



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

GOVERNING BOARD for:
CalCA North Bay
CalCA Central Valley
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, August 3, 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.

SPECIAL 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 "Governance" page at <https://www.connectionsacademy.com/california-online-school/about/school-board>.

- IV. Routine Business
 - a. Approval of Agenda – E. Pavlich
- V. Public Hearing on the Independent Study Policy (to follow) – F. Sassin
- VI. Consent Items
- VII. Action Items
 - a. Approval of the Independent Study Policy (to follow) – F. Sassin
 - b. Approval of Revision(s) to the 2021-2022 Master Agreement (to follow)
 - c. Ratification of Granting High School Diplomas to Students who meet the Requirements of AB 104 (to follow and additional document to be sent under separate cover) – R. Romero
 - d. Approval of Revised Board Resolution Regarding Enrollment Limits for the 2021-2022 School Year (to follow) – R. Savage
- VIII. Information Items
 - a. Board Support Update – L. Johnson
 - b. State Accountability Update – R. Romero/ F. Sassin
 - c. Sponsoring District(s) Update – R. Savage/ F. Sassin
- IX. Adjournment and Confirmation of the Next Meeting on Tuesday, August 24, 2021 at 3:30 p.m. PT

Agenda publicly posted by: Friday, July 30, 2021

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

CALIFORNIA ONLINE PUBLIC SCHOOLS INDEPENDENT STUDY POLICY

Effective as of the start of the 2021-22 School Year

California Online Public Schools, a California non-profit public benefit corporation, operates the following charter schools:

California Connections Academy Southern California
California Connections Academy Central Valley*
California Connections Academy North Bay
California Connections Academy @ Ripon
California Connections Academy Central Coast
California Connections Academy Monterey Bay

These schools, plus any others operated by California Online Public Schools, are collectively known and referred to as “California Connections Academy Schools.”

* California Connections Academy @Central changed its name to California Connections Academy Central Valley effective July 1, 2021.

The Independent Study Program

The Board of Directors (“Board”) of California Online Public Schools has adopted this policy for the Independent Study Program for all charter schools it governs and operates. The Board oversees the educational program for California Connections Academy Schools, made up of multiple charter schools using a similar educational program and Educational Management System (hereinafter, “School”). The School’s “Independent Study Program” is an optional alternative instructional strategy by which students in grades K- 12 may reach curriculum objectives and fulfill promotion requirements.

Students who voluntarily choose the Independent Study Program have the alternative option of returning to a classroom-based instructional program in a school of their district of residence. For students who make a request to the School (including through a parent/guardian request) to return to in-person instruction, the School will provide information which will assist the students enroll in the in-person offered by their district of residence within five (5) schooldays. (Education Code § 51747(f).)

Independent study shall offer a means of individualizing the educational plan for students whose needs may be met best through study outside of the regular classroom setting. Independent study is a continuously voluntary, educational alternative in which no student may be required to participate. (Education Code § 51747(g)(8).)

School will provide appropriate services, supports, technology and resources to enable students to complete their independent study program successfully. This will enable students enrolled in independent study to complete their School’s adopted course of study within the customary time frame.

The School will provide content to students aligned to grade level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction. For high school students, this shall include

access to all courses offered by the School for graduation and approved by the University of California or the California State University as creditable under the A–G admissions criteria. (Education Code § 51747(c).)

The Executive Director or designee(s) shall ensure that a written Independent Study Master Agreement (“Master Agreement”), as prescribed by law, exists for each participating student. This agreement cannot be valid for longer than one (1) school year. (Education Code § 51747(g)(5).)

The Independent Study Program entails a commitment by the parent/guardian, the Learning Coach (either the parent/guardian or a Designated Learning Coach—see also the School’s Designated Learning Coach Agreement) and the student. As the student gets older, he/she/they assumes a greater portion of the responsibility involved. The Parent/Learning Coach/Caretaker Acknowledgement, provided as part of the enrollment process, further lays out the School’s expectations for parents/guardians, Learning Coaches and students.

Each student’s independent study shall be coordinated, evaluated and carried out under the general supervision of a certificated employee. (Education Code § 51747.5(a).)

The School shall not provide independent study students and parents/guardians with funds or items of value that a school district could not legally provide to a similarly situated student of the district or to his or her parent or guardian. (Education Code § 51747.3(a).)

The Executive Director or designee(s) shall ensure that the Independent Study Program is carried out in accordance with the law. (Education Code § 51745 et seq.; 5 C.C.R. § 11700 et seq.)

Opportunities for Live Interaction and Synchronous Instruction: The School shall plan to provide opportunities for live interaction and synchronous instruction as follows:

- For pupils in grades TK-3, the School shall plan to provide opportunities for daily synchronous instruction.
- For pupils in grades 4-8, the School shall plan to provide opportunities for both daily live interaction and at least weekly synchronous instruction.
- For pupils in grades 9-12, the School shall plan to provide opportunities for at least weekly synchronous instruction. (Education Code § 51747(e).)

For the purposes of this policy, “live interaction” means interaction between the pupil and certificated or non-certificated staff, and may include peers, provided for the purpose of maintaining school connectedness, including but not limited to wellness checks, progress monitoring, provision of services, and instruction. This live interaction may take place in-person, or in the form of internet or telephonic communication, such as a virtual meeting room or live group chat.

For the purposes of this policy, “synchronous instruction” means designated group or one-on-one instruction delivered in person, or in the form of internet or telephonic communications, and involving live two-way communication between the supervising teacher (also referred to as teacher of record – see Education Code §§ 51745.5(d) and 51747.5(a)) and the pupil, such as a virtual meeting room or live chat.

School will document each pupil’s participation in live interaction and synchronous instruction being offered, pursuant to Section 51747 on each school day, as applicable, in whole or in part, for which independent study is provided. A pupil who does not participate in independent study on a school day shall be documented as non-participatory for that school day. (Education Code § 51747.5(c).) For purposes of this policy, “non-participatory” solely refers to whether a student attended live interaction and synchronous instruction offerings. A student who is non-participatory on a school day can still generate attendance on that school day for purposes of apportionment.

Evaluation of Effectiveness of Independent Study for Students

The Board recognizes that independent study may be used as an option to encourage students to remain in school. Teachers should carefully set the duration of independent study assignments, within the limits specified by the Board in order to help identify students falling behind in their work or in danger of failing or dropping out of school.

To foster each student's success in independent study, the Board establishes the following parameters and the maximum lengths of time which may elapse between the time an assignment is made and date by which the student must complete the assigned work. These shall be as follows:

For Grades K-12, no more than four (4) school weeks may elapse between when a teacher makes an assignment and the date by which a student must complete the assigned work ("Assignment Time"). Where special or extenuating circumstances exist, and this set time limit cannot be met, the grade level Administrator or designee may approve a period not to exceed an additional four (4) weeks. (Education Code § 51747(a).)

Because the School is a virtual school using the independent study model, it is crucial that teachers know that a student is completing adequate work under their Master Agreement to make satisfactory educational progress. There are several methods by which teachers can evaluate if a student is benefitting from delivery of their education through the independent study model. In addition to completing assigned lessons and assessments, and submitting original student work to the teachers, direct contact between the teacher and the student, using the means set out in the Master Agreement, is essential in a virtual program.

Therefore, all of these criteria are considered to be the equivalent of "assignments" (as per Education Code § 51747(b)) for the School's program:

- Substantial and substantive direct contact between the student and teacher (as defined in the Master Agreement), OR:
- Active Participation in the program as evidenced by satisfactory completion of assigned lessons and assessments; OR
- Submission of the required original student work samples (and/or "portfolio items") to the certificated employee(s) assigned to the student for evaluation.

The following constitutes the definition of a "missed assignment" (per Education Code § 51747(b)) for the Independent Study Program:

- Failure to conduct a direct contact (as defined in the Master Agreement) between the student and teacher (the supervisory teacher and/or other assigned teachers)
- A "participation rate" of less than seventy percent (70%) in the School's Educational Management System (Connexus)
- Failure to submit required and assigned work samples, assessments and/or portfolio items to the school

Per Education Code § 51747(b), the Board has determined that the following number of missed assignments, as defined above, will trigger an evaluation of whether it is in the best interests of the student to remain in the Independent Study Program:

- Missing two (2) consecutive contact appointments between the student and teacher
- A "participation rate" of less than seventy percent (70%) in the school's Educational Management System (Connexus) over a period of four (4) weeks; or
- Failure to submit the required and assigned work samples, assessments and/or portfolio items for one (1) school month (learning period)

Satisfactory Educational Progress: In addition, a determination that a student has failed to make satisfactory progress will also trigger an evaluation of whether it is in the best interests of the student to remain in the Independent Study Program. A student is deemed to be making satisfactory educational progress if the student is on track to enter the next grade level (or, for high school students, to earn sufficient credits towards graduation) at the completion of the current school year and/or progressing toward their goals pursuant to their individualized education program ("IEP"). State law dictates what indicators are used to determine satisfactory educational progress. Therefore, satisfactory educational progress shall be based on all of the following indicators, as applicable:

- The student's achievement and engagement in the Independent Study Program, as indicated by the student's performance on student-level measures of student achievement and student engagement set forth in Education Code § 52060(d)(4)-(5).
- The completion of assignments, assessments, or other indicators that show the student is working on assignments.
- Learning required concepts, as determined by the supervising teacher.
- Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher. (Education Code § 51747(b)(2).)

Tiered Reengagement: For all pupils who are not generating attendance for more than three schooldays or 60 percent of the instructional days in a school week, or who are in violation of their Master Agreement, the School shall have procedures including the following reengagement strategies:

- Verifying pupil's current contact information.
- Notifying parents or guardians of lack of participation within one school day of the documentation of the absence or lack of participation.
- A plan for outreach from the school to determine pupil needs, including a connection with health and social services, as necessary.
- A clear standard requiring a pupil-parent-educator conference, as defined below, to review the pupil's Master Agreement, reconsider the Independent Study Program's impact on the pupil's achievement and well-being, consistent with the School's policies regarding the maximum amount of time allowed between the assignment and completion of pupil's assigned work (four (4) school weeks), satisfactory educational progress (see above), and the number of missed assignments (see above) allowed before an evaluation of whether the student should be allowed to continue in independent study. (Education Code § 51747(d).)

In addition to the tiered engagement strategies described above, the Executive Director or designee(s) may provide one of the following supports to students who are not meeting Master Agreement requirements or otherwise may need engagement support:

1. A letter to the student and/or parent/guardian, as appropriate.
2. A special meeting between the student, parent/guardian and the teacher or designated Administrator.
3. A meeting between the student and the grade level Administrator, including the parent/guardian if appropriate.
4. An increase in the amount of time the student works under direct supervision.
5. Placing the student on probation (referred to as "Alarm" status in the Connexus).

“Pupil-parent-educator conference” means a meeting involving, at a minimum, all parties who signed the pupil’s written Master Agreement.

The evaluation triggered by the missed assignments or failure to make satisfactory educational progress as described above will be delivered to the parents, and to the student if the student is over eighteen (18) years of age. Written evaluation findings shall also be kept in the student’s school record. A written record of the findings of any evaluation made pursuant to this subdivision shall be treated as a mandatory interim pupil record. The record shall be maintained for a period of three years from the date of the evaluation and, if the pupil transfers to another California public school, the record shall be forwarded to that school upon written request. (Education Code § 51747(b).)

If the student fails to address the issues which led to the evaluation within one week of the delivery of the written evaluation, and with prior written notice to the student’s parent/guardian in accordance with the law, the School may withdraw the student as a result of the Student’s noncompliance with the Master Agreement.

Eligibility

No individual with exceptional needs, as defined in Education Code § 56026, may participate in independent study unless his/her Individualized Education Program (“IEP”) specifically provides for such participation. (Education Code § 51745(c).)

No student shall be required to participate in independent study. (Education Code § 51747(g)(8).)

No temporarily disabled student may receive individual instruction pursuant to Education Code § 48206.3 by means of independent study. (Education Code § 51745(d).)

No student that is expelled by their previous school pursuant to Education Code § 48915 or a suspended expulsion student pursuant to Education Code § 48917, may be provided with instruction through independent study unless they are offered the alternative of classroom instruction and they choose independent study. (Education Code § 51747(g)(8).)

Students enrolling in the School must be residents of an eligible county (the county where a School is authorized and their geographically contiguous counties). Enrollment eligibility shall not be based on the address of parent/guardian employment. The School will not claim apportionment funding for any student who lives outside of an eligible county unless otherwise permitted by law. (Education Code § 51747.3(c).)

Students who meet the Criteria for Participation listed below are eligible to participate in the Independent Study Program.

Criteria for Participation

Approval for participation shall be based on satisfying all of the following criteria:

1. Evidence that the student will work independently to complete the Program with monitoring from the Parent/Learning Coach (e.g., meeting assignment and satisfactory educational progress requirements).
2. The Parent /Learning Coach will sign the Parent/ Legal Guardian (Caretaker) Acknowledgement
3. Completion of a Master Agreement for the student per school year. A Master Agreement must be completed and verified each school year in order for a student to be enrolled. Failure to properly complete a Master Agreement for any given school year leads to loss of the status as an “existing pupil” of the school.

Written Agreements and Assignments

A written Master Agreement shall be executed for each participating student. The curriculum and methods of study specified in the Master Agreement shall be consistent with the Board's policies and procedures for curriculum and instruction. (5 C.C.R. § 11702.)

The Master Agreement shall include, but not be limited to, all of the following:

1. The manner, frequency, time and place for submitting the student's assignments and for reporting the student's academic progress, and for communicating with the student's parent or guardian regarding academic progress.
2. The objectives and methods of study for the student's work, and the methods used to evaluate that work.
3. The specific resources, including materials and staff, which will be made available to the student. These resources shall include confirming or providing access for all pupils to the connectivity and devices adequate to participate in the academic program and complete assigned work.
4. A statement of the policies adopted herein regarding the maximum length of time allowed between the assignment, the level of satisfactory educational progress, and the number of missed assignments allowed prior to an evaluation of whether or not the student should be allowed to continue in independent study.
5. The duration of the Master Agreement, including the beginning and ending dates for the student's participation in independent study under the Master Agreement. No Master Agreement shall be valid for any period longer than one (1) school year.
6. A statement of the number of course credits for grades 9 to 12, or, for the grades TK-8, other measures of academic accomplishment appropriate to the Master Agreement, to be earned by the student upon completion.
7. A statement detailing the academic and other supports that will be provided to address the needs of pupils who are not performing at grade level, or need support in other areas such as English learners, individuals with exceptional needs as needed to be consistent with the student's individualized education program or plan pursuant to Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), pupils in foster care, pupils experiencing homelessness, and pupils requiring mental health supports.
8. The inclusion of a statement in each Master Agreement that independent study is an optional educational alternative in which no student may be required to participate. In the case of a student who is referred or assigned to any school, class or program pursuant to EC § 48915 or 48917, the agreement also will include the statement that instruction may be provided to the student through independent study only if the student is offered the alternative of classroom instruction. (Education Code § 51747(g).)

School will comply with the signature requirements for independent study written agreements set forth in Education Code § 51747(g)(9), including:

- **For the 2021-22 School Year Only (Must Obtain Signatures Within 30 Days of First Day of Independent Study Instruction):** School will obtain a signed Master Agreement from the student, or the student's parent or legal guardian if the student is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the student no later than 30 days after the first day of instruction.
- **Beginning in 2022-23 School Year and Thereafter (Must Obtain Signatures Before Independent Study Instruction):** Each Master Agreement will be signed, prior to the commencement of independent study, by the student, the student's parent, legal guardian, or care giver, if the student is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the student. For purposes of this paragraph, "care giver" means a person who has met the requirements of Part 1.5 (commencing with Section 6550) of the Family Code.

The Master Agreement also may include a schedule for achieving objectives and completing the agreement and a schedule of conferences between the student and his/her/their supervising teacher.

The Master Agreement shall state that the parent/guardian's signature confers his/her permission for the student's independent study as specified in the agreement.

The Master Agreement may be maintained electronically along with and may include subsidiary agreements, such as course contracts and assignment and work records. Master Agreements may be signed using electronic signatures that comply with applicable state and federal standards and are intended by the signatory to have the same effect as a handwritten signature.

Before signing a Master Agreement, if requested by the parent or guardian of a student (or adult student), the School shall conduct a phone, videoconference, or in-person pupil-parent-educator conference or other school meeting during which the pupil, parent or guardian, and, if requested by the pupil or parent, an education advocate, may ask questions about the educational options, including which curriculum offerings and nonacademic supports will be available to the pupil in independent study, before making the decision about enrollment or disenrollment. (Education Code § 51747(h)(2).)

Supervising Teachers

The Executive Director or designee(s) shall oversee the teachers who directly supervise the independent study on a regular basis and ensure that the supervising teachers:

1. Complete designated portions of the Master Agreement and add additional information to the agreement when appropriate.
2. Supervise and approve coursework.
3. Provide any required synchronous instruction, based on the student grade level.
4. Design/identify curriculum objectives.
5. Initiate and complete the independent study contacts as specified in the Master Agreement and/or PLP for students.
6. Assess all work that students are required to submit to a teacher.
7. Personally judge the time value of assigned work or work products completed and submitted by the student.
8. Select and save with each Master Agreement representative samples of the student's completed and evaluated assignments.
9. Maintain any required records and files on a current basis.
10. When appropriate, determine and assign grades or other approved measures of achievement.

Records

School records maintained by each school shall identify all students participating in its Independent Study Program and shall specify the grade level in which each of these students is enrolled. (5 CCR § 11703.)

School will maintain written or computer-based evidence of student engagement that includes, but is not limited to, a grade book or summary document that, for each class, lists all assignments, assessments, and associated grades. (Education Code § 51747.5(d).)

Records shall be maintained for audit purposes and shall include the following (5 C.C.R. § 11703):

1. A copy of the Board policy, administrative regulations, and procedures related to independent study.
2. A separate listing of the students, by grade level, program and school who have participated in independent study identifying units of the curriculum undertaken (also known as the "course of study") and units of the

curriculum completed by students in grades K-8, and identifying course credits attempted by and awarded to students in grades 9-12, as specified in their Master Agreements.

3. A record of all Master Agreements, with representative samples of each student's work products and a signed acknowledgement by the supervising teacher indicating that he/she has personally evaluated the work or that he/she has personally reviewed the evaluations made by another certificated teacher. These records may be created, signed and stored electronically.
4. A daily or hourly attendance register, as appropriate to the program in which the students are enrolled, separate from any in person classroom attendance records, and maintained on a current basis as time values of student work products are personally judged by a teacher, and reviewed by the certificated supervising teacher if they are two different persons.

Parent's Right to Appeal:

Parents may appeal decisions in accordance with the Parent Due Process Procedure as set out in the School Handbook. In accordance with Education Code § 47605(c)(5)(J)(iii) parents will be provided with a written notice of the intent to withdraw a student for noncompliance no less than five schooldays prior to the effective date of the withdrawal.

2021-22 INDEPENDENT STUDY MASTER AGREEMENT

I. Educational Objectives

The major educational objectives are to:

1. Enable the student to keep current with his/her/their grade-specific studies.
2. Enable the student to successfully complete his/her/their assignments and meet assignment-specific objectives outlined in the school's curriculum, Master Agreement, the Educational Management System (Connexus), and through the school's personalized learning process.

The student's work will be evaluated regularly by his/her/their teacher using the methods specified in this Master Agreement, and in Connexus. All parties agree to report to the teacher regularly, in accordance with the manner, frequency, time, date, method, and location-place specified below. On reaching the objectives stated in this Master Agreement, the student in grades K–8 will be credited with having completed his/her/their assigned grade level. For a high school student in grades 9–12 who obtains the objectives of the Master Agreement, course credits will be earned in accordance with the student's course of study, for each course which is successfully completed. The course of study is a companion document to and incorporated by reference in this Master Agreement and is also included as part of each Monthly Assignment and Work Record. If a student is not making adequate progress towards these objectives, it may be determined that the student is not making satisfactory educational progress and an evaluation may result as described below.

II. Studies

Areas of grade-specific study provided include, but are not limited to: English/Language Arts, Mathematics, Science, History/Social Studies, Social Science, Physical Education, and other electives (electives to be confirmed on consultation with Supervising teacher or counselor). Any modifications to this full course of study will be documented in the Monthly Assignment and Work Record (considered part of the Master Agreement as a companion document). The course of study and possible course credits for students in grades 9–12 will be available within two (2) weeks of the student's enrollment date and is incorporated by reference in and considered part of this Master Agreement as a companion document. These companion documents set forth the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the Master Agreement, to be earned by the student upon completion.

III. Regular Reports and Assignment Submissions

Each student in every grade must communicate with a teacher at least once every two (2) weeks. In addition, parents/legal guardians (or their qualified designee) must communicate with their student's teacher(s) on a regular basis, with the frequency to be determined by the teacher based on the student's grade level and progress in the program. These required reports (also known as contacts) will occur in person, by phone, or via LiveLesson® real-time instructional sessions, at a mutually agreed upon time and date. Meetings are documented in Connexus Log Entries. In addition, the school will report on and communicate at least quarterly with parents/legal guardians regarding student academic progress through providing a progress report generated in Connexus. Parents and Learning Coaches have access to the student grade book in Connexus at all times while the student is enrolled. To communicate academic progress, teachers and other school staff members may refer to this information during the regular contacts. The student and Learning Coach agree to report the student's attendance and lesson completion on a daily basis in the Connexus. The student and Learning Coach agree to submit student original work samples to the school by the stated school deadlines, typically once per month at a minimum. Work should be submitted through Connexus, via an online "drop box" or via email submission. On occasion, and with approval of the course teacher, work may be submitted via U.S. Mail, in person or via fax. Parents/guardians/caretakers will ensure their student participates in all assessments as required by the school program. Each student is required to take at least one (1) in person proctored academic test each year. Fulfillment of this requirement will be determined by school Administration and is a condition of enrollment in the program. The grade levels that will be administered in-person proctored tests will be determined annually at the discretion of the Administration.

IV. Methods of Evaluation

Student evaluation will incorporate a variety of methods that may include, but are not limited to: portfolio items, review of assignments by teachers and the Learning Coach, observation, teacher-made evaluations, online assessments, proctored exams, any other mailed or electronic work to be graded, and written and oral tests and quizzes. **Submission of original portfolio and original student work samples by the stated school deadlines is required to participate in the program.**

V. Methods of Study



Activities selected as a means to reach the objectives may include, but are not limited to: core curriculum materials, reading, independent research, essays, term papers, flash cards, illustrations, oral and written reports, demonstrations, participation, lesson exercises, games, comprehension questions, computer programs, field trips, simulations, discussions, note-taking, videos, and other educational activities. (Note: Assigned texts, lesson plans, and acceptable monthly-required work samples for students are found in Connexus.) In addition, School will offer opportunities for live interaction and synchronous instruction to sStudent per Education Code §section 51747(c).

VI. Resources

School will provide appropriate services, supports, technology and resources to enable Sstudent to complete their independent study program successfully. These resources include but are not limited to a Learning Coach, credentialed teacher support, Technical Support, Student Support Services, core curriculum, Connexus, lesson manuals, supplementary course material, and special education resources. Additionally, sSchool will ensure Sstudent has access to the connectivity and devices adequate to participate in independent study and complete assigned work (e.g., computer, internet access, etc.). By signing below, Sstudent's parent/guardian/caregiver is confirming Sstudent: (1) has access to devices and connectivity to allow Sstudent to adequately participate in independent study and complete assigned work; or (2) will contact the Sstudent's supervising teacher if Sstudent needs help accessing such connectivity and devices.

Additional Supports for Special Populations: School will provide supports and academic services necessary to address the needs of students who are not performing at grade level, or need support in other areas, such as English learners, individuals with exceptional needs in order to be consistent with the student's IEP or plan pursuant to Section 504 of the Federal Rehabilitation Act of 1973 (29 U.S.C. §See. 794), students in foster care or experiencing homelessness, and students requiring mental health supports. These supports include, but are not limited to, a customized learning plan and/or curriculum, access to assistive software/devices, counselors, specialized academic instruction, student support team and related services, and various online intervention supports or programs.

Resources include, but are not limited to: a Learning Coach, credentialed teacher support, Technical Support, Student Support Services, core curriculum, Connexus, lesson manuals, supplementary course material, and special education resources.

VII. Conditions of Independent Study

1. Independent study is an optional educational alternative in which no student may be required to participate. In the case of a student who is referred or assigned to any school, class, or program pursuant to Education Code §section 48915 or 48917, instruction may be provided to the student through independent study only if the student is offered the alternative of classroom instruction. Independent study is an optional, educational alternative that the student voluntarily selects. Students who choose independent study have the alternative option of returning to a classroom-based instructional program in a school of their district of residence.
2. This independent study program is substantially equivalent in quantity and quality to classroom instruction. Students in the school have equality of rights and privileges with students in other public school programs. Students are entitled to school services and resources including, but not limited to: school staff, credentialed teachers, textbooks, supplementary materials, and the services and resources received by other students enrolled in our public school, as specified in the sSchool Charter charter.
3. For students in grades K–12, no more than four (4) school weeks may elapse between when a teacher makes an assignment and the date by which the student must complete the assigned work (i.e., "Assignment Time"). Where special or extenuating circumstances exist, and this set time limit cannot be met, the grade level Administrator or designee may approve a period not to exceed an additional four (4) weeks. (Education Code §section 51747-(a).)
4. As per Per - Education Code § 51747(b) and school's Independent Study Board Policy, the Board school has determined that the following number of missed assignments will trigger an evaluation of whether it is in the best interests of the student to remain in independent sStudy:
 - Missing two (2) consecutive contact appointments between the student and teacher;
 - A "participation rate" of less than seventy percent (70%) in the school's Educational Management System (Connexus) over a period of four (4) weeks; or
 - Failure to submit the required and assigned work samples, assessments and/or portfolio items for one (1) school month.

If the student fails to make satisfactory educational progress, this will also trigger an evaluation of whether it is in the best interests of the student to remain in independent study. A student is deemed to be making satisfactory educational progress if the student is on track to enter the next grade level at the completion of the current school year (or, for high school students, to earn sufficient credits towards graduation) and/or progressing toward their goals pursuant to their IEP. Progress is measured based on the indicators set forth in the School's Independent Study Board Policy

Commented [A1]: RER: Took this language from IS Policy definition of satisfactory educational progress.

The evaluation triggered by the missed assignments will be delivered to the parents and to the student, if the student is over eighteen (18) years of age. Written evaluation findings shall also be kept in the student's school record. (Education Code § 51747-(b)). The evaluation and written findings may be in electronic format. If the student fails to address the issues which led to the evaluation within one week of the delivery of the written evaluation, after prior written notice, the school may withdraw the student for non-compliance with the Master

Agreement.

5. Any student with an Individualized Education Plan (IEP) may not participate in the Independent Study Program provided by California Connections Academy Schools unless the IEP specifically provides for that participation. (Education Code § 51745(c)) Questions about a student's IEP should be directed to the Director of Student Services.
6. A Master Agreement must be submitted for the full year the student is enrolled in this Independent Study School. Failure to complete and return a valid and signed Master Agreement will lead to withdrawal for non-compliance and/or will lead to forfeit of the status as an "existing pupil" of the school. A Master Agreement's duration shall not exceed one school year. The start date is the student official enrollment or re-enrollment date and the end date is the last day of school for the school year listed below.
7. Parents/guardians of all high school students under the age of 18 and adult students have reviewed, understand, and agree to the course of study and possible course credits found in Connexus and which is incorporated by reference in and considered part of this Master Agreement.
7. —
8. Parents/guardians will ensure that their student participates in any testing required by the school, as well as any state-mandated standardized testing, unless exempted by law. The California state tests include the annual administration of:
 - a. State standardized testing for all students in any of the grade levels determined annually by the state of California.
 - b. Physical Fitness testing for all students in any of the grade levels determined annually by the state of California.
 - c. English language testing (the ELPAC) for students identified as English Language Learners in any grade, or initially for students whose primary language at home is not English.
 - d. Any other state testing as required by the State of California.
9. Parents/guardians have read, understand, and agree to be bound by all the rules and other provisions set out in the Parent/Legal Guardian (Caretaker) Acknowledgement and the School Handbook in order to be enrolled in this ~~i~~Independent ~~S~~study ~~S~~chools~~S~~chool. Any breach may result in a review of this Master Agreement and the student's placement in this ~~i~~Independent ~~S~~study ~~S~~school. The signature, including a digital signature, of the parent/guardian grants permission for the specified student to participate in ~~i~~Independent ~~S~~study as outlined in this Master Agreement.

Student Information

Legal Last Name	Legal First Name	Legal Middle Name
<input type="checkbox"/> Male <input type="checkbox"/> Female <input type="checkbox"/> Non-Binary	/ /	2021-22
Gender	Date of Birth	Grade for 2021-22 School Year
Street Address		County
City	State	ZIP Code
Home Phone	Work Phone	Mobile Phone

Agreement to Terms

We have read, understand, and agree to all the Conditions of Independent Study detailed above and to the terms set forth in this Master Agreement, and we acknowledge that any violation may result in removal of the student from this Independent Study Program.

(NOTE: All signatures must be in original handwriting, including the student signature, regardless of the student's age. Typed or electronic signatures are only acceptable in limited situations where the state's signature requirements can be met and each signatory can be verified. ~~(because the origin cannot be verified) are not acceptable.~~ Electronic signatures are only acceptable if obtained through the school's secure online platform using a unique username and password. California law requires the student to sign this agreement. If the student is unable to sign, contact Enrollment. A document with a missing student signature or missing dates is not valid. At least one parent, legal guardian, or legal caretaker must sign the parent section of the document for all students under the age of 18.)

Student Name (Last, First Middle)	Signature	Date
Parent/Guardian Name (Last, First Middle)	Signature	Date
Parent/Guardian Name (Last, First Middle)	Signature	Date
Designated Learning Coach Name (Last, First Middle) (if someone other than a parent/guardian has been designated)	Signature	Date
Other Name (Last, First Middle) (directly responsible for providing assistance to the student)	Signature	Date

Commented [A2]: We will need to get some more info on the new requirements and make sure that our current system for getting digital signatures within Connexus will be acceptable.

Commented [A3]: We will reconfigure the box below to include data that is captured in Connexus and to remove additional signature lines which are no longer necessary. Most important is the start and end dates of the agreement and the CalCA school location

Internal Use Only:	<u>The information for this section can be found in the Educational Management System.</u>					
Date Agreement Begins: <input type="checkbox"/> Agreement Ends on the last school day of <input type="checkbox"/> 21-22:						
California Connections Academy School:	SoCal	Central Coast	Central Valley	Ripon	Monterey Bay	North Bay
Supervising Teacher Name (Last, First Middle)	Signature		Date			



TEACHER SIGNATURE PAGE (for school use only)

Student Information

Legal Last Name	Legal First Name	Legal Middle Name
User ID	Date of Birth / /	Grade for 2021-22 School Year
	2021-2022	School Year
		Gender

Agreement to Terms

I agree to the use of an electronic method of signature and I acknowledge by entering my name digitally or by signing below that I have read, understand, and agree to all the Conditions of Independent Study and terms set forth in this Master Agreement, and I acknowledge that any violation may result in removal of the student from this Independent Study Program.

Commented [A4]: Two versions of the Master Agreement are typically created after board approval—each has been 3 pages, with 2 pages of conditions, etc and the last page as the signature page, with a different signature page for parents/students and for teachers.

Internal Use Only:	Date Agreement Begins:	Date Agreement Ends:
California Connections Academy School		
Supervising Teacher Name (Last, First Middle)	Signature	Date
Name of Other Teacher Providing Instruction (Last, First Middle)	Signature	Date
Name of Other Teacher Providing Instruction (Last, First Middle)	Signature	Date
Name of Other Teacher Providing Instruction (Last, First Middle)	Signature	Date
Name of Other Teacher Providing Instruction (Last, First Middle)	Signature	Date
Name of Other Teacher Providing Instruction (Last, First Middle)	Signature	Date
Name of Other Teacher Providing Instruction (Last, First Middle)	Signature	Date
Name of Other Teacher Providing Instruction (Last, First Middle)	Signature	Date
Name of Other Teacher Providing Instruction (Last, First Middle)	Signature	Date

Commented [A5]: See comment above—may reconfigure this box since the teachers only rarely, if ever, sign a paper form and this would really be for the Connexus teacher signature DV.



MEMO

DATE: August 3, 2021

TO: California Online Public Schools Board of Directors

FROM: Richie Romero, Ed.D., Director of Student Achievement

RE: Granting High School Diplomas to Students who meet the Requirements of AB104

BACKGROUND

The California legislature recently passed AB104. This measure contained an urgency clause, which means its provisions take effect immediately. The bill addresses three major areas: student retention, pass/no pass grades, and a local graduation requirements exemption. This memo is in response to the local graduation requirements exemption. All elements of this bill will be implemented and work is occurring currently. The local graduation requirements exemption can be summarized as follows:

- Local Educational Agencies (LEAs), including charter schools, must exempt students enrolled in their 3rd or 4th year of high school in 2020-21 and who are not on track to graduate in four years from all coursework and other requirements adopted by the governing body that is in addition to the statewide coursework requirements.
- LEAs must provide these students the opportunity to complete the statewide coursework required for graduation, which opportunity may include, but is not limited to, a fifth year of instruction or credit recovery.

The CalOPS Board has previously approved the CalCA graduation requirements as part of the State Handbook Supplement. Those requirements exceed the state minimum graduation requirements.

BOARD REVIEW AND CONSIDERATION FOR APPROVAL

CalCA staff have identified all students who were in their 4th year of high school in 2020-2021, currently attending CalCA's in-house summer school program, and that met the California minimum state graduation requirements. It is respectfully requested that the Board consider the approval of granting diplomas to these students to be dated August 4, 2021.

Additional students may be identified in the future, and if eligible under AB 104, these students will be brought forward for board consideration and/or ratification as needed.

2021-2022 Supplemental Student Retention Policy

Reviewed and approved by CalCA Administration on July 28, 2021

Presented for informational purposes to CalOPS Board of Directors on August 3, 2021

Retention Consultation

A parent/guardian of an eligible student who received a “D” or “F” in at least fifty percent (50%) of their courses during the 2020-2021 school year can request in writing a retention consultation. CalCA must conduct a retention consultation within thirty (30) calendar days of receiving the request. The retention consultation will include the following relevant parties:

- Parent/Guardian
- Eligible Student (for grades K-8 the presence of student is at parent/guardian discretion. For grades 9-12 students are expected to attend)
- Grade Level Principal (or Administrator Designee)
- Teacher representative, including Special Education and/or 504 coordinator, if appropriate

During the retention consultation CalCA will discuss the following actionable items:

- Available learning recovery options including academic interventions, available supports, and credit recovery.
 - For high school students, the following additional areas will be included:
 - Eligibility of exemption from coursework that exceeds the statewide requirements for graduation.
 - Eligibility to enroll in a fifth (5th) year of instruction to complete required statewide coursework
- Research explaining the effects of retention.
- Explanation of the benefits of applicable interventions and supports.
- The student’s academic data.
- Any other applicable information to determine if retention is in the student’s best interests (i.e., socially, academically, consistency with the student’s IEP, etc.).

Retention Decision

The final decision regarding retention is made by the Grade Level Principal (or Administrative Designee). The parent/guardian will be notified of the retention decision within ten (10) calendar days of the retention consultation. If the Principal or designee decide not to retain the student, they will arrange to provide the student with access to prior semester courses where they received a “D” or “F” in the 2020-2021 school

year, some other form of credit recovery, and/or other determined supports. For any eligible student with an IEP, the retention decision must be consistent with their IEP.

This policy is supplemental to any existing retention policy and applies to any eligible student. An eligible student is defined as being either:

1. A student enrolled at a CalCA school during the 2020-2021 school year who received a “D” or “F” in at least one-half ($\frac{1}{2}$ or 50%) of their courses.
2. Students new to CalCA who were not enrolled at a CalCA school during the 2020-2021 school year and who received a “D” or “F” letter grade in at least one-half ($\frac{1}{2}$ or 50%) of their courses from an accredited public or private school.

Students enrolled in grade twelve (12) during the 2020-2021 school year are not eligible.

This policy is in effect immediately and remains in effect until amended or rescinded by state law.
