symptoms of COVID.

Because PCR tests can remain positive long after an individual is no longer infectious, proof of a negative test should not be required prior to returning to the workplace after documented COVID infection.

Additional Resources:

[I Think or Know I had COVID-19, and I had Symptoms. When can I be Around Others?](#)
[I Had COVID-19, But No Symptoms. When Can I Be with Others?](#)
[CalCA Flowchart for COVID exposure](#)

Benefits for Staff Affected by COVID-19

There are many resources available to school staff on the [Virtual Library](#). These resources range from information on the federal CARES Act, how to take leave under the programs, and wellness resources focused on staff mental and physical wellbeing. For specific questions regarding benefits eligibility please contact Jennifer.schmidt@pearson.com.

California Department of Industrial Relations (DIR)/Labor & Workforce Resources for Staff:

- [Summary Chart: Benefit for Workers Impacted by COVID-19](#)
- [COVID-19 Unemployment Benefits Guide](#)
 - [COVID-19: Unemployment Insurance Claims](#)
 - [Pandemic Additional Compensation](#)
 - [Pandemic Unemployment Assistance](#)
 - [Pandemic Emergency Unemployment Compensation](#) (13-week extension)
 - [Benefits Frequently Asked Questions](#)
- [Support Services for those who are Sick or Quarantined, Caregiving, or Dealing with Reduced Work Hours](#)
- [Supportive Services for Basic Needs, Re-Employment, and Rapid Response](#)
- [Resources for Injured Workers](#)
 - [Injured worker benefits](#)
 - [Employer requirements](#)
 - [Details on workers' compensation and COVID-19](#)
 - [Workers' Compensation Presumption \(SB 1159\) Frequently Asked Questions](#)

Rights and Protections for Workers

- [Laws Enforced by the Labor Commissioner's Office](#)
- [Side by Side Comparison of COVID-19 Paid Leave](#)
- **VIDEOS:** [Know Your Rights and Responsibilities](#)
- [Update on Essential and Non-essential Workers](#)
- [Guidance on Conditional Suspension of California WARN Act Notice Requirements](#)
- [ABB 685 FAQ on Cal/OSHA Enforcement Authority and Employee Notification](#) *Posted September 17, 2020*
- [FAQs on COVID-19 Supplemental Paid Sick Leave](#)

COVID-19 Testing Resources

- [Testing for COVID-19: PCR, Antigen, and Serology](#)
- [Finding a Testing Site](#)

Plan Implementation, Updates and Expiration

This Plan responds to the COVID-19 outbreak. As the pandemic progresses, CalCA will update this Plan and its corresponding processes. The School Leader is responsible for implementation of the Plan, in consultation with the CalCA Safety Committee. This Plan will expire upon conclusion of its need, as determined by CALCA and in accordance with guidance from local, state, and federal health officials.

Appendix A-Sample Employee Questionnaire to Evaluate Employee for COVID-19

Ask employees reporting to work to submit answers to the following questions via the Google Form provided: [INSTRUCTIONS](#) and link to screening form

Symptom Screening Form-CalCA Offices

Please add in your recorded temperature and answer the questions below. Fill this in as your first activity of the day for each day you are working at the office. Do this again for each day you are reporting to one of the two CalCA Offices.

1. Please provide your full name
2. What is your temperature? (answer with one decimal point included; do not round)
3. Have you or anyone in your household had contact in the past 14 days with an individual who is in quarantine, or is a presumptive positive, or has tested positive for COVID-19, that you know of?
4. Are you or anyone in your household currently experiencing any of the following symptoms associated with COVID-19? • a fever over 100.3 degrees • chills • muscle pain • difficulty breathing • sore throat • cough • loss of taste or smell • headache • gastrointestinal symptoms such as nausea/vomiting, diarrhea, loss of appetite.
5. (Optional) If you feel your symptom noted above is related to a different cause and wish to provide an explanation, please feel free to do so. (Example: feeling nausea due to pregnancy)
6. Do you have any reason to believe you or anyone in your household has been exposed to or acquired COVID-19?

Appendix B—Sample COVID-19 Case Investigation Form

Name of Person Completing the Investigation: _____ Date: _____	
Staff-Member/Employee/Contractor Name: _____	
Job Title: _____	
Specific area(s) that employee accessed, and equipment used: _____ _____	
Staff that may have been within 6 ft of the infected employee for at least 10-15 minutes: _____ _____	
Was COVID-19 test offered? <input type="checkbox"/> Yes <input type="checkbox"/> No	
Date and time the infected individual was last present in the workplace: _____	
Date of the positive or negative test and/or diagnosis: _____	
Date the case first had one or more COVID-19 symptoms: _____	
Information received regarding COVID-19 test results and onset of symptoms (attach documentation) <input type="checkbox"/> Yes <input type="checkbox"/> No	
Notice of the potential COVID-19 exposure provided to the following staff-members: _____ _____	
Date: _____	
Did workplace conditions contribute to the risk of COVID-19 exposure? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, explain: _____ _____	
Was Local Health Department Notified? <input type="checkbox"/> Yes <input type="checkbox"/> No	Date: _____

Appendix C—Authorization to Disclose COVID-19 Diagnosis or Exposure

I understand that the Americans with Disabilities Act, the Family and Medical Leave Act, the California Confidentiality of Medical Information Act, and other privacy laws prohibit California Connections Academy (“CalCA”) from disclosing my medical/health information. However, should I test positive for the COVID-19 virus, receive a positive COVID-19 diagnosis from a licensed health care provider, or be ordered to isolate by a public health official for reasons including, exposure to someone suspected of having COVID-19, I authorize CalCA’s Human Resources Department and/or senior management to disclose that information as outlined in this document. I understand that this authorization shall apply:

7. Upon my receipt of a laboratory-confirmed case of COVID-19;
8. Upon my receipt of a positive COVID-19 diagnosis from a licensed health care provider; or
9. Upon issuance of an order for me to isolate by a public health official for reasons including exposure to COVID-19 by being in close contact with someone who is suspected of having the virus and CalCA receiving notice regarding the same (“Triggering Events”).

In the interest of the health of others, and upon occurrence of one of the Triggering Events, I authorize the CalCA’s Human Resources Department and/or senior management to disclose that information to staff at my worksite, employers of subcontracted staff, and to others whom I may have encountered or come in close contact with at my worksite, including, but not limited to, vendors, visitors, students, and caretakers.

CalCA has advised me that I am not required to do so and that there would be no adverse consequences to my employment if I chose not to do so. Further, the CalCA did not coerce or pressure me to permit this disclosure. In disclosure, CalCA will take reasonable measures to keep my name and identity confidential to the extent possible. However, I recognize circumstances may require identifying me as the infected or exposed individual in order to comply with applicable law or properly warn others so they may take precautionary measures to help prevent further spread of the virus, and there may be times when it is not possible to inform others they may have been exposed to the virus without them learning that it was through contact with me.

I understand that upon occurrence of one of the Triggering Events, this authorization applies without the need for me to sign an additional authorization. This authorization expires on [INSERT DATE], after which the Company will no longer be authorized to disclose this information. I have been advised that I have a right to receive a copy of this authorization.

Signature of Staff-Member

Date

Printed Name

Appendix D—Model Announcement to Employees about Positive Test

We learned [today] that one of our staff-members has tested positive for/contracted the novel coronavirus, COVID-19. [Identify the area(s) where and the date(s) when the individual frequently worked].

If you develop [symptoms](#) including dry cough and fever, please contact your medical provider, and do not come to work. Notify your supervisor as soon as possible.

Due to privacy laws we are not permitted to identify the individual who tested positive for the virus. However, we have gathered the names of those individuals who worked in close proximity to the infected staff-member, over the previous 14 days. Those individuals should first consult and follow the advice of their healthcare providers or public health department regarding the length of time to stay at home. Staff-members who do not develop symptoms should remain home for 14 days.

Persons with COVID-19 who have symptoms and were directed to care for themselves at home may discontinue isolation under the following conditions:

- At least 10 days* have passed since symptom onset and
- At least 24 hours have passed since resolution of fever without the use of fever-reducing medications and
- Other symptoms have improved.

IF INDICATED BY SEVERITY OF OUTBREAK, THE FOLLOWING MAY BE INCLUDED:

The health and well-being of our CalCA staff is paramount. Out of an abundance of caution, we are closing the [LOCATION] office effective [DATES]. While the office is closed, we will clean and disinfect the [LOCATION] office.

All [LOCATION] staff are expected to work from home while the office is closed. Each staff-member should consult with their supervisor for additional instructions.

Should you have any questions or concerns, please contact [INSERT APPROPRIATE CONTACT].

COVID-19 School Guidance Checklist

CALIFORNIA
ALL

Your Actions
Save Lives

Date: _____

2021 COVID-19 School Guidance Checklist

Name of Local Educational Agency or Equivalent: _____

Number of schools: _____

Enrollment _____

Superintendent (or equivalent) Name: _____

Address: _____

Phone Number: _____

Email: _____

Date of proposed reopening: _____

County: _____

Grade Level (check all that apply)

Current Tier: _____
(please indicate Purple, Red, Orange or Yellow)

☐ TK ☐ 2nd ☐ 5th ☐ 8th ☐ 11th

☐ K ☐ 3rd ☐ 6th ☐ 9th ☐ 12th

☐ 1st ☐ 4th ☐ 7th ☐ 10th

Type of LEA: _____

This form and any applicable attachments should be posted publicly on the website of the local educational agency (or equivalent) prior to reopening or if an LEA or equivalent has already opened for in-person instruction. This form is one part of the COVID19 School Safety Plan (CSP). See the Guidance on Schools for additional information on the CSP. For those in the Purple Tier and not yet open but making plans to re-open soon, LEAs must submit their CSP to their local health officer (LHO) and the State Safe Schools for All Team concurrently with posting the CSP to the LEA's website homepage, per the [Guidance on Schools](#), at least 5 days prior to re-opening.

The email address for submission to the State School Safety for All Team for LEAs in Purple Tier is:

K12csp@cdph.ca.gov

LEAs or equivalent in counties with a case rate $\geq 25/100,000$ individuals can submit materials at least 5 days prior to re-opening but cannot re-open a school until the county is below 25 cases per 100,000 (adjusted rate).

For Local Educational Agencies (LEAs or equivalent) in ALL TIERS:

☐ I, _____, post to the website of the local educational agency (or equivalent) the COVID Safety Plan, which consists of two elements: the **COVID-19 Prevention Program (CPP)**, pursuant to Cal OSHA requirements, and this **CDPH COVID-19 Guidance Checklist** and accompanying documents.

which satisfies requirements for the safe reopening of schools per CDPH [Guidance on Schools](#). For those seeking to open while in the Purple Tier, these plans have also been concurrently submitted to the local health officer (LHO) and the State School Safety Team.

I confirm that reopening plan(s) address the following, consistent with guidance from the California Department of Public Health and the local health department:

☐ **Stable group structures (where applicable):** How students and staff will be kept in stable groups with fixed membership that stay together for all activities (e.g., instruction, lunch, recess) and minimize/avoid contact with other groups or individuals who are not part of the stable group.

Please provide specific information regarding:

How many students and staff will be in each planned stable, group structure? (If planning more than one type of group, what is the minimum and maximum number of students and staff in the groups?)

If you have departmentalized classes, how will you organize staff and students in stable groups?

If you have electives, how will you prevent or minimize in-person contact for members of different stable groups?

☐ **Entrance, Egress, and Movement Within the School:** How movement of students, staff, and parents will be managed to avoid close contact and/or mixing of cohorts.

☐ **Face Coverings and Other Essential Protective Gear:** How [CDPH's face covering requirements](#) will be satisfied and enforced for staff and students.

☐ **Health Screenings for Students and Staff:** How students and staff will be screened for symptoms of COVID-19 and how ill students or staff will be separated from others and sent home immediately.

☐ **Healthy Hygiene Practices:** The availability of handwashing stations and hand sanitizer, and how their safe and appropriate use will be promoted and incorporated into routines for staff and students.

☐ **Identification and Tracing of Contacts:** Actions that staff will take when there is a confirmed case. Confirm that the school(s) have designated staff persons to support contact tracing, such as creation and submission of lists of exposed students and staff to the local health department and notification of exposed persons. Each school must designate a person for the local health department to contact about COVID-19.

☐ **Physical Distancing:** How space and routines will be arranged to allow for physical distancing of students and staff.

Please provide the planned maximum and minimum distance between students in classrooms.

Maximum _____ feet

Minimum _____ feet.

☐ **Staff Training and Family Education:** How staff will be trained and families will be educated on the application and enforcement of the plan.

☐ **Testing of Staff:** How school officials will ensure that students and staff who have symptoms of COVID-19 or have been exposed to someone with COVID-19 will be rapidly tested and what instructions they will be given while waiting for test results. Below, please describe any planned periodic asymptomatic staff testing cadence.

Staff asymptomatic testing cadence. Please note if testing cadence will differ by tier:

☐ **Testing of Students:** How school officials will ensure that students who have symptoms of COVID-19 or have been exposed to someone with COVID-19 will be rapidly tested and what instructions they will be given while waiting for test results. Below, please describe any planned periodic asymptomatic student testing cadence.

Planned student testing cadence. Please note if testing cadence will differ by tier:

☐ **Identification and Reporting of Cases:** At all times, reporting of confirmed positive and suspected cases in students, staff and employees will be consistent with [Reporting Requirements](#).

☐ **Communication Plans:** How the superintendent will communicate with students, staff, and parents about cases and exposures at the school, consistent with privacy requirements such as FERPA and HIPAA.

☐ **Consultation: (For schools not previously open)** Please confirm consultation with the following groups

☐ Labor Organization

Name of Organization(s) and Date(s) Consulted:

Name: _____

Date: _____

☐ Parent and Community Organizations

Name of Organization(s) and Date(s) Consulted:

Name: _____

Date: _____

If no labor organization represents staff at the school, please describe the process for consultation with school staff:

For Local Educational Agencies (LEAs or equivalent) in **PURPLE**:

☐ **Date of Submission to Local Health Department:** _____.

Note: LEAs intending to re-open K-12 schools while in the Purple Tier are to submit the CSP to the LHD and the State Safe Schools for All Team concurrently.

Additional Resources:

[Guidance on Schools](#)

[Safe Schools for All Hub](#)

Note: This checklist was published on January 14, 2021. It was amended on January 29th to delete language regarding the need to submit this checklist to a County Office of Education. The CSP does not need to be submitted to the County Office of Education as part of the public health guidance, though the County Office of Education may request the CSP as part of other processes. It was amended again on April 2, 2021 to reflect revised CDPH K-12 guidance from March 20, 2021 regarding changes to physical distancing guidance and school re-opening criteria.

CALIFORNIA CONNECTIONS ACADEMY SCHOOLS

Governed by California Online Public Schools

FINANCIAL REPORT

Submitted for April, 2021

TO: Board of Directors

FROM: LaChelle Carter, Director of Finance

RE: Written Financial Report for CalCA Schools

DATE: April 26, 2021

BACKGROUND

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

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

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

FINANCIAL ITEMS:

Monthly Financial Reports:

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

Overall, the financials are still tracking below budget for this year. The projected ending fund balance is expected to be more than forecasted in the revised budget for CalOps overall. All schools except for California Connections Academy Monterey Bay and California Connections Academy Central Coast currently show a positive ending fund balance. The negative balances will be resolved once the Discretionary Service Credit for the two schools are applied before the end of year close. California Connections Academy @ Central has a positive balance but will still need the Discretionary Service Credit.

UPDATES FROM LAST REPORT:

- The allocation for family internet reimbursement program that was reported last month has been corrected. The charge was removed from SoCal's books and properly allocated across all schools.
- The California Connections Academy Southern California check from our insurance company that was reported last month was confirmed to be for workman's compensation benefits, which is arranged for through Pearson. We have reconciled the amount.

ITEMS TO NOTE:

- Overall costs for assessments are still very low. We can now assume this budget line will remain significantly under budget as the California Department of Education has officially confirmed the cancellation of CAASPP Tests for the 20-21 school year.
- Staff training, professional development and travel have been below budget all year and will continue to despite a moderate spike we foresee due to the leadership retreat and limited approved travel.
- Other areas trending lower than projected include: student activities, board related expenses, office supplies and utilities.
- The following budget lines are trending higher than projected and will be reviewed during the budget process for this coming year to determine if changes should be made for the future: accounting Services/audit for SoCal, staff and school Dues, and rental storage units.
- The CalSTRS Board is set to exercise a new rate in their June 2021 meeting. It has been advised that LEAs begin to anticipate a CalSTRS employer contribution rate in 2021–22 of 16.92%. This amount would be the net value of the employer contribution rate when applying the state subsidy of 2.18% to the employer contribution rate likely adopted by CalSTRS of 19.1%. This is an increase compared to both the current year rate of 16.15% and importantly against what LEAs are currently expecting in 2021–22, 15.92%.

- Monthly revenue has decreased as a result of the state's revenue deferrals that were planned to begin in March 2021. We continue to make adjustments as necessary to ensure we have a cash flow to support payroll and retirement benefits. As a result of early planning the schools have a healthy cash flow to sustain themselves through the summer.
- All California Connections Academy schools have released payments to POBL to lower outstanding debt for the 2020-21 school year except our Central Coast school. Central Coast has however settled its 2019-20 balance with POBL. The schools will continue to make payments as the cash flow allows.
- 2020-21 Due To (From) Socal from the five other CalCA schools for payroll expenses has been resolved through at least December, but in most cases January and will be reflected in our next financial reports.
- The California Legislature provided \$6.6 billion in the Assembly Bill 86 COVID-19 relief package, including \$2 billion for In-Person Instruction (IPI) Grants and \$4.6 billion for Expanded Learning Opportunities (ELO) Grants on March 5, 2021. Unfortunately due to the language in the bill, particularly 85% of the funds being used for in-person activity, CalOps would not be able to spend the money in accordance to its purpose. Funds will be accounted accordingly and returned to the state at our soonest opportunity.

Financial Reports:

The following financial related reports were submitted since the last Board Meeting:

2nd Interim Reports

Fall 2 Reports

FORM 700

CARES Act Funding Reports

SELPA Federal Expenditure Report #2

IRS Form 1096

Upcoming Reports include:

Federal Cash Management Data Collection Report

SELPA Low Incidence Request Report

2021-22 Budget Process:

The budget development process is in progress. The first draft has been completed and is currently being circulated. A few revisions are being discussed as we await the outcomes from the legislative process and the Governor's adopted budget. We will report back to the board with an initial draft budget for review and input in May, and the final school budgets will be adopted in June.

Special Education Service Contracts Update:

As of April 26, 2021, California Online Public Schools is serving 888 students requiring special education related services compared to 557 at this time last year. We are currently utilizing 18 of the contracted vendors, and have spent \$2,588,127.99 compared to last year at this time, \$1,953,576 between all schools. The school breakdown is attached, and can be found monthly on the Schedule of Other Expenses tab under the SpED Related Services line item. In addition, we are also paying POBL \$212.00 per IEP student per month, as per the agreed upon 2020-21 Schedule of Fees, for support related to this area. These charges are tracked monthly on the Schedule of Fees page of the board packets for each school. Additional SpED cost includes our Student Services staffing which is part of our overall compensation expense.

CalCA School	TOTAL per School
California Connections Academy Central	\$ 374,799.72
California Connections Academy Central Coast	\$ 40,154.72
California Connections Academy Monterey Bay	\$ 114,965.24
California Connections Academy North Bay	\$ 35,010.37
California Connections Academy Ripon	\$ 457,073.32
California Connections Academy Southern California	\$ 1,532,524.62
ALL SCHOOLS - TOTAL	\$ 2,554,527.99
All Schools - FTE	\$ 33,600.00
TOTAL FOR ALL SCHOOLS	\$ 2,588,127.99

We have started to prepare for the 2021-22 school year. Business Services and Student Services have already met with most of our current vendors providing special education related services to students in all six of our locations and collected rate sheets for the coming school year. Contracts using the 2021-22 El Dorado SELPA recommended Master Contract, are currently being created and will be sent out over the next few weeks. A copy of the contract has been shared for your convenience. There were not any significant changes from the 2020-21 Master Contract to the 2021-22 Master Contract that would require any policy or process changes.

Since our last meeting, we have initiated contracts with 3 new providers: Cross Country Education, Collaborative Autism Management Programs, and Creative Behavioral Consultants.

We continue to screen potential providers as we seek to provide quality, effective and cost efficient programs to our students.

Current List of Providers

2021-22 SERVICE PROVIDERS/VENDORS

Adventist Health Glendale

Ball Tutoring, Inc.

CAMP (Collaborative Autism Management Programs, Inc.)

CARD (Center for Autism and Related Disorders, LLC)

Collaborative Partners for Success, LLC

Community Center for the Blind and Visually Impaired

Community Therapy Services, LLC (Melanie Criss-Virtual OT)

Creative Behavioral Consultants, Inc.

Cross Country Education

Devereux Cleo Wallace, Inc.

EECS (Effectual Educational Consulting Services)

El Paseo Children's Center, Inc.

Global Teletherapy

Jabbergym, Inc.

Journey Academy (TLC Child & Family Services)

LiveSpeech (Connections Education, LLC dba Pearson Online)

Oxford Consulting Services, Inc.

Pathways 2 Speech

Pediatric Therapy Associates

Professional Tutors of America, Inc.

Specialized Therapy Services

SPG (Speech Pathology Group)

Stanford Sierra Youth & Families

SUMA Kids, Inc.

TTC4Success (Tasha's Training & Consulting, LLC)

*NONPUBLIC, NONSECTARIAN
SCHOOL/AGENCY SERVICES*

MASTER CONTRACT

2021-2022

MASTER CONTRACT

GENERAL AGREEMENT FOR NONSECTARIAN, NONPUBLIC SCHOOL AND AGENCY SERVICES

LEA

California Online Public Schools; California Connections Academy
Southern California; California Connections Academy Central; California
Connections Academy Ripon; California Connections Academy North Bay;
California Connections Academy Central Coast; California Connections
Academy Monterey Bay

Contract Year 2021-2022

 Nonpublic School
 X Nonpublic Agency

Type of Contract:

 X Master Contract for fiscal year with Individual Service Agreements (ISA) to be approved throughout the term of this contract.

 Individual Master Contract for a specific student incorporating the Individual Service Agreement (ISA) into the terms of this Individual Master Contract specific to a single student.

 Interim Contract: an extension of the previous fiscal years approved contracts and rates. The sole purpose of this Interim Contract is to provide for ongoing funding at the prior year's rates for 90 days at the sole discretion of the LEA. Expiration Date:

When this section is included as part of any Master Contract, the changes specified above shall amend Section 4 – Term of Master Contract.

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2021-2022

CONTRACT NUMBER:

LOCAL EDUCATION AGENCY: California Online Public Schools dba California Connections Academy

NONPUBLIC SCHOOL/AGENCY/RELATED SERVICES PROVIDER:

NONPUBLIC, NONSECTARIAN SCHOOL/AGENCY SERVICES
MASTER CONTRACT

AUTHORIZATION FOR MASTER CONTRACT AND GENERAL PROVISIONS

1. MASTER CONTRACT

This Master Contract (or “Contract”) is entered into on **July 1, 2021**, between California Online Public Schools which includes: California Connections Academy Southern California; California Connections Academy Central; California Connections Academy Ripon; California Connections Academy North Bay; California Connections Academy Central Coast; California Connections Academy Monterey Bay, hereinafter referred to as the local educational agency ("LEA"), a member of the El Dorado SELPA and [REDACTED] (nonpublic, nonsectarian school or agency), hereinafter referred to as NPS/A or “CONTRACTOR” for the purpose of providing special education and/or related services to students with exceptional needs under the authorization of California Education Code sections 56157, 56361 and 56365 *et seq.* and Title 5 of the California Code of Regulations section 3000 *et seq.*, AB490 (Chapter 862, Statutes of 2003) and AB1858 (Chapter 914, Statutes of 2004). It is understood that this agreement does not commit LEA to pay for special education and/or related services provided to any student, or CONTRACTOR to provide such special education and/or related services, unless and until an authorized LEA representative approves the provision of special education and/or related services by CONTRACTOR.

Upon acceptance of a student, LEA shall submit to CONTRACTOR an Individual Services Agreement (hereinafter referred to as “ISA”). Unless otherwise agreed in writing, these forms shall acknowledge CONTRACTOR’s obligation to provide all relevant services specified in the student’s Individualized Education Program (hereinafter referred to as “IEP”). The ISA shall be executed within ninety (90) days of a student’s enrollment. LEA and CONTRACTOR shall enter into an ISA for each student served by CONTRACTOR. As available and appropriate, the LEA shall make available access to any electronic IEP system and/or electronic database for ISA developing including invoicing.

Unless placement and/or services is made pursuant to an Office of Administrative Hearings (hereinafter referred to as “OAH”) order, a lawfully executed settlement agreement between LEA and parent or authorized by LEA for a transfer student pursuant to California Education Code section 56325, LEA is not responsible for the costs associated with NPS placement or NPS/A services until the date on which an IEP team meeting is convened, the IEP team determines that a NPS placement is appropriate, and the IEP is signed by the student’s parent.

2. CERTIFICATION AND LICENSES

CONTRACTOR shall be certified by the California Department of Education (hereinafter referred to as “CDE”) as a NPS/A. All NPS/A services shall be provided consistent with the area of certification and licensure specified by CDE Certification and as defined in California Education Code, section 56366 *et seq* and within the professional scope of practice of each provider’s license, certification and/or credential. A current copy of CONTRACTOR’s NPS/A certification or a waiver of such certification issued by the CDE pursuant to Education Code section 56366.2 must be provided to LEA on or before the date this Agreement

is executed by CONTRACTOR. This Master Contract shall be null and void if such certification or waiver is expired, revoked, rescinded, or otherwise nullified during the effective period of this Master Contract. Total student enrollment shall be limited to capacity as stated on CDE certification and in Section 24 of the Master Contract.

In addition to meeting the certification requirements of the State of California, a CONTRACTOR that operates a program outside of this State shall be certified and all staff persons providing services to pupils shall be certified and/or licensed by that state to provide, respectively, special education and related services and designated instruction and related services to pupils under the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq.).

If CONTRACTOR is a licensed children's institution (hereinafter referred to as "LCI"), CONTRACTOR shall be licensed by the state, or other public agency having delegated authority by contract with the state to license, to provide nonmedical care to children, including, but not limited to, individuals with exceptional needs. The LCI must also comply with all licensing requirements relevant to the protection of the child, and have a special permit, if necessary, to meet the needs of each child so placed. If the CONTRACTOR operates a program outside of this State, CONTRACTOR must obtain all required licenses from the appropriate licensing agency in both California and in the state where the LCI is located.

With respect to CONTRACTOR's certification, failure to notify the LEA and CDE in writing of any changes in: (1) credentialed/licensed staff; (2) ownership; (3) management and/or control of the agency; (4) major modification or relocation of facilities; or (5) significant modification of the program may result in the suspension or revocation of CDE certification and/or suspension or termination of this Master Contract by the LEA.

3. COMPLIANCE WITH LAWS, STATUTES, REGULATIONS

During the term of this Master Contract, unless otherwise agreed, CONTRACTOR shall comply with all applicable federal, state, and local statutes, laws, ordinances, rules, policies and regulations. CONTRACTOR shall also comply with all applicable LEA policies and procedures unless, taking into consideration all of the surrounding facts and circumstances, a policy or policies or a portion of a policy does not reasonably apply to CONTRACTOR. CONTRACTOR hereby acknowledges and agrees that it accepts all risks and responsibilities for its failure to comply with LEA policies and shall indemnify LEA under the provisions of Section 16 of this Agreement for all liability, loss, damage and expense (including reasonable attorneys' fees) resulting from or arising out of CONTRACTOR's failure to comply with applicable LEA policies (e.g., those policies relating to; the provision of special education and/or related services, facilities for individuals with exceptional needs, student enrollment and transfer, student inactive status, corporal punishment, student discipline, and positive behavior interventions).

CONTRACTOR acknowledges and understands that LEA may report to the CDE any violations of the provisions of this Master Contract; and that this may result in the suspension and/or revocation of CDE nonpublic school/agency certification pursuant to California Education Code section 56366.4(a).

4. TERM OF MASTER CONTRACT

The term of this Master Contract shall be from July 1, 2021 to June 30, 2022 (Title 5 California Code of Regulations section 3062(a)) unless otherwise stated. Neither the CONTRACTOR nor the LEA is required to renew this Master Contract in subsequent contract years. The parties acknowledge that any subsequent Master Contract is to be re-negotiated prior to June 30, 2022. In the event the contract negotiations are not agreed to by June 30th, the most recently executed Master Contract will remain in effect for 90 days. (Title 5 California Code of Regulations section 3062(d)) No Master Contract will be offered unless and until all of the contracting requirements have been satisfied. The offer of a Master Contract to a CONTRACTOR is at the sole discretion of the LEA.

The provisions of this Master Contract apply to CONTRACTOR and any of its employees or independent contractors. Notice of any change in CONTRACTOR's ownership or authorized representative shall be

provided in writing to LEA within thirty (30) calendar days of change of ownership or change of authorized representative.

5. INTEGRATION/CONTINUANCE OF CONTRACT FOLLOWING EXPIRATION OR TERMINATION

This Master Contract includes each ISA and they are incorporated herein by this reference. This Master Contract supersedes any prior or contemporaneous written or oral understanding or agreement. This Master Contract may be amended only by written amendment executed by both parties.

CONTRACTOR shall provide the LEA with information as requested in writing to secure a Master Contract or a renewal.

At a minimum, such information shall include copies of current teacher credentials and clearance, insurance documentation and CDE certification. The LEA may require additional information as applicable. If the application packet is not completed and returned to District, no Master Contract will be issued. If CONTRACTOR does not return the Master Contract to LEA duly signed by an authorized representative within ninety (90) calendar days of issuance by LEA, the new contract rates will not take effect until the newly executed Master Contract is received by LEA and will not be retroactive to the first day of the new Master Contract's effective date. If CONTRACTOR fails to execute the new Master Contract within such ninety-day period, all payments shall cease until such time as the new Master Contract for the current school year is signed and returned to LEA by CONTRACTOR. (California Education Code section 56366(c)(1) and (2)). In the event that this Master Contract expires or terminates, CONTRACTOR shall continue to be bound to all of the terms and conditions of the most recent executed Master Contract between CONTRACTOR and LEA for so long as CONTRACTOR is servicing authorized students at the discretion of the LEA.

6. INDIVIDUAL SERVICES AGREEMENT ("ISA")

This Agreement shall include an ISA developed for each student to whom CONTRACTOR is to provide special education and/or related services. An ISA shall only be issued for students enrolled with the approval of the LEA pursuant to Education Code section 56366 (a)(2)(A). An ISA may be effective for more than one contract year provided that there is a concurrent Master Contract in effect. In the event that this Master Contract expires or terminates, CONTRACTOR, shall continue to be bound to all of the terms and conditions of the most recent executed ISAs between CONTRACTOR and LEA for so long as CONTRACTOR is servicing authorized students.

Any and all changes to a student's educational placement/program provided under this Master Contract and/or an ISA shall be made solely on the basis of a revision to the student's IEP or by written agreement between the parent and LEA. At any time during the term of this Master Contract, a student's parent, CONTRACTOR, or LEA may request a review of a student's IEP subject to all procedural safeguards required by law.

Unless otherwise provided in this Master Contract, the CONTRACTOR shall provide all services specified in the IEP unless the CONTRACTOR and the LEA agree otherwise in the ISA. (California Education Code sections 56366(a) (5) and 3062(e)). In the event the CONTRACTOR is unable to provide a specific service at any time during the life of the ISA, the CONTRACTOR shall notify the LEA in writing within five (5) business days of the last date a service was provided. CONTRACTOR shall provide any and all subsequent compensatory service hours awarded to student as a result of lack of provision of services while student was served by the NPS/A.

If a parent or LEA contests the termination of an ISA by initiating a due process proceeding with the OAH, CONTRACTOR shall abide by the "stay-put" requirement of state and federal law unless the parent agrees

otherwise or an Interim Alternative Educational Setting is deemed lawful and appropriate by LEA or OAH consistent with Section 1415 (k)(1)(7) of Title 20 of the United States Code. CONTRACTOR shall adhere to all LEA requirements concerning changes in placement.

Disagreements between LEA and CONTRACTOR concerning the formulation of an ISA or the Master Contract may be appealed to the County Superintendent of Schools of the County where the LEA is located, or the State Superintendent of Public Instruction pursuant to the provisions of California Education Code section 56366(c) (2).

7. DEFINITIONS

The following definitions shall apply for purposes of this contract:

- a. The term “CONTRACTOR” means a nonpublic, nonsectarian school/agency certified by the California Department of Education and its officers, agents and employees.
- b. The term “authorized LEA representative” means a LEA administrator designated to be responsible for NPS/A. It is understood, a representative of the Special Education Local Plan Area (SELPA) of which the LEA is a member is an authorized LEA representative in collaboration with the LEA. The LEA maintains sole responsibility for this Contract, unless otherwise specified in this Contract.
- c. The term “credential” means a valid credential, life diploma, permit, or document in special education or pupil personnel services issued by, or under the jurisdiction of, the State Board of Education if issued prior to 1970 or the California Commission on Teacher Credentialing, which entitles the holder thereof to perform services for which certification qualifications are required as defined in Title 5 of the California Code of Regulations section 3001(g).
- d. The term “qualified” means that a person holds a certificate, permit or other document equivalent to that which staff in a public school are required to hold to provide special education and designated instruction and services and has met federal and state certification, licensing, registration, or other comparable requirements which apply to the area in which he or she is providing special education or related services, including those requirements set forth in Title 34 of the Code of Federal Regulations sections 200.56 and 200.58, and those requirements set forth in Title 5 of the California Code of Regulations Sections 3064 and 3065, and adheres to the standards of professional practice established in federal and state law or regulation, including the standards contained in the California Business and Professions Code.

Nothing in this definition shall be construed as restricting the activities in services of a graduate needing direct hours leading to licensure, or of a student teacher or intern leading to a graduate degree at an accredited or approved college or university, as authorized by state laws or regulations. (Title 5 of the California Code of Regulations Section 3001 (r)).

- e. The term “license” means a valid non-expired document issued by a licensing agency within the Department of Consumer Affairs or other state licensing office authorized to grant licenses and authorizing the bearer of the document to provide certain professional services or refer to themselves using a specified professional title including but not limited to mental health and board and care services at a residential placement. If a license is not available through an appropriate state licensing agency, a certificate of registration with the appropriate professional organization at the national or state level which has standards established for the certificate that are equivalent to a license shall be deemed to be a license as defined in Title 5 of the California Code of Regulations section 3001(l).
- f. “Parent” means:
 - i. a biological or adoptive parent; unless the biological or adoptive parent does not have legal authority to make educational decisions for the child,

- ii. a guardian generally authorized to act as the child's parent or authorized to make educational decisions for the child,
- iii. an individual acting in the place of a biological or adoptive parent, including a grandparent, stepparent, or other relative with whom the child lives, or an individual who is legally responsible for the child's welfare,
- iv. a surrogate parent,
- v. a foster parent if the authority of the biological or adoptive parent to make educational decisions on the child's behalf has been specifically limited by court order in accordance with Code of Federal Regulations 300.30(b)(1) or (2).

Parent does not include the state or any political subdivision of government or the NPS/A under contract with the LEA for the provision of special education or designated instruction and services for a child. (California Education Code section 56028).

- g. The term "days" means calendar days unless otherwise specified.
- h. The phrase "billable day" means a school day in which instructional minutes meet or exceed those in comparable LEA programs.
- i. The phrase "billable day of attendance" means a school day as defined in California Education Code Section 46307, in which a student is in attendance and in which instructional minutes meet or exceed those in comparable LEA programs unless otherwise stipulated in an IEP or ISA.
- j. It is understood that the term "Master Contract" also means "Contract" and is referred to as such in this document.

ADMINISTRATION OF CONTRACT

8. NOTICES

All notices provided for by this Contract shall be in writing. Notices shall be mailed or delivered by hand and shall be effective as of the date of receipt by addressee.

All notices mailed to LEA shall be addressed to the person and address as indicated on the signature page of the Master Contract. Notices to CONTRACTOR shall be addressed as indicated on signature page of this Master Contract.

9. MAINTENANCE OF RECORDS

All records shall be maintained by CONTRACTOR as required by state and federal laws and regulations. Notwithstanding the foregoing sentence, CONTRACTOR shall maintain all records for at least five (5) years after the termination of this Master Contract. For purposes of this Master Contract, "records" shall include, but not be limited to student records as defined by California Education Code section 49061(b) including electronically stored information; cost data records as set forth in Title 5 of the California Code of Regulations section 3061; registers and roll books of teachers and/or daily service providers; daily service logs and notes and other documents used to record the provision of related services including supervision; daily service logs and notes used to record the provision of services provided through additional instructional assistants, NPA behavior intervention aides, and bus aides; behavior emergency reports (BER); incident reports; notification of injuries; absence verification records (parent/doctor notes, telephone logs, and related documents) if the CONTRACTOR is funded for excused absences, however, such records are not required if positive attendance is required; bus rosters; staff lists specifying credentials held and documents evidencing other staff qualifications, social security numbers, dates of hire, and dates of termination; records of employee training and certification, staff time sheets; non-paid staff and volunteer sign-in sheets; transportation and other related services subcontracts; school calendars; bell/class schedules when applicable; liability and worker's compensation insurance policies; state NPS/A certifications by laws; lists of current board of directors/trustees, if incorporated; statement of income and expenses; general

journals; cash receipts and disbursement books; general ledgers and supporting documents; documents evidencing financial expenditures; federal/state payroll quarterly reports; and bank statements and canceled checks or facsimile thereof.

CONTRACTOR shall maintain student records in a secure location to ensure confidentiality and prevent unauthorized access. CONTRACTOR shall maintain a current list of the names and positions of CONTRACTOR's employees who have access to confidential records. CONTRACTOR shall maintain an access log for each student's record which lists all persons, agencies, or organizations requesting or receiving information from the record. Such log shall be maintained as required by California Education Code section 49064 and include the name, title, agency/organization affiliation, and date/time of access for each individual requesting or receiving information from the student's record. Such log needs to record access to the student's records by: (a) the student's parent; (b) an individual to whom written consent has been executed by the student's parent; or (c) employees of LEA or CONTRACTOR having a legitimate educational interest in requesting or receiving information from the record. CONTRACTOR/LEA shall maintain copies of any written parental concerns granting access to student records. For purposes of this paragraph, "employees of LEA or CONTRACTOR" do not include subcontractors. CONTRACTOR shall grant parents access to student records, and comply with parents' requests for copies of student records, as required by state and federal laws and regulations. CONTRACTOR agrees, in the event of school or agency closure, to forward student records within ten (10) business days to LEA. These shall include, but not limited to, current transcripts, IEP/IFSPs, BER's, incident reports, notification of injuries and all other relevant reports. LEA and/or SELPA shall have access to and receive copies of any and all records upon request within five (5) business days.

10. SEVERABILITY CLAUSE

If any provision of this agreement is held, in whole or in part, to be unenforceable for any reason, the remainder of that provision and of the entire agreement shall be severable and remain in effect.

11. SUCCESSORS IN INTEREST

This contract binds CONTRACTOR's successors and assignees. CONTRACTOR shall notify the LEA of any change of ownership or corporate control.

12. VENUE AND GOVERNING LAW

The laws of the State of California shall govern the terms and conditions of this contract with venue in the County where the LEA is located.

13. MODIFICATIONS AND AMENDMENTS REQUIRED TO CONFORM TO LEGAL AND ADMINISTRATIVE GUIDELINES

This Master Contract may be modified or amended by the LEA to conform to administrative and statutory guidelines issued by any state, federal or local governmental agency. The party seeking such modification shall provide the LEA and/or CONTRACTOR thirty (30) days' notice of any such changes or modifications made to conform to administrative or statutory guidelines and a copy of the statute or regulation upon which the modification or changes are based.

14. TERMINATION

This Master Contract or ISA may be terminated for cause. The cause shall not be the availability of a public class initiated during the period of the contract unless the parent agrees to the transfer of the student to the public school program at an IEP team meeting. To terminate the contract either party shall give twenty (20) days prior written notice (California Education Code section 56366(a)(4)). At the time of termination, CONTRACTOR shall provide to LEA any and all documents CONTRACTOR is required to maintain under this Master Contract. ISAs are void upon termination of this Master Contract, as provided in Section

5 or 6. CONTRACTOR or LEA may terminate an ISA for cause. To terminate the ISA, either party shall give twenty (20) days prior written notice.

15. INSURANCE

CONTRACTOR shall, at his, her, or its sole cost and expense, maintain in full force and effect, during the term of this Contract, the following insurance coverage from a California licensed and/or admitted insurer with an A minus (A-), VII, or better rating from A.M. Best, sufficient to cover any claims, damages, liabilities, costs and expenses (including counsel fees) arising out of or in connection with CONTRACTOR's fulfillment of any of its obligations under this Agreement or either party's use of the work or any component or part thereof:

PART I - INSURANCE REQUIREMENTS FOR NONPUBLIC SCHOOLS AND AGENCIES

- A. **Commercial General Liability Insurance**, including both bodily injury and property damage, with limits as follows:

\$2,000,000 per occurrence
\$ 500,000 fire damage
\$ 5,000 medical expenses
\$1,000,000 personal & adv. Injury
\$3,000,000 general aggregate
\$2,000,000 products/completed operations aggregate

The policy may not contain an exclusion for coverage of claims arising from claims for sexual molestation or abuse. In the event that CONTRACTOR's policy should have an exclusion for sexual molestation or abuse claims, then CONTRACTOR shall be required to procure a supplemental policy providing such coverage.

- B. **Workers' Compensation Insurance** in accordance with provisions of the California Labor Code adequate to protect the CONTRACTOR from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.

- C. **Commercial Auto Liability Insurance** for all owned, non-owned or hired automobiles with a \$1 million combined single limit.

If no owned automobiles, then only hired and non-owned is required.

If CONTRACTOR uses a vehicle to travel to/from school sites, between schools and/or to/from students' homes or other locations as approved service locations by the LEA, CONTRACTOR must comply with State of California auto insurance requirements.

- D. **Errors & Omissions (E & O)/Malpractice (Professional Liability) coverage**, including Sexual Molestation and Abuse coverage, unless that coverage is afforded elsewhere in the Commercial General Liability policy by endorsement or separate policy, with the following limits:

\$1,000,000 per occurrence
\$2,000,000 general aggregate

- E. CONTRACTOR, upon execution of this Contract and periodically thereafter upon request, shall furnish the LEA with certificates of insurance evidencing such coverage. The certificate of insurance shall include a ten (10) day non-renewal notice provision. The Commercial General Liability and Automobile Liability policy shall name the LEA and the Board of Education additional insured's premiums on all insurance policies and shall be paid by

CONTRACTOR and shall be deemed included in CONTRACTOR's obligations under this contract at no additional charge.

- F. Any deductibles or self-insured retentions above \$100,000 must be declared to and approved by the LEA. At its option, LEA may require the CONTRACTOR, at the CONTRACTOR's sole cost, to: (a) cause its insurer to reduce to levels specified by the LEA or eliminate such deductibles or self-insured retentions with respect to the LEA, its officials and employees, or (b) procure a bond guaranteeing payment of losses and related investigation.
- G. For any claims related to the services performed in connection with this Master Contract, the CONTRACTOR's insurance coverage shall be the primary insurance with respect to the LEA, its subsidiaries, officials and employees. Any insurance or self-insurance maintained by the LEA, its subsidiaries, officials and employees shall be excess of the CONTRACTOR's insurance and shall not contribute with it.
- H. All Certificates of Insurance must reference the contract number, name of the school or agency submitting the certificate, and the location of the school or agency submitting the certificate on the certificate.

PART II - INSURANCE REQUIREMENTS FOR NONPUBLIC SCHOOLS AFFILIATED WITH A RESIDENTIAL TREATMENT FACILITY ("RTC")

When CONTRACTOR is a NPS affiliated with a **residential treatment center (NPS/RTC)**, the following insurance policies are required:

- A. **Commercial General Liability** including both bodily injury and property damage, with limits as follows:

\$3,000,000 per occurrence
\$6,000,000 in General Aggregate.

The policy shall be endorsed to name the LEA and the Board of Education as *named* additional insured and shall provide specifically that any insurance carried by the LEA which may be applicable to any claims or loss shall be deemed excess and the RTC's insurance primary despite any conflicting provisions in the RTC's policy. Coverage shall be maintained with no Self-Insured Retention above \$100,000 without the prior written approval of the LEA.

- B. **Workers' Compensation Insurance** in accordance with provisions of the California Labor Code adequate to protect the RTC from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
- C. **Commercial Auto Liability** coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if the RTC does not operate a student bus service. If the RTC provides student bus services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
- D. **Fidelity Bond or Crime Coverage** shall be maintained by the RTC to cover all employees who process or otherwise have responsibility for RTC funds, supplies, equipment or other assets. Minimum amount of coverage shall be \$250,000 per occurrence, with no self-insured retention.
- E. **Professional Liability/Errors & Omissions/Malpractice** coverage with minimum limits of \$3,000,000 per occurrence and \$6,000,000 general aggregate.

- F. **Sexual Molestation and Abuse Coverage**, unless that coverage is afforded elsewhere in the Commercial General Liability or Professional liability policy by endorsement, with minimum limits of \$3,000,000 per occurrence and \$6,000,000 general aggregate.

If LEA or CONTRACTOR determines that a change in insurance coverage obligations under this section is necessary, either party may reopen negotiations to modify the insurance obligations.

16. INDEMNIFICATION AND HOLD HARMLESS

To the fullest extent allowed by law, CONTRACTOR shall indemnify and hold LEA and its Board Members, administrators, employees, agents, attorneys, volunteers, and subcontractors ("LEA Indemnities") harmless against all liability, loss, damage and expense (including reasonable attorneys' fees) resulting from or arising out of this Master Contract or its performance, to the extent that such loss, expense, damage or liability was proximately caused by negligence, intentional act, or willful act or omission of CONTRACTOR, including, without limitation, its agents, employees, subcontractors or anyone employed directly or indirectly by it (excluding LEA and LEA Indemnities). The duty and obligation to defend shall arise immediately upon tender of a claim or lawsuit to the CONTRACTOR. The LEA and the Member District(s) shall have the right in their sole discretion to select counsel of its choice to provide the defense at the sole cost of the CONTRACTOR or the applicable insurance carrier.

To the fullest extent allowed by law, LEA shall indemnify and hold CONTRACTOR and its Board Members, administrators, employees, agents, attorneys, and subcontractors ("CONTRACTOR Indemnities") harmless against all liability, loss, damage and expense (including reasonable attorneys' fees) resulting from or arising out of this Master Contract or its performance, to the extent that such loss, expense, damage or liability was proximately caused by the negligent, intentional act or willful act or omission of LEA, including, without limitation, its agents, employees, subcontractors or anyone employed directly or indirectly by it (excluding CONTRACTOR and/or any CONTRACTOR Indemnities).

LEA represents that it is self-insured in compliance with the laws of the State of California, that the self-insurance covers district employees acting within the course and scope of their respective duties and that its self-insurance covers the LEA's indemnification obligations under this Master Contract.

17. INDEPENDENT CONTRACTOR

Nothing herein contained will be construed to imply a joint venture, partnership or principal-agent relationship between the LEA and CONTRACTOR. CONTRACTOR shall provide all services under this Contract as an independent contractor, and neither party shall have the authority to bind or make any commitment on behalf of the other. Nothing contained in this Contract shall be deemed to create any association, partnership, joint venture or relationship of principal and agent, master and servant, or employer and employee between the parties or any affiliates of the parties, or between the LEA and any individual assigned by CONTRACTOR to perform any services for the LEA.

If the LEA is determined to be a partner, joint venture, co-principle, employer or co-employer of CONTRACTOR, CONTRACTOR shall indemnify and hold harmless the LEA from and against any and all claims for loss, liability, or damages arising from that determination, as well as any expenses, costs, taxes, penalties and interest charges incurred by the LEA as a result of that holding.

18. SUBCONTRACTING

CONTRACTOR shall provide written notification to LEA before subcontracting for special education and/or related services pursuant to this Master Contract. In the event LEA determines that it can provide the subcontracted service(s) at a lower rate, LEA may elect to provide such service(s). If LEA elects to provide such service(s), LEA shall provide written notification to CONTRACTOR within five (5) days of receipt of CONTRACTOR's original notice and CONTRACTOR shall not subcontract for said service(s).

CONTRACTOR shall incorporate all of the provisions of this Master Contract in all subcontracts, to the fullest extent reasonably possible. Furthermore, when CONTRACTOR enters into subcontracts for the provision of special education and/or related services (including, but not limited to, transportation) for any student, CONTRACTOR shall cause each subcontractor to procure and maintain insurance during the term of each subcontract. Such subcontractor's insurance shall comply with the provisions of Section 15. Each subcontractor shall furnish the LEA with original endorsements and certificates of insurance effecting coverage required by Section 15. The endorsements are to be signed by a person authorized by that insurer to bind coverage on its behalf. The endorsements are to be on forms as required by the LEA. All endorsements are to be received and approved by the LEA before the subcontractor's work commences. The Commercial General Liability and Automobile Liability policies shall name the LEA/SELPA and the LEA Board of Education as additional insured.

As an alternative to the LEA's forms, a subcontractor's insurer may provide complete, certified copies of all required insurance policies, including endorsements affecting the coverage required by this Master Contract. All Certificates of Insurance must reference the LEA contract number, name of the school or agency submitting the certificate, indication if NPS or NPA, and the location of the school or agency submitting the certificate. In addition, all subcontractors must meet the requirements as contained in Section 45 Clearance Requirements and Section 46 Staff Qualifications of this Master Contract.

19. CONFLICTS OF INTEREST

CONTRACTOR shall provide to LEA upon request a copy of its current bylaws and a current list of its Board of Directors (or Trustees), if it is incorporated. CONTRACTOR and any member of its Board of Directors (or Trustees) shall disclose any relationship with LEA that constitutes or may constitute a conflict of interest pursuant to California Education Code section 56042 and Government Code Section 1090 including, but not limited to, employment with LEA, provision of private party assessments and/or reports, and attendance at IEP team meetings acting as a student's advocate. Pursuant to California Education code section 56042, an attorney or advocate for a parent of an individual with exceptional needs shall not recommend placement at CONTRACTOR's facility if the attorney or advocate is employed or contracted by the CONTRACTOR, or will receive a benefit from the CONTRACTOR, or otherwise has a conflict of interest.

Unless CONTRACTOR and LEA otherwise agree in writing, LEA shall neither execute an ISA with CONTRACTOR nor amend an existing ISA for a student when a recommendation for special education and/or related services is based in whole or in part on assessment(s) or reports provided by CONTRACTOR to the student without prior written authorization by LEA. This paragraph shall apply to CONTRACTOR regardless of when an assessment is performed or a report is prepared (i.e., before or after the student is enrolled in CONTRACTOR's school/agency) or whether an assessment of the student is performed or a report is prepared in the normal course of the services provided to the student by CONTRACTOR. To avoid conflict of interest, and in order to ensure the appropriateness of an Independent Educational Evaluation (hereinafter referred to as "IEE") and its recommendations, the LEA may, in its discretion, not fund an IEE by an evaluator who provides ongoing service(s) or is sought to provide service(s) to the student for whom the IEE is requested. Likewise, the LEA may, in its discretion, not fund services through the evaluator whose IEE the LEA agrees to fund. When no other appropriate assessor is available, LEA may request and if CONTRACTOR agrees, the CONTRACTOR may provide an IEE.

When CONTRACTOR is a NPA, CONTRACTOR acknowledges that its authorized representative has read and understands Education Code section 56366.3 which provides, in relevant part, that no special education and/or related services provided by CONTRACTOR shall be paid for by LEA if provided by an individual who is or was an employee of LEA within the three hundred and sixty five (365) days prior to executing this contract. This provision does not apply to any person who is able to provide designated instruction and services during the extended school year because he or she is otherwise employed for up to ten months of the school year by LEA.

CONTRACTOR shall not admit a student living within the jurisdictional boundaries of the LEA on a private pay or tuition free “scholarship” basis and concurrently or subsequently advise/request parent(s) to pursue funding for the admitted school year from the LEA through due process proceedings.

20. NON-DISCRIMINATION

CONTRACTOR shall not, in employment or operation of its programs, unlawfully discriminate on the basis of gender, nationality, national origin, ancestry, race, color, ethnicity, ethnic group affiliation, religion, age, marital status, pregnancy or parental status, sex, sexual orientation, gender, gender identity or expression, physical or mental disability, genetic information or any other classification protected by federal or state law or the perception of one or more of such characteristics or association with a person or group with one or more of these actual or perceived characteristics.

EDUCATIONAL PROGRAM

21. FREE AND APPROPRIATE PUBLIC EDUCATION (FAPE)

The LEA shall provide CONTRACTOR with a copy of the IEP including the Individualized Transition Plan (hereinafter referred to as “ITP”) of each student served by CONTRACTOR. CONTRACTOR shall provide to each student special education and/or related services (including transition services) within the NPS/A consistent with the student’s IEP and as specified in the ISA. If CONTRACTOR is a NPS, CONTRACTOR shall not accept a student if it cannot provide or ensure the provision of the services outlined in the student’s IEP. If student services are provided by a third party (i.e. Related Services Provider), CONTRACTOR shall notify LEA if provision of services cease.

Unless otherwise agreed to between CONTRACTOR and LEA, CONTRACTOR shall be responsible for the provision of all appropriate supplies, equipment, and/or facilities for students, as specified in the student’s IEP and ISA. CONTRACTOR shall make no charge of any kind to parents for special education and/or related services as specified in the student’s IEP and ISA (including, but not limited to, screenings, assessments, or interviews that occur prior to or as a condition of the student’s enrollment under the terms of this Master Contract). LEA shall provide low incidence equipment for eligible students with low incidence disabilities when specified in the student’s IEP and ISA. Such equipment remains the property of the SELPA/LEA and shall be returned to the SELPA/LEA when the IEP team determines the equipment is no longer needed or when the student is no longer enrolled in the NPS. CONTRACTOR shall ensure that facilities are adequate to provide LEA students with an environment which meets all pertinent health and safety regulations. CONTRACTOR may charge a student’s parent(s) for services and/or activities not necessary for the student to receive a free appropriate public education after: (a) written notification to the student’s parent(s) of the cost and voluntary nature of the services and/or activities; and (b) receipt by the LEA of the written notification and a written acknowledgment signed by the student’s parent(s) of the cost and voluntary nature of the services and/or activities. CONTRACTOR shall adhere to all LEA requirements concerning parent acknowledgment of financial responsibility.

Voluntary services and/or activities not necessary for the student to receive a free appropriate public education shall not interfere with the student’s receipt of special education and/or related services as specified in the student’s IEP and ISA unless the LEA, CONTRACTOR, and PARENT agree otherwise in writing.

22. GENERAL PROGRAM OF INSTRUCTION

All NPS/A services shall be provided consistent with the area of certification specified by CDE Certification and as defined in California Education Code section 56366 *et seq.*

When CONTRACTOR is a NPS, CONTRACTOR’s general program of instruction shall: (a) utilize evidence-based practices and be consistent with LEA’s standards regarding the particular course of study and curriculum; (b) include curriculum that addresses mathematics, literacy and the use of educational, assistive technology and transition services; (c) be consistent with CDE’s standards regarding the particular

course of study and curriculum; (d) provide the services as specified in the student's IEP and ISA. Students shall have access to: (a) State Board of Education (SBE) - adopted Common Core State Standards ("CCSS") for curriculum and the same instructional materials for kindergarten and grades 1 to 8, inclusive; and provide standards – aligned core curriculum and instructional materials for grades 9 to 12, inclusive, used by a local education agency (LEA), that contracts with the NPS: (b) college preparation courses; (c) extracurricular activities, such as art, sports, music and academic clubs; (d) career preparation and vocational training, consistent with transition plans pursuant to state and federal law and; (e) supplemental assistance, including individual academic tutoring, psychological counseling, and career and college counseling.

When CONTRACTOR serves students in grades nine through twelve inclusive, LEA shall provide to CONTRACTOR a specific list of the course requirements to be satisfied by the CONTRACTOR leading toward graduation or completion of LEA's diploma requirements. CONTRACTOR shall not award a high school diploma to students who have not successfully completed all of the LEA's graduation requirements.

When CONTRACTOR is a NPA and/or related services provider, CONTRACTOR's general program of instruction and/or services shall utilize evidence-based practices and be consistent with LEA and CDE guidelines and certification, and provided as specified in the student's IEP and ISA. The NPA providing Behavior Intervention services shall develop a written plan that specifies the nature of their NPA service for each student within thirty (30) days of enrollment and shall be provided in writing to the LEA. School-based services may not be unilaterally converted by CONTRACTOR to a substitute program or provided at a location not specifically authorized by the IEP team. Except for services provided by a CONTRACTOR that is a Licensed Children's Institution (LCI), all services not provided in the school setting require the presence of a parent, guardian or adult caregiver during the delivery of services, provided such guardian or caregiver have a signed authorization by the parent or legal guardian to authorize emergency services as requested. LCI CONTRACTORS shall ensure that appropriate and qualified residential or clinical staff is present during the provision of services under this Master Contract. CONTRACTOR shall immediately notify LEA in writing if no parent, guardian or adult caregiver is present. CONTRACTOR shall provide to LEA a written description of the services and location provided prior to the effective date of this Master Contract. CONTRACTORS providing Behavior Intervention services must have a trained behaviorist or trained equivalent on staff. It is understood that Behavior Intervention services are limited per CDE Certification and do not constitute as an instructional program.

When CONTRACTOR is a NPA, CONTRACTOR shall not provide transportation nor subcontract for transportation services for students unless the LEA and CONTRACTOR agree otherwise in writing.

23. INSTRUCTIONAL MINUTES

When CONTRACTOR is a NPS, the total number of instructional minutes per school day provided by CONTRACTOR shall be at least equivalent to the number of instructional minutes per school day provided to students at like grade level attending LEA schools and shall be specified in the student's ISA developed in accordance with the student's IEP.

For students in grades kindergarten through 12 inclusive, unless otherwise specified in the student's IEP and ISA, the number of instructional minutes, excluding breakfast, recess, lunch and pass time shall be at the same level that Ed. Code prescribes for the LEA.

The total number of annual instructional minutes shall be at least equivalent to the total number of annual instructional minutes provided to students attending LEA schools in like grade level unless otherwise specified in the student's IEP.

When CONTRACTOR is a NPA and/or related services provider, the total number of minutes per school day provided by CONTRACTOR shall be specified in the student's ISA developed in accordance with the student's IEP.

24. CLASS SIZE

When CONTRACTOR is a NPS, CONTRACTOR shall ensure that class size shall not exceed a ratio of one teacher per twelve (12) students, unless CONTRACTOR and LEA agree otherwise in writing. Upon prior written approval by an authorized LEA representative, class size may be temporarily increased by a ratio of 1 teacher to fourteen (14) students when necessary during the regular or extended school year to provide services to students with disabilities.

In the event a NPS is unable to fill a vacant teaching position responsible for direct instruction to students, and the vacancy has direct impact on the California Department of Education Certification of that school, the NPS shall develop a plan to ensure appropriate coverage of students by first utilizing existing certificated staff. The NPS and the LEA may agree to one 30 school day period per contract year where class size may be increased to ensure coverage by an appropriately credentialed teacher. Such an agreement shall be in writing and signed by both parties. This provision does not apply to a NPA.

CONTRACTOR providing special education instruction for individuals with exceptional needs between the ages of three and five years, inclusive, shall also comply with the appropriate instructional adult to child ratios pursuant to California Education Code sections 56440 et seq.

25. CALENDARS

When CONTRACTOR is a NPS, CONTRACTOR shall submit to the LEA/SELPA a school calendar with the total number of billable days not to exceed 180 days, plus extended school year billable days equivalent to the number of days determined by the LEA's extended school year calendar. Billable days shall include only those days that are included on the submitted and approved school calendar, and/or required by the IEP (developed by the LEA) for each student. CONTRACTOR shall not be allowed to change its school calendar and/or amend the number of billable days without the prior written approval of the LEA. Nothing in this Master Contract shall be interpreted to require the LEA to accept any requests for calendar changes.

Unless otherwise specified by the students' IEP, educational services shall occur at the school site. A student shall only be eligible for extended school year services if such are recommended by his/her IEP Team and the provision of such is specifically included in the ISA. Extended school year shall consist of twenty (20) instructional days, unless otherwise agreed upon by the IEP Team convened by the LEA. Any days of extended school year in excess of twenty (20) billable days must be mutually agreed to, in writing, prior to the start of the extended school year.

Student must have actually been in attendance during the regular school year and/or during extended school year and actually received services on a billable day of attendance in order for CONTRACTOR to be eligible for payment. It is specifically understood that services may not be provided on weekends/holidays and other times when school is not in session, unless agreed to by the LEA, in writing, in advance of the delivery of any NPS service. Any instructional days provided without this written agreement shall be at the sole financial responsibility of the CONTRACTOR.

CONTRACTOR shall observe the same legal holidays as LEA. Those holidays are Labor Day, Veteran's Day, Thanksgiving Day, Christmas Day, New Year's Day, Martin Luther King Jr. Day, President's Day, Memorial Day and Independence Day. With the approval of LEA, CONTRACTOR may revise the date upon which CONTRACTOR closes in observance of any of the holidays observed by the LEA.

When CONTRACTOR is a NPA, CONTRACTOR shall be provided with a LEA-developed/approved calendar prior to the initiation of services. CONTRACTOR herein agrees to observe holidays as specified in the LEA-developed/approved calendar. CONTRACTOR shall provide services pursuant to the LEA-developed/approved calendar; or as specified in the LEA student's IEP and ISA. Unless otherwise specified in the LEA student's ISA, CONTRACTOR shall provide related services to LEA students on only those days that the LEA student's school of attendance is in session and the LEA student attends school. CONTRACTOR shall bill only for services provided on billable days of attendance as indicated on the LEA calendar unless CONTRACTOR and the LEA agree otherwise, in writing. Student must have actually been in attendance and/or received services on a billable day of attendance in order for CONTRACTOR to

be eligible for payment. It is specifically understood that services may not be provided on weekends/holidays and other times when school is not in session, unless agreed to by the LEA, in writing, in advance of the delivery of any NPA service provided by CONTRACTOR. Any instructional days provided without this written agreement shall be at the sole financial responsibility of the CONTRACTOR.

26. DATA REPORTING

CONTRACTOR shall agree to provide to the LEA all data related to student information and billing information with LEA. CONTRACTOR shall agree to provide data related to all sections of this contract, including student discipline as noted below, and requested by and in the format required by the LEA. It is understood that all NPS/A shall utilize the LEA approved electronic IEP system for all IEP development, service tracking documentation, and progress reporting, unless otherwise agreed to by the LEA. Additional progress reporting may be required by the LEA. The LEA shall provide the CONTRACTOR with appropriate software, user training and proper internet permissions to allow adequate access.

Using forms developed by the California Department of Education or as otherwise mutually agreed upon by CONTRACTOR and LEA, CONTRACTOR shall provide LEA, on a monthly basis, a written report of all incidents in which a statutory offense is committed by any LEA student, regardless if it results in a disciplinary action of suspension or expulsion. This includes all statutory offenses as described in Education Codes 48900 and 48915. CONTRACTOR shall also include incidents resulting in the use of a behavioral restraint and/or seclusion even if they were not a result of a violation of Education Code Sections 48900 and 48915.

The LEA shall provide the CONTRACTOR with approved forms and/or format for such data including, but not limited to, invoicing, attendance reports and progress reports. The LEA may approve use of CONTRACTOR'S provided forms at their discretion.

27. LEAST RESTRICTIVE ENVIRONMENT/DUAL ENROLLMENT

CONTRACTOR and LEA shall follow all LEA policies and procedures that support Least Restrictive Environment ("LRE") options and/or dual enrollment options if available and appropriate, for students to have access to the general curriculum and to be educated with their nondisabled peers to the maximum extent appropriate.

CONTRACTOR and LEA shall ensure that LRE placement options are addressed at all IEP team meetings regarding students for whom ISAs have been or may be executed. This shall include IEP team consideration of supplementary aids and services, goals and objectives necessary for placement in the LRE and necessary to enable students to transition to less restrictive settings.

When an IEP team has determined that a student should be transitioned into the public school setting, CONTRACTOR shall assist the LEA in implementing the IEP team's recommended activities to support the transition.

28. STATEWIDE ACHIEVEMENT TESTING

When CONTRACTOR is a NPS, per implementation of Senate Bill 484, CONTRACTOR shall administer all Statewide assessments within the California Assessment of Student Performance and Progress ("CAASPP"), Desired Results Developmental Profile ("DRDP"), California Alternative Assessment ("CAA"), achievement and abilities tests (using LEA-authorized assessment instruments), the Fitness Gram, , the English Language Proficiency Assessments for California ("ELPAC"), and as appropriate to the student, and mandated by LEA pursuant to LEA and state and federal guidelines.

CONTRACTOR is subject to the alternative accountability system developed pursuant to Education Code section 52052, in the same manner as public schools. Each LEA student placed with CONTRACTOR by the LEA shall be tested by qualified staff of CONTRACTOR in accordance with that accountability program. LEA shall provide test administration training to CONTRACTOR'S qualified staff.

CONTRACTOR shall attend LEA test training and comply with completion of all coding requirements as required by LEA.

29. MANDATED ATTENDANCE AT LEA MEETINGS

CONTRACTOR shall attend District mandated meetings when legal mandates, and/or LEA policy and procedures are reviewed, including but not limited to the areas of: curriculum, high school graduation, standards-based instruction, behavior intervention, cultural and linguistic needs of students with disabilities, dual enrollment responsibilities, LRE responsibilities, transition services, data collection, and standardized testing and IEPs. LEA shall provide CONTRACTOR with reasonable notice of mandated meetings. Attendance at such meetings does not constitute a billable service hour(s).

30. POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS

CONTRACTOR shall comply with the requirements of Education Code section 49005, *et seq.*, 56521.1 and 56521.2. LEA students who exhibit behaviors that interfere with their learning or the learning of others must receive timely and appropriate assessments and positive supports and interventions in accordance with the federal law and its implementing regulations. If the Individualized Education Program (“IEP”) team determines that a student’s behavior impedes his or her learning or the learning of others, the IEP team is required to consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior, consistent with Section 1414(d)(3)(B)(i) and (d)(4) of Title 20 of the United States Code and associated federal regulations. This could mean that instead of developing a Behavior Intervention Plan (“BIP”), the IEP team may conclude it is sufficient to address the student’s behavioral problems through the development of behavioral goals and behavioral interventions to support those goals.

CONTRACTOR shall maintain a written policy pursuant to California Education Code section 56521.1 regarding emergency interventions and behavioral emergency reports. CONTRACTOR shall ensure that all of its staff members are trained in crisis intervention, emergency procedures, and evidenced-based practices and interventions specific to the unique behavioral needs of the CONTRACTOR’s pupil population. The training shall be provided within 30 days of employment to new staff who have any contact or interaction with pupils during the schoolday, and annually to all staff who have any contact or interaction with pupils during the schoolday. The CONTRACTOR shall select and conduct the training in accordance with California Education Code section 56366.1. CONTRACTOR shall maintain written records of the training and provide written verification of the training annually and upon request.

Pursuant to Education Code section 56521.1, emergency interventions shall not be used as a substitute for a BIP, and shall not be employed longer than necessary to contain the behavior. Emergency interventions may only be used to control unpredictable, spontaneous behavior that poses clear and present danger of serious physical harm to the individual with exceptional needs, or others, and that cannot be immediately prevented by a response less restrictive than the temporary application of a technique used to contain the behavior. If a situation requires prolonged use of emergency intervention, staff must seek assistance from the school site administrator or a law enforcement agency.

CONTRACTOR shall complete a behavior emergency report when an emergency occurs that is defined as a serious, dangerous behavior that staff has determined to present a clear and present danger to others. It requires a non-violent physical intervention to protect the safety of student, self, or others and a physical intervention has been used; or a physical intervention has not been used, but an injury or serious property damage has occurred. Personal Safety Techniques may or may not have been used. Emergencies *require* a behavior emergency report form be completed and submitted to the LEA within twenty-four (24) hours for administrative action. CONTRACTOR shall notify Parent within twenty-four (24) hours via telephone. If the student’s IEP does not contain a Behavior Intervention Plan (“BIP”) or Positive Behavior Intervention Plan (“PBIP”), an IEP team shall schedule a meeting to review the behavior emergency report, determine if there is a necessity for a functional behavioral assessment, and to determine an interim plan. If the student already has a BIP, the IEP team shall review and modify the BIP if a new serious behavior has been exhibited or existing behavioral interventions have proven to be ineffective. CONTRACTOR shall schedule with LEA an IEP meeting within two (2) days.

Pursuant to Education Code section 56521.2, CONTRACTOR shall not authorize, order, consent to, or pay for the following interventions, or any other interventions similar to or like the following: (1) Any intervention that is designed to, or likely to, cause physical pain, including, but not limited to, electric-shock (2) An intervention that involves the release of noxious, toxic, or otherwise unpleasant sprays, mists, or substances in proximity to the face of the individual. (3) An intervention that denies adequate sleep, food, water, shelter, bedding, physical comfort, or access to bathroom facilities. (4) An intervention that is designed to subject, used to subject, or likely to subject, the individual to verbal abuse, ridicule, or humiliation, or that can be expected to cause excessive emotional trauma. (5) Restrictive interventions that employ a device, material, or objects that simultaneously immobilize all four extremities, including the procedure known as prone containment, except that prone containment or similar techniques may be used by trained personnel as a limited emergency intervention. (6) Locked seclusion, unless it is in a facility otherwise licensed or permitted by state law to use a locked room. (7) An intervention that precludes adequate supervision of the individual. (8) An intervention that deprives the individual of one or more of his or her senses. (b) In the case of a child whose behavior impedes the child's learning or that of others, the individualized education program team shall consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior, consistent with Section 1414(d)(3)(B)(i) and (d)(4) of Title 20 of the United States Code and associated federal regulations.

All restraint practices must be reviewed and revised when they have an adverse effect on a student and are used repeatedly for an individual child, either on multiple occasions within the same classroom or multiple uses by the same individual. CONTRACTOR shall notify the student's parent/guardian when any type of physical or mechanical restraint or seclusion has been used. Upon the use of any type of physical or mechanical restraint or seclusions of a District student, CONTRACTOR shall complete a BER per the reporting and notification requirements listed above.

31. STUDENT DISCIPLINE

CONTRACTOR shall maintain and abide by a written policy for student discipline that is consistent with state and federal law and regulations. Using forms developed by the California Department of Education or as otherwise mutually agreed upon by CONTRACTOR and LEA, CONTRACTOR shall provide LEA, on a monthly basis, a written report of all incidents in which a statutory offense is committed by any LEA student, regardless if it results in a disciplinary action of suspension or expulsion. This includes all statutory offenses as described in Education Codes 48900 and 48915. CONTRACTOR shall also include incidents resulting in the use of a behavioral restraint and/or seclusion even if they were not a result of a violation of Education Code Sections 48900 and 48915.

When CONTRACTOR seeks to remove a student from his/her current educational placement for disciplinary reasons, CONTRACTOR shall immediately submit a written discipline report to the LEA. Written discipline reports shall include, but not be limited to: the student's name; the time, date, and description of the misconduct; the disciplinary action taken by CONTRACTOR; and the rationale for such disciplinary action. A copy of the student's behavior plan, if any, shall be submitted with the written discipline report. CONTRACTOR and LEA agree to participate in a manifestation determination at an IEP meeting no later than the tenth (10th) day of suspension.

32. IEP TEAM MEETINGS

An IEP team meeting shall be convened at least annually to evaluate: (1) the educational progress of each student placed with CONTRACTOR, including all state assessment results pursuant to the requirements of Education Code section 52052; (2) whether or not the needs of the student continue to be best met at the NPS; and (3) whether changes to the student's IEP are necessary, including whether the student may be transitioned to a public school setting. (California Education Code sections 56366 (a) (2) (B) (i) and (ii)) and pursuant to California Education Code section 56345 (b) (4).)

If the LEA student is to be transferred from a NPS setting into a regular class setting in a public school for any part of the school day, the IEP team shall document, if appropriate, a description of activities provided

to integrate the student into the regular education program, including the nature of each activity as well as the time spent on the activity each day or week and a description of the activities provided to support the transition of the student from the special education program into the regular education program. Each student shall be allowed to provide confidential input to any representative of his or her IEP team. Except as otherwise provided in the Master Contract, CONTRACTOR and LEA shall participate in all IEP team meetings regarding students for whom ISAs have been or may be executed. At any time during the term of this Master Contract, the parent, the CONTRACTOR or the LEA may request a review of the student's IEP, subject to all procedural safeguards required by law, including reasonable notice given to, and participation of, the CONTRACTOR in the meeting. Every effort shall be made to schedule IEP team meetings at a time and place that is mutually convenient to parent, CONTRACTOR and LEA. CONTRACTOR shall provide to LEA assessments and written assessment reports by service providers upon request and/or pursuant to LEA policy and procedures. It is understood that attendance at an IEP meeting is part of CONTRACTOR'S professional responsibility and is not a billable service under this Master Contract.

It is understood that the CONTRACTOR shall utilize the approved electronic IEP system of the LEA for all IEP planning and progress reporting at the LEA's discretion. The LEA or SELPA may provide training for any CONTRACTOR to ensure access to the approved system. The CONTRACTOR shall maintain confidentiality of all IEP data on the approved system and shall protect the password requirements of the system. When a student dis-enrolls from the NPS/NPA, the NPS/NPA and LEA shall discontinue use of the approved system for that student.

Changes in any student's educational program, including instruction, services, or instructional setting provided under this Master Contract, may only be made on the basis of revisions to the student's IEP. In the event that the CONTRACTOR believes the student requires a change of placement, the CONTRACTOR may request a review of the student's IEP for the purposes of consideration of a change in the student's placement. Student is entitled to remain in the last agreed upon and implemented placement unless parent agrees otherwise or an Interim Alternative Educational Setting is deemed lawful and appropriate by LEA or OAH consistent with Section 1415 (k)(1)(7) of Title 20 of the United States Code.

33. SURROGATE PARENTS AND FOSTER YOUTH

CONTRACTOR shall comply with LEA surrogate parent assignments. Surrogate parents shall serve as the child's parent and have all the rights relative to the student's education that a parent has under the Individuals with Disabilities Education Act pursuant to *20 USC 1414-1482 and 34 CFR 300.1-300.756*. A pupil in foster care shall be defined pursuant to California Education Code section 42238.01(b). The LEA shall annually notify the CONTRACTOR who the LEA has designated as the educational liaison for foster children. When a pupil in foster care is enrolled in a NPS by the LEA any time after the completion of the pupil's second year of high school, the CONTRACTOR shall schedule the pupil in courses leading towards graduation based on the diploma requirements of the LEA unless provided notice otherwise in writing pursuant to Section 51225.1.

34. DUE PROCESS PROCEEDINGS

CONTRACTOR shall fully participate in special education due process proceedings including mediations and hearings, as requested by LEA. Participation further includes the willingness to make CONTRACTOR's staff available for witness preparation and testimony as is necessary to facilitate a due process hearing. CONTRACTOR shall also fully participate in the investigation and provision of documentation related to any complaint filed with the State of California, the Office of Civil Rights, or any other state and/or federal governmental body or agency. Full participation shall include, but in no way be limited to, cooperating with LEA representatives to provide complete answers raised by any investigator and/or the immediate provision of any and all documentation that pertains to the operation of CONTRACTOR's program and/or the implementation of a particular student's IEP/Individual and Family Service Plan ("IFSP").

35. COMPLAINT PROCEDURES

CONTRACTOR shall maintain and adhere to its own written procedures for responding to parent complaints. These procedures shall include annually notifying and providing parents of students with appropriate information (including complaint forms) for the following: (1) Uniform Complaint Procedures pursuant to Title 5 of the California Code of Regulations section 4600 *et seq.*; (2) Nondiscrimination policy pursuant to Title 5 of the California Code of Regulations section 4960 (a); (3) Sexual Harassment Policy, California Education Code 231.5 (a) (b) (c); (4) Title IX Student Grievance Procedure, Title IX 106.8 (a) (d) and 106.9 (a); and (5) Notice of Privacy Practices in compliance with Health Insurance Portability and Accountability Act (“HIPAA”). CONTRACTOR shall include verification of these procedures to the LEA. CONTRACTOR shall immediately notify LEA of any complaints filed against it related to LEA students and provide LEA with all documentation related to the complaints and/or its investigation of complaints, including any and all reports generated as a result of an investigation.

36. STUDENT PROGRESS REPORTS/REPORT CARDS AND ASSESSMENTS

Unless LEA requests in writing that progress reports be provided on a monthly basis, CONTRACTOR shall provide to parents at least four (4) written progress reports/report cards. At a minimum, progress reports shall include progress over time towards IEP goals and objectives. A copy of the progress reports/report cards shall be maintained at the CONTRACTOR’s place of business and shall be submitted to the LEA and LEA student’s parent(s) quarterly.

The CONTRACTOR shall also provide an LEA representative access to supporting documentation used to determine progress on any goal or objective, including but not limited to log sheets, observation notes, data sheets, pre/post tests, rubrics and other similar data collection used to determine progress or lack of progress on approved goals, objectives, transition plans or behavior intervention plans. The LEA may request such data at any time within five (5) years of the date of service. The CONTRACTOR shall provide this data supporting progress within five (5) business days of request. Additional time may be granted as needed by the LEA.

CONTRACTOR shall complete academic or other evaluations of the student ten (10) days prior to the student’s annual or triennial review IEP team meeting for the purpose of reporting the student’s present levels of performance at the IEP team meeting as required by state and federal laws and regulations and pursuant to LEA policies, procedures, and/or practices. CONTRACTOR shall provide sufficient copies of its reports, documents, and projected goals to share with members of the IEP team five (5) business days prior to the IEP meeting. CONTRACTOR shall maintain supporting documentation such as test protocols and data collection, which shall be made available to LEA within five (5) business days of request.

The CONTRACTOR is responsible for all evaluation costs regarding the updating of goals and objectives, progress reporting and development of present levels of performance. All assessments resulting from an assessment plan shall be provided by the LEA unless the LEA specifies in writing a request that CONTRACTOR perform such additional assessment. Any assessment and/or evaluation costs may be added to the ISA and/or approved separately by the LEA at the LEA’s sole discretion.

It is understood that all billable hours must be in direct services to pupils as specified in the ISA. For NPA services, supervision provided by a qualified individual as specified in Title 5 Regulation, subsection 3065, shall be determined as appropriate and included in the ISA. Supervision means the direct observation of services, data review, case conferencing and program design consistent with professional standards for each professional’s license, certification, or credential.

CONTRACTOR shall not charge the student’s parent(s) or LEA for the provision of progress reports, report cards, evaluations conducted in order to obtain present levels of performance, interviews, and/or meetings. It is understood that all billable hours have limits to those specified on the ISA consistent with the IEP. It is understood that copies of data collection notes, forms, charts and other such data are part of the pupil’s record and shall be made available to the LEA upon written request.

37. TRANSCRIPTS

When CONTRACTOR is a NPS, CONTRACTOR shall prepare transcripts at the close of each semester, or upon student transfer, for students in grades nine (9) through twelve (12) inclusive, and submit them on LEA approved forms to the student's school of residence for evaluation of progress toward completion of diploma requirements as specified in LEA Procedures. CONTRACTOR shall submit to the LEA names of students and their schools of residence for whom transcripts have been submitted as specified by the LEA.

38. STUDENT CHANGE OF RESIDENCE

Within five (5) school days from the date CONTRACTOR becomes aware of a student's change of residence, CONTRACTOR shall notify LEA, in writing, of the student's change of residence as specified in LEA Procedures. Upon enrollment, CONTRACTOR shall notify parents in writing of their obligation to notify CONTRACTOR of the student's change of residence. CONTRACTOR shall maintain, and provide upon request by LEA, documentation of such notice to parents.

If CONTRACTOR had knowledge or should reasonably have had knowledge of the student's change of residence boundaries and CONTRACTOR fails to follow the procedures specified in this provision, LEA shall not be responsible for the costs of services delivered following the student's change of residence.

39. WITHDRAWAL OF STUDENT FROM PROGRAM

CONTRACTOR shall immediately report electronically and in writing to the LEA within five (5) business days when an LEA student is withdrawn without prior notice from school and/or services, including student's change of residence to a residence outside of LEA service boundaries, and student's discharge against professional advice from a NPS/RTC.

40. PARENT ACCESS

CONTRACTOR shall provide for reasonable parental access to students and all facilities including, but not limited to, the instructional setting, recreational activity areas, meeting rooms and student living quarters. CONTRACTOR shall comply with any known court orders regarding parental visits and access to LEA students.

CONTRACTOR operating programs associated with a NPS/RTC shall cooperate with a parent's reasonable request for LEA student therapeutic visits in their home or at the NPS/RTC. CONTRACTOR shall require that parents obtain prior written authorization for therapeutic visits from the CONTRACTOR and the LEA at least thirty (30) days in advance. CONTRACTOR shall facilitate all parent travel and accommodations and for providing travel information to the parent as appropriate. Payment by LEA for approved travel-related expenses shall be made directly through the LEA consistent with LEA Procedures.

CONTRACTOR providing services in the student's home as specified in the IEP shall ensure that at least one parent of the child, or an adult caregiver with written and signed authorization to make decisions in an emergency, is present. The names of any adult caregiver other than the parent shall be provided to the LEA prior to the start of any home based services, including written and signed authorization in emergency situations. The parent shall inform the LEA of any changes of caregivers and provide written authorization for emergency situation. The adult caregiver cannot also be an employee or volunteer associated with the NPS/NPA service provider.

All problems and/or concerns reported to parents, both verbal and written, shall also be provided, in writing, to the LEA.

41. LICENSED CHILDREN'S INSTITUTION ("LCI") CONTRACTORS AND RESIDENTIAL TREATMENT CENTER ("RTC") CONTRACTORS

If CONTRACTOR is a LCI, CONTRACTOR shall adhere to all legal requirements regarding educational placements for LCI students as stated in Education Code 56366 (a) (2) (C), 56366.9 (c) (1), Health and Safety Code section 1501.1(b), AB 1858 (2004), AB490 (Chapter 862, Statutes of 2003), AB 1261 (2005), AB 1166 Chapter 171 (2015), AB 167 Chapter 224 (2010), AB 216 Chapter 324 (2013), AB 379 Chapter 772 (2015), AB 1012 Chapter 703 (2015), and the procedures set forth in the LEA Procedures. An LCI shall not require that a pupil be placed in its NPS as a condition of being placed in its residential facility.

If CONTRACTOR is a NPS/RTC, CONTRACTOR shall adhere to all legal requirements under the Individuals with Disabilities Education Act (IDEA), 20 U.S.C. section 1412(a)(1)(A) and Education Code section 56000, et seq.; amended and reorganized by the Individuals with Disabilities Education Improvement Act of 2004 (IDEIA), 20 U.S.C. section 1401(29); Education Code section 56031; Cal. Code Regs., Title 5, section 3001 et seq., regarding the provision of counseling services, including residential care for students to receive a FAPE as set forth in the LEA student's IEPs. CONTRACTOR shall meet all monitoring requirements as noted in Section 43 below.

If CONTRACTOR is a NPS that is owned, operated by, or associated with a LCI, CONTRACTOR shall provide to LEA, on a quarterly basis, a list of all students, including those identified as eligible for special education. For those identified as special education students, the list shall include: 1) special education eligibility at the time of enrollment and; 2) the educational placement and services specified in each student's IEP at the time of enrollment. A copy of the current IEP shall be provided to the LEA.

Unless placement is made pursuant to an Office of Administrative Hearings order or a lawfully executed agreement between LEA and parent, LEA is not responsible for the costs associated with NPS placement until the date on which an IEP team meeting is convened, the IEP team determines that a NPS placement is appropriate, and the IEP is signed by the student's parent or another adult with educational decision-making rights.

In addition to meeting the certification requirements of the State of California, a CONTRACTOR that operates a program outside of this State shall be certified or licensed by that state to provide, respectively, special education and related services and designated instruction and related services to pupils under the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq.).

42. STATE MEAL MANDATE

When CONTRACTOR is a NPS, CONTRACTOR and LEA shall satisfy the State Meal Mandate under California Education Code sections 49530, 49530.5 and 49550.

43. MONITORING

When CONTRACTOR is a NPS, the LEA (or SELPA) shall conduct at least one onsite monitoring visit during each school year to the NPS at which the LEA has a pupil attending and with which it maintains a master contract. The monitoring visit shall include, but is not limited to, a review of services provided to the pupil through the ISA between the LEA and the NPS, a review of progress the pupil is making toward the goals set forth in the pupil's individualized education program, a review of progress the pupil is making toward the goals set forth in the pupil's behavioral intervention plan, if applicable, an observation of the pupil during instruction, and a walkthrough of the facility. The LEA (or SELPA) shall report the findings resulting from the monitoring visit to the California Department of Education within 60 calendar days of the onsite visit.

The LEA (or SELPA) shall conduct an onsite visit to the NPS before placement of a pupil if the LEA does not have any pupils enrolled at the school at the time of placement.

CONTRACTOR shall allow LEA representatives access to its facilities for additional periodic monitoring of each student's instructional program. LEA shall have access to observe each student at work, observe the instructional setting, interview CONTRACTOR, and review each student's records and progress. Such access shall include unannounced monitoring visits. When making site visits, LEA shall initially report to

CONTRACTOR's site administrative office. CONTRACTOR shall be invited to participate in the review of each student's progress.

If CONTRACTOR is also an LCI and/or NPS/RTC, the CDE shall annually evaluate whether CONTRACTOR is in compliance with Education Code section 56366.9 and Health and Safety Code section 1501.1(b).

The State Superintendent of Public Instruction ("Superintendent") shall monitor CONTRACTOR'S facilities, the educational environment, and the quality of the educational program, including the teaching staff, the credentials authorizing service, the standards-based core curriculum being employed, and the standard focused instructional materials used on a three-year cycle, as follows: (1) CONTRACTOR shall complete a self-review in year one; (2) the Superintendent shall conduct an onsite review in year two; and (3) the Superintendent shall conduct a follow-up visit in year three.

CONTRACTOR shall participate in any LEA or CDE compliance review, if applicable, to be conducted as aligned with the CDE Onsite Review and monitoring cycle in accordance with California Education Code section 56366.1(j). This review will address programmatic aspects of the NPS, compliance with relevant state and federal regulations, and Master Contract compliance. CONTRACTOR shall conduct any follow-up or corrective action procedures related to review findings.

CONTRACTOR understands that LEA reserves the right to institute a program audit with or without cause. The program audit may include, but is not limited to, a review of core compliance areas of health and safety; curriculum/instruction; related services; and contractual, legal, and procedural compliance.

When CONTRACTOR is a NPS, CONTRACTOR shall collect all applicable data and prepare the applicable portion of a School Accountability Report Card as appropriate in accordance with California Education Code Section 33126.

PERSONNEL

44. CLEARANCE REQUIREMENTS

CONTRACTOR shall comply with the requirements of California Education Code sections 44237, 35021.1, 35021.2, and 56366.1 including, but not limited to: obtaining clearance from both the California Department of Justice (hereinafter referred to as "CDOJ") and clearance from the Federal Bureau of Investigation (hereinafter referred to as "FBI") for CONTRACTOR's employees and volunteers who will have or likely may have any direct contact with LEA students. CONTRACTOR hereby agrees that CONTRACTOR's employees and volunteers shall not come in contact with students until CDOJ and FBI clearance are ascertained. CONTRACTOR shall certify in writing to LEA that none of its employees, and volunteers, unless CONTRACTOR determines that the volunteers will have no direct contact with students, or subcontractors who may come into contact with students have been convicted of a violent or serious felony as those terms are defined in California Education Code section 44237(h), unless despite the employee's conviction of a violent or serious felony, he or she has met the criteria to be eligible for employment pursuant to California Education Code section 44237 (i) or (j). Contractor shall certify to LEA that they have successful background checks and enrolled in subsequent arrest notification service for all employees who may come into contact with students.

Notwithstanding the restrictions on sharing and destroying criminal background check information, CONTRACTOR, upon demand, shall make available to the LEA evidence of a successful criminal background check clearance and enrollment in subsequent arrest notification service, as provided, for each owner, operator, and employee of the NPS/A. CONTRACTOR is required to retain the evidence on-site, as specified, for all staff, including those licensed or credentialed by another state agency. Background clearances and proof of subsequent arrest notification service, as required by California Penal Code section 11105.2, for all staff shall be provided to the LEA upon request.

45. STAFF QUALIFICATIONS

CONTRACTOR shall ensure that all individuals employed, contracted, and/or otherwise hired by CONTRACTOR to provide classroom and/or individualized instruction or related services hold a license, certificate, permit, or other document equivalent to that which staff in a public school are required to hold in the service rendered consistent with Education Code section 56366.1(n)(1) and are qualified pursuant to Title 34 of the Code of Federal Regulations sections 200.56 and 200.58, and Title 5 of the California Code of Regulations sections 3001(y), 3064 and 3065. Such qualified staff may only provide related services within the scope of their professional license, certification or credential and ethical standards set by each profession, and not assume responsibility or authority for another related services provider or special education teacher's scope of practice.

CONTRACTOR shall ensure that all staff are appropriately credentialed to provide instruction and services to students with the disabling conditions placed in their program/school through documentation provided to the CDE (5 CCR 3064 (a)).

When CONTRACTOR is a NPS, an appropriately qualified person shall serve as curricular and instructional leader, and be able to provide leadership, oversight and professional development. The administrator of the NPS holds or is in the process of obtaining one of the following: (A) An administrative credential granted by an accredited postsecondary educational institution and two years of experience with pupils with disabilities. (B) A pupil personnel services credential that authorizes school counseling or psychology. (C) A license as a clinical social worker issued by the Board of Behavioral Sciences. (D) A license in psychology regulated by the Board of Psychology. (E) A master's degree issued by an accredited postsecondary institution in education, special education, psychology, counseling, behavioral analysis, social work, behavioral science, or rehabilitation. (F) A credential authorizing special education instruction and at least two years of experience teaching in special education before becoming an administrator. (G) A license as a marriage and family therapist certified by the Board of Behavioral Sciences. (H) A license as an educational psychologist issued by the Board of Behavioral Sciences. (I) A license as a professional clinical counselor issued by the Board of Behavioral Sciences. (California Education Code Section 56366.1 (a)(5))

CONTRACTOR shall comply with personnel standards and qualifications regarding instructional aides and teacher assistants respectively pursuant to federal requirements and California Education Code sections 45340 *et seq.* and 45350 *et seq.* Specifically, all paraprofessionals, including but not limited to, instructional aides and teacher assistants, employed, contracted, and/or otherwise hired or subcontracted by CONTRACTOR to provide classroom and/or individualized instruction or related services, shall possess a high school diploma (or its recognized equivalent) and at least one of the following qualifications: (a) completed at least two (2) years of study at an institution of higher education; or (b) obtained an associate's (or higher) degree; or (c) met a rigorous standard of quality and can demonstrate, through a formal state or local assessment (i) knowledge of, and the ability to assist in instructing, reading, writing, and mathematics; or (ii) knowledge of, and the ability to assist in instructing, reading readiness, writing readiness, and mathematics readiness, as appropriate. CONTRACTOR shall comply with all laws and regulations governing the licensed professions, including but not limited to, the provisions with respect to supervision.

In addition to meeting the certification requirements of the State of California, a CONTRACTOR that operates a program outside of this state and serving a student by this LEA shall be certified or licensed by that state to provide special education and related services to pupils under the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 *et seq.*).

46. VERIFICATION OF LICENSES, CREDENTIALS AND OTHER DOCUMENTS

CONTRACTOR shall submit to LEA a staff list, and copies of all current licenses, credentials, certifications, permits and/or other documents which entitle the holder to provide special education and/or related services by individuals employed, contracted, and/or otherwise hired or sub-contracted by CONTRACTOR. CONTRACTOR shall ensure that all licenses, credentials, permits or other documents are on file at the office of the County Superintendent of Schools. CONTRACTOR shall provide the LEA with the verified dates of fingerprint clearance, Department of Justice clearance and Tuberculosis Test

clearance for all employees, approved subcontractors and/or volunteers prior to such individuals starting to work with any student.

CONTRACTOR shall monitor the status of licenses, credentials, certifications, permits and/or other documents for all individuals employed, contracted, and/or otherwise hired by CONTRACTOR. CONTRACTOR shall notify LEA and CDE in writing within forty-five (45) days when personnel changes occur which may affect the provision of special education and/or related services to LEA students. CONTRACTOR shall notify LEA within forty-five (45) days if any such licenses, certifications or waivers are expired, suspended, revoked, rescinded, challenged pursuant to an administrative or legal complaint or lawsuit, or otherwise nullified during the effective period of this Master Contract. The LEA shall not be obligated to pay for any services provided by a person whose such licenses, certifications or waivers are expired, suspended, revoked, rescinded, or otherwise nullified during the period which such person is providing services under this Master Contract. Failure to notify the LEA and CDE of any changes in credentialing/licensed staff may result in suspension or revocation of CDE certification and/or suspension or termination of this Master Contract by the LEA.

47. STAFF ABSENCE

When CONTRACTOR is a NPA and/or related services provider, and CONTRACTOR's service provider is absent, CONTRACTOR shall provide a qualified (as defined in Section 7 of this agreement and as determined by LEA) substitute, unless LEA provides appropriate coverage in lieu of CONTRACTOR's service providers. It is understood that the parent of a student shall not be deemed to be a qualified substitute for their student. LEA will not pay for services unless a qualified substitute is provided and/or CONTRACTOR provides documentation evidencing the provision of "make-up" services by a qualified service provider within thirty (30) calendar days from the date on which the services should have been provided. CONTRACTOR shall not "bank" or "carry over" make up service hours under any circumstances, unless otherwise agreed to in writing by CONTRACTOR and authorized LEA representative.

48. STAFF PROFESSIONAL BEHAVIOR WHEN PROVIDING SERVICES AT SCHOOL OR SCHOOL RELATED EVENTS OR AT SCHOOL FACILITY AND/OR IN THE HOME

It is understood that all employees, subcontractors, and volunteers of any certified NPS/A shall adhere to the customary professional and ethical standards when providing services. All practices shall only be within the scope of professional responsibility as defined in the professional code of conduct for each profession as well as any LEA professional standards as specified in Board policies and/or regulations when made available to the CONTRACTOR.

For services provided on a public school campus, sign in/out procedures shall be followed by NPS/A providers working in a public school classroom along with all other procedures for being on campus consistent with school and district policy. Such policies and procedures shall be made available to the CONTRACTOR upon request. It is understood that the public school credentialed classroom teacher is responsible for the instructional program.

CONTRACTOR providing services outside of the student's school as specified in the IEP shall ensure that at least one parent of the child or an adult caregiver with written and signed authority to make decisions in an emergency is present during provision of services. The names of any adult caregiver other than the parent shall be provided to the LEA prior to the start of any home-based services, including written and signed authorization in emergency situations. The adult caregiver cannot also be an employee or volunteer associated with the NPS/NPA service provider. All problems and/or concerns reported by CONTRACTOR to parents or guardians, in either verbal or written form, shall be reported to the LEA.

HEALTH AND SAFETY MANDATES

49. HEALTH AND SAFETY

CONTRACTOR shall comply with all applicable federal, state, local, and LEA laws, regulations, ordinances, policies, and procedures regarding student and employee health and safety. CONTRACTOR shall comply with the requirements of California Education Code sections 35021 *et. seq.*, 49406, and Health and Safety Code Section 3454(a) regarding the examination of CONTRACTOR's employees and volunteers for tuberculosis. CONTRACTOR shall provide to LEA documentation for each individual volunteering, employed, contracted, and/or otherwise hired by CONTRACTOR of such compliance before an individual comes in contact with a student.

CONTRACTOR shall comply with OSHA Blood-Borne Pathogens Standards, 29 code of Federal Regulations (CFR) section 1910.1030, when providing medical treatment or assistance to a student. CONTRACTOR further agrees to provide annual training regarding universal health care precautions and to post required notices in areas designated in the California Health and Safety Code.

50. FACILITIES AND FACILITIES MODIFICATIONS

CONTRACTOR shall provide special education and/or related services to students in facilities that comply with all applicable federal, state, and local laws, regulations, and ordinances related, but not limited to: disability access; fire, health, sanitation, and building standards and safety; fire warning systems; zoning permits; and occupancy capacity. When CONTRACTOR is a NPS, CONTRACTOR shall conduct fire drills as required by Title 5 California Code of Regulations section 550. CONTRACTOR shall be responsible for any structural changes and/or modifications to CONTRACTOR's facilities as required complying with applicable federal, state, and local laws, regulations, and ordinances. Failure to notify the LEA and CDE of any changes in, major modification or relocation of facilities may result in the suspension or revocation of CDE certification and/or suspension or termination of this Master Contract by the LEA.

51. ADMINISTRATION OF MEDICATION

CONTRACTOR shall comply with the requirements of California Education Code section 49423 when CONTRACTOR serves a student that is required to take prescription and/or over-the-counter medication during the school day. CONTRACTOR may designate personnel to assist the student with the administration of such medication after the student's parent(s) provides to CONTRACTOR: (a) a written statement from a physician detailing the type, administration method, amount, and time schedules by which such medication shall be taken; and (b) a written statement from the student's parent(s) granting CONTRACTOR permission to administer medication(s) as specified in the physician's statement. CONTRACTOR shall maintain, and provide to LEA upon request, copies of such written statements. CONTRACTOR shall maintain a written log for each student to whom medication is administered. Such written log shall specify the student's name; the type of medication; the date, time, and amount of each administration; and the name of CONTRACTOR's employee who administered the medication. CONTRACTOR maintains full responsibility for assuring appropriate staff training in the administration of such medication consistent with physician's written orders. Any change in medication type, administration method, amount or schedule must be authorized by both a licensed physician and parent.

52. INCIDENT/ACCIDENT REPORTING

CONTRACTOR shall submit within 24 hours, electronically, any accident or incident report to the LEA. CONTRACTOR shall properly submit required accident or incident reports pursuant to the procedures specified in LEA Procedures.

53. CHILD ABUSE REPORTING

CONTRACTOR hereby agrees to annually train all staff members, including volunteers, so that they are familiar with and agree to adhere to its own child and dependent adult abuse reporting obligations and procedures as specified in California Penal Code section 11164 *et seq.* and Education Code 44691. To protect the privacy rights of all parties involved (i.e., reporter, child and alleged abuser), reports will remain confidential as required by law and professional ethical mandates. A written statement acknowledging the

legal requirements of such reporting and verification of staff adherence to such reporting shall be submitted to the LEA.

54. SEXUAL HARASSMENT

CONTRACTOR shall have a Sexual and Gender Identity harassment policy that clearly describes the kinds of conduct that constitutes sexual harassment and that is prohibited by the CONTRACTOR's policy, as well as federal and state law. The policy should include procedures to make complaints without fear of retaliation, and for prompt and objective investigations of all sexual harassment complaints. CONTRACTOR further agrees to provide annual training to all employees regarding the laws concerning sexual harassment and related procedures pursuant to Government Code 12950.1.

55. REPORTING OF MISSING CHILDREN

CONTRACTOR assures LEA that all staff members, including volunteers, are familiar with and agree to adhere to requirements for reporting missing children as specified in California Education Code section 49370. A written statement acknowledging the legal requirements of such reporting and verification of staff adherence to such reporting shall be properly submitted to the LEA. The written statement shall be submitted as specified by the LEA.

FINANCIAL

56. ENROLLMENT, CONTRACTING, SERVICE TRACKING, ATTENDANCE REPORTING, AND BILLING PROCEDURES

CONTRACTOR shall assure that the school or agency has the necessary financial resources to provide an appropriate education for the students enrolled and will distribute those resources in such a manner to implement the IEP and ISA for each and every student.

CONTRACTOR shall comply with all LEA procedures concerning enrollment, contracting, attendance reporting, service tracking and billing including requirements of electronic billing as specified by the LEA Procedures. CONTRACTOR shall be paid for the provision of special education and/or related services specified in the student's IEP and ISA. All payments by LEA shall be made in accordance with the terms and conditions of this Master Contract and governed by all applicable federal and state laws.

CONTRACTOR shall maintain separate registers for the basic education program, each related service, and services provided by instructional assistants, behavior intervention aides and bus aides. Original attendance forms (i.e., roll books for the basic education program, service tracking documents and notes for instructional assistants, behavioral intervention aides, bus aides, and each related service) shall be completed by the actual service provider whose signature shall appear on such forms and shall be available for review, inspection, or audit by LEA during the effective period of this contract and for a period of five (5) years thereafter. CONTRACTOR shall verify the accuracy of minutes of reported attendance that is the basis of services being billed for payment.

CONTRACTOR shall submit invoices and related documents to LEA for payment, for each calendar month when education or related services were provided. Invoices and related documents shall be properly submitted electronically and in addition, on an LEA form with signatures in the manner prescribed by LEA. At a minimum, each invoice must contain the following information: month of service; specific days and times of services coordinated by the LEA approved calendar unless otherwise specified in the IEP or agreed to by the LEA; name of staff who provided the service; approved cost of each invoice; total for each service and total for the monthly invoice; date invoice was mailed; signature of NPS/NPA administrator authorizing that the information is accurate and consistent with the ISA, CDE certificates and staff notification; verification that attendance report is attached as appropriate; indication of any made-up session consistent

with this contract; verification that progress reports have been provided consistent with the ISA (monthly or quarterly unless specified otherwise on the ISA); and name or initials of each student for when the service was provided.

In the event services were not provided, rationale for why the services were not provided shall be included.

Such an invoice is subject to all conditions of this contract. At the discretion of the LEA, an electronic invoice may be required provided such notice has been made in writing and training provided to the CONTRACTOR at no additional charge for such training.

Invoices shall be submitted no later than thirty (30) days after the end of the attendance accounting period in which the services were rendered. LEA shall make payment to CONTRACTOR based on the number of billable days of attendance and hours of service at rates specified in this contract within forty-five (45) days of LEA's receipt of properly submitted hard copy of invoices prepared and submitted as specified in California Education Code Section 56366.5 and the LEA. CONTRACTOR shall correct deficiencies and submit rebilling invoices no later than thirty (30) calendar days after the invoice is returned by LEA. LEA shall pay properly submitted re-billing invoices no later than forty-five (45) days after the date a completely corrected re-billing invoice is received by LEA.

In no case shall initial payment claim submission for any Master Contract fiscal year (July through June) extend beyond December 31st after the close of the fiscal year. In no case shall any rebilling for the Master Contract fiscal year (July through June) extend beyond six (6) months after the close of the fiscal year unless approved by the LEA to resolve billing issues including re-billing issues directly related to a delay in obtaining information from the Commission on Teacher Credentialing regarding teacher qualification, but no later than twelve (12) months from the close of the fiscal year. If the billing or re-billing error is the responsibility of the LEA, then no limit is set provided that the LEA and CONTRACTOR have communicated such concerns in writing during the 12-month period following the close of the fiscal year. LEA will not pay mileage for NPA employee.

57. RIGHT TO WITHHOLD PAYMENT

LEA may withhold payment to CONTRACTOR when: (a) CONTRACTOR has failed to perform, in whole or in part, under the terms of this contract; (b) CONTRACTOR has billed for services rendered on days other than billable days of attendance or for days when student was not in attendance and/or did not receive services; (c) CONTRACTOR was overpaid by LEA as determined by inspection, review, and/or audit of its program, work, and/or records; (d) CONTRACTOR has failed to provide supporting documentation with an invoice, as required by EC 56366(c)(2); (e) education and/or related services are provided to students by personnel who are not appropriately credentialed, licensed, or otherwise qualified; (f) LEA has not received prior to school closure or contract termination, all documents concerning one or more students enrolled in CONTRACTOR's educational program; (g) CONTRACTOR fails to confirm a student's change of residence to another district or confirms the change of residence to another district, but fails to notify LEA within five (5) days of such confirmation; or (h) CONTRACTOR receives payment from Medi-Cal or from any other agency or funding source for a service provided to a student. It is understood that no payments shall be made for any invoices that are not received by six (6) months following the close of the prior fiscal year, for services provided in that year.

Final payment to CONTRACTOR in connection with the cessation of operations and/or termination of a Master Contract will be subject to the same documentation standards described for all payment claims for regular ongoing operations. In addition, final payment may be withheld by the LEA until completion of a review or audit, if deemed necessary by the LEA. Such review or audit will be completed within ninety (90) days. The final payment may be adjusted to offset any previous payments to the CONTRACTOR determined to have been paid in error or in anticipation of correction of documentation deficiencies by the CONTRACTOR that remain uncorrected.

The amount which may be withheld by LEA with respect to each of the subparagraphs of the preceding paragraph are as follows: (a) the value of the service CONTRACTOR failed to perform; (b) the amount of

overpayment; (c) the entire amount of the invoice for which satisfactory documentation has not been provided by CONTRACTOR; (d) the amount invoiced for services provided by the individual not appropriately credentialed, licensed, or otherwise qualified; (e) the proportionate amount of the invoice related to the applicable pupil for the time period from the date the violation occurred and until the violation is cured; or (f) the amount paid to CONTRACTOR by Medi-Cal or another agency or funding source for the service provided to the student.

If LEA determines that cause exists to withhold payment to CONTRACTOR, LEA shall, within ten (10) business days of this determination, provide to CONTRACTOR written notice that LEA is withholding payment. Such notice shall specify the basis or bases for LEA's withholding payment and the amount to be withheld. Within thirty (30) days from the date of receipt of such notice, CONTRACTOR shall take all necessary and appropriate action to correct the deficiencies that form the basis for LEA's withholding payment or submit a written request for extension of time to correct the deficiencies. Upon receipt of CONTRACTOR's written request showing good cause, LEA shall extend CONTRACTOR's time to correct deficiencies (usually an additional thirty (30) days), otherwise payment will be denied.

If after subsequent request for payment has been denied and CONTRACTOR believes that payment should not be withheld, CONTRACTOR shall send written notice to LEA specifying the reason it believes payment should not be withheld. LEA shall respond to CONTRACTOR's notice within thirty (30) business days by indicating that a warrant for the amount of payment will be made or stating the reason LEA believes payment should not be made. If LEA fails to respond within thirty (30) business days or a dispute regarding the withholding of payment continues after the LEA's response to CONTRACTOR's notice, CONTRACTOR may invoke the following escalation policy.

After forty-five (45) business days: The CONTRACTOR may notify the Authorized LEA's Representative of the dispute in writing. The LEA Authorized Representative shall respond to the CONTRACTOR in writing within fifteen (15) business days.

After sixty (60) business days: Disagreements between the LEA and CONTRACTOR concerning the Master Contract may be appealed to the County Superintendent of Schools or the State Superintendent of Public Instruction pursuant to the provisions of California Education Code Section 56366(c) (2).

58. PAYMENT FROM OUTSIDE AGENCIES

CONTRACTOR shall notify LEA when Medi-Cal or any other agency is billed for the costs associated with the provision of special education and/or related services to students. Upon request, CONTRACTOR shall provide to LEA any and all documentation regarding reports, billing, and/or payment by Medi-Cal or any other agency for the costs associated with the provision of special education and/or related services to students.

59. PAYMENT FOR ABSENCES

NONPUBLIC SCHOOL STAFF ABSENCE

Whenever a classroom teacher employed by CONTRACTOR is absent, CONTRACTOR shall provide an appropriately credentialed substitute teacher in the absent teacher's classroom in accordance with California Education Code section 56061. CONTRACTOR shall provide to LEA documentation of substitute coverage pursuant to the LEA Procedures. Substitute teachers shall remain with their assigned class during all instructional time. LEA will not pay for instruction and/or services unless said instruction or service is provided by an appropriately credentialed substitute teacher.

Whenever a related service provider is absent, CONTRACTOR shall provide a qualified (as defined in Section 7 of this agreement and as determined by LEA) substitute. LEA will not pay for services unless a qualified substitute is provided and/or CONTRACTOR provides documentation evidencing the provision of "make-up" services by a qualified service provider within thirty (30) calendar days from the date on which the services should have been provided unless otherwise agreed in student's IEP.

NONPUBLIC SCHOOL STUDENT ABSENCE

If CONTRACTOR is a NPS, no later than the tenth (10th) cumulative day of a student's unexcused absence, CONTRACTOR shall notify the LEA of such absence as specified in the LEA Procedures.

Criteria for a billable day for payment purposes is one (1) day of attendance as defined in California Education Code, sections 46010, 46010.3 and 46307. LEA shall not pay for services provided on days that a student's attendance does not qualify for Average Daily Attendance (ADA) reimbursement under state law. *Per Diem* rates for students whose IEPs authorize less than a full instructional day may be adjusted on a pro rata basis in accordance with the actual proportion of the school day the student was served. LEA shall not be responsible for payment of related services for days on which a student's attendance does not qualify for Average Daily Attendance ("ADA") reimbursement under state law, nor shall student be eligible for make-up services.

NONPUBLIC AGENCY STAFF ABSENCE

When CONTRACTOR is a NPA and CONTRACTOR's service provider is absent, CONTRACTOR shall provide a qualified (as defined in Section 7 of this agreement and as determined by LEA) substitute, unless LEA provides appropriate coverage in lieu of CONTRACTOR's service providers. LEA shall not pay for services unless a qualified substitute is provided and/or CONTRACTOR provides documentation evidencing the provision of "make-up" services by a qualified service provider within thirty (30) calendar days from the date on which the services should have been provided. CONTRACTOR shall not "bank" or "carry over" make up service hours under any circumstances, unless otherwise agreed to in writing by CONTRACTOR and LEA. In the event services were not provided, reasons for why the services were not provided shall be included.

NONPUBLIC AGENCY STUDENT ABSENCE

If CONTRACTOR is a NPA, it shall notify LEA of the absence of a student no later than the fifth (5th) consecutive service day of the student's absence. LEA shall not be responsible for the payment of services when a student is absent.

60. LEA and/or NONPUBLIC SCHOOL CLOSURE DUE TO EMERGENCY

The following shall apply in the event of a LEA or NPS school closure due to an emergency consistent with guidelines followed by LEAs under Education Code Section 41422:

- a. If CONTRACTOR remains open during an emergency and serves students appropriately as delineated in the ISA, CONTRACTOR shall receive payment, regardless of whether a sending LEA is open or closed.
- b. NPS School Closure- If the LEA is able to obtain alternative placement for the student, CONTRACTOR shall not receive payment for days the student is not in attendance due to school closure. If the LEA is unable to obtain an alternative placement, CONTRACTOR shall receive payment consistent with the signed ISA, as though the student were continuing in their regular attendance, until alternative placement can be found.
- c. LEA and NPS School Closure- On days the LEA is funded, CONTRACTOR shall receive payment consistent with the signed ISA, until alternative placement can be found. If the LEA is able to obtain alternative placement for the student, CONTRACTOR shall not receive payment for days the student is not in attendance due to school closure.

When the emergency school closure is lifted, CONTRACTOR shall notify the LEAs it serves of any lost instructional minutes. CONTRACTOR and LEAs shall work collaboratively to determine the need for make-up days or service changes, and shall work together to amend IEP and ISA paperwork as appropriate.

61. INSPECTION AND AUDIT

The CONTRACTOR shall maintain and the LEA shall have the right to examine and audit all of the books, records, documents, accounting procedures and practices and other evidence that reflect all costs claimed to have been incurred or fees claimed to have been earned under this Agreement.

CONTRACTOR shall provide access to LEA to all records including, but not limited to: student records as defined by California Education Code section 49061(b); registers and roll books of teachers; daily service logs and notes or other documents used to record the provision of related services; Medi-Cal/daily service logs and notes used to record provision of services provided by instructional assistants, behavior intervention aides, bus aides, and supervisors; absence verification records (parent/doctor notes, telephone logs, and related documents); bus rosters; staff lists specifying credentials held, business licenses held, documents evidencing other qualifications, , dates of hire, and dates of termination; staff time sheets; non-paid staff and volunteer sign-in sheets; transportation and other related service subcontracts; school calendars; bell/class schedules when applicable; liability and worker's compensation insurance policies; state NPS/A certifications; by-laws; lists of current board of directors/trustees, if incorporated; other documents evidencing financial expenditures; federal/state payroll quarterly reports Form 941/DE3DP; and bank statements and canceled checks or facsimile thereof. Such access shall include unannounced inspections by LEA. CONTRACTOR shall make available to LEA all budgetary information including operating budgets submitted by CONTRACTOR to LEA for the relevant contract period being audited.

CONTRACTOR shall make all records available at the office of LEA or CONTRACTOR's offices (to be specified by LEA) at all reasonable times and without charge. All records shall be provided to LEA within five (5) working days of a written request from LEA. CONTRACTOR shall, at no cost to LEA, provide assistance for such examination or audit. LEA's rights under this section shall also include access to CONTRACTOR's offices for purposes of interviewing CONTRACTOR's employees. If any document or evidence is stored in an electronic form, a hard copy shall be made available to the LEA, unless the LEA agrees to the use of the electronic format.

CONTRACTOR shall obtain from its subcontractors and suppliers written agreements to the requirements of this section and shall provide a copy of such agreements to LEA upon request by LEA.

If an inspection, review, or audit by LEA, a state agency, a federal agency, and/or an independent agency/firm determines that CONTRACTOR owes LEA monies as a result of CONTRACTOR's over billing or failure to perform, in whole or in part, any of its obligations under this Master Contract, LEA shall provide to CONTRACTOR written notice demanding payment from CONTRACTOR and specifying the basis or bases for such demand. Unless CONTRACTOR and LEA otherwise agree in writing, CONTRACTOR shall pay to LEA the full amount owed as a result of CONTRACTOR's over billing and/or failure to perform, in whole or in part, any of its obligations under this Master Contract, as determined by an inspection, review, or audit by LEA, a state agency, a federal agency, and/or an independent agency/firm. CONTRACTOR shall make such payment to LEA within thirty (30) days of receipt of LEA's written notice demanding payment.

62. RATE SCHEDULE

The attached rate schedule (Exhibit A) limits the number of students that may be enrolled and maximum dollar amount of the contract. It may also limit the maximum number of students that can be provided specific services. Per Diem rates for students whose IEPs authorize less than a full instructional day may be adjusted proportionally. In such cases only, the adjustments in basic education rate shall be based on the required minimum number of minutes per grade level as noted in California Education Code Section 46200-46208.

Special education and/or related services offered by CONTRACTOR shall be provided by qualified personnel as per State and Federal law, and the codes and charges for such educational and/or related services during the term of this contract, shall be as stated in Exhibit A.

63. DEBARMENT CERTIFICATION

By signing this agreement, the CONTRACTOR certifies that:

- (a) The CONTRACTOR and any of its shareholders, partners, or executive officers are not presently debarred, suspended, proposed for debarment, or declared ineligible for the award of contracts by any Federal agency, and
- (b) Have not, within a three-year period preceding this contract, been convicted of or had a civil judgment rendered against them for: commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a Federal, state or local government contract or subcontract; violation of Federal or state antitrust statutes relating to the submission of offers; or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, tax evasion, or receiving stolen property; and are not presently indicted for, or otherwise criminally or civilly charged by a Government entity with, commission of any of these offenses.

The parties hereto have executed this Contract by and through their duly authorized agents or representatives. This contract is effective on the 1st day of July, 2021 and terminates at 5:00 P.M. on June 30, 2022, unless sooner terminated as provided herein.

CONTRACTOR

LEA

Nonpublic School/Agency

California Online Public Schools

LEA Name

By: _____
Signature Date

By: _____
Signature Date

Name and Title of Authorized
Representative

LaChelle Carter, Director of Finance
Name and Title of Authorized
Representative

Notices to CONTRACTOR shall be addressed to:

Notices to LEA shall be addressed to:

Name and Title	Name and Title: LaChelle Carter
Nonpublic School/Agency/Related Service Provider	LEA: California Online Public Schools
Address	Address: 33272 Valle Road
City State Zip	City: San Juan Capistrano State: CA Zip: 92675
Phone Fax	Phone: (949) 245-7177 Fax: (949) 240-7895
Email	Email: lacarter@calca.connectionsacademy.org

**Additional LEA Notification
(Required if completed)**

Name and Title

Address

City State Zip

Phone Fax

Email

EXHIBIT A: 2021-2022 RATES

4.1 RATE SCHEDULE FOR CONTRACT YEAR

The CONTRACTOR: _____

The CONTRACTOR CDS NUMBER: _____

PER ED CODE 56366 – TEACHER-TO-PUPIL RATIO: _____

Maximum Contract Amount:

Education service(s) offered by the CONTRACTOR and the charges for such service(s) during the term of this contract shall be as follows:

- 1) Daily Basic Education Rate:
- 2) Inclusive Education Program
(Includes Educational Counseling (not ed related mental health) services, Speech & Language services, Behavior Intervention Planning, and Occupational Therapy as specified on the student's IEP.) DAILY RATE:
- 3) Related Services

<u>SERVICE</u>	<u>RATE</u>	<u>PERIOD</u>
<u>Intensive Individual Services (340)</u>	_____	_____
<u>Language and Speech (415)</u>	_____	_____
<u>Adapted Physical Education (425)</u>	_____	_____
<u>Health and Nursing: Specialized Physical Health Care (435)</u>	_____	_____
<u>Health and Nursing: Other Services (436)</u>	_____	_____
<u>Assistive Technology Services (445)</u>	_____	_____
<u>Occupational Therapy (450)</u>	_____	_____
<u>Physical Therapy (460)</u>	_____	_____
<u>Individual Counseling (510)</u>	_____	_____
<u>Counseling and Guidance (515)</u>	_____	_____
<u>Parent Counseling (520)</u>	_____	_____
<u>Social Work Services (525)</u>	_____	_____
<u>Psychological Services (530)</u>	_____	_____
<u>Behavior Intervention Services (535)</u>	_____	_____
<u>Specialized Services for Low Incidence Disabilities (610)</u>	_____	_____
<u>Specialized Deaf and Hard of Hearing (710)</u>	_____	_____
<u>Interpreter Services (715)</u>	_____	_____
<u>Audiological Services (720)</u>	_____	_____

<u>Specialized Vision Services (725)</u>		
<u>Orientation and Mobility (730)</u>		
<u>Specialized Orthopedic Services (740)</u>		
<u>Reader Services (745)</u>		
<u>Transcription Services (755)</u>		
<u>Recreation Services, Including Therapeutic (760)</u>		
<u>College Awareness (820)</u>		
<u>Work Experience Education (850)</u>		
<u>Job Coaching (855)</u>		
<u>Mentoring (860)</u>		
<u>Travel Training (870)</u>		
<u>Other Transition Services (890)</u>		
<u>Other (900)</u>		
<u>Other (900)</u>		

EXHIBIT B: 2021-2022 ISA**INDIVIDUAL SERVICES AGREEMENT (ISA) FOR NONPUBLIC, NONSECTARIAN SCHOOL SERVICES**

(Education Code Sections 56365 et seq.)

This agreement is effective on July 1, 2021 or the date student begins attending a nonpublic school or receiving services from a nonpublic agency, if after the date identified, and terminates at 5:00 P.M. on June 30, 2022, unless sooner terminated as provided in the Master Contract and by applicable law.

Local Education Agency _____ Nonpublic School _____

LEA Case Manager: Name _____ Phone Number _____

Pupil Name _____ Sex: ☐ M ☐ F Grade: _____
(Last) (First) (M.I.)

Address _____ City _____ State/Zip _____

DOB _____ Residential Setting: ☐ Home ☐ Foster ☐ ICL # _____ ☐ OTHER _____

Parent/Guardian _____ Phone () _____ ()
(Residence) (Business)

Address _____ City _____ State/Zip _____
(If different from student)

AGREEMENT TERMS:

- Nonpublic School:* The average number of minutes in the instructional day will be: _____ during the regular school year
_____ during the extended school year
- Nonpublic School:* The number of school days in the calendar of the school year are: _____ during the regular school year
_____ during the extended school year
- Educational services as specified in the IEP shall be provided by the CONTRACTOR and paid at the rates specified below.*

A. **INCLUSIVE AND/OR BASIC EDUCATION PROGRAM RATE:** (Applies to nonpublic schools only): Daily Rate: _____

Estimated Number of Days _____ **x Daily Rate** _____ = **PROJECTED BASIC EDUCATION COSTS** _____

B. RELATED SERVICES:

SERVICE	Provider			# of Times per wk/mo/yr., Duration; or per IEP; or as needed	Cost per session	Maximum Number of Sessions	Estimated Maximum Total Cost for Contracted Period
	LEA	NPS	OTHER Specify				
Intensive Individual Services (340)							
Language/Speech Therapy (415) a. Individual b. Group							
Adapted Physical Ed. (425)							
Health and Nursing: Specialized Physical Health Care (435)							
Health and Nursing Services: Other (436)							
Assistive Technology Services (445)							
Occupational Therapy (450)							
Physical Therapy (460)							
Individual Counseling (510)							
Counseling and guidance (515).							
Parent Counseling (520)							

Social Work Services (525)							
Psychological Services (530)							
Behavior Intervention Services (535)							
Specialized Services for Low Incidence Disabilities (610)							
Specialized Deaf and Hard of Hearing Services (710)							
Interpreter Services (715)							
Audiological Services (720)							
Specialized Vision Services (725)							
Orientation and Mobility (730)							
Braille Transcription (735)							
Specialized Orthopedic Service (740)							
Reader Services (745)							
Note Taking Services (750)							
Transcription Services (755)							
Recreation Services (760)							
College Awareness Preparation (820)							
Vocational Assessment, Counseling, Guidance and Career Assessment (830)							
Career Awareness (840)							
Work Experience Education (850)							
Mentoring (860)							
Agency Linkages (865)							
Travel Training (870)							
Other Transition Services (890)							
Other (900)J							
Other (900)							
Transportation-Emergency b. Transportation-Parent							
Bus Passes							
Other							

ESTIMATED MAXIMUM RELATED SERVICES COST\$ _____

TOTAL ESTIMATED MAXIMUM BASIC EDUCATION AND RELATED SERVICES COSTS\$ _____

4. Other Provisions/Attachments:

5. MASTER CONTRACT APPROVED BY THE GOVERNING BOARD ON _____

6. Progress Reporting Requirements: _____ Quarterly _____ Monthly _____ Other (Specify) _____

The parties hereto have executed this Individual Services Agreement by and through their duly authorized agents or representatives as set forth below.

-CONTRACTOR-

-LEA/SELPA-

(Name of Nonpublic School/Agency)

(Name of
LEA/SELPA)

(Signature) (Date)

(Signature) (Date)

(Name and Title)

(Name of Superintendent or Authorized Designee)

MEMO

To: Board of Directors
California Online Public Schools

From: Dr. Richie Romero, Director of Student Achievement
Dr. Franci Sassin, Director of Business Services

Date: April 26, 2021

Re: State Assessments for Spring 2021

BACKGROUND

California's accountability system includes annual summative testing of students in grades 3-8 and grade 11 using the SBAC standardized tests in English Language Arts and Math, as well as a recently developed science test for students in grades 5, 8 and 11. It also includes the test Special Education students. This system is known as CAASPP (California Assessment of Student Performance and Progress). There are also annual tests for all English Language Learner students. All of these tests play a part in the development of the School Dashboard, in particular, the academic performance indicators on the Dashboard.

Last spring, all testing was cancelled due to the pandemic. The Dashboard has also been suspended, both for Fall of 2020, as well as Fall of 2021. At the same time, the test provider began to develop a way to administer and proctor the tests online rather than in person. With the ongoing pandemic effects, the California Department of Education (CDE) and State Board of Education (SBE) submitted a waiver to the United States Department of Education (USDOE) for portions of the accountability system. This is needed since the state receives federal education funds. CalCA schools also receive federal funding supplements, including the additional funds related to the pandemic. On April 6TH the USDOE responded to the request by approving the suspension of certain accountability measurements. The CDE subsequently issued [guidance to Local Educational Agencies \(LEAs\)](#) regarding what flexibilities are available this spring.

In addition, the recent changes to the law for charter renewal (in AB 1505) are also relevant to the decision regarding assessment options. During the renewal year, a charter is reviewed for their Dashboard results, and would also need to submit data on student academic progress drawn from a list of verified data sources. Charters would choose from a list of assessments approved by the SBE which are from an externally validated nationally recognized source. In response to this new renewal requirement, CalCA schools began administering ELA and Math assessments using i-Ready for students in grades K-8 and NWEA MAP for students in grades 9-11. These benchmark assessments are given three times a year and are able to measure a student's academic growth over one academic year.

CONSIDERATIONS

Guidance from the CDE, confirmed by other organizations such as CCSA and CSDC, allows an LEA to determine whether administering the state assessments is viable given the pandemic effects. If an assessment is not viable after considering local factors, an alternative local assessment can be used instead. The CDE also issued guidance on which assessments would allow a local alternative and which do not have that option. The CDE issued a statement regarding considerations for viability, stating that these may include (among others):

- Access to secure browsers
- Access to stable broadband with adequate bandwidth
- Challenges of non-managed devices
- Capacity for proctoring and monitoring remotely, both in the home and from the school
- Local pandemic-related factors

In order to use local assessments instead of the statewide summative assessment, certain criteria must be met, and LEAs must report the results in certain ways. The assessments must be:

- Aligned with California Common Core State Standards for ELA and mathematics.
- Available to assess students in the grade level(s) in which the state summative assessment is not the most viable option (within grades three through eight and grade eleven)
- Uniformly administered across a grade span, school, or district.
- Per state and federal statutes, LEAs are still required to publicly report, disaggregated by student group in the School Accountability Report Card (SARC), the performance of students by assessment and the number and percentage of students tested and not tested.

RECOMMENDATION

i-Ready and NWEA MAP meet the criteria above and the organization has a mechanism in place for administering and proctoring those assessments. After considering the viability of administering the SBAC assessments, and after review of the options for local assessment which meet the requirements, the school executive leadership team has concluded that the following plan is the most viable for CalCA students in Spring of 2021.

- ✓ i-Ready for Math and ELA will be administered to grades 3 through 8
- ✓ NWEA MAP for Math and ELA will be administered to grades 9-11 with an option to also take the SBAC for grade 11 to allow access to the Early Assessment Program (EAP)
- ✓ Annual ELPAC will be administered remotely for English Language Learner students in all grades
- ✓ No science tests will be administered

Results from these local assessments will be reported to parents and will be analyzed and disaggregated, then reported publicly through the SARC and in any other required manner.

CALIFORNIA CONNECTIONS ACADEMY SCHOOLS

Governed by California Online Public Schools

POLICY AND COMPLIANCE REPORT

Submitted for April, 2021

TO: Board of Directors

FROM: Franci Sassin, Director of Business Services

RE: Written Policy and Compliance report for CalCA schools

DATE: April 26, 2021

BACKGROUND

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

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

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

STATE BUDGET UPDATE:

See the Financial Report for more information. The May Revise will be released from the Governor's office around May 15, and revenue projections from that will be incorporated in the schools' budgets. The effect of the extension of state tax returns from April 15 to May 15 is unknown. We do have preliminary allocations for the additional federal funds, referred to as ESSER II and ESSER III. These funds will be received in the coming months and can be spent over the next two to three years. They will be significant short term revenue sources. The schools

are not planning to accept the state funding that is being offered for school reopening, as those funds have several requirements attached that we do not believe we can meet, including spending funds on in person activities.

FUNDING and FISCAL REPORTING UPDATE:

The second interim reports were submitted to all authorizers before March 15. More information is available in the Financial Report and the final reports are included for ratification.

Multiple items were due regarding federal Title funding. The annual budgets for all Title funds are included with a required plan (Single Plan for Student Achievement) for approval at this Board meeting. The annual ESSA Per Pupil Expenditure reporting was completed in March. The ESSER I “annual” report was submitted in early March for the four schools (the Title I schools) receiving this funding source.

In mid-March the mid-year Maintenance of Effort reports for federal funding were due to El Dorado SELPA. Submission of updated enrollment and ADA projections were also recently made to the SELPA, as well as revisions to the request for reimbursement for Level 3 services funded by Educationally Related Mental Health (ERMHS) funding, which will allow the schools to receive partial reimbursement for the cost of these services for our students. The schools will be receiving some funding for Level 1 services, which can be provided to all students. We are still working out details of the purchase of one or more programs to support student social-emotional well-being.

The March report to the state of Learning Loss Mitigation Funds (LLMF) was completed. Additional expenses are being identified for the final reporting on these funds, which must be spent by June, 2021.

COMPLIANCE AND REPORTING:

New “School Reopening Status” reports

This reporting has continued every other week, per the requirements of the California Department of Public Health, in coordination with the CDE. Recent changes include reporting of how many students are enrolled, how many staff are employed, and how many of each group are “in person” or “on site”. For our schools, we report 100% are still “remote” learning. There is a place now to put an explanation as WHY we are 100% online.

CalSAAS:

Following submission of the final Fall 2 courses and teacher assignments, we are now waiting for the analysis of any mis-assignments. We will then have a chance to respond to those for each school through each authorizer. We have been actively working on identifying these in advance and also working to proactively be sure teacher assignments and credentials are in line with the new laws related to charter schools. We have also been going to training and connecting with credential experts at several county education offices.

Tax Returns (990 and 199):

The corporation's annual tax return, the federal Form 990 and state form 199 are due May 15. The auditors are almost finished and requested a few more items. The draft tax returns will be circulated for review to all Board members prior to submission, per Board policy and IRS requirements.

Prop 39 Energy

We have made a final determination that we are not able get any solar project approved by the landlord at the NorCal office. Therefore, we are in the process of submitting an amendment to the approved Energy Plan and will return the funds that were designated for that portion of the project.

For the SoCal project, we obtained bids for a solar carport and have engaged a contractor in consultation with the building owner. Approval has been received by the landlord and the property Association, and the plans have been submitted to the City of San Juan Capistrano. Work is expected to start next month, with a target completion date before June 30, 2021. The energy generation is expected to cover at least half of the electrical bill going forward, in coordination with the other energy saving projects already installed.

Attendance Reporting

Because of the state's funding this year, which is based on 2019-20 P2 ADA, no attendance reports were due to the state for P2. We have been continuing to take and record attendance per our normal procedures. One advantage of that is that we are able to very closely track Chronic Absenteeism. The state will be publicly reporting this data next fall, and we have seen significant gains in this engagement metric. We expect that further gains in this area next year will lead to improved ADA rates, which has a positive fiscal impact as well. We have also tracked our actual ADA this year compared to what we were funded on to demonstrate the growth in enrollment which was NOT funded. This may be used at a later date if the class action lawsuit brought by a few non-classroom based charter schools continues to progress through the court system. We estimated at least

POLICY ITEMS:

AB 1316 was introduced and has many elements designed to be extremely negative to charter school and in particular, virtual charters and non-classroom based charters. Charter advocacy groups such as CCSA and CSDC are activating to categorically oppose the bill. The submitted a letter in mid-April, signed by over 130 charter operators, including California Connections Academy Schools. Additional grassroots advocacy efforts are underway. More information will be provided in the state legislative update. In support of the CCSA article that was published recently highlighting the successes and best practices on non-classroom based charter schools, a CalCA student was interviewed and included in CCSA media campaigns.

The organization is putting a work from home stipend into effect to be sure that employees who are based from home do not incur any employment related out of pocket expenses, including pro-rated internet costs. This will be paid out in a lump sum to cover the 2020-21 school year, but starting in July will be paid out on each paycheck. Additional information is available in the memo for that board item. The estimated amount was included in the 20-21 budget and will be included in budgets going forward. The policy about this stipend will also be included in the revised employee handbook.

The COVID Safety Plan was finalized and it being presented for board approval. It will then be posted on the public website. It is designed to meet current state public health guidelines as well as CalOSHA standards for California employers.

SCHOOL OPERATIONS:

ENROLLMENT UPDATE:

Following board approval of the enrollment limits for each school for 2021-22, grade level limits were set. The Open Application Period was set from March 10 through April 11. During this same time period, the Intent to Return process has been open for returning students, and these numbers were considered in order to determine the spaces available in each school and grade level. There were a total of 9 grade levels (TK-5 each have their own, and then 6-8 and 9-12) for each school, for a total of 54 possible groups to consider for a lottery. Of those, 37 did end up having more applicants than spaces and so a public online lottery drawing was held on April 22. It was conducted via Zoom webinar and over 150 interested community members attended, mostly parents who had submitted applications. Following the lottery, spaces will be offered to those chosen through the random drawing, and the others will be put on a lottery waiting list based on the order drawn. Additional applications are being accepted for the grade levels which did NOT require a lottery, as well as to add to a general waiting list which would become active once the lottery waiting lists are exhausted.

COVID 19 UPDATE:

Based on the trends across the state, it is expected that many types of in person activities could start to resume in mid-June. However, due to the timing at the end of the school year, all events will be held virtually this school year, with a plan for a return to some in person events in the fall.

We believe that all employees who wish to receive the vaccination have now had that opportunity. There are different rules for vaccinated employees who report to the office regarding quarantine, etc.

Unless something changes at the state level, we will plan to re-open the school offices to the public after returning from the summer break in July. We will have additional staff return to work from the office, although a modified schedule is likely for many office based employees. Currently, everyone who comes into the office must go through a symptom screening process and mask wearing and social distancing are mandatory.

The state passed a law to give employees additional COVID sick leave. This is retroactive back to January 1. This week additional information will be going out to CalOPS employees about how to take advantage of that additional leave. It can be used for COVID related illness, vaccination, or child care needs.

OTHER OPERATIONS:

We continue to see an upswing in legal issues, including records subpoenas, custody issues and issues related to Special Education.

Several members of the leadership team attended the CCSA annual conference, held virtually in March. In addition, I continue to attend regular webinars on a wide variety of topics related to legal, policy, COVID, HR, charter renewal and other operational topics.

The annual Leadership Team Planning Retreat took place during spring break.

The organization celebrated Administrative Professionals' Day April 21, and appreciation was expressed to all the members of the Business Services Department.

Because we will not be conducting in person state testing this spring, the Chromebooks that were purchased last year are now fairly outdated. We are researching options to sell or return them and being the process to replace them during the summer.

CHARTER RENEWAL AND OVERSIGHT:

We have been working with the superintendent of Alpaugh Unified School District to prepare and submit the renewal package to CDE, as well as on the school name change and the MOU. We have also begun work on the renewals for the Ripon and Monterey Bay schools. The expected timeline is a fall submission, with approval targeted no later than February of 2022. With the new renewal criteria that went into effect, along with the suspension of the Dashboard due to COVID, the renewal will be very reliant on academic progress data that we are gathering from the new benchmark assessments we have

started using. This includes iReady for grades K-8 and NWEA MAP assessments for grades 9-11. As reported at this board meeting, these assessments will also be used to determine student academic achievement for the end of this year and report to various stakeholders, including parents. School leadership has determined that this is the most viable alternative for CalCA, and that the state summative assessments are not the most viable option.

AUTHORIZER RELATIONSHIPS

We are in the process of setting up meetings with the district superintendent and staff from Ripon Unified School District as well as Scotts Valley Unified School District to conduct annual oversight activities as well as to discuss the upcoming charter renewals. In addition, LaChelle Carter and I plan to meet in person with the Superintendent and Director of Business Services of Middletown Unified School District in May.

Charter Amendment for California Connections Academy Southern California

Following notice to all of our authorizers regarding the need for enrollment caps and a lottery process, Capistrano Unified School District alerted us that their legal counsel advised doing a charter amendment to incorporate the updated lottery information and admission preferences into the charter. The appropriate documents were submitted and were approved by the CUSD Board of Trustees on April 21. These are included in the board materials for ratification. This means that two of the six CalCA charters now include lottery preference language. For the two schools in renewal, these preferences will be included in the charter renewal documents. For the last two remaining schools, a charter amendment will be pursued to go into effect prior to next January, 2022. This will allow us to use preferences such as children of employees and siblings during the lottery process next year.



Western Governors University

4001 South 700 East, Suite 700, SLC, UT 84107

STUDENT TEACHING LETTER OF AGREEMENT - CALIFORNIA

Tier 1: Primary Partner

This Student Teaching Letter of Agreement (Agreement) is made between Western Governors University, a Utah nonprofit corporation (WGU), and California Connections Academy Schools ("District"), and is effective as of the date of the last signature below ("Effective Date").

Thank you for working with Western Governors University (WGU) for the placement of student teachers. Our goal is to establish a relationship of collaboration that benefits your district/school and WGU Teacher Candidates, and that allows us to work together for continuous improvement. We look forward to working together for the benefit of your future educators.

WGU is regionally accredited by the Northwest Commission on Colleges and Universities (NWCCU), and the WGU Teacher Education programs are further accredited by the Council for the Accreditation of Educator Preparation (CAEP) and the Association for Advancing Quality in Educator Preparation (AAQEP). WGU represents that each Teacher Candidate assigned to the District for Student Teaching is validly enrolled in an approved WGU credentialing program and meets the District's background requirements.

A. Mutual Expectations

A Primary Partner is a district/school where WGU places Teacher Candidates for a Field Experience with Cooperating Teachers, with an aim to co-construct a mutually beneficial arrangement for clinical preparation and the continuous improvement of Teacher Candidates, and to share accountability for Teacher Candidate outcomes. The school administrator and Cooperating Teacher will have the opportunity to provide critical feedback to inform program improvement through surveys at the end of each cohort.

B. Definitions

For the purposes of this Agreement, capitalized terms will have the following meanings:

- Teacher Candidate refers to a student enrolled in a WGU program leading to an education credential.
- Cooperating Teacher (or host teacher) refers to a District employee who is the teacher-of-record in the classroom where the Teacher Candidate is assigned. A Cooperating Teacher may or may not be a Clinical Supervisor.
- Clinical Supervisor refers to a present or former employee of District, retired educator, or any other individual meeting the criteria of "supervisor" established by WGU for this position, and engaged by WGU or District, to supervise a Teacher Candidate's progress during a minimum of six observations. WGU shall be responsible for the selection, assignment, training, and compensation of Clinical Supervisors. WGU welcomes nominations of Clinical Supervisors by the District/school.
- Preclinical Experience refers to the active participation by a Teacher Candidate in a wide range of in-classroom experiences in order to develop the skills and confidence necessary to be an effective teacher and prepare for Student Teaching. Students reflect on and document at least 75 hours of in-classroom observations (15 hours of which must involve direct engagement with students in a classroom) leading up to Student Teaching.
- Student Teaching (or demonstration teaching) refers to the greater of the then-current WGU full-time and continuous requirement in California (currently 13 weeks, or 16 weeks for special education) or the State's and/or District's minimum requirement for Student Teaching. Student Teaching shall satisfy all applicable WGU and State requirements.
- Field Experience refers collectively to the Preclinical Experience and Student Teaching.

C. Cooperating Teacher Standards

District, with the input of WGU, will provide the Teacher Candidate with a Student Teaching assignment in a school and classes of District under the direct supervision and instruction of a Cooperating Teacher that meets the following minimum requirements:

- Has documented completion of training/professional development equivalent to 10 hours that includes: a two-hour orientation to the program curriculum, and eight hours of training in effective supervision approaches such as cognitive coaching, adult learning theory, and current content-specific pedagogy and instructional practices, as required by the California Commission on Teacher Credentialing (CTC);
- Holds a teaching credential or license for the subject area and/or grade level being taught;
- Has a minimum of three years of teaching experience, five years preferred, with two or more years teaching in the placement school and/or District, and have strong evaluations;
- Evidence of positive impact on student learning in the classroom as demonstrated by ratings at or above effective when a state, district, or school provides such ratings;
- Successfully and with positive impact mentored student teachers, colleagues, and/or other adults;
- Competently uses technology for communicating via email and completing online evaluation forms; and
- Consistently models the dispositions and ethical considerations expected of WGU Teacher Candidates:
 - Caring and considerate
 - Affirming of diversity and cross-culturally competent
 - Reflective practitioner
 - Equitable and fair
 - Committed to the belief that all students can learn
 - Collaborative
 - Technologically proficient
 - Professional leadership

D. WGU Responsibilities

WGU will:

- Select qualified Teacher Candidates who have been prepared with the appropriate educational background, knowledge, skills, and professional disposition to participate in Field Experience.
- Pay an honorarium per Teacher Candidate, either directly to the Cooperating Teacher or to the District, for the Cooperating Teacher's services. The Cooperating Teacher may also receive professional development hours connected to the successful completion of WGU Cooperating Teacher training.
- Require Teacher Candidates to: (i) complete a background check acceptable to District, and (ii) have a current Tuberculosis (TB) Risk Assessment and/or examination. Upon request, Teacher Candidates will be required to provide documentation to District prior to participating in Field Experience activities.
- Provide opportunities for feedback regarding improvement of WGU Teacher Candidate preparation.
- Provide professional development training to Cooperating Teachers regarding WGU processes and procedures.
- Maintain an online site for support, resources, and training for Cooperating Teachers.

Commented [FS1]:

Commented [FS2R1]: Either change this to indicate it will always be provided OR put in a standing written request.

- Facilitate a cohort seminar in which Teacher Candidates will participate with a community of peers to receive support during Student Teaching and the final performance assessment.

E. District Responsibilities

District, or school administrator, will:

- Nominate one or more qualified Cooperating Teacher(s) by providing a completed copy of the Student Teacher Acceptance Form to the WGU Field Placement Team.
- Allow the Clinical Supervisor access to the host school and classroom for the specific purpose of observing Teacher Candidates. Clinical supervision may include an in-person site visit, video capture, or synchronous video observation.
- Provide Teacher Candidates with any District policies and procedures to which they are expected to adhere to during the Field Experience and while on District premises or District's online educational platform or when participating in District activities at other locations.
- Through the involvement of the Cooperating Teacher, participate with the Clinical Supervisor and Teacher Candidates in two evaluations: one mid-way through Student Teaching, and a Final Evaluation at the end of Student Teaching. WGU shall be responsible for the format of the evaluations.
- Provide Teacher Candidates opportunities to observe, assist, tutor, instruct, implement effective teaching strategies, and conduct research, as appropriate, during the Field Experience.
- Provide, when possible, opportunities for Teacher Candidates to use technology to enhance student learning and monitor student progress and growth.
- Provide, when possible, opportunities for Teacher Candidates to experience working with diverse student populations including English Language Learners and Students with Exceptional Learning Needs.
- Require Cooperating Teachers to complete and document training/professional development equivalent to 10 hours that includes: a two-hour orientation to the program curriculum, and eight hours of training in effective supervision approaches such as cognitive coaching, adult learning theory, and current content-specific pedagogy and instructional practices, as required by the California CTC.
- Encourage administrators and Cooperating Teachers to participate in WGU's Feedback Surveys (offered at the end of the Spring and Fall Cohorts) to report on Teacher Candidate quality and preparation and to provide program feedback to WGU for continuous improvement.

F. Additional Terms

- **Term.** This Agreement shall commence on the Effective Date and shall continue for three (3) years from the Effective Date, or until such time as either party gives the other party thirty (30) days advance written notice of its intent to terminate the Agreement; provided, however, that all Teacher Candidates at District as of the date of such notice shall be permitted to complete their Student Teaching.
- **Points of Contact.** Each party shall designate a point of contact between the parties for communication and coordination of Student Teaching. Contact information is set forth following the signature block.
- **Education Records.**
 - District acknowledges that the education records of assigned Teacher Candidates are protected by the Family Educational Rights and Privacy Act (FERPA), and agrees to comply with FERPA and limit access to those employees or agents with a need to know. Pursuant to FERPA, and for the purposes of this Agreement, WGU hereby designates District as a "school official" with a legitimate educational interest in such records.
 - WGU shall instruct Teacher Candidates of the necessity of maintaining the confidentiality of all District student records. District shall not grant Teacher Candidates or WGU employees access to individually identifiable student information unless the affected student's parent or guardian has

first given written consent using a form approved by District that complies with FERPA and other applicable law.

- **Video Recordings.**

During Student Teaching, Teacher Candidates complete a teacher performance assessment, which measures Teacher Candidate readiness to teach. A teacher performance assessment is designed for Teacher Candidates to submit real artifacts—lesson plans, video, and student work samples—to show the authenticity of the local teaching context and the way the Teacher Candidates respond to students when teaching in a real setting. In order to collect artifacts required for a teacher performance assessment, Teacher Candidates may be required to submit video recordings of themselves teaching ~~in the classroom~~.

Additionally, recordings provide WGU an avenue to evaluate the performance of Teacher Candidates, and the Teacher Candidates with opportunities to evaluate themselves, reflect, and improve their instruction.

WGU provides the following guidelines to Teacher Candidates. District understands that Teacher Candidates are not employees or agents of WGU and that any further precautions regarding the privacy of the District's students should be agreed directly between the District and Teacher Candidates.

Teacher Candidate Guidelines

- Secure appropriate permission from the parents/guardians of your students and from adults who appear in the video recording.
 - To protect confidentiality, remove your name and use pseudonyms or general references (e.g., "the district") for your state, school, district, and cooperating teacher. Mask or remove all names on any typed or written material (e.g., commentaries, lesson plans, student work samples) that could identify individuals or educator preparation programs. During video recording, use only the first names of students.
 - You must follow appropriate protocol to submit recordings to WGU.
 - You may not display the video publicly (i.e., personal websites, YouTube, Facebook).
 - You may not use any part of the recordings for any personal or professional purposes outside of performance evaluation.
 - You must destroy all video recordings once the evaluation is complete.
- **Right to Accept or Terminate a Placement.** District may refuse to accept for placement, or may terminate the placement, of any Teacher Candidate based upon its good faith determination that the Teacher Candidate is not meeting performance standards or is otherwise deemed unacceptable to District. In such cases, District shall notify WGU in writing and shall state the reasons for such decision.
 - **WGU Insurance.** WGU warrants and represents that it provides and maintains general liability insurance with limits of at least \$1,000,000 per occurrence and \$2,000,000 annual aggregate ~~and, upon District's request,~~ shall annually provide a certificate of insurance as evidence of coverage. WGU shall maintain, at its sole expense, workers' compensation insurance as required by law.
 - **Professional Liability Insurance.** Teacher Candidates will be responsible for procuring and maintaining, at their own expense, professional liability insurance for the duration of the Field Experience with minimum limits of: (i) \$1,000,000 per occurrence and \$3,000,000 annual aggregate, (ii) \$2,000,000 per occurrence and \$2,000,000 annual aggregate.
 - **Status of Parties.** Nothing in this Agreement is intended to or shall be construed to constitute an agency, employer/employee, partnership, or fiduciary relationship between the parties. Neither party will have the authority to, and will not, act as agent for or on behalf of the other party or represent or bind the other party in any manner.
 - **Non-Discrimination.** Both parties agree to fully comply with all applicable non-discrimination laws of District's state and municipality, and of the United States. Both parties will accept, assign, supervise and evaluate qualified Teacher Candidates regardless of race, sex, sexual orientation, creed, national origin, age, disability, veteran status, or any other basis protected by law.

Commented [FS3]: We need to discuss this section further as the platform allows access to student PII but as a Student Teacher approved by CalCA, this should comply with FERPA

Commented [FS4]: Need to get some additional info on the coverage of the liability. Does it cover an issue between the Teacher Candidate and a student?

- **Entire Agreement.** This Agreement represents the entire understanding between the parties and supersedes all prior oral or written agreements, and no modification shall be valid unless in writing and signed by both parties. No Teacher Candidate or other third party shall be a beneficiary of or have any right to enforce the terms of this Agreement.

IN WITNESS WHEREOF, the parties have executed this Agreement as of the Effective Date.

WGU

DISTRICT

By: _____

By: _____

Title: Sr. Manager, Field Experience, Teachers College

Title: Executive Director

Date: _____

Date: _____

Point of Contact:

Point of Contact:

Email: fieldplacement@wgu.edu

Email: romero@calca.connectionsacademy.org

Phone: 866-889-0132 (Option 1)

Phone:

For legal notices:

For legal notices:

General Counsel _____

[California Online Public Schools](#)

Western Governors University _____

[ATTN: Director of Business Services](#)

4001 South 700 East, Suite 700 _____

[33272 Valle Rd.](#)

Salt Lake City, UT 84107-2533 _____

[San Juan Capistrano CA 92675](#)

MEMO

To: Board of Directors
California Online Public Schools

From: Franci Sassin, Director of Business Services

Re: Work from home employee stipend

Date: April 23, 2021

BACKGROUND

In California, employers must take care that employees do not incur out of pocket costs for employment related activities that are not reimbursed. Almost all of the employees of California Online Public Schools (CalOPS) are primarily assigned to work from home rather than an office location. While the organization provides necessary equipment for the employees, there are certain costs that the employee may incur during their work day, such as for internet access. Requiring employees to submit receipts for reimbursement can be time consuming for everyone involved, therefore, as an alternative, a reasonable amount can be determined to cover these potential costs and this can be paid on a regular basis to each employee.

The organization has researched the average cost for residential internet service across various regions in California, and then prorated it for the number of hours in the workweek. That amount has then been increased to cover other miscellaneous potential expenses.

PROPOSED ACTION

To cover these costs for the 2020-21 fiscal year, CalOPS will pay each 10 month employee a one-time payment of \$250 (two hundred and fifty dollars) and each 12 month employee a one-time payment of \$300 (three hundred dollars), before any deductions or taxes. It is expected that these on time payments will go out in May.

Starting in July of 2021, each full time CalOPS employee (who is assigned to work from home) will receive a stipend amount of \$15 (fifteen dollars) on each paycheck, before any taxes or deductions, as a way to cover any out of pocket, work from home costs.

The Employee Handbook will be updated with the policy regarding this stipend, including the methodology for calculating the amount, the way it will be paid and who is eligible.