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

GOVERNING BOARD for:
CalCA Central Coast
CalCA Central Valley
CalCA Monterey Bay
CalCA North 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, December 14, 2021 at 3:30 p.m. PT

Telephone Conference Call Locations:
CalCA Ripon: 580 N. Wilma Avenue, Suite G, Ripon, CA 95366
CalCA SoCAL: 33272 Valle Road, San Juan Capistrano, CA 92675
23091 Arden Street, Lake Forest, CA 92630
2142 E. Yosemite, Merced, CA 95340
1081 W. Manning Avenue, Reedley, CA 93654
8803 Cardinal Avenue, Fountain Valley, CA 92615
8422 Madison Avenue, Fair Oaks, CA 95628
3753 W. Norberry Street, Lancaster, CA 93536

This meeting is open to the public in person and via teleconference. For information about this meeting or for members of the public who require special accommodations to attend, contact 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 – D. Rivas

II. Roll Call – D. Rivas

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 Leader 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 Leader 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 Leader 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 – D. Rivas

V. Consent Items
   a. Ratification of First Interim Financial Reports (to follow)

VI. Action Items
   a. Approval of Educator Effectiveness Block Grant Plans (attached) – R. Romero
   b. Approval of Charter Amendments for Central Coast, Monterey Bay, North Bay, and Ripon (to follow) – R. Savage/ F. Sassin

VII. Adjournment and Confirmation of the Next Meeting – Tuesday, January 25, 2022 at 3:30 p.m.

Agenda publicly posted by: Friday, December 10, 2021

At: https://www.connectionsacademy.com/california-online-school/about/school-board
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8422 Madison Avenue, Fair Oaks, CA 95628
3753 W. Norberry Street, Lancaster, CA 93536

Educator Effectiveness Block Grant 2021

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
California Connections Academy Central Coast	Richard Savage Executive Director	rsavage@calca.connectionsacademy.org 9494611667

The Educator Effectiveness Block Grant (EEBG) is a program providing funds to county offices of education, school districts, charter schools, and state special schools to provide professional learning and to promote educator equity, quality, and effectiveness.

As a condition of receiving funds for educator effectiveness, LEAs shall develop and adopt a plan for expenditure of funds, which requires the plan to be explained in a public meeting of the governing board of the school district, county board of education, or governing body of the charter school before its adoption in a subsequent meeting. Funds may be expended for the purposes identified in Assembly Bill 130, Chapter 44, Section 22 and Assembly Bill 167, Chapter 252, Section 9 and mentioned below in the “Planned Use of Funds” section. These expenditures may take place over fiscal years 2021–22, 2022–23, 2023–24, 2024–25, and 2025–26. LEAs may use these allocated funds to provide professional learning for teachers, administrators, paraprofessionals who work with students, and classified staff that interact with students in order to promote educator equity, quality, and effectiveness. The funding is distributed in an equal amount per unit of full-time equivalent certificated and classified staff as reported in California Longitudinal Pupil Achievement Data and California Basic Educational Data System for the 2020–21 fiscal year. This funding for certificated and classified staff shall not exceed the total certificated staff and classified staff count.

Expenditure Plan

Total Educator Effectiveness Block Grant funds awarded to the LEA
$9,535.00

The following table provides the LEA’s expenditure plan for how it will use EEBG funds to provide professional learning for teachers, administrators, paraprofessionals who work with students, and classified staff that interact with students in order to promote educator equity, quality, and effectiveness. The allowable use categories are listed below.

Allowable Use of Funds	Planned Use of Funds (Actions)	Planned Expenditures
1. Coaching and mentoring of staff serving in an instructional setting and beginning teacher or administrator induction, including, but not limited to, coaching and mentoring solutions that address a local need for teachers that can serve all pupil populations with a focus on retaining teachers, and offering structured feedback and coaching systems organized	Developing and refining instructional coaching capacity to enhance educator practices, to improve student outcomes, and to increase teacher retention. The Instructional Coaching Program at California Connections Academy will build the foundation of its work from the research found in "The Definitive Guide to Instructional Coaching." The program will follow the	$6,198.00

Allowable Use of Funds	Planned Use of Funds (Actions)	Planned Expenditures
around social-emotional learning, including, but not limited to, promoting teacher self-awareness, self-management, social awareness, relationships, and responsible decision making skills, improving teacher attitudes and beliefs about one's self and others, and supporting learning communities for educators to engage in a meaningful classroom teaching experience.	identified seven factors for success: 1. Partnership, 2. Communication, 3. Leadership, 4. Impact Cycles, 5. Data, 6. Teaching Strategies, and 7. System Support. This professional learning will include teachers.	
2. Programs that lead to effective, standards-aligned instruction and improve instruction in literacy across all subject areas, including English language arts, history-social science, science, technology, engineering, mathematics, and computer science.		
3. Practices and strategies that reengage pupils and lead to accelerated learning.		
4. Strategies to implement social-emotional learning, trauma-informed practices, suicide prevention, access to mental health services, and other approaches that improve pupil well-being.		
5. Practices to create a positive school climate, including, but not limited to, restorative justice, training around implicit bias, providing positive behavioral supports, multitiered systems of support, transforming a schoolsite's culture to one that values diverse cultural and ethnic backgrounds, and preventing discrimination, harassment, bullying, and intimidation based on actual or perceived characteristics, including disability, gender, gender identity, gender expression, language, nationality, race or ethnicity, religion, or sexual orientation.	Strengthen school culture by providing professional development opportunities focused on equity and unity. The professional development will be provided by an outside organization(s) with a proven track record and expertise needed to ensure this work be successful. The professional development opportunities will be offered both during summer and the school year to meet the needs and schedules of all staff. This professional learning will include teachers, administrators, and classified staff that interact with students.	$3,337.00
6. Strategies to improve inclusive practices, including, but not limited to, universal design for learning, best practices for early identification, and development of individualized education programs for individuals with exceptional needs.		
7. Instruction and education to support implementing effective language acquisition programs for English		

Allowable Use of Funds	Planned Use of Funds (Actions)	Planned Expenditures
learners, which may include integrated languagedevelopment within and across content areas and building and strengthening capacity to increase bilingual and biliterate proficiency.		
8. New professional learning networks for educators not already engaged in an education-related professional learning network to support the requirements of subdivision (c).		
9. Instruction, education, and strategies to incorporate ethnic studies curricula adopted pursuant to Section 51226.7 into pupil instruction for grades 7 to 12, inclusive.		
10. Instruction, education, and strategies for certificated and classified educators in early childhood education, or childhood development.		
	Subtotal	**9,535.00**

Educator Effectiveness Block Grant Plan Instructions

Introduction
A program providing funds to county offices of education, school districts, charter schools, and state special schools to provide professional learning and to promote educator equity, quality, and effectiveness.

For additional information regarding Educator Effectiveness Block Grant funding please see the web page at https://www.cde.ca.gov/fg/aa/ca/educatoreffectiveness.asp.

Purpose and Requirements
As noted in the Introduction, a program providing funds to county offices of education, school districts, charter schools, and state special schools to provide professional learning and to promote educator equity, quality, and effectiveness:

- To ensure professional development meets educator and pupil needs, local educational agencies are **encouraged to allow school site and content staff to identify the topic or topics of professional learning**. Professional learning provided pursuant to this section shall do both of the following:
    - Be **content focused**, incorporate **active learning**, support **collaboration**, use **models** of effective practice, provide **coaching** and **expert support**, offer **feedback** and **reflection**, and be of **sustained duration**.
    - As applicable, be aligned to the **academic content standards** adopted pursuant to Sections 51226, 60605, 60605.1, 60605.2, 60605.3, 60605.4, 60605.8, and 60605.11, and the model curriculum adopted pursuant to Section 51226.7, as those sections read on June 30, 2020, and former Section 60605.85, as that section read on June 30, 2014.

Areas that to be considered for funding as outlined in Education Code include:

(1) **Coaching** and **mentoring** of staff serving in an instructional setting and beginning teacher or administrator induction, including, but not limited to, coaching and mentoring solutions that address a local need for teachers that can serve all pupil populations with a focus on retaining teachers, and offering structured feedback and coaching systems organized around social-emotional learning, including, but not limited to, promoting teacher self-awareness, self-management, social awareness, relationships, and responsible decision-making skills, improving teacher attitudes and beliefs about one's self and others, and supporting learning communities for educators to engage in a meaningful classroom teaching experience.

(2) Programs that lead to effective, **standards-aligned instruction** and improve **instruction in literacy** across all subject areas, including English language arts, history-social science, science, technology, engineering, mathematics, and computer science.
(3) Practices and strategies that **reengage pupils** and lead to **accelerated learning**.

(4) Strategies to implement **social-emotional learning**, **trauma-informed practices**, **suicide prevention**, access to **mental health** services, and other approaches that improve pupil well-being.

(5) Practices to create a **positive school climate**, including, but not limited to, restorative justice, training around implicit bias, providing positive behavioral supports, multitiered systems of support, transforming a schoolsite's culture to one that values diverse cultural and ethnic backgrounds, and preventing discrimination, harassment, bullying, and intimidation based on actual or perceived characteristics, including disability, gender, gender identity, gender expression, language, nationality, race or ethnicity, religion, or sexual orientation.

(6) Strategies to improve **inclusive practices**, including, but not limited to, universal design for learning, best practices for early identification, and development of individualized education programs for individuals with exceptional needs.

(7) Instruction and education to support implementing **effective language acquisition** programs for English learners, which may include integrated language development within and across content areas, and building and strengthening capacity to increase bilingual and biliterate proficiency.

(8) New **professional learning networks** for educators not already engaged in an education-related professional learning network to support the requirements of subdivision (c) - *see slide 12 for subdivision (c).*
(9) Instruction, education, and strategies to incorporate **ethnic studies** curricula adopted pursuant to Section 51226.7 into pupil instruction for grades 7 to 12, inclusive.

(10) Instruction, education, and strategies for certificated and classified educators in **early childhood education**, or **childhood development**.

Instructions to complete the template:

Total Educator Effectiveness Block Grant funds awarded to the LEA
Provide the total amount of Educator Effectiveness Block Grant funds the LEA is awarded.

Allowable Use of Funds Table
The table is in three parts, **Allowable Use of Funds, Planned Use of Funds (Actions)**, and **Planned Expenditures**. Data is only required in the **Planned Use of Funds** and **Planned Expenditures** columns.

(1) Allowable Use of Funds
The LEA must specify the amount of EEBG funds that it intends to use to implement a planned action. This column is prepopulated with the allowable uses of funds. There is no need to input additional information in this column.

(2) Planned Use of Funds (Actions)
- Provide a description of the action(s) the LEA will implement using EEBG funds. The description can be brief and/or in list form. Include the group that will receive the professional learning (teachers, administrators, paraprofessionals who work with students and classified staff that interact with students).

- An LEA has the flexibility to include planned use of funds/actions described in one or more areas list under **Allowable Use of Funds**. It is not required to include actions for every allowable use of funds listed.

(3) Planned Expenditures

Specify the amount of funds the LEA plans to expend to implement the action(s). The amount of funds included in this section should reflect the total funds planned to be expended over the life of the grant.

Fiscal Requirements

As a condition of receiving funds, a school district, COE, charter school, or state special school shall do **both** of the following:

- On or before **December 30, 2021**, develop and adopt a plan delineating the expenditure of funds apportioned pursuant to this section, including the professional development of teachers, administrators, paraprofessionals, and classified staff. The plan shall be **presented in a public meeting of the governing board** of the school district, county board of education, or governing body of the charter school, **before its adoption in a subsequent public meeting**.
- On or before **September 30, 2026**, **report detailed expenditure information** to CDE, including, but not limited to, specific **purchases** made and the **number of teachers, administrators, paraprofessional educators, or classified staff** that received professional development. The CDE shall determine the format for this report.

Funding apportioned pursuant to this section is subject to the **annual audits** required by Section 41020.

Educator Effectiveness Block Grant 2021

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
California Connections Academy Central Valley	Richard Savage Executive Director	rsavage@calca.connectionsacademy.org 9494611667

The Educator Effectiveness Block Grant (EEBG) is a program providing funds to county offices of education, school districts, charter schools, and state special schools to provide professional learning and to promote educator equity, quality, and effectiveness.

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Expenditure Plan

Total Educator Effectiveness Block Grant funds awarded to the LEA
$76,281.00

The following table provides the LEA’s expenditure plan for how it will use EEBG funds to provide professional learning for teachers, administrators, paraprofessionals who work with students, and classified staff that interact with students in order to promote educator equity, quality, and effectiveness. The allowable use categories are listed below.

Allowable Use of Funds	Planned Use of Funds (Actions)	Planned Expenditures
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Allowable Use of Funds	Planned Use of Funds (Actions)	Planned Expenditures
around social-emotional learning, including, but not limited to, promoting teacher self-awareness, self-management, social awareness, relationships, and responsible decision making skills, improving teacher attitudes and beliefs about one's self and others, and supporting learning communities for educators to engage in a meaningful classroom teaching experience.	identified seven factors for success: 1. Partnership, 2. Communication, 3. Leadership, 4. Impact Cycles, 5. Data, 6. Teaching Strategies, and 7. System Support. This professional learning will include teachers.	
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6. Strategies to improve inclusive practices, including, but not limited to, universal design for learning, best practices for early identification, and development of individualized education programs for individuals with exceptional needs.		
7. Instruction and education to support implementing effective language acquisition programs for English		

Allowable Use of Funds	Planned Use of Funds (Actions)	Planned Expenditures
learners, which may include integrated languagedevelopment within and across content areas and building and strengthening capacity to increase bilingual and biliterate proficiency.		
8. New professional learning networks for educators not already engaged in an education-related professional learning network to support the requirements of subdivision (c).		
9. Instruction, education, and strategies to incorporate ethnic studies curricula adopted pursuant to Section 51226.7 into pupil instruction for grades 7 to 12, inclusive.		
10. Instruction, education, and strategies for certificated and classified educators in early childhood education, or childhood development.		
	Subtotal	**76,281.00**

Educator Effectiveness Block Grant Plan Instructions

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(8) New **professional learning networks** for educators not already engaged in an education-related professional learning network to support the requirements of subdivision (c) - *see slide 12 for subdivision (c).*
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(10) Instruction, education, and strategies for certificated and classified educators in **early childhood education**, or **childhood development**.

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Educator Effectiveness Block Grant 2021

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
California Connections Academy Monterey Bay	Richard Savage Executive Director	rsavage@calca.connectionsacademy.org 9494611667

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Expenditure Plan

Total Educator Effectiveness Block Grant funds awarded to the LEA
$23,832.00

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Allowable Use of Funds	Planned Use of Funds (Actions)	Planned Expenditures
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Allowable Use of Funds	Planned Use of Funds (Actions)	Planned Expenditures
around social-emotional learning, including, but not limited to, promoting teacher self-awareness, self-management, social awareness, relationships, and responsible decision making skills, improving teacher attitudes and beliefs about one's self and others, and supporting learning communities for educators to engage in a meaningful classroom teaching experience.	identified seven factors for success: 1. Partnership, 2. Communication, 3. Leadership, 4. Impact Cycles, 5. Data, 6. Teaching Strategies, and 7. System Support. This professional learning will include teachers.	
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3. Practices and strategies that reengage pupils and lead to accelerated learning.		
4. Strategies to implement social-emotional learning, trauma-informed practices, suicide prevention, access to mental health services, and other approaches that improve pupil well-being.		
5. Practices to create a positive school climate, including, but not limited to, restorative justice, training around implicit bias, providing positive behavioral supports, multitiered systems of support, transforming a schoolsite's culture to one that values diverse cultural and ethnic backgrounds, and preventing discrimination, harassment, bullying, and intimidation based on actual or perceived characteristics, including disability, gender, gender identity, gender expression, language, nationality, race or ethnicity, religion, or sexual orientation.	Strengthen school culture by providing professional development opportunities focused on equity and unity. The professional development will be provided by an outside organization(s) with a proven track record and expertise needed to ensure this work be successful. The professional development opportunities will be offered both during summer and the school year to meet the needs and schedules of all staff. This professional learning will include teachers, administrators, and classified staff that interact with students.	$8,341.00
6. Strategies to improve inclusive practices, including, but not limited to, universal design for learning, best practices for early identification, and development of individualized education programs for individuals with exceptional needs.		
7. Instruction and education to support implementing effective language acquisition programs for English		

Allowable Use of Funds	Planned Use of Funds (Actions)	Planned Expenditures
learners, which may include integrated languagedevelopment within and across content areas and building and strengthening capacity to increase bilingual and biliterate proficiency.		
8. New professional learning networks for educators not already engaged in an education-related professional learning network to support the requirements of subdivision (c).		
9. Instruction, education, and strategies to incorporate ethnic studies curricula adopted pursuant to Section 51226.7 into pupil instruction for grades 7 to 12, inclusive.		
10. Instruction, education, and strategies for certificated and classified educators in early childhood education, or childhood development.		
	Subtotal	**23,832.00**

Educator Effectiveness Block Grant Plan Instructions

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Purpose and Requirements
As noted in the Introduction, a program providing funds to county offices of education, school districts, charter schools, and state special schools to provide professional learning and to promote educator equity, quality, and effectiveness:

- To ensure professional development meets educator and pupil needs, local educational agencies are **encouraged to allow school site and content staff to identify the topic or topics of professional learning**. Professional learning provided pursuant to this section shall do both of the following:
    - Be **content focused**, incorporate **active learning**, support **collaboration**, use **models** of effective practice, provide **coaching** and **expert support**, offer **feedback** and **reflection**, and be of **sustained duration**.
    - As applicable, be aligned to the **academic content standards** adopted pursuant to Sections 51226, 60605, 60605.1, 60605.2, 60605.3, 60605.4, 60605.8, and 60605.11, and the model curriculum adopted pursuant to Section 51226.7, as those sections read on June 30, 2020, and former Section 60605.85, as that section read on June 30, 2014.

Areas that to be considered for funding as outlined in Education Code include:

(1) **Coaching** and **mentoring** of staff serving in an instructional setting and beginning teacher or administrator induction, including, but not limited to, coaching and mentoring solutions that address a local need for teachers that can serve all pupil populations with a focus on retaining teachers, and offering structured feedback and coaching systems organized around social-emotional learning, including, but not limited to, promoting teacher self-awareness, self-management, social awareness, relationships, and responsible decision-making skills, improving teacher attitudes and beliefs about one's self and others, and supporting learning communities for educators to engage in a meaningful classroom teaching experience.

(2) Programs that lead to effective, **standards-aligned instruction** and improve **instruction in literacy** across all subject areas, including English language arts, history-social science, science, technology, engineering, mathematics, and computer science.
(3) Practices and strategies that **reengage pupils** and lead to **accelerated learning**.

(4) Strategies to implement **social-emotional learning**, **trauma-informed practices**, **suicide prevention**, access to **mental health** services, and other approaches that improve pupil well-being.

(5) Practices to create a **positive school climate**, including, but not limited to, restorative justice, training around implicit bias, providing positive behavioral supports, multitiered systems of support, transforming a schoolsite's culture to one that values diverse cultural and ethnic backgrounds, and preventing discrimination, harassment, bullying, and intimidation based on actual or perceived characteristics, including disability, gender, gender identity, gender expression, language, nationality, race or ethnicity, religion, or sexual orientation.

(6) Strategies to improve **inclusive practices**, including, but not limited to, universal design for learning, best practices for early identification, and development of individualized education programs for individuals with exceptional needs.

(7) Instruction and education to support implementing **effective language acquisition** programs for English learners, which may include integrated language development within and across content areas, and building and strengthening capacity to increase bilingual and biliterate proficiency.

(8) New **professional learning networks** for educators not already engaged in an education-related professional learning network to support the requirements of subdivision (c) - *see slide 12 for subdivision (c).*
(9) Instruction, education, and strategies to incorporate **ethnic studies** curricula adopted pursuant to Section 51226.7 into pupil instruction for grades 7 to 12, inclusive.

(10) Instruction, education, and strategies for certificated and classified educators in **early childhood education**, or **childhood development**.

Instructions to complete the template:

Total Educator Effectiveness Block Grant funds awarded to the LEA
Provide the total amount of Educator Effectiveness Block Grant funds the LEA is awarded.

Allowable Use of Funds Table
The table is in three parts, **Allowable Use of Funds, Planned Use of Funds (Actions)**, and **Planned Expenditures**. Data is only required in the **Planned Use of Funds** and **Planned Expenditures** columns.

(1) Allowable Use of Funds
The LEA must specify the amount of EEBG funds that it intends to use to implement a planned action. This column is prepopulated with the allowable uses of funds. There is no need to input additional information in this column.

(2) Planned Use of Funds (Actions)
- Provide a description of the action(s) the LEA will implement using EEBG funds. The description can be brief and/or in list form. Include the group that will receive the professional learning (teachers, administrators, paraprofessionals who work with students and classified staff that interact with students).

- An LEA has the flexibility to include planned use of funds/actions described in one or more areas list under **Allowable Use of Funds**. It is not required to include actions for every allowable use of funds listed.

(3) Planned Expenditures

Specify the amount of funds the LEA plans to expend to implement the action(s). The amount of funds included in this section should reflect the total funds planned to be expended over the life of the grant.

Fiscal Requirements

As a condition of receiving funds, a school district, COE, charter school, or state special school shall do **both** of the following:

- On or before **December 30, 2021**, develop and adopt a plan delineating the expenditure of funds apportioned pursuant to this section, including the professional development of teachers, administrators, paraprofessionals, and classified staff. The plan shall be **presented in a public meeting of the governing board** of the school district, county board of education, or governing body of the charter school, **before its adoption in a subsequent public meeting**.
- On or before **September 30, 2026**, **report detailed expenditure information** to CDE, including, but not limited to, specific **purchases** made and the **number of teachers, administrators, paraprofessional educators, or classified staff** that received professional development. The CDE shall determine the format for this report.

Funding apportioned pursuant to this section is subject to the **annual audits** required by Section 41020.

Educator Effectiveness Block Grant 2021

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
California Connections Academy North Bay	Richard Savage Executive Director	rsavage@calca.connectionsacademy.org 9494611667

The Educator Effectiveness Block Grant (EEBG) is a program providing funds to county offices of education, school districts, charter schools, and state special schools to provide professional learning and to promote educator equity, quality, and effectiveness.

As a condition of receiving funds for educator effectiveness, LEAs shall develop and adopt a plan for expenditure of funds, which requires the plan to be explained in a public meeting of the governing board of the school district, county board of education, or governing body of the charter school before its adoption in a subsequent meeting. Funds may be expended for the purposes identified in Assembly Bill 130, Chapter 44, Section 22 and Assembly Bill 167, Chapter 252, Section 9 and mentioned below in the “Planned Use of Funds” section. These expenditures may take place over fiscal years 2021–22, 2022–23, 2023–24, 2024–25, and 2025–26. LEAs may use these allocated funds to provide professional learning for teachers, administrators, paraprofessionals who work with students, and classified staff that interact with students in order to promote educator equity, quality, and effectiveness. The funding is distributed in an equal amount per unit of full-time equivalent certificated and classified staff as reported in California Longitudinal Pupil Achievement Data and California Basic Educational Data System for the 2020–21 fiscal year. This funding for certificated and classified staff shall not exceed the total certificated staff and classified staff count.

Expenditure Plan

Total Educator Effectiveness Block Grant funds awarded to the LEA
$48,959.00

The following table provides the LEA’s expenditure plan for how it will use EEBG funds to provide professional learning for teachers, administrators, paraprofessionals who work with students, and classified staff that interact with students in order to promote educator equity, quality, and effectiveness. The allowable use categories are listed below.

Allowable Use of Funds	Planned Use of Funds (Actions)	Planned Expenditures
1. Coaching and mentoring of staff serving in an instructional setting and beginning teacher or administrator induction, including, but not limited to, coaching and mentoring solutions that address a local need for teachers that can serve all pupil populations with a focus on retaining teachers, and offering structured feedback and coaching systems organized	Developing and refining instructional coaching capacity to enhance educator practices, to improve student outcomes, and to increase teacher retention. The Instructional Coaching Program at California Connections Academy will build the foundation of its work from the research found in "The Definitive Guide to Instructional Coaching." The program will follow the	$31,823.00

Allowable Use of Funds	Planned Use of Funds (Actions)	Planned Expenditures
around social-emotional learning, including, but not limited to, promoting teacher self-awareness, self-management, social awareness, relationships, and responsible decision making skills, improving teacher attitudes and beliefs about one's self and others, and supporting learning communities for educators to engage in a meaningful classroom teaching experience.	identified seven factors for success: 1. Partnership, 2. Communication, 3. Leadership, 4. Impact Cycles, 5. Data, 6. Teaching Strategies, and 7. System Support. This professional learning will include teachers.	
2. Programs that lead to effective, standards-aligned instruction and improve instruction in literacy across all subject areas, including English language arts, history-social science, science, technology, engineering, mathematics, and computer science.		
3. Practices and strategies that reengage pupils and lead to accelerated learning.		
4. Strategies to implement social-emotional learning, trauma-informed practices, suicide prevention, access to mental health services, and other approaches that improve pupil well-being.		
5. Practices to create a positive school climate, including, but not limited to, restorative justice, training around implicit bias, providing positive behavioral supports, multitiered systems of support, transforming a schoolsite's culture to one that values diverse cultural and ethnic backgrounds, and preventing discrimination, harassment, bullying, and intimidation based on actual or perceived characteristics, including disability, gender, gender identity, gender expression, language, nationality, race or ethnicity, religion, or sexual orientation.	Strengthen school culture by providing professional development opportunities focused on equity and unity. The professional development will be provided by an outside organization(s) with a proven track record and expertise needed to ensure this work be successful. The professional development opportunities will be offered both during summer and the school year to meet the needs and schedules of all staff. This professional learning will include teachers, administrators, and classified staff that interact with students.	$17,136.00
6. Strategies to improve inclusive practices, including, but not limited to, universal design for learning, best practices for early identification, and development of individualized education programs for individuals with exceptional needs.		
7. Instruction and education to support implementing effective language acquisition programs for English		

Allowable Use of Funds	Planned Use of Funds (Actions)	Planned Expenditures
learners, which may include integrated languagedevelopment within and across content areas and building and strengthening capacity to increase bilingual and biliterate proficiency.		
8. New professional learning networks for educators not already engaged in an education-related professional learning network to support the requirements of subdivision (c).		
9. Instruction, education, and strategies to incorporate ethnic studies curricula adopted pursuant to Section 51226.7 into pupil instruction for grades 7 to 12, inclusive.		
10. Instruction, education, and strategies for certificated and classified educators in early childhood education, or childhood development.		
	Subtotal	**48,959.00**

Educator Effectiveness Block Grant Plan Instructions

Introduction
A program providing funds to county offices of education, school districts, charter schools, and state special schools to provide professional learning and to promote educator equity, quality, and effectiveness.

For additional information regarding Educator Effectiveness Block Grant funding please see the web page at https://www.cde.ca.gov/fg/aa/ca/educatoreffectiveness.asp.

Purpose and Requirements
As noted in the Introduction, a program providing funds to county offices of education, school districts, charter schools, and state special schools to provide professional learning and to promote educator equity, quality, and effectiveness:

- To ensure professional development meets educator and pupil needs, local educational agencies are **encouraged to allow school site and content staff to identify the topic or topics of professional learning**. Professional learning provided pursuant to this section shall do both of the following:
    - Be **content focused**, incorporate **active learning**, support **collaboration**, use **models** of effective practice, provide **coaching** and **expert support**, offer **feedback** and **reflection**, and be of **sustained duration**.
    - As applicable, be aligned to the **academic content standards** adopted pursuant to Sections 51226, 60605, 60605.1, 60605.2, 60605.3, 60605.4, 60605.8, and 60605.11, and the model curriculum adopted pursuant to Section 51226.7, as those sections read on June 30, 2020, and former Section 60605.85, as that section read on June 30, 2014.

Areas that to be considered for funding as outlined in Education Code include:

(1) **Coaching** and **mentoring** of staff serving in an instructional setting and beginning teacher or administrator induction, including, but not limited to, coaching and mentoring solutions that address a local need for teachers that can serve all pupil populations with a focus on retaining teachers, and offering structured feedback and coaching systems organized around social-emotional learning, including, but not limited to, promoting teacher self-awareness, self-management, social awareness, relationships, and responsible decision-making skills, improving teacher attitudes and beliefs about one's self and others, and supporting learning communities for educators to engage in a meaningful classroom teaching experience.

(2) Programs that lead to effective, **standards-aligned instruction** and improve **instruction in literacy** across all subject areas, including English language arts, history-social science, science, technology, engineering, mathematics, and computer science.
(3) Practices and strategies that **reengage pupils** and lead to **accelerated learning**.

(4) Strategies to implement **social-emotional learning**, **trauma-informed practices**, **suicide prevention**, access to **mental health** services, and other approaches that improve pupil well-being.

(5) Practices to create a **positive school climate**, including, but not limited to, restorative justice, training around implicit bias, providing positive behavioral supports, multitiered systems of support, transforming a schoolsite's culture to one that values diverse cultural and ethnic backgrounds, and preventing discrimination, harassment, bullying, and intimidation based on actual or perceived characteristics, including disability, gender, gender identity, gender expression, language, nationality, race or ethnicity, religion, or sexual orientation.

(6) Strategies to improve **inclusive practices**, including, but not limited to, universal design for learning, best practices for early identification, and development of individualized education programs for individuals with exceptional needs.

(7) Instruction and education to support implementing **effective language acquisition** programs for English learners, which may include integrated language development within and across content areas, and building and strengthening capacity to increase bilingual and biliterate proficiency.

(8) New **professional learning networks** for educators not already engaged in an education-related professional learning network to support the requirements of subdivision (c) - *see slide 12 for subdivision (c).*
(9) Instruction, education, and strategies to incorporate **ethnic studies** curricula adopted pursuant to Section 51226.7 into pupil instruction for grades 7 to 12, inclusive.

(10) Instruction, education, and strategies for certificated and classified educators in **early childhood education**, or **childhood development**.

Instructions to complete the template:

Total Educator Effectiveness Block Grant funds awarded to the LEA
Provide the total amount of Educator Effectiveness Block Grant funds the LEA is awarded.

Allowable Use of Funds Table
The table is in three parts, **Allowable Use of Funds, Planned Use of Funds (Actions)**, and **Planned Expenditures**. Data is only required in the **Planned Use of Funds** and **Planned Expenditures** columns.

(1) Allowable Use of Funds
The LEA must specify the amount of EEBG funds that it intends to use to implement a planned action. This column is prepopulated with the allowable uses of funds. There is no need to input additional information in this column.

(2) Planned Use of Funds (Actions)
- Provide a description of the action(s) the LEA will implement using EEBG funds. The description can be brief and/or in list form. Include the group that will receive the professional learning (teachers, administrators, paraprofessionals who work with students and classified staff that interact with students).

- An LEA has the flexibility to include planned use of funds/actions described in one or more areas list under **Allowable Use of Funds**. It is not required to include actions for every allowable use of funds listed.

(3) Planned Expenditures

Specify the amount of funds the LEA plans to expend to implement the action(s). The amount of funds included in this section should reflect the total funds planned to be expended over the life of the grant.

Fiscal Requirements

As a condition of receiving funds, a school district, COE, charter school, or state special school shall do **both** of the following:

- On or before **December 30, 2021**, develop and adopt a plan delineating the expenditure of funds apportioned pursuant to this section, including the professional development of teachers, administrators, paraprofessionals, and classified staff. The plan shall be **presented in a public meeting of the governing board** of the school district, county board of education, or governing body of the charter school, **before its adoption in a subsequent public meeting**.
- On or before **September 30, 2026**, **report detailed expenditure information** to CDE, including, but not limited to, specific **purchases** made and the **number of teachers, administrators, paraprofessional educators, or classified staff** that received professional development. The CDE shall determine the format for this report.

Funding apportioned pursuant to this section is subject to the **annual audits** required by Section 41020.

Educator Effectiveness Block Grant 2021

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
California Connections Academy @ Ripon	Dr. Richard Savage Executive Director	rsavage@calca.connectionsacademy.org (949) 461-1667

The Educator Effectiveness Block Grant (EEBG) is a program providing funds to county offices of education, school districts, charter schools, and state special schools to provide professional learning and to promote educator equity, quality, and effectiveness.

As a condition of receiving funds for educator effectiveness, LEAs shall develop and adopt a plan for expenditure of funds, which requires the plan to be explained in a public meeting of the governing board of the school district, county board of education, or governing body of the charter school before its adoption in a subsequent meeting. Funds may be expended for the purposes identified in Assembly Bill 130, Chapter 44, Section 22 and Assembly Bill 167, Chapter 252, Section 9 and mentioned below in the “Planned Use of Funds” section. These expenditures may take place over fiscal years 2021–22, 2022–23, 2023–24, 2024–25, and 2025–26. LEAs may use these allocated funds to provide professional learning for teachers, administrators, paraprofessionals who work with students, and classified staff that interact with students in order to promote educator equity, quality, and effectiveness. The funding is distributed in an equal amount per unit of full-time equivalent certificated and classified staff as reported in California Longitudinal Pupil Achievement Data and California Basic Educational Data System for the 2020–21 fiscal year. This funding for certificated and classified staff shall not exceed the total certificated staff and classified staff count.

Expenditure Plan

Total Educator Effectiveness Block Grant funds awarded to the LEA
$179,071.00

The following table provides the LEA’s expenditure plan for how it will use EEBG funds to provide professional learning for teachers, administrators, paraprofessionals who work with students, and classified staff that interact with students in order to promote educator equity, quality, and effectiveness. The allowable use categories are listed below.

Allowable Use of Funds	Planned Use of Funds (Actions)	Planned Expenditures
1. Coaching and mentoring of staff serving in an instructional setting and beginning teacher or administrator induction, including, but not limited to, coaching and mentoring solutions that address a local need for teachers that can serve all pupil populations with a focus on retaining teachers, and offering structured feedback and coaching systems organized	Developing and refining instructional coaching capacity to enhance educator practices, to improve student outcomes, and to increase teacher retention. The Instructional Coaching Program at California Connections Academy will build the foundation of its work from the research found in "The Definitive Guide to Instructional Coaching." The program will follow the	$116,396.00

Allowable Use of Funds	Planned Use of Funds (Actions)	Planned Expenditures
around social-emotional learning, including, but not limited to, promoting teacher self-awareness, self-management, social awareness, relationships, and responsible decision making skills, improving teacher attitudes and beliefs about one's self and others, and supporting learning communities for educators to engage in a meaningful classroom teaching experience.	identified seven factors for success: 1. Partnership, 2. Communication, 3. Leadership, 4. Impact Cycles, 5. Data, 6. Teaching Strategies, and 7. System Support. This professional learning will include teachers.	
2. Programs that lead to effective, standards-aligned instruction and improve instruction in literacy across all subject areas, including English language arts, history-social science, science, technology, engineering, mathematics, and computer science.		
3. Practices and strategies that reengage pupils and lead to accelerated learning.		
4. Strategies to implement social-emotional learning, trauma-informed practices, suicide prevention, access to mental health services, and other approaches that improve pupil well-being.		
5. Practices to create a positive school climate, including, but not limited to, restorative justice, training around implicit bias, providing positive behavioral supports, multitiered systems of support, transforming a schoolsite's culture to one that values diverse cultural and ethnic backgrounds, and preventing discrimination, harassment, bullying, and intimidation based on actual or perceived characteristics, including disability, gender, gender identity, gender expression, language, nationality, race or ethnicity, religion, or sexual orientation.	Strengthen school culture by providing professional development opportunities focused on equity and unity. The professional development will be provided by an outside organization(s) with a proven track record and expertise needed to ensure this work be successful. The professional development opportunities will be offered both during summer and the school year to meet the needs and schedules of all staff. This professional learning will include teachers, administrators, and classified staff that interact with students.	$62,675.00
6. Strategies to improve inclusive practices, including, but not limited to, universal design for learning, best practices for early identification, and development of individualized education programs for individuals with exceptional needs.		
7. Instruction and education to support implementing effective language acquisition programs for English		

Allowable Use of Funds	Planned Use of Funds (Actions)	Planned Expenditures
learners, which may include integrated languagedevelopment within and across content areas and building and strengthening capacity to increase bilingual and biliterate proficiency.		
8. New professional learning networks for educators not already engaged in an education-related professional learning network to support the requirements of subdivision (c).		
9. Instruction, education, and strategies to incorporate ethnic studies curricula adopted pursuant to Section 51226.7 into pupil instruction for grades 7 to 12, inclusive.		
10. Instruction, education, and strategies for certificated and classified educators in early childhood education, or childhood development.		
	Subtotal	**179,071.00**

Educator Effectiveness Block Grant Plan Instructions

Introduction
A program providing funds to county offices of education, school districts, charter schools, and state special schools to provide professional learning and to promote educator equity, quality, and effectiveness.

For additional information regarding Educator Effectiveness Block Grant funding please see the web page at https://www.cde.ca.gov/fg/aa/ca/educatoreffectiveness.asp.

Purpose and Requirements
As noted in the Introduction, a program providing funds to county offices of education, school districts, charter schools, and state special schools to provide professional learning and to promote educator equity, quality, and effectiveness:

- To ensure professional development meets educator and pupil needs, local educational agencies are **encouraged to allow school site and content staff to identify the topic or topics of professional learning**. Professional learning provided pursuant to this section shall do both of the following:
    - Be **content focused**, incorporate **active learning**, support **collaboration**, use **models** of effective practice, provide **coaching** and **expert support**, offer **feedback** and **reflection**, and be of **sustained duration**.
    - As applicable, be aligned to the **academic content standards** adopted pursuant to Sections 51226, 60605, 60605.1, 60605.2, 60605.3, 60605.4, 60605.8, and 60605.11, and the model curriculum adopted pursuant to Section 51226.7, as those sections read on June 30, 2020, and former Section 60605.85, as that section read on June 30, 2014.

Areas that to be considered for funding as outlined in Education Code include:

(1) **Coaching** and **mentoring** of staff serving in an instructional setting and beginning teacher or administrator induction, including, but not limited to, coaching and mentoring solutions that address a local need for teachers that can serve all pupil populations with a focus on retaining teachers, and offering structured feedback and coaching systems organized around social-emotional learning, including, but not limited to, promoting teacher self-awareness, self-management, social awareness, relationships, and responsible decision-making skills, improving teacher attitudes and beliefs about one's self and others, and supporting learning communities for educators to engage in a meaningful classroom teaching experience.

(2) Programs that lead to effective, **standards-aligned instruction** and improve **instruction in literacy** across all subject areas, including English language arts, history-social science, science, technology, engineering, mathematics, and computer science.
(3) Practices and strategies that **reengage pupils** and lead to **accelerated learning**.

(4) Strategies to implement **social-emotional learning**, **trauma-informed practices**, **suicide prevention**, access to **mental health** services, and other approaches that improve pupil well-being.

(5) Practices to create a **positive school climate**, including, but not limited to, restorative justice, training around implicit bias, providing positive behavioral supports, multitiered systems of support, transforming a schoolsite's culture to one that values diverse cultural and ethnic backgrounds, and preventing discrimination, harassment, bullying, and intimidation based on actual or perceived characteristics, including disability, gender, gender identity, gender expression, language, nationality, race or ethnicity, religion, or sexual orientation.

(6) Strategies to improve **inclusive practices**, including, but not limited to, universal design for learning, best practices for early identification, and development of individualized education programs for individuals with exceptional needs.

(7) Instruction and education to support implementing **effective language acquisition** programs for English learners, which may include integrated language development within and across content areas, and building and strengthening capacity to increase bilingual and biliterate proficiency.

(8) New **professional learning networks** for educators not already engaged in an education-related professional learning network to support the requirements of subdivision (c) - *see slide 12 for subdivision (c).*
(9) Instruction, education, and strategies to incorporate **ethnic studies** curricula adopted pursuant to Section 51226.7 into pupil instruction for grades 7 to 12, inclusive.

(10) Instruction, education, and strategies for certificated and classified educators in **early childhood education**, or **childhood development**.

Instructions to complete the template:

Total Educator Effectiveness Block Grant funds awarded to the LEA
Provide the total amount of Educator Effectiveness Block Grant funds the LEA is awarded.

Allowable Use of Funds Table
The table is in three parts, **Allowable Use of Funds, Planned Use of Funds (Actions)**, and **Planned Expenditures**. Data is only required in the **Planned Use of Funds** and **Planned Expenditures** columns.

(1) Allowable Use of Funds
The LEA must specify the amount of EEBG funds that it intends to use to implement a planned action. This column is prepopulated with the allowable uses of funds. There is no need to input additional information in this column.

(2) Planned Use of Funds (Actions)
- Provide a description of the action(s) the LEA will implement using EEBG funds. The description can be brief and/or in list form. Include the group that will receive the professional learning (teachers, administrators, paraprofessionals who work with students and classified staff that interact with students).

- An LEA has the flexibility to include planned use of funds/actions described in one or more areas list under **Allowable Use of Funds**. It is not required to include actions for every allowable use of funds listed.

(3) Planned Expenditures

Specify the amount of funds the LEA plans to expend to implement the action(s). The amount of funds included in this section should reflect the total funds planned to be expended over the life of the grant.

Fiscal Requirements

As a condition of receiving funds, a school district, COE, charter school, or state special school shall do **both** of the following:

- On or before **December 30, 2021**, develop and adopt a plan delineating the expenditure of funds apportioned pursuant to this section, including the professional development of teachers, administrators, paraprofessionals, and classified staff. The plan shall be **presented in a public meeting of the governing board** of the school district, county board of education, or governing body of the charter school, **before its adoption in a subsequent public meeting**.
- On or before **September 30, 2026**, **report detailed expenditure information** to CDE, including, but not limited to, specific **purchases** made and the **number of teachers, administrators, paraprofessional educators, or classified staff** that received professional development. The CDE shall determine the format for this report.

Funding apportioned pursuant to this section is subject to the **annual audits** required by Section 41020.

Educator Effectiveness Block Grant 2021

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
California Connections Academy Southern California	Richard Savage Executive Director	rsavage@calca.connectionsacademy.org 9494611667

The Educator Effectiveness Block Grant (EEBG) is a program providing funds to county offices of education, school districts, charter schools, and state special schools to provide professional learning and to promote educator equity, quality, and effectiveness.

As a condition of receiving funds for educator effectiveness, LEAs shall develop and adopt a plan for expenditure of funds, which requires the plan to be explained in a public meeting of the governing board of the school district, county board of education, or governing body of the charter school before its adoption in a subsequent meeting. Funds may be expended for the purposes identified in Assembly Bill 130, Chapter 44, Section 22 and Assembly Bill 167, Chapter 252, Section 9 and mentioned below in the “Planned Use of Funds” section. These expenditures may take place over fiscal years 2021–22, 2022–23, 2023–24, 2024–25, and 2025–26. LEAs may use these allocated funds to provide professional learning for teachers, administrators, paraprofessionals who work with students, and classified staff that interact with students in order to promote educator equity, quality, and effectiveness. The funding is distributed in an equal amount per unit of full-time equivalent certificated and classified staff as reported in California Longitudinal Pupil Achievement Data and California Basic Educational Data System for the 2020–21 fiscal year. This funding for certificated and classified staff shall not exceed the total certificated staff and classified staff count.

Expenditure Plan

Total Educator Effectiveness Block Grant funds awarded to the LEA
$534,425.00

The following table provides the LEA’s expenditure plan for how it will use EEBG funds to provide professional learning for teachers, administrators, paraprofessionals who work with students, and classified staff that interact with students in order to promote educator equity, quality, and effectiveness. The allowable use categories are listed below.

Allowable Use of Funds	Planned Use of Funds (Actions)	Planned Expenditures
1. Coaching and mentoring of staff serving in an instructional setting and beginning teacher or administrator induction, including, but not limited to, coaching and mentoring solutions that address a local need for teachers that can serve all pupil populations with a focus on retaining teachers, and offering structured feedback and coaching systems organized	Developing and refining instructional coaching capacity to enhance educator practices, to improve student outcomes, and to increase teacher retention. The Instructional Coaching Program at California Connections Academy will build the foundation of its work from the research found in "The Definitive Guide to Instructional Coaching." The program will follow the	$347,376.00

Allowable Use of Funds	Planned Use of Funds (Actions)	Planned Expenditures
around social-emotional learning, including, but not limited to, promoting teacher self-awareness, self-management, social awareness, relationships, and responsible decision making skills, improving teacher attitudes and beliefs about one's self and others, and supporting learning communities for educators to engage in a meaningful classroom teaching experience.	identified seven factors for success: 1. Partnership, 2. Communication, 3. Leadership, 4. Impact Cycles, 5. Data, 6. Teaching Strategies, and 7. System Support. This professional learning will include teachers.	
2. Programs that lead to effective, standards-aligned instruction and improve instruction in literacy across all subject areas, including English language arts, history-social science, science, technology, engineering, mathematics, and computer science.		
3. Practices and strategies that reengage pupils and lead to accelerated learning.		
4. Strategies to implement social-emotional learning, trauma-informed practices, suicide prevention, access to mental health services, and other approaches that improve pupil well-being.		
5. Practices to create a positive school climate, including, but not limited to, restorative justice, training around implicit bias, providing positive behavioral supports, multitiered systems of support, transforming a schoolsite's culture to one that values diverse cultural and ethnic backgrounds, and preventing discrimination, harassment, bullying, and intimidation based on actual or perceived characteristics, including disability, gender, gender identity, gender expression, language, nationality, race or ethnicity, religion, or sexual orientation.	Strengthen school culture by providing professional development opportunities focused on equity and unity. The professional development will be provided by an outside organization(s) with a proven track record and expertise needed to ensure this work be successful. The professional development opportunities will be offered both during summer and the school year to meet the needs and schedules of all staff. This professional learning will include teachers, administrators, and classified staff that interact with students.	$187,049.00
6. Strategies to improve inclusive practices, including, but not limited to, universal design for learning, best practices for early identification, and development of individualized education programs for individuals with exceptional needs.		
7. Instruction and education to support implementing effective language acquisition programs for English		

Allowable Use of Funds	Planned Use of Funds (Actions)	Planned Expenditures
learners, which may include integrated languagedevelopment within and across content areas and building and strengthening capacity to increase bilingual and biliterate proficiency.		
8. New professional learning networks for educators not already engaged in an education-related professional learning network to support the requirements of subdivision (c).		
9. Instruction, education, and strategies to incorporate ethnic studies curricula adopted pursuant to Section 51226.7 into pupil instruction for grades 7 to 12, inclusive.		
10. Instruction, education, and strategies for certificated and classified educators in early childhood education, or childhood development.		
	Subtotal	**534,425.00**

Educator Effectiveness Block Grant Plan Instructions

Introduction
A program providing funds to county offices of education, school districts, charter schools, and state special schools to provide professional learning and to promote educator equity, quality, and effectiveness.

For additional information regarding Educator Effectiveness Block Grant funding please see the web page at https://www.cde.ca.gov/fg/aa/ca/educatoreffectiveness.asp.

Purpose and Requirements
As noted in the Introduction, a program providing funds to county offices of education, school districts, charter schools, and state special schools to provide professional learning and to promote educator equity, quality, and effectiveness:

- To ensure professional development meets educator and pupil needs, local educational agencies are **encouraged to allow school site and content staff to identify the topic or topics of professional learning**. Professional learning provided pursuant to this section shall do both of the following:
    - Be **content focused**, incorporate **active learning**, support **collaboration**, use **models** of effective practice, provide **coaching** and **expert support**, offer **feedback** and **reflection**, and be of **sustained duration**.
    - As applicable, be aligned to the **academic content standards** adopted pursuant to Sections 51226, 60605, 60605.1, 60605.2, 60605.3, 60605.4, 60605.8, and 60605.11, and the model curriculum adopted pursuant to Section 51226.7, as those sections read on June 30, 2020, and former Section 60605.85, as that section read on June 30, 2014.

Areas that to be considered for funding as outlined in Education Code include:

(1) **Coaching** and **mentoring** of staff serving in an instructional setting and beginning teacher or administrator induction, including, but not limited to, coaching and mentoring solutions that address a local need for teachers that can serve all pupil populations with a focus on retaining teachers, and offering structured feedback and coaching systems organized around social-emotional learning, including, but not limited to, promoting teacher self-awareness, self-management, social awareness, relationships, and responsible decision-making skills, improving teacher attitudes and beliefs about one's self and others, and supporting learning communities for educators to engage in a meaningful classroom teaching experience.

(2) Programs that lead to effective, **standards-aligned instruction** and improve **instruction in literacy** across all subject areas, including English language arts, history-social science, science, technology, engineering, mathematics, and computer science.
(3) Practices and strategies that **reengage pupils** and lead to **accelerated learning**.

(4) Strategies to implement **social-emotional learning**, **trauma-informed practices**, **suicide prevention**, access to **mental health** services, and other approaches that improve pupil well-being.

(5) Practices to create a **positive school climate**, including, but not limited to, restorative justice, training around implicit bias, providing positive behavioral supports, multitiered systems of support, transforming a schoolsite's culture to one that values diverse cultural and ethnic backgrounds, and preventing discrimination, harassment, bullying, and intimidation based on actual or perceived characteristics, including disability, gender, gender identity, gender expression, language, nationality, race or ethnicity, religion, or sexual orientation.

(6) Strategies to improve **inclusive practices**, including, but not limited to, universal design for learning, best practices for early identification, and development of individualized education programs for individuals with exceptional needs.

(7) Instruction and education to support implementing **effective language acquisition** programs for English learners, which may include integrated language development within and across content areas, and building and strengthening capacity to increase bilingual and biliterate proficiency.

(8) New **professional learning networks** for educators not already engaged in an education-related professional learning network to support the requirements of subdivision (c) - *see slide 12 for subdivision (c).*
(9) Instruction, education, and strategies to incorporate **ethnic studies** curricula adopted pursuant to Section 51226.7 into pupil instruction for grades 7 to 12, inclusive.

(10) Instruction, education, and strategies for certificated and classified educators in **early childhood education**, or **childhood development**.

Instructions to complete the template:

Total Educator Effectiveness Block Grant funds awarded to the LEA
Provide the total amount of Educator Effectiveness Block Grant funds the LEA is awarded.

Allowable Use of Funds Table
The table is in three parts, **Allowable Use of Funds, Planned Use of Funds (Actions)**, and **Planned Expenditures**. Data is only required in the **Planned Use of Funds** and **Planned Expenditures** columns.

(1) Allowable Use of Funds
The LEA must specify the amount of EEBG funds that it intends to use to implement a planned action. This column is prepopulated with the allowable uses of funds. There is no need to input additional information in this column.

(2) Planned Use of Funds (Actions)
- Provide a description of the action(s) the LEA will implement using EEBG funds. The description can be brief and/or in list form. Include the group that will receive the professional learning (teachers, administrators, paraprofessionals who work with students and classified staff that interact with students).

- An LEA has the flexibility to include planned use of funds/actions described in one or more areas list under **Allowable Use of Funds**. It is not required to include actions for every allowable use of funds listed.

(3) Planned Expenditures

Specify the amount of funds the LEA plans to expend to implement the action(s). The amount of funds included in this section should reflect the total funds planned to be expended over the life of the grant.

Fiscal Requirements

As a condition of receiving funds, a school district, COE, charter school, or state special school shall do **both** of the following:

- On or before **December 30, 2021**, develop and adopt a plan delineating the expenditure of funds apportioned pursuant to this section, including the professional development of teachers, administrators, paraprofessionals, and classified staff. The plan shall be **presented in a public meeting of the governing board** of the school district, county board of education, or governing body of the charter school, **before its adoption in a subsequent public meeting**.
- On or before **September 30, 2026**, **report detailed expenditure information** to CDE, including, but not limited to, specific **purchases** made and the **number of teachers, administrators, paraprofessional educators, or classified staff** that received professional development. The CDE shall determine the format for this report.

Funding apportioned pursuant to this section is subject to the **annual audits** required by Section 41020.

CALIFORNIA CONNECTIONS ACADEMY
CENTRAL COAST
CHARTER PETITION

~~Submitted to~~Approved by

CUYUMA JOINT UNIFIED SCHOOL DISTRICT

~~And APPROVED~~ on September 13, 2018

Non-material amendment approved on June 23, 2020

As amended December 14, 2021

Dr. Richard Savage, Executive Director
California Connections Academy Schools
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THE 16+ ELEMENTS OF A CHARTER PETITION

Education Code section 47605 requires petitioners to provide a reasonably comprehensive description" of the 15+ elements outlined in the Education Code Section 47605(a)(c~~B~~)(6)[1] and listed in Figure 1.

Figure 1. 16+ Elements of a Charter Petition

16 Elements Outlined in the Education Code	Location in the Charter Petition
1. A description of the educational program of the school, including descriptions of the students to be served, what it means to be an "educated person" in the 21st century, how learning best occurs, annual school goals to achieve state and school priorities, and supporting school actions to achieve school goals. If the proposed charter school will serve high school pupils, a description of how the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements must be included in the charter petition.	Section II, especially II.B, II.C, and II.E
2. The measurable pupil outcomes identified for use by the school.	Section III – III.A – III.D
3. The method by which pupil progress in meeting those pupil outcomes is to be measured.	Section III.D
4. The school's governance structure, including parental involvement.	Section IV
5. The qualifications to be met by individuals employed by the school.	Section V.A
6. Procedures to ensure health and safety of pupils and staff.	Section V.D
7. The means by which the school will achieve ~~racial and ethnic~~demographic balance among its pupils, reflective of the general population residing in the district.	Section VI.B
8. Admissions requirements, if applicable.	Section VI.A
9. The manner in which annual financial audits will be conducted, and the manner in which audit exceptions and deficiencies will be resolved.	Section VII.G
10. The procedures by which pupils may be suspended or expelled.	Section V.D
11. Provisions for employee coverage under the State Teachers Retirement System, the Public Employees Retirement System, or federal social security.	Section V.B
12. The public school alternatives for pupils residing within the district who choose not to attend charter schools.	Section VI.C
13. A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.	Section V.C
14. Dispute resolution process.	Section V.E
15. The procedures to be used if the charter school closes.	Section VII.H
Additional Required Information	
1. Budget and cash flow projections, including start-up costs, three-year operational budget and three years of cash flow statements	Section VII.A
2. Legal assurances, including a declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees.	Section VIII, V.C, X
3. Description of founding team	Section I.A
4. Facilities plan	Section VIII.A
5. Potential impact on the authorizer	Section IX
6. A declaration whether or not the charter school will be the exclusive public school employer of the charter school employees.	Section V.C

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

EXECUTIVE SUMMARY

California Connections Academy Central Coast (abbreviated herein as CalCA Central Coast) will represent an outstanding virtual K–12 educational choice for families in Santa Barbara, San Luis Obispo, Ventura, and Kern counties and will build awareness of Cuyuma Joint Unified School District's (CJUSD) innovative approach to learning. One of the most significant benefits the school will bring to CJUSD is being able to serve students who are underserved or not being served within the larger community. Students who are athletes, medically homebound, bullied, homeschooled, have special needs, or simply need a flexible schedule will seek out CalCA Central Coast. Students will benefit from instruction that is individualized, personalized, and flexible.

CalCA Central Coast will set a new standard for virtual K–12 education excellence in California. Students will benefit from a top-quality curriculum that meets all California Common Core State Standards. Each student will have a Personalized Learning Plan and one or more fully qualified California-certified teachers working with expert curriculum specialists to tailor the curriculum to meet that student's individual learning needs.

More than an online school, CalCA Central Coast will be a virtual learning community that connects students, teachers, and families through unique technology tools as well as synchronous and one-on-one interaction. Students and their families can count on sophisticated support for their curriculum, technology, special education, and digital learning platform needs, so that they can focus on academic progress and achievement. Consistent with applicable law, as a virtual school, CalCA Central Coast will serve students in grades K–12 from Santa Barbara, San Luis Obispo, Ventura, and Kern counties.

CalCA Central Coast will provide and expand opportunities to underserved students. CalCA Central Coast is tailor-made for a diverse array of students who benefit from a quality alternative to the traditional brick-and-mortar classroom.

These include:

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

CalCA Central Coast will partner with Connections Education LLC, a leading online educational service provider for curriculum, technology, and school support services~~.~~, all of which are performed at the direction of the school's Governing Board and for which the Governing Board retains ultimate decision-making authority. Connections Education (referred to herein as Connections) was formed in October 2001 to serve schools and students in the emerging K–12 virtual school market. In November 2011, the company was acquired by Pearson Education, Inc., a subsidiary of the public company Pearson PLC. Connections provides educational services, including curriculum; curriculum support personnel; Connexus®, a comprehensive Educational Management System (EMS); professional development; student, parent, and teacher technical assistance; and additional consulting and support for its partner virtual charter schools in California.

Connections has shown continued positive enrollment growth since its first supported school opened its virtual doors in 2002 with 400 students. Since that time, enrollment has consistently, and responsibly, increased to over 70,000 students in 35 schools in 27 states for the 2017-18 school year. In addition, through its partnership with school districts, Connections delivers online courses to over 340,000 students. In total, over 400,000 students in the U.S. and 48 countries are receiving online education from Connections in school year 2017-18.

There are currently four other California Connections Academy (CalCA) virtual public charter schools supported by Connections in California[2]:

- California Connections Academy Capistrano (CalCA Capistrano) opened with sponsorship by Capistrano Unified School District in 2004 and serves more than 3,650 students in Southern California,
- California Connections Academy Central (CalCA Central) opened with sponsorship by Alpaugh Unified School District in 2006 and serves more than 440 students in the lower Central Valley,
- California Connections Academy Ripon (CalCA Ripon) opened with sponsorship by Ripon Unified School District in 2012 and serves approximately 1,160 students in the upper Central Valley and Northern California regions including Sacramento and East Bay, and
- California Connections Academy North Bay (CalCA North Bay) opened with sponsorship by Middletown Unified School District in 2014 and serves approximately 170 students in the North Bay region of Northern California.

The CalCA schools use the Connections curriculum and instructional program that has proven successful in communities across California as well as in other states, and was the first program of its kind to be nationally certified by AdvancED. The Connections program is accredited by

[2] California Connections Academy Schools are currently undergoing name changes to remove "@" from the school names. The schools listed here can currently be found listed under "California Connections Academy @ ____" in various locations.

AdvancED[3]. During its reaccreditation process in 2015, Connections overall scores exceeded AdvancED's average score for all of the schools and corporations AdvancED accredits. AdvancED reviewers noted that "Connections Education's quality assurance processes and data-driven culture leads to systemic, systematic, and sustainable continuous improvement."

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

The curriculum will be updated regularly, with updates and improvements communicated to the CalCA Central Coast's Governing Board[4], based on a rigorous analysis of student performance on state standards as measured by state testing results and internal assessments. Connexus will facilitate the effective delivery of the curriculum via an optimal combination of technology and print media. Staff and volunteers will facilitate enriching in-person community activities to round out the comprehensive learning experience.

The ultimate focus of this "high-tech, high-interaction" instructional model will be student achievement. Students will master the core subjects of reading/language arts, mathematics, science, and social studies through a challenging curriculum that meets California Common Core State Standards and will be prepared to excel on the state assessments. Most high school core and many elective courses are also University of California "a-g" and NCAA approved.

The highly trained and experienced teachers are integral to student and school success. Fully qualified, California-credentialed teachers will be a key part of the program. Teachers will be in regular contact with students via WebMail (Connections' proprietary, closed-system email program), telephone, LiveLesson sessions, discussion boards, message boards, and other channels. Teachers will motivate, provide instruction, monitor and evaluate student progress, personalize the curriculum, intervene as needed to ensure student success, lead field trips, and clarify the curriculum for the students. CalCA Central Coast will provide integral tools to help teachers ensure students are successful including ongoing and comprehensive professional development in online learning pedagogy, curriculum with a focus on Common Core instructional shifts, data-driven

[3] Accreditation agency serving 32,000 public and private schools and districts http://www.advanc-ed.org/

[4] In this document, use of the term "Board" or "Governing Board" refers to the Governing Board for the nonprofit public benefit corporation that operates CalCA Central Coast, unless otherwise specifically indicated as the CJUSD Board (the Cuyuma Joint Unified School District's Board).

instructional decisions, and Connections' own *Core Competencies for Facilitating Student Learning*. Additional California-focused professional learning events will also be offered throughout the year.

The CalCA Central Coast program will integrate school, community, and home. Another critical factor for success will be the Learning Coach, usually a parent or guardian. The Learning Coach will work with the student to ensure successful engagement in the program by providing motivation, collaboration, scheduling, and record keeping. The program will integrate school, community, and home via online and face-to-face activities. In addition, school staff members and/or parent volunteers will facilitate enriching in-person community activities and field trips to round out the comprehensive learning experience.

Students will have access to a wide range of clubs and activities that provide social opportunities and support student's academic progress in topics including language arts, reading, science, math, the arts, and more. An example of clubs includes: Art Club, Author's Corner, Debate Club, The *Monitor: S*tudent Blog, Poetry Corner, E-Pals, and Science Sleuths. These activities will encourage students to explore interests beyond the classroom, develop leadership skills, and make friends within their school and with students from other schools supported by Connections. The school will also participate in the CalCA established chapters of the National Honor Society and National Junior Honor Society, providing students with additional opportunities for developing social, leadership, and community involvement skills.

HISTORY AND ACCOMPLISHMENTS

HISTORY

Connections Education

Connections, our proposed educational services provider, has substantial research and proof of learning gains, collected and analyzed carefully over 15 years. Schools that partner with Connections serve more than 70,000 students in 35 schools in 27 states for the 2017-18 school year. As detailed herein, there are multiple independent data points proving the efficacy of virtual learning, and specifically Connections' results, that provide strong evidence of the measured learning gains and student success using this model. There is a great deal of recent published research on this topic, available from iNACOL (International Association for K-12 Online Learning) (www.inacol.org), the annual Keeping Pace with K–12 Online Learning report[5] (www.evergeenedgroup.com), and other well-respected third-party data sources. Further information on the student outcomes achieved through the Connections program is available at http://www.connectionsacademy.com/proven-results/ratings-results.aspx.

The Governing Board has conducted extensive due diligence in evaluating the need for a virtual school and virtual school program providers in the Santa Barbara County area. The Board is interested in Connections as the proposed partner for a number of reasons, including the following:

- Members of the Governing Board have extensive experience governing CalCA Central and CalCA North Bay and partnering with Connections. They have seen students at these schools succeed and believe in the importance of replicating this model in other California communities.

- Connections has an enviable track record of supporting schools and achieving measurable learning gains (student growth models) and receives high marks from independent evaluation organizations.

- The Connections program is the first virtual school program to receive accreditation for its program from the Commission on International and Trans-Regional Accreditation (CITA), now a part of AdvancED™, the world's largest accreditation body for K–12 school programs, serving more than 27,000 public and private schools and districts across the United States and in 69 countries that educate over 15 million students. Connections was first granted accreditation in 2005, which was subsequently renewed in 2015.

- In recognition of its effective and innovative educational approach, the four CalCA schools currently supported by Connections in California are fully accredited for grades K–12 by the Western Association of Schools and Colleges (WASC).

[5] https://www.evergreenedgroup.com/keeping-pace-reports/

- The breadth and depth of curriculum, accommodations for exceptional populations, including but not limited to special needs students, struggling learners, gifted and talented students, and low income families, makes Connections an ideal fit for the mission, vision, and needs of CalCA Central Coast.

ENROLLMENT AND DEMOGRAPHICS

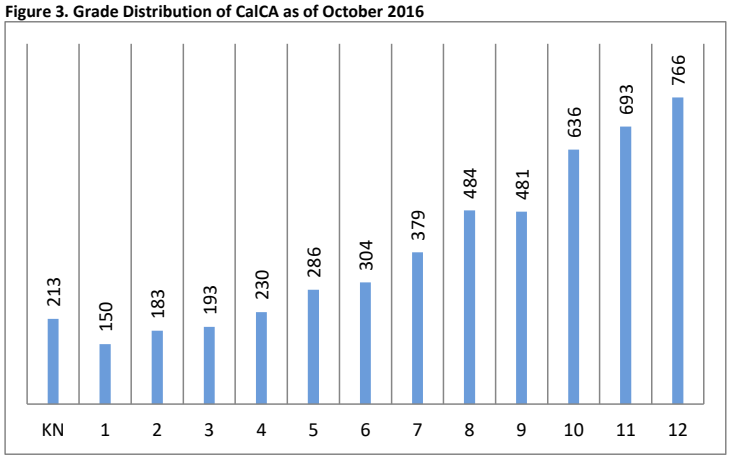
The four CalCA schools have experienced steady enrollment growth. Figure 2 demonstrates the growth trends over the last seven years for all four existing schools:

Figure 2. Enrollment Growth

School Year	CalCA Capistrano	CalCA Central	CalCA Ripon	CalCA North Bay
2010-11	1,267	176	N/A	N/A
2011-12	1,593	218	N/A	N/A
2012-13	1,843	257	203	N/A
2013-14	2,106	313	513	N/A
2014-15	2,409	312	685	70
2015-16	2,812	403	879	109
2016-17	3,336	453	1,054	151
2017-18	3,617	434	1,151	172

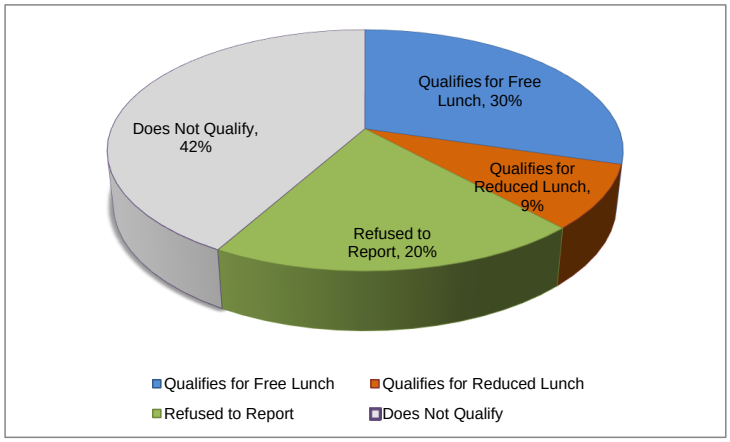
Each school serves a diverse population and follows similar patterns. The following data points are compiled based on official state data from all four schools. Figure 3 illustrates the grade distribution as of the census count (Fall 1 count) in October of 2016, with grades 9-12 representing the largest number of students.

Figure 3. Grade Distribution of CalCA as of October 2016



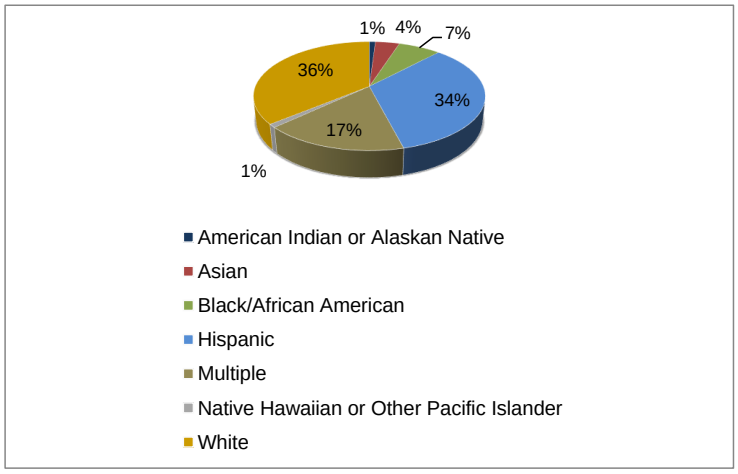
In addition, approximately 40% of the students served by the four CalCA schools (as of October 2016) are socio-economically disadvantaged, when measured by family income eligibility (qualifying for free or reduced price meal benefits, as illustrated in Figure 4~~Figure 4~~. Please note that this number is an estimate as 20% of families choose not to report this information.

Figure 4. Percentage of Enrolled Students Meeting Free and Reduced Lunch Criteria as of October 2016 for CalCA



The CalCA schools also serve a diverse student population with 34% of students identified as Hispanic/Latino, 17% of students identified as Multiple Races, 4% of students identified as Asian, and 7% of students identified as African American, as of October 2016 as illustrated in Figure 5.

Figure 5. Ethnicity Breakdown of CalCA as of October 2016



ACADEMIC ACCOUNTABILITY

California Accountability

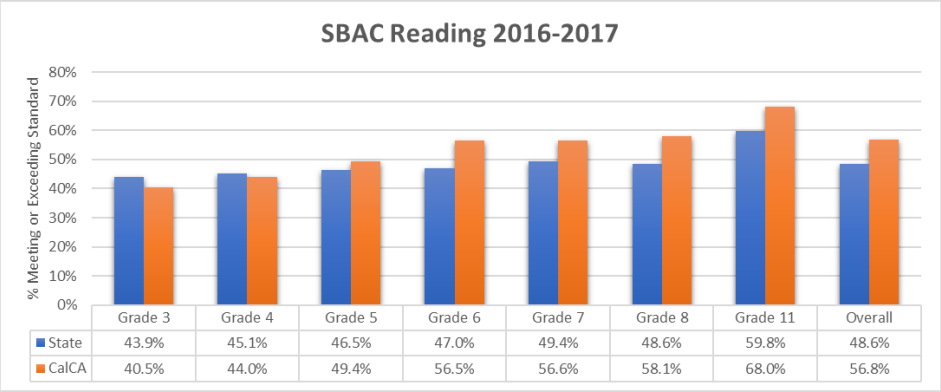
The four CalCA schools have also experienced high achievement results. While the state was still using Academic Performance Index (API), the schools open at that time had high overall API scores ranging from 739 to 807 and had similar schools ranking above average. Figure 6 provides some of the historical academic performance for these schools while API was in place.

Figure 6. Historical Academic Performance on API

	Academic Year	Overall API	Statewide Decile Rank	Similar Schools Rank
CalCA Capistrano (Opened in 2004)				
	2010-11	779	7	9
	2011-12	777	7	7
	2012-13	791	8	9
CalCA Central (Opened in 2006)				
	2010-11	776	4	10
	2011-12	739	5	9
	2012-13	759	5	7
CalCA Ripon (Opened in 2012)				
	2012-13	807	8	10
CalCA North Bay (Opened in 2014)				
	N/A	N/A	N/A	N/A

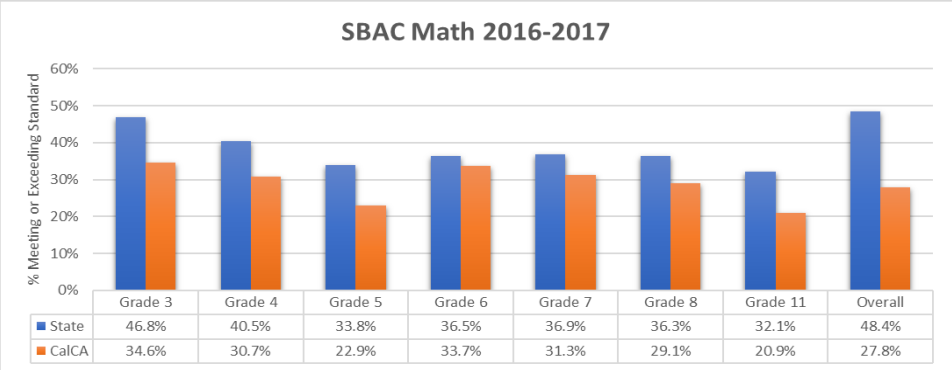
In the most recent administration of the CAASPP tests, from the spring of 2017, CalCA students have met or exceeded the state in reading at every grade-level, as shown in Figures 7-10. CalCA students have performed below the state average at every grade-level in math, however, some improvements were seen between 2015-16 and 2016-17, especially in grades 5 and 6. The middle school grades have the strongest math scores when compared to state averages.

Figure 7. SBAC Reading 2016-17



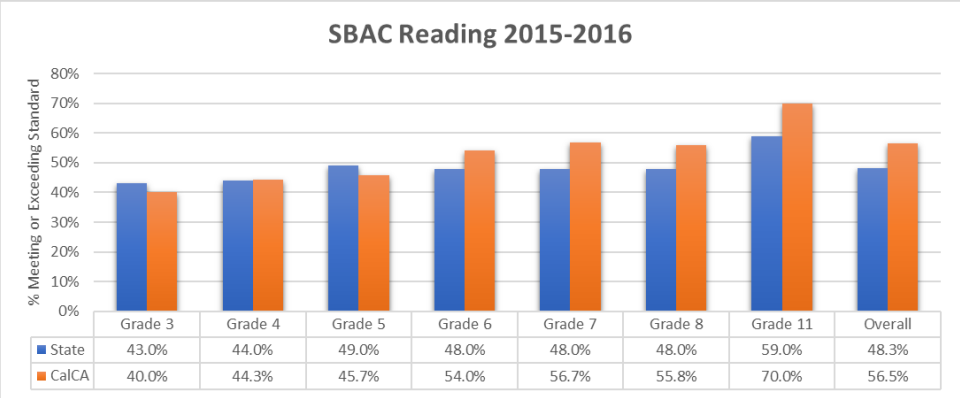
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	Overall
State	43.9%	45.1%	46.5%	47.0%	49.4%	48.6%	59.8%	48.6%
CalCA	40.5%	44.0%	49.4%	56.5%	56.6%	58.1%	68.0%	56.8%

Figure 8. SBAC Math 2016-17



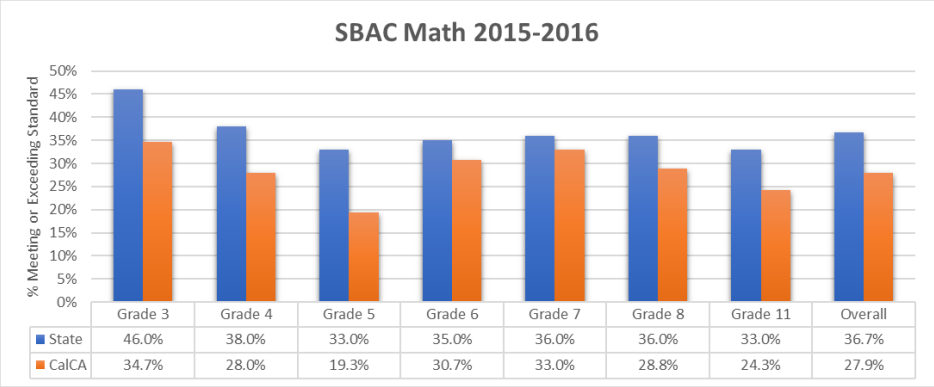
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	Overall
State	46.8%	40.5%	33.8%	36.5%	36.9%	36.3%	32.1%	48.4%
CalCA	34.6%	30.7%	22.9%	33.7%	31.3%	29.1%	20.9%	27.8%

Figure 9. SBAC Reading 2015-16



	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	Overall
State	43.0%	44.0%	49.0%	48.0%	48.0%	48.0%	59.0%	48.3%
CalCA	40.0%	44.3%	45.7%	54.0%	56.7%	55.8%	70.0%	56.5%

Figure 10. SBAC Math 2015-16



	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	Overall
State	46.0%	38.0%	33.0%	35.0%	36.0%	36.0%	33.0%	36.7%
CalCA	34.7%	28.0%	19.3%	30.7%	33.0%	28.8%	24.3%	27.9%

One important factor to consider is how the school is performing relative to other schools that serve similar populations of students. There are not many schools which serve students in all grades K-12 (and therefore which would have had student scores from grades 2 through 11 included in the API calculation). One previously available method used to analyze how a school is doing relative to other schools was the state's Similar Schools Ranking. The CalCA schools were consistently rated very high on this measure—ranging from 7 to 10, obtaining a rank of 10, the highest possible, in multiple years. While the state has not yet devised a replacement for the similar schools ranking, it is expected that when data are available to compare the CalCA schools' academic performance to other schools which serve similar student populations, the schools will be able to continue to demonstrate that they are doing well educationally with the students they are serving.

The California Charter Schools Association (CCSA) also prepares an annual report that focuses on charter accountability and renewal. As a component of the report, CCSA also prepares a detailed analysis of the Similar Students Measure (SSM) which compares a school's performance on the state tests to a predicted level of performance based upon the student profile. It is akin to the state's Similar Schools Criteria; however, it focuses more on student level data than school wide data. This is one of the measures used by CCSA to review charter school performance. The CCSA annual Academic Accountability Report reviews several additional accountability measures, and all four of the existing CalCA schools meet the CCSA minimum criteria for renewal or replication. As examples, the two most recent CCSA reports are provided for the largest and oldest CalCA school, CalCA Capistrano. Additional reports are available upon request.

Figure 11

~~Figure 11~~ and Figure 12 show these two reports, also available on the CCSA public website.

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

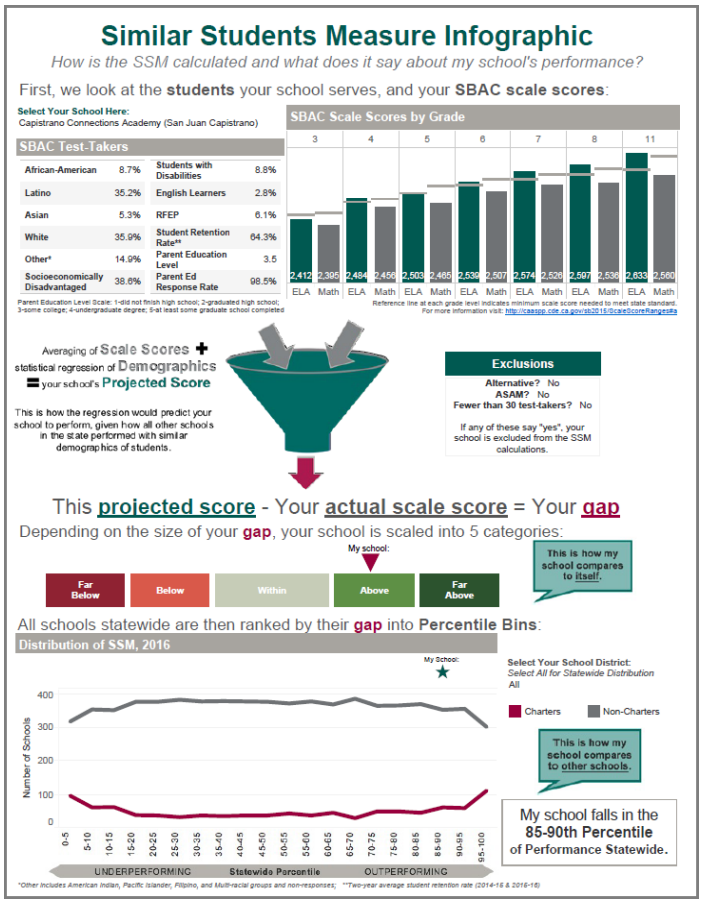
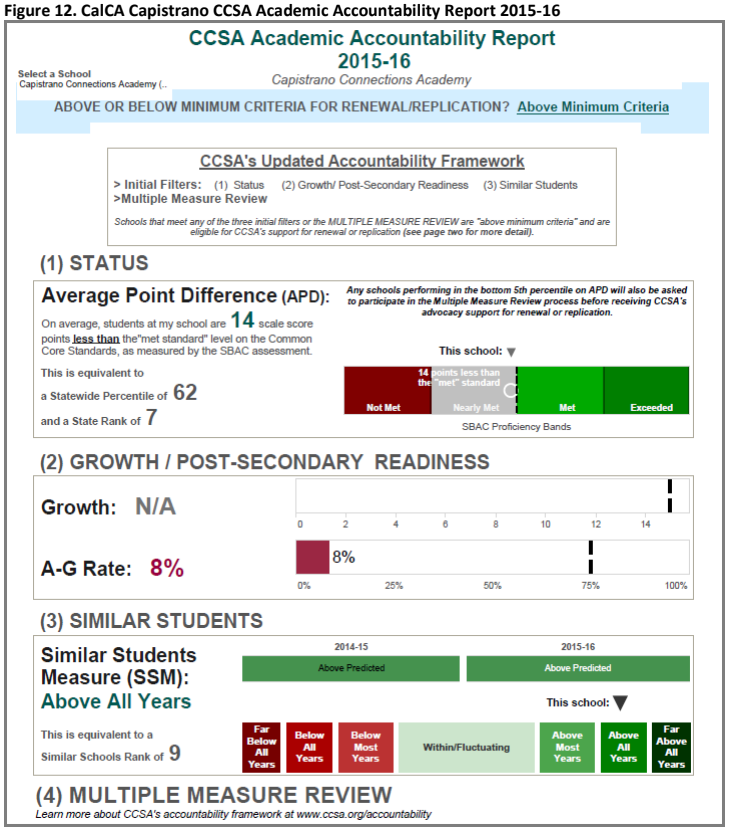

Similar Students Measure Infographic
How is the SSM calculated and what does it say about my school's performance?
First, we look at the students your school serves, and your SBAC scale scores:
Select Your School Here:
Capistrano Connections Academy (San Juan Capistrano)
SBAC Test-Takers
African-American 8.7%
Latino 35.2%
Asian 5.3%
White 35.9%
Other* 14.9%
Socioeconomically Disadvantaged 38.6%
Students with Disabilities 8.8%
English Learners 2.8%
RFEP 6.1%
Student Retention Rate** 64.3%
Parent Education Level 3.5
Parent Ed Response Rate 98.5%
Parent Education Level Scale: 1-did not finish high school; 2-graduated high school; 3-some college; 4-undergraduate degree; 5-at least some graduate school completed
SBAC Scale Scores by Grade
3 4 5 6 7 8 11
2,412 2,395 2,484 2,456 2,503 2,465 2,539 2,507 2,574 2,528 2,597 2,539 2,633 2,560
ELA Math ELA Math ELA Math ELA Math ELA Math ELA Math ELA Math
Reference line at each grade level indicates minimum scale score needed to meet state standard.
For more information visit: http://caaspp.cde.ca.gov/sb2015/ScaleScoreRanges#a
Averaging of Scale Scores + statistical regression of Demographics = your school's Projected Score
This is how the regression would predict your school to perform, given how all other schools in the state performed with similar demographics of students.
Exclusions
Alternative? No
ASAM? No
Fewer than 30 test-takers? No
If any of these say "yes", your school is excluded from the SSM calculations.
This projected score - Your actual scale score = Your gap
Depending on the size of your gap, your school is scaled into 5 categories:
My school:
Far Below
Below
Within
Above
Far Above
This is how my school compares to itself.
All schools statewide are then ranked by their gap into Percentile Bins:
Distribution of SSM, 2016
My School:
Select Your School District:
Select All for Statewide Distribution
All
Charters
Non-Charters
Number of Schools
400
300
200
100
0
0-5 5-10 10-15 15-20 20-25 25-30 30-35 35-40 40-45 45-50 50-55 55-60 60-65 65-70 70-75 75-80 80-85 85-90 90-95 95-100
This is how my school compares to other schools.
My school falls in the 85-90th Percentile of Performance Statewide.
UNDERPERFORMING
Statewide Percentile
OUTPERFORMING
*Other includes American Indian, Pacific Islander, Filipino, and Multi-racial groups and non-responses; **Two-year average student retention rate (2014-15 & 2015-16)

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



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

In addition, the state currently assigns the lowest score on the CAASPP tests if a student does not participate. Due to the challenges of setting up in-person testing locations, as well as the challenge of many parents who elect to "opt out" of state testing, the school's test scores may be negatively impacted by this method of calculation currently in use by the California Department of Education

(CDE).

Student academic achievement is the highest priority for the schools. Over the past several years, the schools have put in place several significant interventions to ensure that student performance exceeds the growth targets, especially among the subgroup populations. These include:

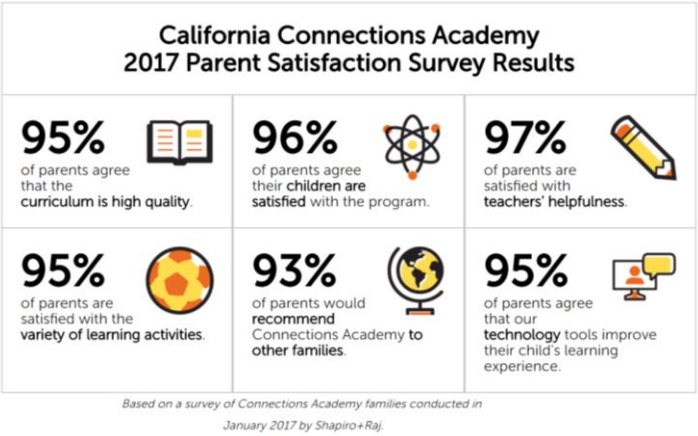
- Implementing Math We've Got This! and Math Time to Talk
- Analyzing in-depth assessment data on individual students, which is now even more readily available to teachers and school leadership at the click of a button
- Targeting intervention courses for students who are underperforming
- Adding specialized staff dedicated to providing intervention type instruction
- Expanding the existing intervention programs
- Implementing Professional Learning Communities (PLCs) within the faculty
- Adding targeted professional development for teachers aimed at areas of greatest student need
- Adding academic resources and supplemental materials for students who are struggling, especially in math

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

PARENT SATISFACTION

Figure 13 presents cumulative parent satisfaction survey results from the four CalCA schools. The schools have consistently received high ratings on annual parent surveys. Parents are surveyed annually; the results are compiled by an independent third-party research firm, and presented to the school staff and its respective Board. Parent surveys provide quantifiable data by which the school leadership can work towards improving various aspects of the school. It also provides a valuable source of parent input into the planning process for school improvement, such as the development of the Local Control and Accountability Plan. Over the past several years, the percent of parents who have responded to the survey has varied from 35% to 50%. Therefore, these results are considered reflective of the overall experience of the families.

Figure 13. Parent Satisfaction Survey Results for 2016-17



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

Personalized Attention from Teachers.

I just wanted to let you know how much my child and I appreciate Natasha. She is amazingly available to (my child) and helping her stay on top of things. In all of my child's school years, public or private, with all the learning disability issues, Connections Academy stands far above any other institution. Natasha is one of the main contributors to that positive experience for us.

Connections Exceeds Expectations.

This is my son's second online school experience. Connections far exceeded our expectations. The quality of teachers, the feedback and response time, and the ability to track my son's progress is outstanding. As a fellow educator I appreciate the structured format that allows my son take responsibility for his education. I am able to see what he is doing and give him feedback on how he can better himself. Thank you for developing a comprehensive program.

Connections Academy is Great!

I feel compelled to reach out and let you know that I believe Connections Academy is a great school. When my students were enrolled in a "credited public school" that was being recognized for their academics, my student was not being challenged to excel.
Since enrolling my first child, my family has grown. I now have had all four of my children attend Connection's Academy from K-9, my youngest being in first grade. My oldest son who is a junior in

high school is taking college courses at CalPoly which is adjacent to his high school. Your program has allowed my children to have the time to train in Jujitsu from the age of 6. Now at the ages of 16 and 14 my older two sons are physically fit and well educated enough to be Fire Explorers and give back to their community. Your program has allowed them to learn time management that has hugely impacted the way they run their lives. These things will not show up on a state test.

Teacher Supports her Students.

I wanted you to know that you've been an excellent support for my son as his music instructor. Also, the music class curriculum was beyond excellent. However, my son has expressed interest in trying out another elective for next semester. So, I have asked the counselor to move him out of music into another elective class. He is trying to find his interests and passions, and for now, although the music instruction was excellent, he feels the need to try something else. I hope you can understand. And again, I wanted to share with you what a great job you did. I am thankful to you for your encouragement

Our Teacher is a Great Communicator.

My son had an exceptional first year with Connections Academy!! His teacher was such a wonderful communicator and informed me of all the ins and outs so I didn't feel like I was as intimidated as I thought I was going to be as a learning coach. Her guidance and little tips to help with the learning process was greatly appreciated!! We love Connections Academy

Students Appreciate the CalCA Teachers.

Dear Teachers Hi! I'm in 7th grade. I just wanted to say thank you for all your hard work this year! You are the ones that make learning possible for all of us students :). All that diligent effort of correcting tests and holding LiveLessons has played off, and we are prepared to move on to the next grade, thanks to you! You are all real great! Thank you so much for helping me this year and to help me learn new things that will help so much in the future! I really appreciate all the work you go through, like going to college for many years to help us, correcting 45 question tests, and helping us to understand the material that is not familiar to us. Thank you!

Students Receive a Personalized Experience with CalCA Teachers.

YAYY! Today is the last day of school!
Honestly I am so proud of myself for all that I have done.
It is also so hard and amazing to believe that I will be in MIDDLE SCHOOL!!
I am over the max excited! But I am also very glad that my counselor put me in your class because I had some amazing feedback. You were a great teacher! Thank you for always giving me courage and confidence when I do my work! Have a fun summer and a lovely day!

ACCOMPLISHMENTS

The four existing CalCA schools are proud of their accomplishments:

Academic and Educational Achievements

- Connections is a University of California (UC) approved provider, and has over 100 courses on the approved "a-g" course list, covering all four core content areas as well as many electives. CalCA schools are able to integrate in-person wet labs into science courses, thereby meeting the “a-g” requirements for lab science courses.

- Recently, over 40 Career Tech Education (CTE) and Visual/Performing Arts courses received “a-g” approval, allowing CalCA students to more easily meet the “a-g” requirements while enrolled in an online school setting.

- When compared to other schools serving similar demographic populations, the CalCA schools show that they outperform these comparator schools. This was evident in the similar schools rankings given by the state in past years. Since that ranking has been discontinued, the comparisons done by CCSA have continued to show that the CalCA schools are providing a high quality education for the students served, based on high Similar Student Measure rankings (see also the Academic Accountability section).

- More than eighty courses offered by Connections meet National Collegiate Athletic Association (NCAA) approval.

- CalCA schools implement a quality Special Education program in a virtual environment, which includes having a Special Education Director and multiple Education Specialists on the school staff.

- CalCA schools successfully implement and have expanded programs for Gifted and Talented students (GATE).

- CalCA schools have improved and expanded on the English Learner (EL) program, including introducing credit bearing courses for high school EL students in the fall of 2017.

- The CalCA schools have shown success with the EL students served. For EL students who took the CELDT test two years in a row, 83% showed improvement in scores from 2013-14 to 2014-15, 55% improved between 2014-15 and 2015-16 and 71% of those tested improved between 2015-16 and 2016-17. In addition, the percent of EL students who were reclassified to fluent was approximately 13% between the fall of 2016 to the fall of 2017 and approximately 16% from the fall of 2015 to the fall of 2016.

- CalCA schools implement an Advancement Via Individual Determination (AVID) program to support students in grades 6–11 in order to further prepare them for college and other post-secondary options.
- CalCA schools implement and continuously improve instructional materials, methods, strategies, technology, and course offerings in the virtual setting.
- CalCA schools hire, retain, and promote excellent staff with all teachers meeting state and federal credentialing requirements.
- CalCA schools consistently increase the offerings and effectiveness of staff training and professional development.
- In 2016-17, the CalCA schools graduated 505 students.
- The schools enroll many high school students who are credit deficient or who have been out of school altogether for a period of time. While this creates a group of student who are off their cohort for graduation, the schools are able to successfully support many of these students so that they are ultimately able to graduate. This population of students causes the four-year cohort graduation rates for the CalCA schools to be low compared to state averages, however, when five- and six-year cohort rates are calculated, the schools have met the expected graduation targets.
- Graduates from the CalCA schools in 2016-17 were awarded $1,179,984 in scholarships.
- Students who graduated from schools supported by Connections have been accepted at the colleges listed in Figure 14.

Figure 14. College Acceptances for Graduates of Schools Supported by Connections

College Acceptances for Graduates of Schools Supported by Connections		
• Allegheny College • Art Center College of Design • Art Institute of California • Azusa Pacific University • Berklee College of Music • Brigham Young University • Butler University • California Baptist University • California Lutheran University • California Maritime Academy • California State Polytechnic University: Pomona • California State University: Chico, Dominguez Hills, East Bay, Fullerton, Long Beach, Los Angeles, Monterey Bay, Northridge, Sacramento, San Bernardino, and San Marcos	• Elmira College • Fairfield University • George Fox University • Hofstra University • Iowa State University • Johns Hopkins University • Johnson & Wales University • Loyola Marymount University • McDaniel College • Mills College • Montana State University: Bozeman • Northern Arizona University • Northwest University • Ohio Wesleyan University • Pace University • Point Loma Nazarene University • San Diego State University	• University of California: Irvine, Merced, Riverside, and Santa Cruz, • University of Colorado at Boulder • University of Denver • University of Hawaii at Manoa • University of Illinois at Chicago • University of La Verne • University of Michigan: Ann Arbor • University of Montana • University of Nebraska - Lincoln • University of North Dakota • University of Oregon • University of Puget Sound • University of Redlands • University of San Francisco

College Acceptances for Graduates of Schools Supported by Connections		
• Castleton State College • Central Washington • Chaminade University of Honolulu • Chapman University • Cogswell Polytechnical College • Colorado State University: Pueblo • Concordia University • Creighton University	• San Francisco State University • San Jose State University • Santa Clara University • Sonoma State University • Southern New Hampshire University • St. John's College • St. Norbert College • Texas A&M University • University of Alabama • University of Arizona • University of British Columbia	• University of the Pacific • University of Toronto • University of Utah • University of Vermont • Ursinus College • Utah State University • Utica College • Vanguard University of Southern California • Whittier College • Willamette University • Woodbury University

Other Achievements

- School climate and culture are strong across all CalCA schools. Multiple indicators, aligned with the state's educational priorities, demonstrate this. For example, both staff members and families report a very a positive experience with the school. Annual surveys show that CalCA schools earn a high level of parent, staff, and student satisfaction.

- School suspension rates are very low at the CalCA schools — in some years there are no suspensions for disciplinary reasons — and there have been no expulsions since inception.

- CalCA schools serve socioeconomically, racially, ethnically, and geographically diverse student populations.

- CalCA schools build strong school communities through both face-to-face and virtual interactions.

- CalCA Central Coast will enjoy a strong partnership with the existing four CalCA non-classroom-based "sister" charter schools located in other areas of the state, which allows the allocation of various resources to maximize access for all students to a comprehensive, full service program, while minimizing fiscal impact.

- CalCA schools host in-person graduation ceremonies each year for their graduates. In-person grade 8 promotion ceremonies are also offered.

- The CalCA schools perform outreach and participate in many community events, and also collaborate with community organizations. Examples of community involvement among the CalCA schools include:

- CalCA Capistrano has participated in a food drives and provided volunteers to the Second Harvest Food Bank of Orange County. The school has participated in multiple community events such as the Los Angeles Times Festival of Books, the San Diego EarthWorks Earth Fair, the Riverside Municipal Airport Airshow, the Orange County Book Festival, the Carlsbad Chalk Festival, the Redlands Market Night, and the Juvenile Diabetes Research Foundation awareness events.

- CalCA Central participates annually in a "Cards for Heroes" event through a local Veteran's association, where holiday cards are sent to military personnel overseas. The school has also has been a member of the Visalia Chamber of Commerce. The school has provided support to several baseball teams, including the Fresno Grizzlies, the Visalia Rawhide, and the Bakersfield Blaze. The school hosted representatives from the legislative offices of several Central Valley state lawmakers at the ten-year anniversary events held last year. In addition, the school participated in multiple community events such as the Big Fresno Fair, the World Ag Expo, the Kern County Nut Festival held at the Kern County Museum, the Old Town Clovis Farmer's Market (in partnership with a local radio station), the Annual Fresno State University Vintage Days event, the Green Expo in Bakersfield, the Kingsburg Auto Show (in conjunction with the Kingsburg Chamber of Commerce), and the Thursday Night Marketplace operated by the City of Hanford's "Main Street Hanford" organization.

- CalCA Ripon is an active member in the Ripon Chamber of Commerce and has been a frequent participant in Ripon's annual Main Street Day celebration. The school has partnered with such organizations such as the City of Modesto, the Environmental Council of Sacramento, and the City of Stockton in conjunction with their annual Earth Day Festivals. Other organizations the school has partnered with include the City of Pleasanton, the City of Fremont Kids and Kite Festival, the East Bay Women's Conference, Silicon Valley Comic-Con, the Oakdale Chocolate Festival, and the Bay Area Book Festival in Berkeley. The school participated in Juvenile Diabetes Research Foundation awareness events and has also collected and distributed food donations to the San Joaquin Food Bank.

- CalCA North Bay has participated in several Earth Day events, including the Earth Day Festivals of Santa Rosa and Napa. The school also was part of the Science Discovery Days at the Sonoma County Fairgrounds. In addition, the school has participated in multiple community events such as the City of Sebastopol Apple Blossom Festival (hosted by the Chamber of Commerce), the City of Petaluma Butter and Egg Days, the Celebrate Davis event (in conjunction with the Chamber of Commerce), the 123rd annual Luther Burbank Rose Parade and Festival, the NASCAR Toyota event at the Sonoma Raceway, and the City of Windsor Holiday Tree Decorating event.

- The CalCA schools have an active chapter of both the National Honor Society (NHS) and National Junior Honor Society (NJHS) to further enhance opportunities for both students as well as the communities served by the school.
- CalCA schools have increased the number, location, and type of field trips offered to families each year. During the 2016-17 school year, there were over 100 field trip events and over 2,900 family members across California attended.
- Families attend multiple school functions, such as picnics and celebrations. Each school typically offers three picnic events each year to allow family members to meet each other and to meet staff in person. During the 2016-17 school year, over 5,200 family members attended a picnic event.
- High school students will have the opportunity to attend a senior prom and Grad Night.
- School staff members routinely speak at conferences on online learning as well as other charter school topics. For example, administrators from the school presented at several conferences recently, including the Educating for Careers conference and the International Conference on Learning, the Advanced Placement Annual Conference, and the California Charter Schools Association conference.
- CalCA schools are fiscally stable as evidenced by balanced budgets, adequate cash flow, and stable reserve balances.
- Each of the annual audit reports for all CalCA schools since inception have been completed with no findings.
- CalCA schools implement thorough attendance accounting procedures to allow accurate recording of student attendance in a non-classroom based school.
- CalCA schools comply with the requirements of state and federal law as applicable to charter schools.
- CalCA schools comply with the terms of their respective charters including, but not limited to such areas as Governing Board composition and Governing Board policy, health and safety, human resources, financial reporting, insurance, audits, educational offerings, academic outcomes, and so forth.

I. FOUNDING GROUP

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

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

I.A GOVERNING BOARD

CalCA Central Coast will be governed by the non-profit Governing Board of California Online Public Schools.[6] The Governing Board has extensive experience functioning as a charter school Governing Board as well as expertise in business, education, technology, and finance. The Governing Board currently consists of the following individuals:

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

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

- **Mr. Michael Henjum, Board Vice President:** Mike Henjum is a life-long educator, serving in various private schools in Orange County for the past 26 years as a teacher, coach, and

[6] The name of the non-profit corporation recently was changed from Alpaugh Academies to California Online Public Schools in order to adapt to the needs of the growing network of CalCA charter schools. Additional board members were added at that time.

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

- **Mr. Dave Souza, Board Secretary:** Mr. Souza has extensive experience in business management. He earned an Associate's degree in Business Marketing and an Associate's degree in Fire Science from Chabot College. Mr. Souza continued his education with Cal State University receiving his Bachelor's Degree in Business Administration. Throughout his professional career Mr. Souza was a Firefighter for four years, a Facilities Manager at Renaissance Old World, an Outside Sales Manager for Settco, Inc. in Fresno, and Director of Operations for Tesei Petroleum in Madera for ten years. He has served on the Governing Board (which currently governs CalCA North Bay and CalCA Central) for the past ten years and has served as Board President for nine years.

- **Mr. Tim Batiuk, Board Treasurer**: Mr. Batiuk has worked in education for 45 years as a teacher, counselor, and administrator in Napa, San Mateo, and Orange counties. Most of his experience has been working in Alternative Education to develop and implement programs to enable at-risk kids to stay in school and achieve their full potential. Mr. Batiuk was the Director of Alternative Education in Napa and San Mateo where he helped launch numerous programs that provided safety nets for kids who otherwise may have dropped out. He previously served on the Community Day School Network Executive Board in Sacramento as well as the CalCA Capistrano and Friends of California Virtual Education (CalCA Ripon) Boards. Mr. Batiuk earned his Bachelor's degree from Cal State Fullerton and his Master's degree from the University of La Verne. During his 45-year career as an educator, Mr. Batiuk has consistently believed that all students can achieve success in school and life when provided with the proper fit for their education needs and that is up to the school leaders to fulfill those needs for all students. Mr. Batiuk joined the Board in the spring of 2017.

- **Mr. Paul Hedrick, Board Member:** Paul Hedrick is a public high school math teacher who has been in education for 17 years. He graduated from Brigham Young University with a Bachelor's Degree in Mathematics and then earned a teaching credential in the state of California through Chapman University. He received a Master's in Education with an emphasis on Educational Technology from National University. He has worked in the Natomas Unified School District and is currently employed in the San Juan Unified School District. Mr. Hedrick has participated in textbook adoptions and with leadership groups as part of his educational career. His desire to serve on the Board comes from the feeling that students need multiple options in regards to education.
- **Ms. Diana Rivas, Board Member:** Ms. Rivas is an involved parent representative to two children currently enrolled in the CalCA program. She has a wealth of experience as a manager, team leader, and motivator. Ms. Rivas has dedicated her life to serving the community, including a local Girl Scout Troop, Venture Crew, local youth sports, church groups, and serving food to those less fortunate. As a Learning Coach, Ms. Rivas understands how children learn differently and how they correlate their growing knowledge to the world around them. Her goal is to continue representing the needs and interests of students and parents. Ms. Rivas joined the Board as the parent representative in the spring of 2017.
- **Veronica Schreiver, Board Member:** Veronica Schreiver earned her Bachelor of Science in Biology from Keene State College in Keene, NH. She started her career in banking while in college in New Hampshire and moved up to Operations Manager prior to moving to the west coast. She began working at E*TRADE in California where she worked more than seven years as an Active Trading Manager and became an Options and Trading principal, as well as passing her Series 7 and 63 licenses. She then moved on to Fidelity Investments where she has been 11 years and is a Financial Consultant and Vice President working directly with high net worth clients (over $520 M in net assets). In March 2018 she became a certified financial planner. Ms. Schreiver loves her work helping clients realize their retirement goals and needs. Ms. Schreiver chose to serve on the board to use her expertise in business/education/parent to help make the California Connections Academy program the best it can be.
- **Sarah Bossenbroek, Board Member:** Sarah Bossenbroek graduated from the University of Wisconsin-Madison with degrees in Journalism and History, then moved to the west coast, where she worked in publishing for many years. From editorial assistant to managing editor to travel editor for online and print publications, she learned the business thoroughly, then went freelance when her children were small. After navigating the IEP process for her older son, she became interested in alternative education and different methodologies of teaching. She currently works as the assistant to the director at a play-based, nonprofit private preschool. Continuing to expand on her interest in education, she started with a California Connections Academy Board in 2017.

- **Adam Pulsipher, Board Member:** Adam Pulsipher is currently serving as the Assistant Administrator for the California Department of Veterans Affairs- Lancaster Home. He has been working with disabled Veterans since 2015. He has enjoyed a career in the operations of Healthcare Facilities for nearly 20 years. He is small business owner and received his Master's in Business Administration in 2015. As a father of five children, quality education is a key part of his family's life. Mr. Pulsipher chose to serve on the Board of Directors to stay connected with the changes in curriculum, teaching styles and modalities, and as a way to serve in his local community. He has been a Board member since 2017.

- **Brooke Watkins, Board Member:** Brooke Watkins is the mother of four children, and was formerly a Learning Coach to one of her children who was a Connections Academy student. Ms. Watson holds a Bachelor of Science degree in School Health from California State University, Long Beach, and has experience working as a Dental Assistant. She also has experience volunteering for the Cub Scouts as a Webelos Den Leader where she helped boys achieve their Arrow of Light awards, and volunteering as an adult leader for a local church where she currently plans lessons and activities to teach leadership skills to young girls.

I.B SCHOOL LEADERSHIP

CalCA Central Coast will have a strong and experienced leadership team to serve students. The following individuals demonstrate the quality of the leadership team who are responsible for creating high expectations for student achievement and collaboration among all stakeholders. The leadership team serves all four existing schools.

- **Dr. Richard Savage, Executive Director:** Dr. Savage is the Executive Director for all four existing CalCA schools. Prior to joining the organization, he served as a Principal for three years at Calistoga Junior-Senior High School (CJSHS), a small rural school located at the northern end of the Napa Valley for students in grades 7–12. At CJSHS, Dr. Savage coordinated a Distinguished School Award, a successful six-year Accreditation from WASC, and a school-wide Project Based Learning implementation. CJSHS had an 80% Free and Reduced Lunch and 50% limited English proficient (LEP) student population. Dr. Savage taught high school Spanish and coached soccer and volleyball for five years. He served as a Vice Principal at an urban socioeconomically challenged high school in Southern California for six years. Dr. Savage earned his Bachelor's degree in Spanish Secondary Education with a minor in Physical Education and Coaching at Brigham Young University. He earned a Master's degree in Education Administration at California State University Bakersfield and earned a Doctorate Degree in Organizational Leadership at the University of Laverne.

- **Kara Mannix, High School Principal:** Ms. Mannix serves as the High School Principal for all four existing CalCA schools. Her background in education is diverse, with teaching experience in grades 3–12, and administrative experience at elementary, middle, and high school levels. She began her teaching career with Teach for America, and served as a high school Spanish teacher in rural Louisiana. Upon returning to California, Ms. Mannix taught grade 3 in East Palo Alto. She was a middle school math teacher and later an administrator with KIPP Bay Area Schools, and most recently, served as the Vice Principal in Calistoga at both the high school and elementary level. She earned her Bachelor's degree in psychology from University of California, Davis and her Master's degree in educational psychology from Columbia University.

- **Lauren Cunningham, High School Assistant Principal:** Ms. Cunningham serves as one of the High School Assistant Principals for California Connections Academy Schools. Ms. Cunningham has been involved in education for over 12 years. She began her teaching career working in the brick and mortar setting as a 2nd and 5th grade teacher in Capistrano Unified School District. She joined California Connections Academy in August of 2008 and taught 3rd grade, including gifted and talented, for nine years. During her time at California Connections Academy, she moved up the positions on the career ladder as a lead, coordinating, and then master teacher. Ms. Cunningham earned two Bachelor's degrees in Psychology and Sociology from University of California, Santa Barbara, her Multiple-Subject Teaching Credential and Reading Certificate from Cal State Fullerton, and is currently working on earning her Master's degree in Educational Leadership from National University.

- **Leslie Dombek, High School Assistant Principal:** Ms. Dombek serves as one of the High School Assistant Principals for CalCA. She has been part of the school organization for over a decade. She began her teaching career at CalCA Capistrano in Southern California in 2005 as an elementary school teacher, teaching grades K–5, and has held several leadership roles within the school, including master teacher. She was also previously an Assistant Principal for grades K–8. She earned a Bachelor of Arts degree and her teaching credential from the University of California, Riverside.

- **Scott Ervin, High School Assistant Principal:** Mr. Ervin is a graduate of California State University, Fresno where he earned his Bachelor's degree in English. He earned his teaching credential from Chapman University. His first teaching position was in a self-contained grade 7 class for one year and he then went on to teach high school English for seven years. Mr. Ervin then went back to California State University, Fresno to earn his Master's degree in Educational Leadership and his Administrative credential. After earning his Administrative credential, Mr. Ervin spent three years as an Assistant Principal at the middle school level, before beginning work for CalCA.

- **Heather Tamayo, Middle School Principal:** Ms. Tamayo is the Middle School Principal for all four existing CalCA schools. Prior to joining the organization, Ms. Tamayo spent the previous seven years working at the middle school level with Palm Springs Unified School District. In that time, she worked largely with English Learners of every stage in language acquisition. She found herself in many different roles, her most treasured one being in the classroom with the students, forming relationships with them and watching them become fluent English speakers. She earned a Bachelor's degree in History from California State University at Long Beach, a Master's degree in Educational Administration from California State University at San Bernardino, and a Master's degree in Cross-Cultural Education from National University.

- **Tracy Pinckney, Middle School Assistant Principal:** Ms. Pinckney started her career as a High School English and AVID teacher as well as a coach in Fresno. She then transitioned into administration, holding several positions such as Dean of Curriculum and Instruction and Student Activities Director, and then most recently as a High School Assistant Principal for five years in Northern California. She takes great pride in the work she has done helping to implement intervention programs and Professional Learning Communities within her schools. One of the most rewarding aspects of her career so far is working with the AVID program and watching students transform into college students before her eyes. Ms. Pinckney earned her Bachelor's degree in Communications from California State University at Fresno and her Master's degree in Educational Administration from National University.

- **Marcus White, Elementary School Principal:** Mr. White is the Elementary School Principal for all four existing CalCA schools. He was principal of Burton Elementary School in California's Central Valley for three years where he worked to improve student test scores on the California state tests by 20%. He also led his staff to develop a systematic benchmark testing process and provided software training in data analysis to his staff. Mr.

White also served as a Vice Principal for two years and was an elementary classroom teacher for three years. In addition, he coached youth sports for six years. Mr. White earned his Bachelor's degree from Chapman University before earning a teaching credential. He earned a Master's degree in Teaching from Chapman to more effectively drive student achievement.

- **Marissa Carter, Elementary School Assistant Principal:** Marissa Carter is a member of the CalCA leadership team as the Elementary Assistant Principal. Ms. Carter started her teaching career at a blended school in San Diego County and was hired as a teacher with CalCA Capistrano in 2009. As a CalCA teacher, Ms. Carter taught grades 4 and 5, taught the PACE (Program for All Children to Excel) program for language arts and math, served as an Elementary Master Teacher, and was the CalCA's Director of State Testing. Ms. Carter has been impressed with the opportunities teachers at CalCA have to support students and families on an individual basis, and to form strong relationships with them. Ms. Carter earned her Bachelor's degree in Library Arts from San Diego State University and her Multiple Subject Teaching Credential from National University.
- **Mia Hardy, Director of Counseling Services**: When Ms. Hardy joined the CalCA schools, she brought extensive school counseling experience at every level: elementary, middle, high school, and post-secondary education. She earned a Master's degree in Educational Counseling and Guidance from California State University at San Bernardino and, in support of her degree, she earned a Pupil Personnel Services (P.P.S.) credential. Ms. Hardy takes proactive therapeutic approaches in order to promote academic, social, and behavior development among all students. She is skilled in working with students of diverse backgrounds including underrepresented student populations such as African American students, Native American students, and Hispanic/Latino students from elementary school through undergraduate levels of education. She specializes in program planning and implementation, college readiness, and group counseling.
- **Tanya Gustin, Director of Student Services (Special Education/504/English Learners):** Ms. Gustin has worked in the field of Special Education for over 20 years. She started her career as a behavior technician at a non-public school for students with Autism. Ms. Gustin earned a Bachelor's degree from Sacramento State University, and a Master's degree in Special Education from National University. Over the course of her career, Ms. Gustin has held many positions in the Special Education field including paraprofessional, in-home Applied Behavior Analysis tutor, and Special Day Class Teacher for students with Autism from preschool to postsecondary settings. As an administrator, Ms. Gustin served as a Program Specialist at the Special Education Local Plan Area (SELPA) level. In this role, Ms. Gustin worked closely with multiple agencies to create programs for students in her community with special needs, such as the Collaborative Autism Diagnostic Clinic which is associated with the North Bay Regional Center. Ms. Gustin brings a wealth of knowledge on various special education topics, allowing her to provide ongoing trainings at many levels and present at conferences, such as the statewide Association of California School Administrator (ACSA) conference for Special Education. Just prior to joining the staff of CalCA, she was Principal for an alternative small school that provided intensive academic and behavior supports for students with Autism and other social/emotional disorders. Her

philosophy of special education is that teaching independence and creating independent learners opens doors and opportunities for all students. She encourages compassion, resiliency, grit and positivity in her staff, colleagues, her students and their families.

- **A.J. Schultz, Assistant Director of Student Services:** A.J. Schultz became engaged in the field of Special Education very early, at the age of 16, working with an autistic cousin. He went on to earn his Bachelor's degree from San Bernardino State University, and a Master's degree in Special Education from Azusa Pacific University. Over the course of his career, Mr. Schultz has held many positions in the Special Education field including Applied Behavior Analysis case manager, special education teacher, special education preschool teacher, Resource Specialist Program teacher, Special Day Class teacher, and Intervention Program Specialist. Just prior to joining the staff of CalCA, he was a SELPA coordinator in Los Angeles County. Mr. Shultz also earned a Master's degree in Educational Leadership from Azusa Pacific and is currently working on a Doctorate in Educational Leadership at Cal Poly Pomona. His philosophy of special education is that each individual with a disability is entitled to the support necessary to maximize their potential. He encourages all students to understand and celebrate the differences that make each individual special. He believes that understanding diversity is an important skill not only as part of a classroom, but also as part of a community and as a citizen of the world.
- **Ashley Silver, Assistant Director of Student Services:** Ashley Silver received her Bachelor's degree and Master's degree from California State University Fullerton. She is beginning her fifth school year at CalCA working in the world of virtual education. Prior to her current role, Ms. Silver worked as an Applied Behavior Analysis (ABA) case manager, special education teacher, and instructional assistant. While at CalCA, Ms. Silver has taught K–8 Reading, Writing, Basic Math, and Pre-Algebra. Ms. Silver was an integral player in co-designing and implementing the school's inclusion plan for students in grades K–12 in online classrooms. She continues to provide training and mentorship in the area of inclusion to online special educators across the nation.
- **Dr.Richie Romero, Director of Student Achievement:** Dr. Romero is the Director of Student Achievement for California Connections Academy. Prior to joining the team, he spent 20 years serving communities as a high school science teacher, high school co-administrator, and middle and high school principal. Most recently, Dr. Romero served as the principal of William J. "Pete" Knight High School for three years, a large high school with 3,000 students, 80% of whom receive free or reduced lunch. During his tenure there, Dr. Romero and his team were able to achieve revalidation as an AVID National Demonstration School. In addition, the school's Career Technical Education academy was recognized by Advance CTE as the best STEM based program in the nation for 2018. Before Knight High School, Dr. Romero was the principal of Keppel Academy Middle School for five years. This is a small rural middle school, also with 80% of its students receiving free or reduced lunch. In 2010, when Dr. Romero arrived, the school was on the brink of state sanctions. In 2015, the school was honored as a Gold Ribbon School. Dr. Romero earned his Bachelor's degree in Chemistry from the University of California, Irvine. He earned a Master's degree in Educational Administration from California State

University, Bakersfield. Most recently, he earned his doctorate in Organizational Leadership from the University of La Verne. He also currently serves as an adjunct professor for ULV in the Secondary Education Department teaching in the credentialing program.

- **Dr. Frances Sassin, Director of Business Services:** Before joining CalCA schools, Dr. Sassin performed financial and compliance consulting work for over ten years for four charter schools, including the CalCA schools. Dr. Sassin began her professional career as a veterinarian. After becoming a parent, however, she began directing her energy into the field of education and has been working with charter schools for over 17 years. Dr. Sassin was one of the founders of the first start-up charter school in Orange County, and was subsequently employed as the school's Business and Operations Manager for two and a half years.

  Dr. Sassin also served several terms on the Board of Directors of that charter, including terms as President and Treasurer. She earned her Bachelor's degree from the University of California, San Diego and a Doctor of Veterinary Medicine (DVM) degree from the University of California, Davis and continues to provide veterinary services to her community through volunteer activities.

I.C CONNECTIONS LEADERSHIP

The Governing Board will partner with Connections to deliver the virtual school program and other services. Connections will provide services and products that promote academic and emotional success for students in non-traditional settings. Connections started as an independent company formed in October 2001 to serve schools and students in K–12 virtual schools. In November 2011, the company was acquired by Pearson Education, Inc., a subsidiary of the public company Pearson PLC. Being a part of Pearson not only brings Connections an incredible source of curriculum and instruction products and services, but it also provides it with the financial resources to support its growth, the schools, and students.

The team from Connections includes:

- **Tom ap Simon, Managing Director**: Tom ap Simon, Managing Director, joined Pearson in 2004. Mr. ap Simon has been successful in leading many different aspects of the various businesses. He has held several leadership roles including Interim President of the Growth Markets (Pearson's emerging markets businesses). Prior to becoming Managing Director, Mr. ap Simon was SVP Finance for Growth Markets from 2014 to July 2017 where he focused on building the talent, culture, and financial discipline to drive a turnaround in 2016. He also spent five years overseeing mergers and acquisitions in the U.S. for Pearson, which gave him a strong understanding of different trends in U.S. education. As Managing Director, Mr. ap Simon handles the strategic vision, management, and the day-to-day execution to deliver the best possible services for the schools supported by Connections Education and families served. Mr. ap Simon has a Masters in Economic and Politics from the University of Edinburgh.

- **Dr. Patricia Hoge, Executive Vice President of Product and Lines of Business Management:** Prior to joining Connections in 2006, Dr. Hoge served as Executive Director of Curriculum and Instruction for Catapult Learning, overseeing the development of their K-12 instructional and teacher training programs. Additionally, she was Executive Director of Education for eSylvan, where she directed the development of the curricula for synchronous online delivery. Dr. Hoge spent over 15 years in public schools as a speech-language pathologist, curriculum developer, and supervisor of reading/language arts. As a certified speech-language pathologist, she provided services to PreK-12 students.

  Dr. Hoge has served as a clinical supervisor and adjunct faculty member at Loyola College and adjunct faculty member at Towson University, and serves on several K-12 and higher education school Boards and advisory councils including the Towson University Board of Visitors. She has co-authored numerous resource materials for teachers and speech-language pathologists. Dr. Hoge earned a Bachelor's degree in Speech Pathology and Audiology, Master's degree in Speech Pathology, and a Doctorate degree in K–12 Educational Leadership.

- **Jill Linden, Director, Client and Financial Services:** Ms. Linden supports the client reporting and review process, consults with school districts and state departments of education, leading sales processes and directing stakeholders, and provides exemplary client services.

Previously, she held positions such as Chief Operating Officer for Futura Learning and Senior Director of Operations for K12 Inc. She earned a B.A. in Economics from University of Pennsylvania, a B.S. in Public Policy & Management from The Wharton School at the University of Pennsylvania, and an M.B.A from St. Edwards University.

- **Jay W. Ragley, Senior Vice President State Relations:** Mr. Ragley has 14 years of experience in the educational and public policy arenas. As Senior Vice President of State Relations, he oversees a team focused on online learning policy, external stakeholder relationships, legislative activities, as well as partnership with districts, state departments of education, and other entities across the country. Prior to joining Connections in 2013, Mr. Ragley served as the Director of Legislative and Public Affairs for the South Carolina Department of Education as well as the Owner of Ragley Public Affairs, among his many and varied positions. He earned his Bachelor's degree in Economics from Clemson University.

- **Dr. Brian Rosta, Director of Schools:** As the West Coast Director of Schools, Dr. Rosta supports virtual schools in California, Nevada, New Mexico, and Colorado. He also served as Principal of Arizona Connections Academy. He has over 20 years of experience in education fulfilling several key roles including teacher, dean, assistant principal, principal, and director. He is a certified teacher in Biology, Chemistry, and Physics. In 1997, Dr. Rosta was named the Best Teacher in the Chicago Public Schools. He previously served as the Initial Director of the International Baccalaureate program for the Chicago Public School System and was the first Principal for the Gilbert Classical Academy (Gilbert, AZ), the model 1:1 Computing School for the State of Arizona. He is also an Adjunct Professor for Grand Canyon University School of Education. Dr. Rosta earned a Bachelor's degree in Secondary Education and a Bachelor's degree in Biological Sciences from DePaul University, a Master's degree in School Administration and Leadership from Northwestern University, and a Doctorate degree in K–12 School Leadership from the University of Florida.

I.D OTHER SUPPORT

Assisting the Governing Board will be the legal team at Procopio, Cory, Hargreaves and Savitch, LLP, a law firm with extensive experience in charter school law:

- **Greg Moser, Esq., Attorney, Procopio, Cory, Hargreaves and Savitch, LLP:** Mr. Moser and the other attorneys at Procopio have many years of experience in public agency law as well as non-profit corporation law. In addition, Mr. Moser is one of the foremost experts in charter school law in the state. He has been a legal advisor to the California Charter Schools Association since its inception. He leads a team of attorneys who specialize in charter school law and who provide expert assistance on a wide variety of matters that affect the school.

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

II. EDUCATIONAL PHILOSOPHY AND PROGRAM

II.A MISSION

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

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

II.B EDUCATIONAL PHILOSOPHY

Describe the educational program of the proposed charter school:

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

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

Commented [FS1]: All Ed Code references that need to be updated will be done prior to submission to authorizers, throughout document

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

- ***Assessment Objective Performance Reports (AOPR)***: These reports provide real-time student performance data on essential skills and standards based upon individual math, language arts, and science assessment items. They identify the objectives students should master by the end of that grade level based upon the California Common Core State Standards as well as the Next Generation Science Standards and display students' performance against the objectives. Data can be sorted to identify students who have or have not mastered specific objectives.

- ***Collaboration Among Students:*** Using Adobe Connect in LiveLesson sessions, teachers group students in break-out rooms to allow collaboration. Teachers then "visit" each room to observe student collaboration and provide instruction. This audio/video web conferencing tool allows teachers the flexibility to group students, conduct small group instruction, utilize a whiteboard for illustration, and allows students to work together in a collaborative space. Additionally, for each section of students that a teacher teaches in a course, the teacher will create a section message board. On the section message board, teachers assign additional collaboration opportunities or have students work together in the online space to share information, post documents, and respond to one another. Students are graded on both the content of the projects and their participation in collaborative activities.

- ***Curriculum-Based Assessments:*** Teachers use curriculum-based assessments (CBAs), via telephone conversation, as a quick and effective way to gather information on students' understanding of concepts. Diagnostic curriculum-based assessments (DCBA) pinpoint strengths and weaknesses in student mastery of concepts. Verification curriculum-based assessments (VCBA) gauge authentic student learning of concepts previously graded as successfully completed with scores of B or higher.

- ***Connexus® Education Management System (EMS):*** Connexus will be the platform for organizing and supporting the school's entire educational environment. This proprietary, web-based software delivers assignments and track activities (whether conducted online or offline) while monitoring the completion of individual lessons as well as mastery of discrete skills and knowledge, all under the watchful eye of administrators, teachers, and Learning Coaches. Connexus operates within a secure, robust technology infrastructure protecting data from loss and intrusion while maintaining a safe environment. Students, teachers, administrators, and Learning Coaches access Connexus to organize, document, and interact, ensuring an unprecedented level of time-on-task documentation. Connexus is continually updated and improved upon for the success of schools and families. All new releases and updates of Connexus are automatically provided.

- ***Interactive Reviews:*** Interactive reviews are additional practice opportunities embedded in the curriculum and serve to give students targeted feedback on concepts and skills.

- ***Intervention Indicators:*** Intervention Indicators are displayed on the teacher home page in Connexus to facilitate teachers' ability to identify which of their students may be in need of an instructional intervention. These indicators are data-driven codes and are the first step of multi-tiered instruction. These indicators facilitate teachers' abilities to ensure that all students learn at high levels of achievement. These codes are used to identify academically at-risk students, determine and implement appropriate instructional interventions, and monitor the effectiveness of interventions.

- ***Longitudinal Evaluation of Academic Progress (LEAP)***: This formative assessment tool will be used for students in grades K-8 as a technology-facilitated pre-, mid-, and post-test. It provides essential diagnostic information for developing and planning instruction. It provides an early read on a student's performance on state-mandated tests and reports key accountability data on student progress throughout the academic year.

- ***Learning Coach:*** A parent, extended family member, or similarly qualified adult designated by the parent/guardian will work in-person with the student as a Learning Coach under the guidance of the credentialed teacher. The Learning Coach and student interact with the teacher via telephone, WebMail message, LiveLesson sessions, and in-person meetings. The school provides a unique login and ongoing training, support, and resources to help the Learning Coach carry out this important role.

- ***LiveLesson® Session:*** A real-time, interactive web conferencing tool, LiveLesson sessions will allow teachers to work synchronously and directly with individuals or groups of students using voice-over IP, chat, electronic whiteboard, and shared web surfing based on Adobe® Connect™.

- ***Multi-tiered Instruction:*** The school will employ a multi-tiered instruction framework based upon the Response to Intervention (RTI) model that deeply links curriculum, standards, assessments, and interventions that have a direct impact on student mastery and resulting standardized test performance. The RTI model targets essential skills/standards by subject/grade level, uses specified assessments within the curriculum to measure student mastery of these skills and standards, provides tiered interventions for non-mastered skills and standards, and then tracks students' response to the implemented interventions by skill/standard. Through this model every student has access to the resources they need to be successful: Tier I Core Curriculum with Differentiation, Tier II Supplemental Instructional Supports (two to three times per week), and Tier III Supplemental Instructional Supports (four to five times per week). Student Support and IEP teams will meet regularly to develop an intervention plan and strategies for improvement for students who are struggling.

- ***Personalized Performance Learning™ (PPL):*** This instructional process will create a unique learning experience for each student. During enrollment, academic placement advisors and School Counselors review students' past records and performance to properly place them in the school. A Personalized Learning Plan (PLP) will be developed collaboratively by the teacher, Learning Coach, and student to maximize achievement and to tailor curriculum and instruction. Throughout the year, teachers monitor students' progress and adjust their learning programs to focus on areas where students need to improve and areas in which they can build on their strengths.

- ***Progression Plan:*** As students advance to higher grade levels, teachers will begin using Progression Plans. A Progression Plan, automated in Connexus, defines and tracks requirements that must be accomplished to meet a goal. Teachers and counselors will use four-year academic progression plans for students to ensure they are on target for graduation and for meeting their college and career goals.

- ***Scantron Performance Series® (SPS):*** Students in grades 9–11 will be assessed with the Scantron Performance Series. The Scantron assessment is a valid, reliable, current test that measures student proficiency in reading and mathematics and provides a scaled score that can be used to measure academic growth. It therefore serves as a useful tool in assessing student curricular needs. The online test is a computer-adaptive assessment which automatically adjusts to each student's ability level, generating more difficult questions if the student is answering correctly and easier ones if the student is answering incorrectly.

  It provides a valid and reliable scale score in math and reading so that student learning growth can be tracked over time. The version that CalCA Central Coast will use is aligned with the California Common Core State Standards and provides teachers with reports and information to address individual student needs.

- ***StarTrack™:*** This integrated rating system will allow every student, Learning Coach, and teacher to rate each lesson in which they engage from a low of one star to a high of five stars and give detailed feedback. Ratings and comments will be used by the curriculum staff to ensure continuous feedback and to identify areas of needed improvement as well as curriculum approaches that work especially well.

- ***Student Status/Escalation Process:*** The school will track and report ongoing student progress based on the objective quantitative data generated by Connexus. Staff members will analyze attendance, participation, performance, assessment submissions, and teacher contact. The student status is displayed on the home page for instant identification of potential problem areas. The Escalation Process goes into effect when students are in statuses other than "On-Track" in order to ensure students continue to gain the full benefits of this educational option and are being educated appropriately through this unique school choice.

- ***Synchronous Contact:*** In a virtual school setting, synchronous contact is defined as a live interaction occurring in real time between teachers and students which allows for real time communication and helps to build a relationship between teachers and students. Teachers will schedule LiveLesson sessions, in addition to other synchronous interaction (e.g., phone calls), for students. Teachers will document all synchronous contact with a student within the student's log in Connexus.

- ***Teacher:*** The school will employ fully qualified, California-credentialed teachers, as required by law, who are also specially trained in online delivery and personalized instruction. Teachers will work from either a CalCA school office location and/or work remotely to deliver instruction to an online classroom of students and work one-on-one with students through highly interactive, technology-facilitated communication tools. Teachers will maintain a one-on-one relationship with each student.

- ***Teacher Feedback Notification:*** This feature in Connexus sends auto-generated WebMail notifications to students and their Learning Coaches when teachers enter feedback in all assessments. Automatic WebMail notifications direct students and Learning Coaches to the specific assessments for which the feedback is provided creating a continuous loop of communication on student learning.

- ***Teachlet® Tutorials:*** Teachlet tutorials are proprietary, interactive, asynchronous graphic/video/audio tutorials, and are incorporated into lessons to provide students a dynamic, fun, and engaging way to learn the concepts they need to master learning objectives and standards.

- ***WebMail:*** This proprietary email system is securely located within Connexus. Students, Learning Coaches, and teachers may only use it to communicate with each other, protecting them from spam, contact from strangers, and other mainstream email issues.

What is an "educated person" in the 21st century?

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

Students, including many who have not thrived in the traditional classroom, will engage in a challenging learning program tailored to their individual needs and focused on equipping them for success in the 21st century. The curriculum and instructional programs will fulfill all of the frameworks put forth by the Partnership for 21st Century Learning[7] which are:

- **Mastery of key subjects:** Students will master the key subjects which include English, reading, or language arts; world languages; arts; mathematics; economics; science; geography; history; and government and civics.

- **Incorporation of 21st century interdisciplinary themes into academic content:** The curriculum will incorporate global awareness; financial, economic, business and entrepreneurial literacy; civic literacy; health literacy; and environmental literacy.

- **Use 21st century tools to develop learning and innovation skills:** As the Partnership recommends, students will develop proficiency in creativity and innovation; critical thinking and problem solving; and communication and collaboration.

[7] The Partnership for 21st Century Skills, "Framework for 21st Century Learning," May 2015, http://www.p21.org

- **Use 21st century tools to develop information, media, and technology skills:** Students will develop information literacy; media literacy; information, communication, and technology literacy.
- **Students will develop life and career skills:** Students will develop adequate life and career skills, including flexibility and adaptability; initiative and self-direction; social and cross-cultural skills; productivity and accountability; and leadership and responsibility.
- **Use 21st century support systems to ensure student mastery of 21 century skills:** 21st century standards, assessments, curriculum, instruction, professional development and learning environments will be aligned to produce a support system that produces 21st century outcomes for today's students.

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

How does learning best occur?

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

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

Personalized Learning Plan

The centerpiece of instruction at CalCA Central Coast will be the Personalized Learning Plan (PLP) which provides for individualized instruction tailored to the learning needs of each student. The PLP is an extensive document that will be developed by the California-credentialed teacher in consultation with the student and the student's Learning Coach (usually the parents/guardians). The PLP will be built from a combination of baseline assessments of both academic skills/knowledge and learning modalities, information gathered from the Learning Coach, and input directly from the student. Learning needs that go beyond the purely academic (such as study habits and interpersonal skills) are addressed in the PLP as well. The PLP then guides the student's course through the California Common Core State Standards-based Connections curriculum. All daily lessons will be provided to students and families online. Learning Coach Guides will be provided for grades K-5. Lessons direct students step-by-step through use of the comprehensive set of textbooks, trade books, manipulatives, and consumables that are shipped to them or provided online (see Exhibit A for examples of a PLP).

Key Facets of Instructional Model

An individualized and supported educational program facilitates the development of self-direction and personal responsibility among its students. CalCA Central Coast will implement the Connections instructional model which incorporates key facets such as 1) the Learning Triad (teachers, Learning Coaches, and curriculum); 2) Advisory Teacher/Counselors; and 3) Student Motivation.

1) ***The Learning Triad***: The Connections instructional model relies on the support of a) fully qualified teachers, b) supportive Learning Coaches, and c) a high-quality, standards-aligned curriculum. The Learning Triad, consisting of these three elements, is illustrated in Figure 15. Each student will have a staff of experts, including California-certified teachers, working together to leverage the school's myriad resources —technological, instructional, and interpersonal —for success. Learning Coaches are also encouraged to, and typically function as, an integral part of the student's learning team.

    a. **Fully Qualified Teachers** —Student learning benefits from committed educators and involved parents who provide total support. Each student will have certified California teachers specially trained in teaching in an online environment, the Connections curriculum, and specific instructional methods. In each of the elementary grade levels or secondary level ~~core~~ subjects, students will be taught by a certified teacher with expertise in a particular grade level or content area. Teachers will work closely with each student on a one-on-one basis using innovative technology tools. The teacher will be responsible for teaching, evaluating assignments and work products, providing instructional assistance, assigning and scoring assessment activities, and providing feedback on the student's performance. Based on a student's demonstrated mastery of the material, teachers will add, expand, or replace assignments; they will also grade students in each subject for the Grade Book, and make promotion or retention decisions. Depending on the needs of the learner, teacher direct contact —via telephone, LiveLesson session, and/or WebMail —with the student and Learning Coach may be as frequent as several times a day, and at minimum twice per month. Teachers view the student's attendance, participation, and performance on a daily basis via the Connexus teacher's home page. Teachers will not wait to be contacted; they will be proactive participants in their students' learning plans. Teachers in virtual schools often comment that they understand their students better in the virtual environment than in a traditional classroom since they work with students one-on-one.

Figure 15. Learning Triad

b) **Supportive Learning Coaches** —Each student will have a Learning Coach who is encouraged to work in person with the student. Typically, a Learning Coach helps keep students motivated and on track and regularly communicates with the students' California-certified teachers. At the high school level, the Learning Coach is less involved with daily instruction but is encouraged to continue serving as an important supervisory role for the student.

c) **A high quality, standards-aligned curriculum** —The Connections curriculum is fully aligned to the California Common Core State Standards. The developmentally appropriate curriculum increases its integration of technology as students advance through the grades.

2) **Counseling Support:** Students in high school will be assigned a credentialed counselor who provides an extra layer of monitoring for the whole student. This educator, in collaboration with the Learning Coach, will develop a Personalized Learning Plan (PLP) for each student and closely track their overall academic progress. Counselors will work with students via the phone, WebMail, and LiveLesson sessions to help students overcome nonacademic barriers to learning and to create and implement postsecondary plans. Student academic progress is tracked on a daily basis via online discussions, quizzes, tests, science labs, and portfolio items to ascertain mastery of the materia.l Other parameters of student success, such as attendance and participation, are also tracked regularly. The credentialed counselors also provide support in non-academic areas, such as social-emotional support, to help insure student success. Counseling support is also available to students in grades K-8 on a referral and/or consultative basis. For students in middle school, an Advisory teacher is assigned who develops the PLP and then monitors student progress and attendance regularly. At the elementary level, the advisory teacher may also be known as the homeroom teacher and may provide instruction in core subject areas in addition to the advisory role.

3) **Student Motivation**[8]: Teachers are trained to apply three engagement strategies to their instruction to create a motivational online learning environment: 1) making instruction fun and engaging, 2) providing a safe way to respond, and 3) helping students succeed.

- **Make Instruction Fun and Engaging:** Teachers are trained to make synchronous learning sessions fun and engaging by using games, music, and virtual collaboration tools (e.g., virtual whiteboard, polls, and breakout rooms).
- **Provide a Safe Way to Respond:** Teachers are shown how to create a welcoming and safe online environment where students can feel free to express their ideas and needs without being judged. The more comfortable the student feels, the more productive and engaged he or she will be.
- **Help Students Succeed:** It is incredibly rewarding for teachers to witness their students succeed! They know firsthand how gratified a student feels when he or she grasps a

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

challenging concept or subject, or does well on an assignment. Celebrating student success and achievement increases student motivation.

Asynchronous Model with Synchronous Support

CalCA Central Coast will utilize the Connections program which provides an asynchronous model that uses synchronous support.[9] In synchronous learning, students and teachers work together at the same time in the same virtual place (e.g., LiveLesson sessions). Typical synchronous instruction involves teacher-facilitated lessons, group projects, and class discussions. CalCA Central Coast provides opportunities for daily or weekly synchronous instruction, based on the student's grade level. In asynchronous learning, students work at their own pace and place, completing coursework within defined time limits. Students and instructors are not necessarily interacting in real time. Schoolwork that students perform on their own time typically includes:

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

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

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

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

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

- Students to demonstrate their knowledge and practice their communication skills;
- Students to ask questions to deepen their understanding;
- Students to build relationships with their teacher and fellow classmates;

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

- Teachers to engage students in discussions, problem solving, and group projects;
- Teachers to focus class time on bridging skills gaps; and
- Teachers to build one-on-one relationships with students.

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

Learning Coaches

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

- Get Started! - Enrolling with a new school raises many questions—Get Started! offers both assistance and reassurance by providing extensive information about online education. The program helps families prepare for a successful school year through such resources as the Prepare for Success website, teacher welcome calls, orientation courses for Learning Coaches, in-person orientation gatherings, and the Learning Coach Success Series.
    - Learning Coach Success Series – Before the start of each school year, Learning Coaches can participate in a series of live webinar-style sessions led by parents of currently-enrolled students. This series help families prepare for their first days of school. In addition to open Q&A sessions each week, five different topics are addressed: Online School Basics, Roles and What to Expect, Schedules and Routines, Getting Acquainted with Connexus, and Tips and Tricks for Success.
- Get Coaching! The program is dedicated to helping Learning Coaches understand their role, providing them with easy access to resources, and ensuring that they are equipped with the tools and strategies needed to motivate and assist their students.
    - Learning Coach Central – This award-winning website, accessed from the Learning Coach Home Page in Connexus, provides multiple resource documents, tutorials, video Quick Clips, and helpful links that support Learning Coaches in their role and providing instructional support to their student.
    - Learning Coach Link – This online monthly communication is sent to Learning Coaches with articles on instructional best practices, Connexus updates, tips and strategies for motivating reluctant learners, and information about upcoming Learning Coach Resource sessions.

- National Learning Coach Resource Sessions – These online sessions are designed to assist Learning Coaches with an understanding of their role and responsibilities, and provide strategies for working with and supporting their student. Sample session topics include: Effective Questioning Techniques to Assess Learning, Improving Student Writing Skills, Providing Valuable Feedback, Nurturing Student Motivation and Engagement, and Unlocking Math in a Virtual World.

- Get Connected! - This program assists students and parents who are interested in finding opportunities to connect with other school families. In addition to in-person field trips and online clubs and activities, this program offers socialization tips for online school families, increased opportunities for students to interact online with classmates and teachers, and in some areas, private Facebook groups where parents and Learning Coaches can "meet" to arrange study groups and other informal gatherings.

In addition to the online training and resources offered to Learning Coaches, CalCA Central Coast will have staff members, known as Family Relationship Specialists, dedicated to working directly with Learning Coaches and providing additional support to Learning Coaches who may be struggling with some aspect of the program.

II.C HIGH SCHOOL PROGRAMS

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

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

Since CalCA Central Coast expects to be accredited by WASC, all of its high school courses will be considered transferable to other California high schools. Once accredited, CalCA Central Coast then expects to be approved by the University of California Office of the President following the extensive process for online and independent study programs. CalCA Central Coast anticipates receiving "a-g" approval for the majority of the high school course list, offering more than 100 courses in all core content areas, including electives, which are already approved through the Connections course provider approval process.

Most courses are also approved through the National Collegiate Athletic Association (NCAA)

through a rigorous approval process to meet requirements for initial-eligibility for college athletes. The National Collegiate Athletic Association (NCAA) Eligibility Center has certified more than 80 of the Connections high school core and elective courses as meeting NCAA Eligibility Center requirements. Because the school has partnered with Connections and follows the Connections Academy instructional model, and is included in the Connections Academy "district" with the NCAA, it is able to offer these courses to its student athletes. [10]

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

The University of California "a-g" course list includes more than 100 Connections high school courses and electives.[11]

II.D STUDENTS TO BE SERVED

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

CalCA Central Coast's virtual educational model will serve students in grades K–12 who reside throughout Santa Barbara County and the adjacent (contiguous) counties of San Luis Obispo, and Ventura, and may also enroll students residing in the adjacent county of Kern. Enrollment for the start of the 2018-19 school year is expected to be 200 students and the school plans to continue to grow steadily but responsibly in subsequent years. Enrollment targets notwithstanding, CalCA Central Coast will make every effort to serve as many students as possible who apply.

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

Since its model has broad appeal among mainstream California families — and yet offers a very different learning experience for those already exploring the virtual charter option — CalCA Central Coast's demographics will typically mirror both the region's and state's school-age population. The age and demographic makeup of the current CalCA schools is previously shown in Figure 3 and Figure 5. CalCA Central Coast expects to have a similar student population as the

[10] https://www.connectionsacademy.com/Portals/4/ca/documents/pdfs/NCAA-Approved-Course-List-CA-POBL-iNACA-2017-18-FINAL-082817.pdf
[11] https://hs-articulation.ucop.edu/agcourselist#/list/details/4839/

other CalCA schools.

CalCA Central Coast's families will include many of modest means (with approximately 40% meeting the federal income guidelines for free- or reduced-price meal benefits) as well as single parent/dual-working parent households who participate in this program. For more information about tracking demographic data, see Section VI.B.

II.E CURRICULUM AND INSTRUCTIONAL DESIGN

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

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

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

CalCA Central Coast will utilize an independent study format, providing a learning environment that is well-supported by both the Learning Triad and by a sophisticated technology component. This basic foundation will be further enhanced by a proven curriculum, a focus on high-quality teaching, and ongoing staff training and professional development opportunities.

Supporting Research for the Personalized Performance Learning Model

Support for the need to expose students to online learning is evident in the 2015 article, *The Effectiveness of Online Learning: Beyond No Significant Difference and Future Horizons*, when Tuan Nguyen states "…. about 92% of all distance and online education studies find that distance and online education is at least as effective, if not better, than traditional education."[12]

High-quality Teaching: Teachers will be equipped with skills and technology to maximize student learning. Research, focusing on online learning, echoes the critical importance of teacher quality and preparation. In November 2015, Mary F. Rice, Theron (Bill) East and Daryl F. Mellard published a study (*Teacher Preparation and Promising Practices in Online Learning*[13]*)* which analyzed effective teacher preparation and practice for the online learning environment. In the study,

[12] Nguyen, Tuan (2015). "The Effectiveness of Online Learning: Beyond No Significant Difference and Future Horizons," MERLOT Journal of Online Learning and Teaching, 11(2). http://jolt.merlot.org/Vol11no2/Nguyen_0615.pdf
[13] http://centerononlinelearning.org/wp-content/uploads/Superintendent_Topic_7_Summary_November2015.pdf

"...administrators indicated teacher preparation and ongoing support (e.g., coaching and professional development) was very critical. In fact, they agreed this topic was one of the most critical of all topics covered in the forum. Administrators considered teacher preparation and support very important because they believed that teachers are the most important component of successful online learning once devices are in students' hands and working properly."

Through Connections' award-winning Professional Learning model,[14] teachers will gain an understanding of their role as facilitator, distinguish changes to the online environment and its impact on student learning, and adapt to those changes while transitioning to their role as an online instructor at CalCA Central Coast. Throughout each level of professional learning, teachers engage in reflection opportunities and share their reflections with colleagues and school leaders. According to Rick DuFour and Douglas Reeves in their article, *Professional Learning Communities Still Work (If Done Right)* (October 2015),[15] educators "...prefer professional development that helps them plan and improve their instruction, is teacher-driven, includes hands-on strategies relevant to their classrooms, is sustained over time, and recognizes that teachers are professionals with valuable insights." Teachers are most satisfied when they are part of a learning community focusing on lesson planning, using data to personalize instruction, designing engaging content, and ensuring that all curriculum is aligned to state and national standards.

Timely and Actionable Feedback: The unique ability of an online teacher to communicate one-on-one with students and offer timely and actionable feedback is key to student success in an online learning environment. According to a 2014 study,[16] 77% of students view face-to-face comments as "very" or "extremely effective." Whether the teaching is online or face-to-face, as described in this study, feedback is a critical element in supporting student learning. Professional learning topics delve deeply into ways that teachers can reach students individually at CalCA Central Coast, so that they are receiving timely and actionable feedback. Teachers at CalCA Central Coastwill use collaboration in professional learning to discuss topics such as "...the main purpose of feedback is to improve the student's ability to perform tasks he or she has not yet attempted...In other words, we need to start from where the learner is, not where we would like the learner to be. We need to use the information we obtain from looking at the student's work—even though that information may be less than perfect—and give feedback that will move the student's learning forward."[17] In his 2012 article, *Seven Keys to Effective Feedback*, Grant Wiggins notes, helpful feedback is goal-referenced; tangible and transparent; actionable; user-friendly (specific and personalized); timely; ongoing; and consistent."[18] These qualities and instructional strategies are characteristic of the type of feedback that teachers will provide to students.

Personalized Instruction: Students clearly benefit from instruction that is personalized in terms of

[14] In April 2015, the Connections Professional Development Model was recognized with a silver award for Best Practices for Distance Learning Programming by the United States Distance Learning Association (USDLA). In May 2016 Connections was recognized as a Codie Award finalist for Best Professional Learning Solution for K-20 Faculty and Administrative Staff.
[15] http://www.edweek.org/tm/articles/2015/10/02/professional-learning-communities-still-work-if-done.html
[16] Turnitin.com (2014). Instructor Feedback Writ Large: Student Perceptions on Effective Feedback
[17] http://www.ascd.org/publications/books/111001/chapters/Setting-Objectives-and-Providing-Feedback.aspx
[18] http://www.ascd.org/publications/educational-leadership/sept12/vol70/num01/Seven-Keys-to-Effective-Feedback.aspx

pace, content, sequence, and style. In a study published in 2016,[19] students in a developmental math class experienced between a 13% and 27% increase in course completion using personalized learning in a digital platform. Robert Marzano and Michael D. Toth explain that "Within classrooms, there should be ample evidence of students wrestling with new content as they build the stamina required to reach higher levels of thinking. Without the opportunity to struggle with a problem or decision, for instance, students may attain surface-level knowledge of a concept, but be unable to utilize that knowledge in meaningful ways."[20] A goal of personalization via online instruction is for the student to demonstrate increased content knowledge and critical thinking. Instruction is personalized for every student, every day and professional learning supports teachers in implementing instructional practices that maximize student performance. Students will work together on collaborative projects as well.

Data-Driven Instruction: Research on data-driven decision making states "…educators should consult and factor in multiple sources and types of student data to get a more complete view of student progress or achievement. These additional sources of data may be formal (e.g., chapter tests, class projects, or performance assessments) or informal (e.g., class discussions, homework assignments, or formative assessments). Looking at a broader array of data can help teachers avoid putting too much weight on a single measure of student performance and, therefore, reduce the risk of making inaccurate and invalid decisions about student learning and teaching effectiveness."[21] Training and professional development will guide teachers through this process and continuously seeks ways to ensure teachers are comfortable with the importance of using data to personalize instruction. At CalCA Central Coast, teachers will be provided tools and clear guidance on how to analyze and use student performance data to provide targeted instruction, intervention, lesson modifications, remediation, and enrichment.

Parent Involvement: According to the 2015 study *Parent and Student Perceptions of Parent Engagement at a Cyber Charter High School*,[22] Borup and Stevens identify five primary types of parental engagement: nurturing relationships and interactions (with both their students and the teachers); advising and mentoring; organizing; monitoring and motivating; and instructing. The study also provides several examples of how parent engagement can be enhanced in a virtual school setting, especially when parents are given the additional tools to help reinforce the engagement. Connections will provide Learning Coaches with tools (e.g., orientations, tutorials, synchronous webinar-type sessions, recordings, and more) to better engage with their students. Based on the intimate knowledge parents have of their students, they will be better able to offer their students a continuum of assistance, as needed in varying degrees, and be more strategic in how to help and engage with them.[23]

[19] "Using personalized learning, a developmental math professor increases her course passing rate". Website blog. Pearson Education Blog. Pearson Education, 2016.
[20] www.marzanocenter.com/files/Teaching-for-Rigor-20140318.pdf
[21] Mertler, Craig A. Introduction to Data-Driven Educational Decision Making (2014), http://www.ascd.org/publications/books/sf114082/chapters/Introduction_to_Data-Driven_Educational_Decision_Making.aspx
[22] http://files.eric.ed.gov/fulltext/EJ1085792.pdf
[23] Borup, J. & Stevens, M.A. (2015). Parent and Student Perceptions of Parent Engagement at a Cyber Charter High School, Online Learning, Volume 19, Issue 5, pp. 75-83.

Curriculum and Instructional Design Principles

The CalCA Central Coast research-based[24] curriculum will use the following proven instructional principles:

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

Curriculum Development Framework

Connections utilizes ADDIE, a five-phase iterative curriculum development model consisting of Analysis, Design, Development, Implementation, and Evaluation to guide and inform curriculum

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

development and maintenance as shown in Figure 16.

Figure 16. ADDIE – Curriculum Development Framework

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

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

evaluation is present in each stage of the ADDIE process. Summative evaluation consists of tests designed for criterion-related referenced items and providing opportunities for feedback from the users. Revisions are made as necessary.

The curriculum and instructional design is in close keeping with leading research and national standards on effective online instruction. The research underscores the importance of integration of tools for student-to-teacher and student-to-student interaction and the central role of fully qualified, specially trained professional teachers.[25] In addition, the National Standards for Quality Online Teaching[26] focus on teacher use of assessments, data, and ongoing communication to bring out the best in each unique online learner.

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

Input from students, parents, and teachers will be gathered on an ongoing basis via StarTrack for lessons. On every lesson in the curriculum, and on the home page for each Learning Coach, will be a StarTrack box inviting ratings on a five-star scale and an opportunity to provide text feedback. Data gathered from this feedback will be examined carefully and acted upon by school staff and by Connections. Since the StarTrack tool was launched, parents and students in schools supported by Connections have provided millions of lesson ratings. For the 2016-17 school year, 958,706 lesson ratings were submitted by parents and students attending schools supported by Connections Academy, with an average rating of 4.32 out of five stars.

Overview of Curriculum, Technology, and Materials

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

The curriculum is updated regularly, based on a rigorous analysis of student performance on state standards as measured by state testing results and internal assessments. The Governing Board will

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

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

annually review and approve the major elements of and changes to the curriculum. The curriculum as described herein represents the most recent curriculum developed for the 2017-18 school year.

Elementary and Middle School Curriculum

The program of instruction for students in grades K–8 has the ability to be individualized, personalized, and delivered in a non-traditional environment to give students the best pathways to success. The high-quality proprietary curriculum integrates textbooks, instructional activities, and other content from a variety of leading publishers. In addition to high-quality virtual and print textbook resources, the curriculum features technology-based content. The school uses a variety of multimedia and interactive practices to reinforce standards for language arts and math at each grade level. The proprietary and highly effective online Teachlet tutorials, which introduce challenging topics and provide interactive practice, are also included along with proprietary interactive online tools and simulations. Depending on grade level, these may include a virtual rock and mineral kit, pan balance, geoboard, and interactive math practice activities. LiveLesson sessions provide for real-time direct instruction with individual and small groups of students using voice-over IP, chat, electronic whiteboard, and shared web surfing. These sessions allow teachers and students to interact with one another in real time in an online classroom~~.~~. This is one way in which students are provided with opportunities for daily live interaction for the purposes of maintaining school connectedness. In addition, LiveLesson sessions may be recorded and saved for students to revisit at a later date if they had scheduling conflicts or want to refresh themselves on the topics covered.

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

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

The curriculum also includes unique electives such as Home Life which provides fun, hands-on, skill-building projects in which the whole family can participate. These activities include cooking, crafts, sewing, home maintenance, family outings, and genealogy. New Home Life modules are added periodically, including such recent additions as The Name of the Game: Discovering and

Designing Board Games; What It Means to Be Green: Creating a Positive Impact on the Environment; Model Bridge Building; and Orienteering (navigation with map and compass). Educational Technology courses are available for students in grades K–8. These courses provide not only a comprehensive set of technology skills ranging from basic productivity tools to web page development, but also reinforce national and local academic standards, online study skills, and Internet safety.

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

Gifted and Talented Courses (Grades 3-8)

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

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

High School Curriculum

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

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

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

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

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

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

Course Selection and Credit Transfer

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

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

Instructional Delivery and Scheduling

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

Area and Subject Requirements

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

Promotion, Graduation, and Passing Grades

Students in grades 9–12 will typically be enrolled in at least five credits over the course of the school year, as the CalCA Central Coast program is a full-time public school program (see the School Handbook Supplement in Exhibit B for more information.) A typical high school student will have six courses or the equivalent of six credits per academic year. To stay on track for graduation in four years, prior to grade 10, students should have earned (or transferred) a minimum of 5 credits, prior to grade 11 students should have earned (or transferred) a minimum of 10 total credits and prior to grade 12 students should have earned (or transferred) a minimum of 16 total credits. Students only receive credit for classes passed with a grade of “D” or better. To graduate and receive a diploma from CalCA Central Coast, a student must be enrolled during the semester immediately prior to graduation, must have earned 5 credits in a school supported by Connections, 1.5 of which are in the semester immediately prior to graduation, and must have met any applicable state requirements for a diploma, such as any required state exit exam. Each student must successfully complete a minimum of 22 credits to graduate.

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

Technology and Socialization

In addition to working with the curriculum materials, students will have the opportunity to participate regularly in both face-to-face and virtual community activities. Face-to-face activities

include field trips, college tours, and community outings facilitated by both CalCA Central Coast faculty and parent volunteers such as Club Orange members. Club Orange brings together parents of students attending schools supported by Connections across the country. Club Orange members are encouraged to reach out to engage with their local communities.

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

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

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

Given the balance of modes and media for learning at CalCA Central Coast, actual time spent working online for students varies according to each student's developmental level, learning needs, and learning styles. As illustrated in Figure 17~~Figure 17~~, students in grades K–5 may spend 15-30% of their school day online; students in grades 6–8 may spend about 50-75% of their school day online; and students in grades 9–12 may spend 75+% of time online.

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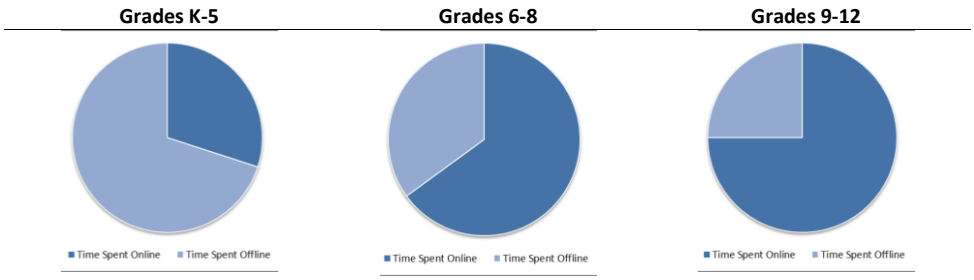
Figure 17. Time Spent Online by Grade Span



Clubs and Activities

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

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

The following provides a sampling* of some of the clubs we offer:

- **Art Club** is designed to spark a student's creativity by exploring two-dimensional and three-dimensional art, photography, and graphic design through techniques and styles associated with each medium. Students will have the opportunity to create original designs and artwork, share their artwork with peers, learn about appropriate critique guidelines, and provide feedback to other club members. (Grades: 6–12)

- **Arts and Crafts** encourages students to create crafts using materials found at home and in nature. Through the topics of culture, science, and math, students will work on projects from the course as well as monthly special craft challenges. (Grades: K–8)

- **Author's Corner** students have the opportunity to create and share original stories using a variety of digital tools. Students can also collaborate on the message boards to give critiques of student writing, create round robin stories, and discuss favorite book genres. (Grades: K–12)

- **Brainteasers Club** members will solve puzzles, including anagrams, riddles, and word scrambles and work their brain muscles too. Students are also encouraged to create their own brainteasers and share them on message boards and in student-made publications. (Grades: K–12)

- **Connections Live** students learn about producing entertainment video segments from start to finish. Some projects may include creating a commercial, recording news segments, and planning a variety show. LiveLesson sessions provide opportunities for students to share and collaborate with other club members to create projects on their chosen topics (Grades: 6–12)

- **Career Club** encourages middle and high school students to learn about potential careers

and explore fields that interest them. Members identify and develop skills that will help them be successful in middle school, high school, college, and professionally. The club enables middle school students to enter high school with more direction in mind, making them more likely to embrace and succeed in a high school program that prepares them for pursuing their career interests. It will allow high school students to better focus on their goals after high school, including applying to appropriate colleges or applying for jobs which align with their interests and goals. (Grades: 6–12)

- **Chess Clubs: Introduction and Advanced** members learn, socialize, and play in an atmosphere of friendly competition using an exclusive gaming site. After completing a tutorial, students are matched with competitors of the same skill level, and the online games begin. There are also monthly presentations by a Grandmaster from the University of Maryland, Baltimore County in our advanced club, and an end-of-year tournament for all skill levels. (Grades: K–12)

- **College Planning Club** is designed for high school students who are considering college. Members are guided through the college preparation and admissions process including: college planning, building and producing a resume, identifying career interests and potential majors, researching colleges, completing applications and identifying financial aid and scholarship opportunities. Members develop a portfolio that focuses on elements sought by college admissions committees. (Grades: 9–12)

- **Debate Club** members will learn best practices and put them into practice during LiveLesson sessions. Members will learn the art of public speaking and critical thinking while working in collaborative teams. Research, reasoning, and understanding opposing perspectives form the foundation for real time debates. (Grades: 6–12)

- **Gaming and Technology Club** allows students who have an affinity for technology and gaming to explore and discuss gaming styles and genres, careers in the gaming and technology industry, and share their original work in LiveLesson sessions. Individual and collaborative projects may include creating elements of video games and investigating Internet safety and virtual threats. (Grades: 6–12)

- **Math Club I** allows First in Math® members will take part in a math competition by playing interactive games on the First in Math website. The online play reinforces a wide range of skills, from simple addition to solving for x- and y-variables. Students work at their own pace, and earn points as they master various concepts and practice test-prep exercises geared to appropriate grade levels. (Grades: K–8)

- **The *Monitor*: Student Blog** is Connections' student-managed, student-staffed blog. The writers and editors work together to write and organize content for sections of the newspaper including news, entertainment, sports, and advice. (Grades: 6–12)

- **E-Pals** is a classic way to build friendships. Students develop their skills in letter or WebMail writing and written expression, and, in some cases, penmanship while making friends with

other students across the country. (Grades: K–12)

- **Poetry Corner** allows middle and high school writers to work together in exploring the language of poetry. Regular forums are held to share and critique work. Students also have the opportunity to share and collaborate on various Message Board threads.(Grades: 6–12)

- **Robotics Club** members will learn how robots are used in popular culture, scientific studies, and commercial enterprises. Their creativity is encouraged as they plan, design, and submit drawings of their ultimate robots. No previous computer coding experience is required, and no materials are required for participation. (Grades: K–12)

- **Science Sleuths: Weird Science** is for elementary students who want to investigate the weirder side of science. Students complete hands-on activities that will amaze. Club members can also collaborate through discussions and sharing experiment results on the message boards. (Grades: K–5)

- **Science Sleuths: Wild Weather** is for elementary students who want investigate weather's wild side. Students will complete hands-on weather experiments and learn how to prepare in emergencies. Club members can also collaborate through discussions and sharing results on the message board. (Grades: K–5)

**Specific club offerings are subject to change.*

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

Connexus, the Education Management System

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

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

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

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

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

California-Credentialed Teachers

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

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

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

School Day, School Calendar, and Instructional Minutes

CalCA Central Coast will follow a traditional school year calendar that includes 180 days during which instruction is provided by school staff (surpassing the current minimum requirement of 175 days). The school calendar may be extended to allow families more flexibility in completing

the year's work or to provide extra learning time for students who are at risk. The curriculum is notably rigorous, and the time commitment it requires of students is comparable to that of a traditional school day. Since learners do not face the distractions and interruptions of a typical school setting — from lining up in the hallway to waiting out the teacher's handling of disruptive peers — they may use their learning time much more efficiently.

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

Independent Study

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

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

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

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

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

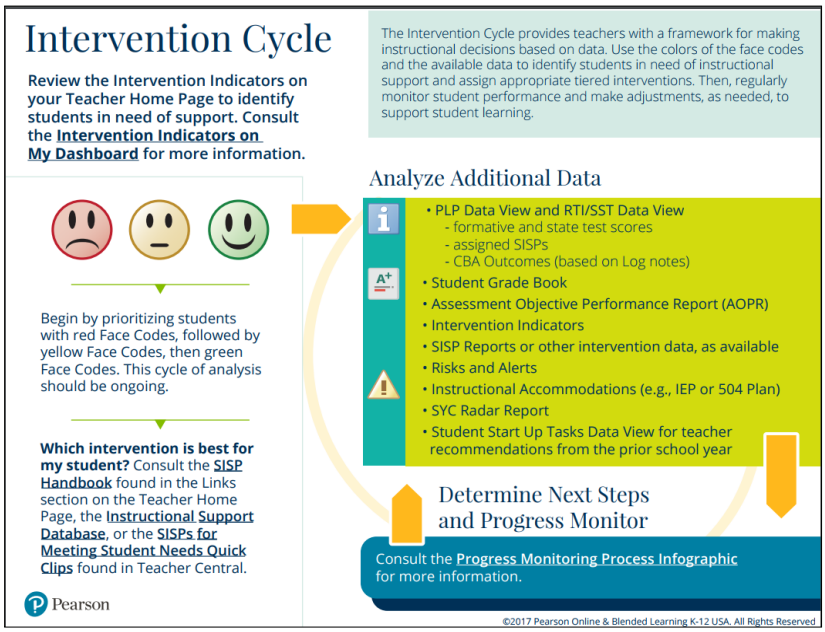
Intervention Indicators

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

Figure 18

~~Figure 18~~ illustrates the Intervention Cycle and explains the "face codes" used to communicate a student's status. The Intervention Indicator face codes are updated during each school year, based on formative pre, mid, and post assessments.

Figure 18. Intervention Cycle

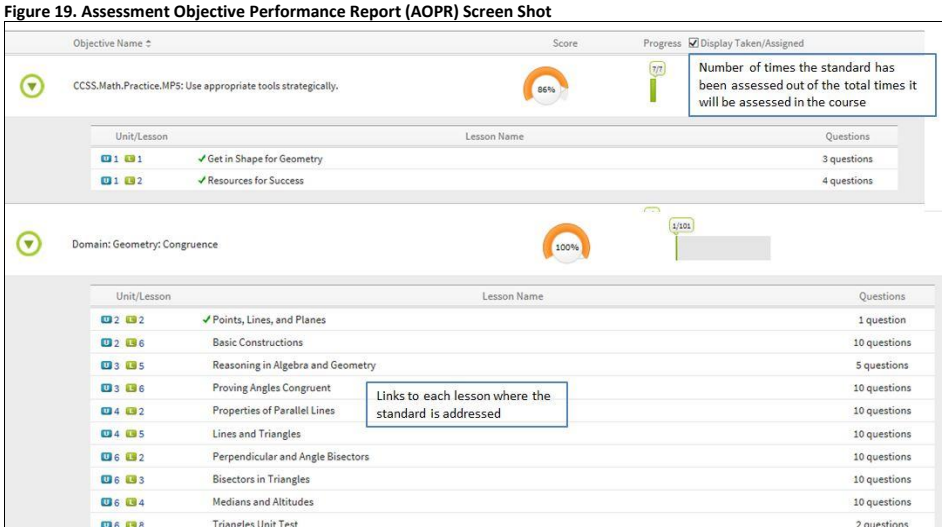


In addition, at both the section and individual student levels, Assessment Objective Performance Reports (AOPR), as shown in Figure 19, can be generated displaying not only the essential skills and standards for a course but also exactly where in the curriculum each of these is assessed and how a student is performing on the standards. Real-time student performance on each of the essential skills and standards is displayed based upon individual assessment items that measure standards-based objectives that students should master by the end of that grade level. Data can be sorted to identify students who have mastered or not mastered specific objectives. Teachers can run this report as frequently as they like to see exactly how students are progressing with regard to each of the skills and standards for that subject and grade. This method accomplishes the following:

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

- Identifies the need for tiered interventions for non-mastered/proficient skills and standards, and
- Identifies students' response to the implemented interventions.

Figure 19. Assessment Objective Performance Report (AOPR) Screen Shot



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

Response to Intervention (RTI)

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

The SST is part of the RTI process that is illustrated in Figure 20~~Figure 20~~. Connexus will provide teachers with real-time data and reports to implement a multi-tiered instruction model in language arts and/or math so that every student has access to the resources they need to be successful using Tier I Core Curriculum with Differentiation, Tier II Supplemental Instructional Supports, and Tier III Supplemental Instructional Supports with increased frequency and intensity. The process of identifying student intervention needs, assigning interventions, tracking their success, and communicating with parents, is ongoing. All efforts are made to meet each student's needs within the general education program.

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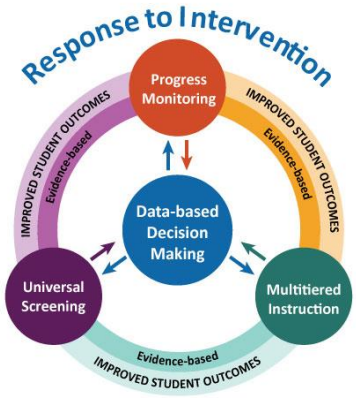
Figure 20. Response to Intervention



Making Assessment Data Actionable

Intervention Indicators, located in the My Dashboard area of the Teacher Home Page, will use student performance on state tests and diagnostic assessments to predict the likelihood of learning success during the school year. Codes are displayed to facilitate teachers' ability to identify which of their students may be in need of additional support. A sample of the visual information available for the Intervention Indicators is provided in Figures 21 and 22.

Figure 21. Visual of the Intervention Indicators

Student performance on state tests and formative assessments (i.e., DIBELS® Next, LEAP®, Scantron® Performance Series™, Measures of Academic Progress®) predicts the likelihood of success during the school year. On the My Dashboard area of the Teacher Home Page, the Intervention Indicators (face and tier codes) are visual representations to help teachers identify which students may be in need of additional support.

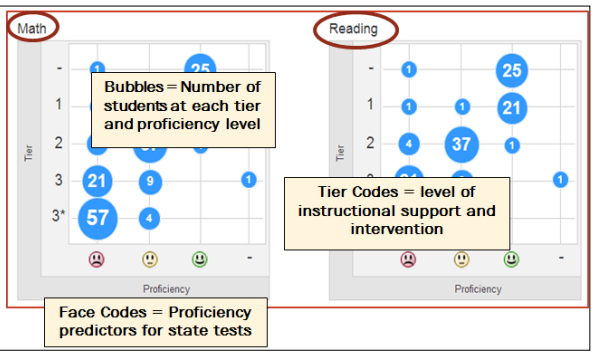


Figure 22. Additional Information Provided for Multi-tiered Intervention Area

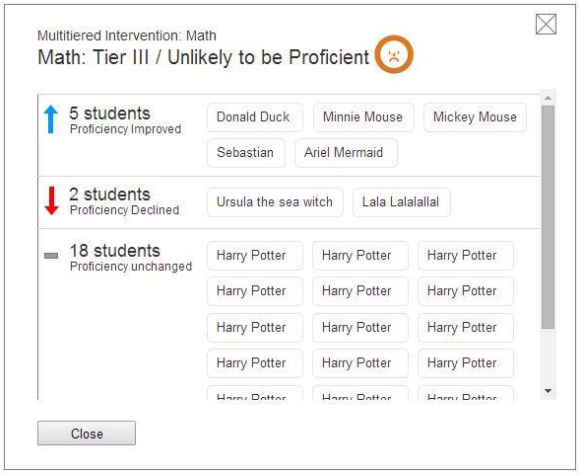


Figure 23 provides an explanation of codes teachers see in the Intervention Indicator display.

Figure 23. Explanation of Codes

The face and number codes listed in the Multitiered Intervention section indicate the following information:

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

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

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

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

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

Just as the personalized learning approach benefits struggling students, high achievers will also thrive at CalCA Central Coast. CalCA Central Coast will also offer a selection of gifted and talented (GATE) courses in math, science, and language arts. With individualized lessons, special courses for gifted and talented students, and specialized teachers - an environment is created where talents are nurtured and student potential is realized. The gifted and talented experts also create programs for "twice-exceptional" students, those who are gifted but also have special education needs.

The placement process will provide such learners with the most appropriate curriculum, pacing, and teaching approach from day one. Teachers will work closely with curriculum specialists and Learning Coaches to ensure a steady flow of enrichment activities for students working above grade level. In a virtual environment, students are able to work significantly above grade level without fear of ostracism or other negative social repercussions that gifted students sometimes face in a more traditional school setting. CalCA Central Coast will implement the robust Connections Gifted and Talented program for students in grades 3–8 and the Honors/AP program for high school students. These programs achieved a 94.2% satisfaction rating based on the annual

parent satisfaction survey conducted in February 2016 by Leo J. Shapiro and Associates.[27]

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

The Gifted and Talented program will offer a great level of flexibility, as gifted students may be placed in different curriculum levels for different subjects to support a specific need. For example, a sixth grader with a high aptitude in math could be placed in Gifted and Talented Math 6 where students engage in eighth grade math content, while continuing to take sixth grade level courses in other subjects. Gifted students in grades 3–8 have the opportunity to be enrolled in specially designed gifted courses in language arts, math, and science. These courses allow students greater opportunities to interact with the teacher and other students, explore above grade-level content, and participate in extension projects that promote higher-level learning.

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

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

II.H PLAN FOR ENGLISH LEARNERS

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

[27] http://www.connectionsacademy.com/proven-results/free-online-school-results.aspx

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

In a virtual school, students with special learning needs, including English Learners, enjoy individualized instruction without being isolated from the mainstream curriculum or their peers. The individualized pace of the program allows students to move more quickly through subjects where language is not a factor and spend more time on reading and writing activities. One of the school's EL teachers and/or a Connections EL specialist with ESL/LEP/EL training will work with CalCA Central Coast teachers, Learning Coaches, and students to adapt the core material for EL students. An instructional framework, such as the Sheltered Instruction Observation Protocol (SIOP) is used, and EL teachers also provide appropriate supplemental resources, including various technologies that can facilitate language acquisition while supporting academic advancement.

The CalCA schools have recently developed and are now implementing credit bearing courses for EL students in high school, and believe these will further assist the older EL students, including students categorized at Long Term English Learners (LTEL) to be reclassified as fluent in English.

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

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

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

direct instruction via LiveLesson sessions.

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

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

II.I PLAN FOR SPECIAL EDUCATION

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

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

CalCA Central Coast will be committed to serving students with disabilities whether such students are currently or newly identified as disabled. Through a combination of appropriate certifications among core California-based teaching staff and the school's centralized Education Resource Center staff, CalCA Central Coast will effectively coordinate with its SELPA resources to meet the needs of special learners. CalCA Central Coast will not deny admission to students on the basis of disability. CalCA Central Coast will comply with and follow California Education Code § 51745 (c) which states that an individual with exceptional needs will not participate in independent study unless the student's Individualized Education Program (IEP) indicates that independent study is an appropriate educational setting.

CalCA Central Coast plans to elect the option under California Education Code section 47641 to be deemed an LEA for Special Education purposes. The school will provide verifiable assurances of its ability to fulfill all obligations in this capacity, as well as assurances that it would participate in the El Dorado Charter SELPA which is approved by the State Board of Education. CalCA Central Coast intends to be a member of the El Dorado Charter SELPA as an LEA. CalCA Central Coast reserves the right to request membership in another SELPA if it deems that a different SELPA would better serve the needs of the students and the school.

Since CalCA Central Coast will be a program focused on individualization, flexibility, and personalization, it should be a good fit for students with special needs. In addition to the regular placement test, CalCA Central Coast's Special Education administrative team (or appropriate designee) will review each IEP, analyzing the level of functioning, educational needs, and suggested accommodations/modifications to determine how CalCA Central Coast can meet the student's needs in the least restrictive environment. Thus, CalCA Central Coast will be an appropriate setting for students with special needs by providing:

- 1:1 individualized instruction;
- A team of adults focused on student success;
- Ongoing consultation with educators, credentialed teachers, and curriculum specialists to assist with adapting and modifying assignments to meet specific student needs;
- Personalized Learning Plans;
- A safe and directed environment;

- Reduced environmental distractions;
- Frequent progress checks, evaluations, and reports;
- Flexible schedule that allows for students to move at their own pace;
- Ability to separate academics from socialization;
- Recommendations for/provision of software (e.g., keyboarding or speech recognition software) or other technology to facilitate communication, organization and skill development and to address special needs; and
- Supplemental, research-based online reading and math programs to address skill deficit areas at the student's instructional level.

These factors, along with the presence of a caring and committed adult — the Learning Coach — will enable the general education program to address the large majority of special needs students. This will be accomplished through the implementation of specific instructional approaches and learning strategies via a consultative service model.

Included in this group of students with disabilities who the school serves would be students with mild to moderate disabilities in the following categories:

- Vision acuity difficulties
- Auditory deficiencies
- Health concerns
- Developmental articulation
- Developmental expressive language
- Developmental receptive language
- Gross motor skills
- Fine motor skills
- Developmental reading (dyslexia)
- Developmental writing
- Oral expression
- Written language
- Spelling
- Memory
- Handwriting
- Developmental arithmetic
- Reasoning
- Emotional/Behavior
- Social communication
- Attention disorder

More serious and profound cases of these disabilities, as well as specific physical and pervasive developmental disorders (e.g., autism, Rett's Disorder, Childhood Disintegrative Disorder), neurological disorders (e.g., Multiple Sclerosis) and physical disabilities usually require virtual and/or direct Special Education services. If it is determined that Independent Study is appropriate for these students, CalCA Central Coast will secure the additional services required including, but not limited to designated instructional services (DIS) service providers near the individual students' home, and working with the SELPA and local counties and districts when needed.

CalCA Central Coast will comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to AB 602, the Individuals with Disabilities Education Improvement Act of 2004 (IDEIA), Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and any other civil rights enforced by the U.S. Department of Education Office of Civil Rights (OCR). As its own LEA, CalCA Central Coast, not the district, will be

responsible for the charter school's compliance with all applicable state and federal laws.

To support enrolled students with IEPs, CalCA Central Coast will:

- Hold Annual Reviews of the IEP including a review of student progress within the existing IEP, creation of new IEP goals, and obtaining parent consent for and approval of new IEP.
- Employ a Director of Student Services who is a qualified administrator to oversee and participate in IEP meetings and all elements of the Special Education program.
- Conduct Triennial Reviews, in which students may be formally reassessed, or, if no new data is needed, then a review of the records may take place.
- Hold IEP meetings when a student has received an initial assessment; when a student demonstrates a lack of anticipated progress; or when a parent or teacher requests a meeting to develop, review, or revise a student's individualized education program.
- Conduct an IEP meeting within 30 days of enrollment when a student with disabilities transfers into CalCA Central Coast.
- Invite appropriate SELPA staff and/or staff from the student's resident district to participate in this process, when needed.
- Provide related services per the IEP.

Referring Students for Special Education Services

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

- The program teacher consults with the school's Special Education specialist(s) and implement suggested modifications, lesson adaptations, and alternative instructional strategies. The program teacher documents all modifications and the student's level of success with each. The parent of any student suspected of needing or qualifying for special education services may also make a referral for an evaluation.

- The student is then referred to the Student Study Team (SST) to brainstorm and implement additional Response to Intervention strategies for student success and to monitor the progress of those interventions. The school's SST meets and discusses what interventions have been tried, what worked, what didn't, and what new interventions should be implemented. If deemed appropriate by the team and a disability is suspected, the SST team invites a member of the Special Education administrative team (or designee) to the meeting to discuss their concerns. If the student is making good progress and responding well to the interventions, the general education program remains in place with further suggested program modifications.

- If CalCA Central Coast concludes that an assessment is appropriate, parental consent for the student evaluation is requested via an assessment plan. Parents are sent a copy of

Procedural Safeguards. Assessments will be performed only upon receipt of written parent permission. When the assessment plan is returned, the appropriate evaluations are arranged. Assessment procedures will be conducted in the student's primary language, and an interpreter will be provided if needed. The parent is invited to the IEP team meeting to review the assessment results. The team determines if the student has a disability, whether the student requires Special Education services, and which least-restrictive special education services are required.

- The IEP team prepares an offer of Free and Public Education (FAPE), IEP goals are formulated, service time is determined and the IEP is implemented. A copy of the IEP will be given to the parent in accordance with state laws and SELPA policies.
- If a parent requests a special education evaluation, the process typically occurs concurrently with the SST/RTI process in order to support the student who is in need of academic intervention.

Special Education services will be provided in several ways including, but not limited to consultative services by phone or videoconference, direct instruction via LiveLesson session, collaboration utilizing our general education staff and Education Specialists together in LiveLesson sessions, and DIS services which may be provided online or in person depending on what is appropriate and available near the student. All Special Education services will typically be provided by CalCA Central Coast's Special Education team or by contracted DIS providers as appropriate. The Director of Student Services will oversee all DIS service providers and ensures that student needs are being met and services are being delivered.

CalCA Central Coast will implement the best practice known as the Least Restrictive Environment (LRE) model which provides academic support service minutes within the general education setting. Education Specialists will team up with identified general education teachers and collaborate to ensure accommodations and service minutes are delivered to students with IEPs in a supported environment with their general education peers. Students may also receive additional service minutes directly from their Special Education teacher. If this additional time is needed it will be specified in the IEP.

In order to make efficient use of staff resources, IEP meetings will be held at the office, at another site, via teleconferencing or through LiveLesson sessions in order to allow all parties to participate. Specific arrangements are made on a case-by-case basis and are in accordance with all applicable law. CalCA Central Coast will maintain responsibility for tracking and implementing IEP timelines and requirements as per the appropriate laws and regulations for charter schools and in accordance with SELPA policies.

As a public school CalCA Central Coast, through its policies and procedures, will comply with all applicable requirements of the Individuals with Disabilities Education Act, 20 U.S.C. 1400 et. seq. (IDEA), Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act.

CalCA Central Coast, in association with the SELPA, will provide FAPE to students with disabilities including, but not limited to identifying, evaluating, planning educational programs, and implementing placements in accordance with these Acts.

Services under Section 504

CalCA Central Coast will be solely responsible for compliance with Section 504 of the Rehabilitation Act of 1973 (Section 504) and the Americans with Disabilities Act (ADA) with respect to eligible students. CalCA Central Coast will develop, maintain, and implement policies and procedures to ensure identification of and service to students who may require Section 504 accommodation(s)/ modification(s), and/or placement and related services. CalCA Central Coast will also provide professional development to assist teachers with identification and support of students with 504 plans.

III. ASSESSMENT AND USE OF DATA

III.A MEASURABLE STUDENT OUTCOMES

Describe the measurable student outcomes that will be used by the charter school. "Student outcomes," for the purposes of this part, means the extent to which all students enrolled in the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served. Describe the annual goals for the charter school for all students and for each subgroup of students identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, and specific annual actions to achieve those goals~~, or the nature of the program operated, by the charter school.~~ *[Ref. California Education Code § 47605 (c~~b~~)(5)(B) and 47605 (c~~b~~)(5)(A)(ii)]*

A crucial part of CalCA Central Coast's plan for overall excellence will be the establishment of clear academic and related goals for each student and for the school, as well as clear ways to measure progress toward those goals. The outcomes and goals described herein are intended to be achieved over the initial term of the charter. The school will track progress annually towards these long term goals. Recognizing that California is still undergoing a major change in assessment and accountability, CalCA Central Coast will comply with all new regulations and expectations regarding the Local Control and Accountability Plan (LCAP). The required components will be substantially addressed by CalCA Central Coast in this charter and in the school's day-to-day operations and planning.

In addition, the school's LCAP has been developed to be consistent with current state guidelines and requirements, including the legal requirements in California Education Code section 47606.5 and associated regulations, for both content, public hearing and approval process, and timing, and will be updated annually. The LCAP may therefore be used to provide further detail on annual goals for student achievement, among other things. However, the LCAP and its annual updates will not require a material amendment to the charter, as the required state priorities applicable to CalCA Central Coast will be integral parts of this charter.

- **Academic outcomes:** CalCA Central Coast will establish several core academic goals, measurements, and performance criteria. These are in alignment with the state's pupil achievement priorities as well as the mission and purpose of the school.
    - **Goal I: School Performance:** CalCA Central Coast will use standardized testing to calibrate student performance and improvement on a yearly basis. CalCA Central Coast will be fully accountable for its students' achievement in keeping with current California accountability laws, including California Education Code section 52052, as well as in applicable federal law and any other applicable statutory achievement requirements for charter schools.
- **Goal I: aligns with State Priority 4.**
    -

Measurement: CalCA Central Coast expects and will encourage students to participate in all state-mandated testing, including the standardized assessments based on the California Common Core State Standards, known as the California Assessment of Student Performance and Progress (CAASPP). Participation in standardized testing is addressed in the Parent/Legal Guardian (Caretaker) Acknowledgment (see Exhibit D) and/or the Master Agreement (see sample in Exhibit C).

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

Performance Criteria: CalCA Central Coast will actively work to meet or exceed academic performance of demographically comparable schools, as well as to increase pupil academic achievement both schoolwide and by subgroup. In addition, CalCA Central Coast will actively work to meet any other applicable standardized test performance targets established for charter schools.

- **Goal II: Student Progress.** Based on a value-added model of academic growth, and in alignment with California Education Code section 52052(e)(4)(C), students should demonstrate a year of academic growth for each year in school. While not every student starts or ends the year at the same place on the ladder, all should climb the same number of rungs during the time they are with our school. Students master a set of learning objectives in the core subject areas outlined for each grade level and aligned with California Common Core State Standards. Students reach this level of achievement with a mastery loop approach—that is, when students do not meet initial performance targets, CalCA Central Coast will intervene and provide additional support until an acceptable level of achievement is reached.

- **Goal II aligns with State Priority 4.**

  - **Measurement:** Students enrolled in the applicable grade levels for two consecutive calendar years of state testing (enrolled by October 1 or on the October state census date of the first year and enrolled through testing the second year) will be measured by review of their performance bands on the state's standardized assessments.

    Performance Criteria: CalCA Central Coast will actively work towards the goal that more than 75% of its students, including each numerically significant pupil subgroup, demonstrate a year of academic growth on an annual basis. A year of academic growth is defined as movement up at least one performance band (e.g., from "Standard Not Met" to "Standard Nearly Met") on the state's standardized assessments (in the grades for which comparisons are possible). Students who do not improve at least one performance band but who have either "Met Standard" or "Exceeded Standard" will also be considered to have achieved a year of academic growth. For subgroup calculations, this performance measure will only apply to subgroups that have sufficient numbers as defined in California Education Code section 52052 (or its successors).

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

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

Goal III aligns with State Priorities 7 and 8.

Measurement: CalCA Central Coast will work to ensure that full academic year students in grade 12 (students who are enrolled in CalCA Central Coast by the October state census date) who are no more than two classes behind in credits are qualified for — and actually apply to — one or more two- and/or four-year colleges or universities, and/or accredited vocational schools, and/or military service branches.

Performance Criteria: The percentage of full academic year students in grade 12 applying to one or more post-secondary options will exceed 80% or the previous year's percentage by 5% points or more.

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

- **Non-academic outcomes:** CalCA Central Coast will also establish important goals for aspects of the school that go beyond core academic learning activities but clearly support student achievement and are in alignment with the state priorities for student achievement.

  - **Goal IV: Attendance.** CalCA Central Coast students will maintain high attendance.

- **Goal IV aligns with State Priority 5.**

  Measurement: CalCA Central Coast will integrate multiple methods for tracking attendance, including instructional days completed, time-on-task, teacher contact, lesson completion and completed work products. Attendance will be tracked via a parent attendance log in Connexus as well as a teacher attendance log of the final attendance credit awarded to each student each school month. Intervention strategies will be implemented if a student's attendance falls below the expected target.

  Performance Criteria: CalCA Central Coast will target an average school attendance rate of 95% over the school year.

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

  - **Goal V: High-Quality Teaching.** CalCA Central Coast will provide its students with excellent teaching by teachers dedicated to a specific teaching task and who work closely together.

- Goal V is not required to be aligned with a State Priority.

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

  Performance Criteria: CalCA Central Coast will make every effort to hire only teachers that meet all of the qualification guidelines established by the charter. CalCA Central Coast will also make every effort to hire teachers who meet all state credentialing guidelines for charter schools and who are assigned to teach the subject matter in alignment with their credential(s). CalCA Central Coast will set very high standards in its evaluation of teachers. As an example, using the current system, "Effective" is an excellent rating and only a handful of teachers each year are rated "Highly Effective." CalCA Central Coast will actively work to ensure that retention of "Effective" or "Highly Effective" teachers will meet or exceed 90% each year, and that the overall teacher performance ratings on the CalCA Central Coast evaluation system in place that year will provide evidence of a strong teaching faculty (at least 80% of returning teachers

have "Effective" or "Highly Effective" ratings on the current evaluation system).

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

- **Goal VI: Parent Satisfaction:** CalCA Central Coast parents and students will be satisfied with their school experience, community, and culture.

Goal VI aligns with State Priority 3.

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

Performance Criteria: CalCA Central Coast will work to ensure that families report an average of 85% or more positive responses across the 21 Parent Satisfaction Survey questions that are most directly affected by school staff. These 21 questions are included each year as part of an annual, independent parent satisfaction survey.

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

III.B ACADEMIC ACCOUNTABILITY SYSTEM (ACADEMIC PERFORMANCE INDEX REPLACEMENT)

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

CalCA Central Coast will comply with all applicable state laws regarding academic accountability for public schools, including the CAASPP standardized assessments which are based on the California Common Core State Standards. California has a new accountability system that is based on multiple measures. The state has selected these measures as a way to determine the charter school's progress toward meeting the needs of its students. The measures are based on factors that contribute to a quality education, including high school graduation rates, college/career readiness, student test scores, English Learner (EL) progress, suspension rates, and parent engagement. With the implementation of the new California School Dashboard (the Dashboard), CalCA Central Coast will receive ratings on multiple areas each year based on the status and growth of any given measure, and based on both state and local indicators. The performance on the state indicators will be determined by the California Department of Education (CDE). CalCA Central Coast will participate in all assessments and report all data needed to generate the Dashboard results.

Part of each year's evaluation of the school program by the Governing Board, in coordination with school leadership, will include information on whether CalCA Central Coast attained its stated accountability targets. The staff of teachers, education specialists, and administrators will annually evaluate whether the CalCA Central Coast program needs to make any adjustments in order to meet its targets. A report will be presented annually to the school's Governing Board regarding student performance on state standardized testing as well as the Dashboard results. Based on the results, the school leadership team creates school goals for the upcoming year and presents those goals to the Governing Board as part of the School Improvement cycle. Following approval or

modification, this plan is then implemented for the upcoming school year.

III.C METHOD(S) OF ASSESSMENT

Describe the proposed method(s) by which student progress in meeting the desired student outcomes will be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card [Ref. California Education Code §47605(b)(5)(C)] The school's plan should describe a variety of assessment tools that are appropriate to the grade level, subject matter, skills, knowledge, and/or attitudes being assessed, including, at a minimum, tools that employ objective means of assessment that are frequent and sufficiently detailed enough to determine whether students are making satisfactory progress. Assessments should include annual results from the California Assessment of Student Performance and Progress (CAASPP) program and any other statewide standards or student assessments applicable to students in non-charter public schools, including, but not limited to, the California English Language Development Test or English Language Proficiency Assessments for California (ELPAC), and the physical performance test. [Ref. Criteria for Review; CCR-5 §11967.5.1(f)(2)(A), §11967.5.1(f)(3)(A-B) and California Education Code §47605(c)(1) and §47605(b)(5)(B)].

Student Assessment Strategies

CalCA Central Coast will adhere to the same accountability measures, administer the same state assessments, and follow the same proficiency measures as all public charter schools in California, in addition to using its own internal assessment tools. CalCA Central Coast's various assessments will combine with top-quality curriculum and instruction to improve student achievement and maintain a high level of accountability. CalCA Central Coast's assessment efforts will begin with a thorough placement process and progress review, including online placements tests where indicated which help to customize the student's academic program and formulate the PLP. CalCA Central Coast will also utilize ongoing online and offline assessments to measure student progress on the curriculum and a technology-based assessment tool to measure student gains over the school year. The following describes the specific assessments CalCA Central Coast will use to evaluate the progress of students.

- **Assessment Objective Performance Report (AOPR):** This report provides real-time student performance data on essential skills and standards based upon individual math, language arts, and science assessment items. The report identifies the objectives students should master by the end of that grade level based upon the California Common Core State Standards and displays students' performance against the objectives. Data can be sorted to identify students who have or have not mastered specific objectives.

- **Placement:** During enrollment in the program, each new student takes part in a placement process that includes review of previous school records and assessment results, review with parents, and use of placement tests as needed. Connections' Academic Placement Advisors and the school's Counselors then determine a grade-level and/or course placement in consultation with parents/guardians.

- **Yearly Progress:** Two internal assessments will help identify academic growth during the school year. LEAP (for students in grades K–8) provides essential diagnostic information for developing the PLP and planning instruction. It provides an early predictor of performance on mandated state tests and reports key accountability data on progress throughout the academic year. CalCA Central Coast will use the SPS assessment for students in grades 9-11 for pre- and post-testing.

  - **Longitudinal Evaluation of Academic Progress (LEAP)**
    LEAP is the proprietary, diagnostic tool CalCA Central Coast will use to help assess students' academic strengths and weaknesses. Assessment results are used to help individualize a student's academic program to his or her individual needs. There are separate criterion-referenced reading and mathematics assessments. All students in grades K–8 take the LEAP math assessment and students in grades 2–8 take the LEAP reading assessment through Connexus. Students are given these tests twice during the school year: once in the fall and once in the spring. The test was revised to incorporate new items, many of which utilize higher-order thinking skills.

    Connections has conducted an internal analysis of the relationship between academic growth, as assessed by LEAP and the SPS, and state test proficiency. Results indicated that growth as assessed by both assessments displayed a statistically significant relationship (through a logistic regressions analysis) with state test scores. For both reading and math, the presence of growth during the year on LEAP and SPS was associated with proficiency on state assessments in the spring.

    Results are available to teachers through Connexus as students complete the assessment. Teachers have access to student's overall scores, scores within content areas, and information based on the student's overall score that highlights the extent to which a student is at-risk for struggling academically.

  - **Scantron Performance Series (SPS)**
    These tests are online adaptive assessments that CalCA Central Coast will use as a pre- and post-test academic assessment. The SPS assessments are managed by Global Scholar and align with the curriculum as well as state standards. High school students, in grades 9–11, are given these tests twice during the school year: once in the fall and once in the spring. There are separate tests for reading and math. Students are assigned the tests that align with their enrolled curriculum.

    As with the LEAP assessment, SPS results are available to teachers through Connexus as students complete the assessment. Teachers have access to students' overall scores, scores within content areas, and information based on the student's overall score that highlights the extent to which a student is at-risk for struggling academically.

- **Ongoing Informal Assessments:** Students engage in several formative assessments that tap into all levels of student learning such as scored daily assignments, daily checks for understanding which require students to apply and integrate new skills in a thoughtful manner, and regular online quizzes and tests to measure understanding of newly presented material.

- **Unit Assessments and Offline and Online Portfolio Assignments:** Throughout each logical unit of study, students are required to complete a series of offline and online assessments. Offline assessments include written compositions, science lab reports, short-answer questions, essays, book responses, and a variety of work samples. These assessments require direct teacher evaluation. Online assessments include quizzes and unit tests. While the quizzes are brief and frequent, the more comprehensive unit tests occur at the end of an entire unit. Online assessments provide students and families with immediate objective feedback while offline assessments provide valuable reflection, feedback, and expertise from credentialed teachers. Student progress reports and grades include a combination of quizzes, tests, work samples, and teacher feedback.

- **Curriculum-Based Assessments:** CalCA Central Coast will use curriculum-based assessments (CBAs) as a quick and effective way to gather additional information on students' understanding of concepts through telephone conversation. Diagnostic curriculum-based assessments (DCBA) pinpoint strengths and weaknesses in student mastery of concepts. Verification curriculum-based assessments (VCBA) authenticate student learning of concepts previously graded as completed with scores of B or higher.

- **Baseline Achievement Data:** Whenever possible, standardized test results are integrated into an incoming student's basic information in Connexus. Likewise, results for the state's standardized tests that students take while enrolled at CalCA Central Coast, which are proctored face-to-face at a physical location, are included in Connexus along with internal pre- and post-test data. This data is used to track student progress from year to year and within the year and to inform course placement and instructional needs of students.

- **State-mandated assessments:** CalCA Central Coast will be dedicated to meeting and exceeding all of California's goals and grade level requirements. At in-person, proctored locations, CalCA Central Coast students will participate in proficiency (CAASPP) tests and all other assessments required by California. Results of these annual assessments will be reported through the CDE as well as communicated directly to parents when required. Participation in the state testing program allows for comparisons between schools statewide.

School Assessment Policies

Responsibility for monitoring, evaluating, adjusting, and adhering to the school's assessment policies and practices will follow a traditional model. Teachers will have primary responsibility for administering assessments and providing feedback to administrators.

The Executive Director and Principals will oversee the assessment program and work with the Leadership Team as well as education specialists in evaluating and making recommendations for changes.

Connections further oversees the assessment component and makes recommendations to the Executive Director and the Governing Board. The Governing Board will have ultimate responsibility for ensuring that the school is fulfilling the expectations and obligations under charter school law, the charter, and approved school policy.

Basic security will be provided by the Parent/Legal Guardian (Caretaker) Acknowledgement (see Exhibit D) which requires signed assurances of academic integrity, and also through a unique user name and password provided to each student, distinctive from that of parents and Learning Coaches, which assures proper access to online assessments. Students will be instructed about the school's Honor Code, laid out in the School Handbook (see Exhibit B), and will be reminded of and acknowledge their agreement to submit original work at the start of each online assessment.

CalCA Central Coast plans to use CheckMyWork, a plagiarism-checking tool (based on UniCheck™) to help teachers and students identify and correct inappropriate re-use of content. Following established guidelines, students may be required by their teacher to run their essays and other authentic assessment documents through CheckMyWork before submitting these assignments to the teacher and attaching the CheckMyWork report URL to their submissions. This gives students an opportunity to correct any unintentional plagiarism and allows teachers to see at a glance where academic integrity issues may exist.

The variety of assessment forms also promotes security. Frequent online quizzes, periodic online and offline unit tests, (some of which are randomized and/or timed), CBAs, and the standardized pre-and post-tests are compared against the student's portfolio samples to detect any mismatches. Teachers are specially trained in telephone and WebMail message questioning techniques to evaluate student mastery of concepts.

Students and parents suspected of inappropriate assessment behavior will be confronted immediately and subjected to standard disciplinary action as specified in the School Handbook (see Exhibit B). All students will be required to sign the school Honor Code indicating their understanding of the expectations of academic honesty. Cheating, plagiarizing, or other acts of academic dishonesty are directly counter to the principles of academic excellence and harm most those students who engage in such activities — they cheat themselves of the opportunity to fully develop their intellectual abilities. The Honor Code serves to reinforce students' commitment to academic excellence, and all students must sign this Honor Code.

School-wide Assessment Strategies

In addition to assessment of students, CalCA Central Coast will use a variety of measures for determining the success of the overall school program.

School self-assessment/evaluation: CalCA Central Coast will have very specific and measurable objectives for success, based upon the academic progress of its students and the school's performance on several non-academic measures. The school administration will use Connexus to watch each of these variables very closely to monitor the school's overall success. The Executive Director, in collaboration with the staff and with the school Leadership Team, as well as Connections administrative support team, will develop a list of measurable annual school goals that are designed to ensure continuous school improvement. The Governing Board approves these school goals and the performance of the administration and staff members are evaluated in part by using the school goals.

Teacher and administrator evaluation: The purpose of the performance evaluation system will be to create a high performance school by encouraging staff to put forth their best effort, focusing everyone on the school's main goals (as determined by the school leadership in collaboration with the Governing Board and CJUSD), rewarding and retaining staff based on outcomes/results, and providing continuous feedback for professional development.

Teachers and administrators will normally receive a formal mid-year review in December or January, and a formal end-of-year review in May or June. They will also receive periodic feedback both formally and informally from their manager throughout the school year.

Teachers and administrators will be evaluated based on competencies. The professional competencies align with the core standards for teaching, and may vary by type of teaching position (e.g., Special Education) or administrative position (e.g., Principal).

Competencies will be reviewed with staff and will be available for viewing and comment throughout the school year.

The core teaching competencies will typically include the following (additional competencies may be assigned based on position, responsibilities, and job level):

- Ensure high quality instruction,
- Personalize students' programs,
- Monitor student performance and provide timely feedback and intervention,
- Monitor student participation,
- Communicate frequently,
- Conduct and document all required contacts, and
- Collaborate and develop professionally.

Competencies will be evaluated in the context of the school's goals, which evaluate student growth and achievement metrics, and observations of a teacher's or administrator's proficiency within each competency are evaluated using various methods including parent and student feedback, observations of lessons and interactions, and review of relevant documentation and

data.

Competencies will be evaluated using the following scale and include comments from the supervisor:

- Highly Effective
- Effective
- Needs Improvement
- Ineffective

Teachers and administrators may receive an Overall Individual Rating on the end-of-year review based on evaluation of the competencies and goals. All compensation increases, after an initial salary offer, will be based on performance. Teachers and administrators may receive an annual merit increase and may be eligible for an annual bonus incentive, both based on evaluation of competencies and goals, and the Overall Individual Rating.

The outcome of an individual's evaluation will affect future decisions regarding staff retention, promotional opportunities, or disciplinary action and termination decisions. A teacher or administrator with at least one area needing improvement will be placed on an individualized Performance Improvement Plan (PIP) and given opportunities for professional development, specifically in the areas requiring improvement.

III.D. USE AND REPORTING OF DATA

Outline the plan for collecting, analyzing, and reporting data on student achievement to school staff, parents, and guardians. Also describe the plan for utilizing the data continuously to monitor and improve the charter school's educational program.

Connexus will capture all needed data about students, including information about their participation and their performance. This data will be accessible for viewing by school staff, teachers, and parents/guardians on a moment-by-moment, day-by-day basis. In addition, this data will be used for formal reporting to various stakeholders on the students' — and the school's — instructional progress.

Grade Books and Data Tools

Both Learning Coaches and teachers will have access to an electronic Grade Book that tracks all results and serves as the basis of changes in the student's learning plan. A key aspect to assessments is the detailed feedback provided by the teachers beyond the simple right/wrong grading of many traditional assessment vehicles. CalCA Central Coast will also utilize a variety of advanced data visualization tools that provides students, parents, teachers, school administrators, district partners, regulators, and researchers with views of how students are performing.

In addition to formal graded assignments, teachers will continuously monitor student work via Connexus. Teachers will note performance on computer-graded quizzes and checks for understanding. Teachers may also reach out to students via synchronous telephone or LiveLesson sessions based CBAs to verify student work and/or diagnose difficulties in mastering discrete skills and concepts. Connexus will track teacher response time and teacher-student/teacher-parent communications. Connexus will provide the school leader with rich, actionable data on this key aspect of teacher performance.

Also, a feature in Connexus will send auto-generated WebMail notifications to students and their Learning Coaches when teachers enter feedback in all assessments. Automatic WebMail notifications direct students and Learning Coaches to the specific assessments for which the feedback is provided, creating a continuous loop of communication on student learning.

Figure 24 is the teacher's homepage where they can track if students are on target. In a more detailed view of the class, shown in Figure 25~~Figure 25~~, teachers can see if students have overdue lessons and are falling behind. Figure 26 shows a specific student's Grade Book.

Figure 24. Teacher's Homepage

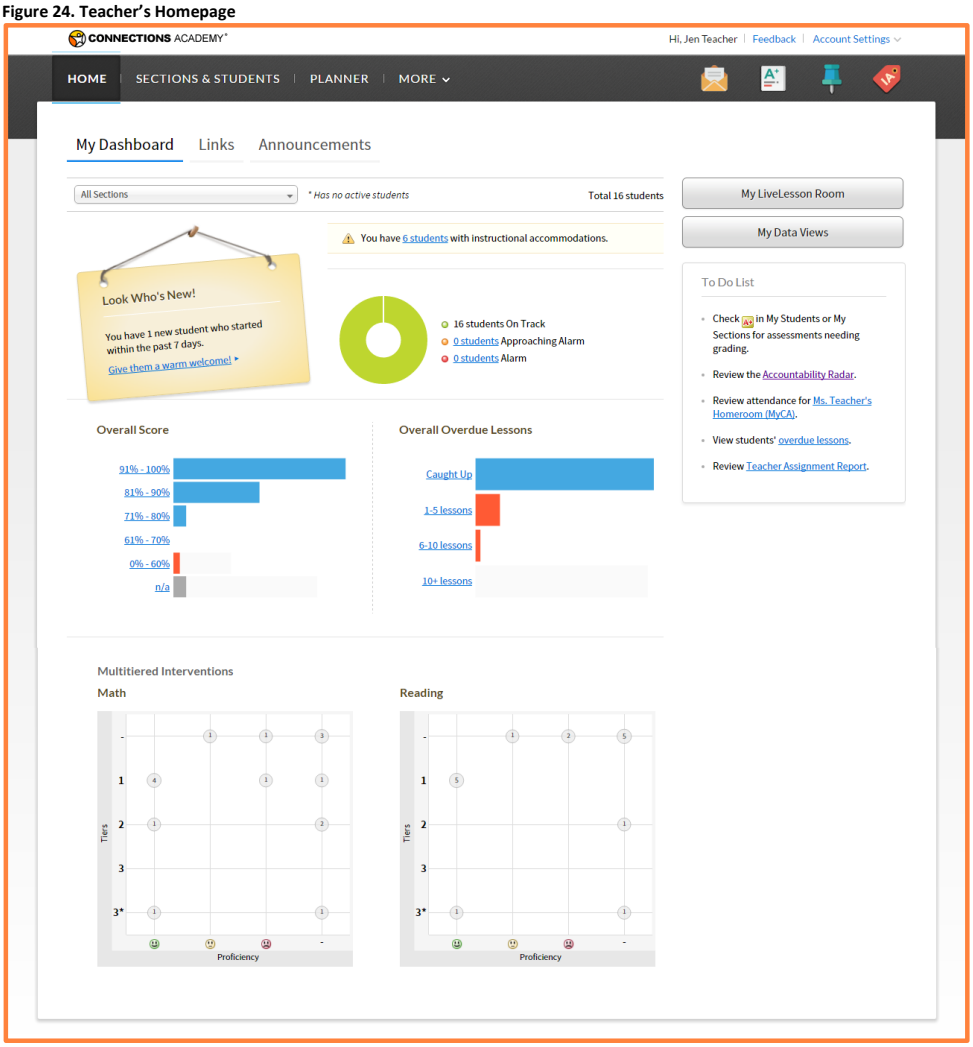


Figure 25. Students with Overdue Lessons

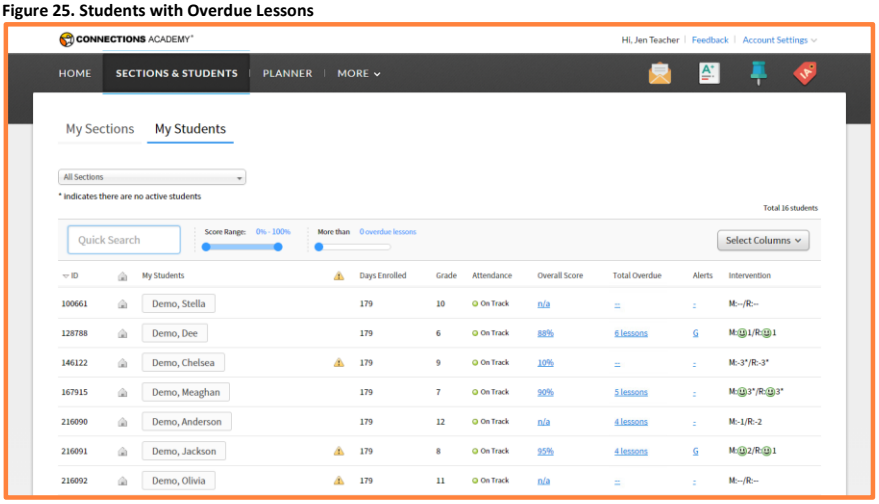
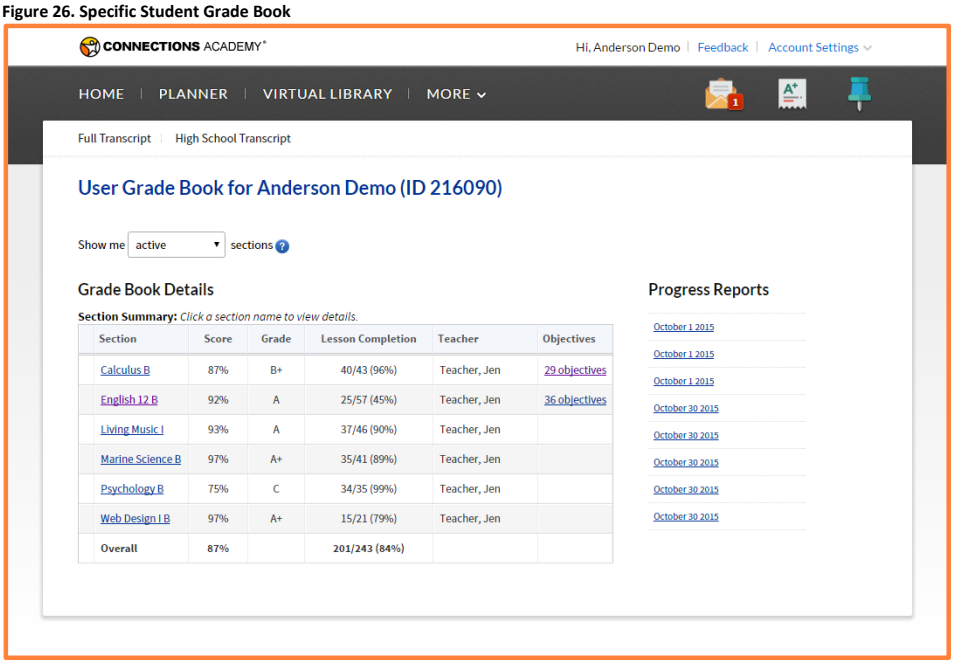


Figure 26. Specific Student Grade Book



Local Control and Accountability Plan (LCAP)

Annually, in accordance with the legal and regulatory requirements for charter schools, the school will account for its progress against its performance measures to its stakeholders through updates to the Local Control and Accountability Plan (LCAP), submitted to the charter school Governing Board for input at a public hearing and approval, and then to CJUSD and the County Office of Education. (see also Sections III.A and VIII.A). The agenda for the public hearing is posted at least 72 hours in advance of the meeting.

All Required Reports

Connexus is fully customizable to meet district, county, and state reporting needs in the form best suited for integration with existing information systems. By using Connexus, school leaders can gather, monitor, analyze, and report more granular data about the virtual school's effectiveness than most traditional, brick-and-mortar schools find necessary.

Connexus was designed specifically for a full-time virtual school and is intended to provide 360-degree accountability through comprehensive data collection, analysis, and reporting to all stakeholders.

For example, the School Accountability Report Card (SARC) will be developed annually by CalCA Central Coaststaff using data collected from Connexus and will then be made available to the Governing Board, parents, district staff, and members of the public through a posting on the school and state public websites.

In addition, the school will report student data to CALPADS (California Longitudinal Pupil Achievement Data System) as required, using a state approved student information system which is populated with data from Connexus.

The school will maintain student records in accordance with state, local, and federal requirements. All student record information will be the sole property of the school and subject to applicable law. Connexus is a thoroughly integrated content and student information system linking all aspects of the student learning process.

CalCA Central Coast will fully comply with the requirements of the Family Educational Rights and Privacy Act (FERPA), a federal law that gives parents/legal guardians and students certain rights regarding the student's education records. Included is the right to the protection of a student's personally identifiable information in their education records from unauthorized disclosure. In addition to the requirements of FERPA, the Individuals with Disabilities Education Act (IDEA) may provide additional privacy protections for students who are receiving special education and related services. Part B of the IDEA incorporates and cross-references FERPA. CalCA Central Coast will be

aware of the cooperation between FERPA and IDEA and will adhere to the applicable requirements of both. CalCA Central Coast will comply with the Protection of Pupil Rights Amendment (PPRA) and the Children's Online Privacy Protection Act of 1998 (COPPA).

IV. GOVERNANCE

Describe the planned governance structure of the charter school, including the process to be followed by the charter school to ensure the involvement of parents and guardians on behalf of the charter school's students. [Ref. California Education Code §47605(c~~b~~)(5)(D)] and Ref. Criteria for Review; CCR-5, §11967.5.1(f)(4)] Specifically illustrate how the school will be organized – and how that structure is designed to support student success. Describe respective roles of the board and administration, the domains for which each will be responsible, and how their relationship will be managed. In addition, provide details of how the charter school's board will be developed, in terms of supplementing necessary skills and providing training in effective board practices.
Describe how the design of the governance structure reflects a seriousness of purpose necessary to ensure that: (1) the charter school will become and remain a viable enterprise; (2) there will be active and effective representation of interested parties, including, but not limited to parents and/or guardians; and (3) the educational program will be successful. Evidence of the organization's incorporation should be provided as an Attachment, as necessary. [Ref. Criteria for Review; CCR-5, §11967.5.1(f)(4)]

IV.A GOVERNANCE STRUCTURE

Corporate Status

Pursuant to California Education Code section 47604(a), CalCA Central Coast will be operated by the Governing Board of California Online Public Schools[28], a California non-profit public benefit corporation. The Articles of Incorporation, the bylaws, and applicable law allow California Online Public Schools the ability to govern multiple charter schools. The corporation currently oversees and operates four other charter schools. California Online Public Schools was granted tax exempt status under Section 501(c)(3) of the Internal Revenue Code by the IRS (see Exhibit E for the California Online Public Schools Articles of Incorporation, Bylaws, and IRS tax exempt determination letter).

Roles and Responsibilities

The Governing Board will govern the charter school. The Board will set policy and hire contractors including those providing the day-to-day services, curriculum, technology, and instructional services. Additionally, the Board will be responsible for assuring that all aspects of the financial and programmatic accountability systems fulfill CalCA Central Coast's charter with CJUSD as well as its obligations to the California Department of Education. The Board will adopt all policies as required for the independent study program of CalCA Central Coast.

The roles and responsibilities of the Governing Board include, but are not limited to:

- Protecting the legal interests of the charter school;
- Determining the vision/mission of the school;

[28] The name of the non-profit corporation was recently changed from Alpaugh Academies to California Online Public Schools, in order to adapt to the needs of the growing network of CalCA charter schools.

- Setting Board policy;
- Managing and governing the operations of the school;
- Exercising sound legal and ethical practices and policies;
- Managing liabilities wisely;
- Advocating good external relations with the community, school districts, media, neighbors, parents, and students;
- Hiring and evaluating the Executive Director (also referred to as the Lead School Administrator);
- Overseeing hiring of the staff (as delegated to the Executive Director, also known as the Lead School Administrator);
- Providing oversight and/or approval of hiring contractors, negotiating service agreements, and holding contactors accountable for performance under such agreements, consistent with the Governing Board's responsibilities and the school's policies and procedures;
- Complying with state and federal reporting requirements;
- Practicing strategic planning;
- Approving an annual budget and interim reports as required by law;
- Ensuring adequate resources and managing them effectively; and
- Assessing the organization's performance.

The Board plans to contract with Connections to provide a wide variety of services to the school under the terms of a "Statement of Agreement." The contract is designed to have a term that coincides with the term of the charter, consequently, following charter approval, the Board plans to proceed with a Statement of Agreement with Connections for the next five years. The current draft of the Statement of Agreement is included as Exhibit F. The Board is responsible for ensuring the performance of Connections or its successor in accordance with its obligations under the Statement of Agreement. Further information about the Statement of Agreement is provided in Sections IV.C and VII.I.

The Board currently holds nine regular meetings per school year. The Board meetings are posted and typically held telephonically in compliance with the Ralph M. Brown Act and Education Code § 47604.1.~~California Government Code section 54953.~~ Pursuant to the Ralph M. Brown Act, the agenda for regular meetings are publicly posted at least 72 hours in advance of the meeting, including a public posting on the school website. The public may directly address the Board at meetings, and members of the public, including parents, are also able to attend Board meetings via teleconference upon request or from any teleconference location.

Board Composition

The members and officers of the Governing Board are selected in compliance with the Bylaws. The Governing Board, in selecting future Board Members, strives to ensure potential members are committed to the school's mission, are willing to actively support and promote the organization (both the corporation and any of its charter schools) and are dedicated to its educational endeavors.

In addition, the Board evaluates the potential members' credibility and integrity within the community. The Governing Board actively recruits Board Members who have professional skills that complement or add to the existing Board composition. The Board also actively recruits for Board Members who reside within the geographical boundaries of the area served by the charter schools it governs, in order to provide input from the local community. The Board also considers members' professional, educational, and practical experience. At least one position is to be held by someone with expertise in education. In order to ensure parental involvement in the governance of the school, the Board makes efforts to recruit a qualified parent of a current or former student to serve as a Board member. One board member may satisfy multiple categories. CalOPS will comply with Education Code § 47604.2 regarding the inclusion of a student member on the Governing Board in response to a petition for student representation.

As per the Bylaws, the Board members vote to fill positions with new or continuing Board Members, with a majority vote required. The sponsoring district of any charter governed by the Governing Board may add a representative to the Board (reference California Education Code section 47604(c~~b~~)). CJUSD may choose instead to select a Board liaison who would be included in all correspondence to the Board Members including notifications, meeting agendas and materials, and who may also have time allocated on the agenda to provide CJUSD school district updates to the charter school Board.

Any current employee of CalCA Central Coast will not be eligible to serve on the Governing Board. No employees of Connections are eligible to serve on the Governing Board.

Board Training

In order to ensure smooth operations and effective Board practices, the Governing Board members have the opportunity to participate in the extensive Board Academy training program developed by Connections, provided by Greater Capacity Consortium and Above Board Training. The program currently includes the Effective Board Governance of Public Charter Schools online training module series as well as state-specific training provided both face-to-face and in print.

Training topics include charter school basics, non-profit management, conflict of interest, budgeting and financial oversight, effective meetings, policy development and human resources oversight. In addition, Board Members often participate in the California and National Charter

School conferences to network with other charter Board members and further their development as effective Board members.

Compliance with Corporate Law

The Board adheres to all applicable laws for non-profit public benefit corporations operating a charter school including, but not limited to the Political Reform Act, the Public Records Act, and Government Code section 1090 *et seq.*, as they may be amended from time to time.~~the laws regarding interested parties and conflict of interest.~~ In addition, since the Governing Board assumes responsibility for a public charter school the Board agrees to conduct its business in compliance with the relevant sections of the Ralph M. Brown Act. The Board has adopted and regularly updates a Conflict of Interest Code consistent with the Political Reform Act. The Conflict of Interest Code requires Board members and key employees to annually file financial disclosure statements (known as the Form 700).

Operating Structure

The operating structure of the school will include an Executive Director (also referred to as the Lead School Administrator[29]) who will oversee a Leadership Team made up of school principals and assistant principals, and other administrators. The Leadership Team will supervise the teachers and administrative support staff. The Executive Director will act according to the policies and procedures as approved by the Board. The Executive Director will also act in an information and advisory capacity to the Board and will be responsible for implementing Board policies in the day-to-day operation of the school. All personnel decisions concerning the Executive Director will ultimately be the responsibility of the Board. The Governing Board's representative in connection with the day to day operation of the School will be the Executive Director who consults with Connections on the day to day operation of the school, subject to oversight and control by the Governing Board in accordance with the terms set forth in the Statement of Agreement.

IV.B PARENTAL AND STUDENT INVOLVEMENT IN DECISION-MAKING

To promote student success, CalCA Central Coast will strive for a high level of parental involvement. This will extend beyond the central role parents play in their own children's day-to-day learning and allow parents/guardians to also be integrally involved in shaping CalCA Central Coast and making certain that it fulfills its overall mission. Parents will have the opportunity to serve on the Governing Board. Parents, staff, and students may also serve in ad hoc work groups and committees as needed to advise the Board or the school administration on specific matters of interest and concern, including through their membership in Club Orange, a parent support organization for schools support by Connections.

In keeping with the state's new accountability strategies under the Local Control Funding Formula, CalCA Central Coast will engage the school community in the development and review of the school's LCAP. This process will include soliciting feedback from parents. One route for parent feedback will be the annual Parent Satisfaction Survey (More information is provided in Section VIII.A).

[29] Position title used in the Statement of Agreement

Since the school's goal will be to provide all parents with the opportunity to be informed about and participate in school level decision-making, information about the Board meetings, agendas, and activities will be readily available to all families. For example, all agendas as well as contact information for Board members, are posted on the school website. In addition, CalCA Central Coast will provide for ongoing interaction with parents via electronic feedback tools and regular parent surveys. The Governing Board typically holds its meetings telephonically to ensure that the community has the ability to easily attend meetings. Parents and members of the public can attend the Board meetings via teleconference. Regular meetings of the Board are held according to the schedule adopted by the Board, and the agenda for regular meetings are posted on the website and at any physical location where the meeting will be held at least 72 hours in advance. Board meetings are recorded and the recordings are posted on the school's website in accordance with requirements of Education Code § 47604.1.

Parents may participate in CalCA Central Coast in many ways, including:

- **Parents Involved in Planning the School:** Parents of prospective students will be offered multiple ways to provide input on the planning of the school prior to opening. Prospective parents are invited to attend multiple Information Sessions. Parents are represented on the School Advisory Committee, which is designed to gather input from parents on key school issues such as the Local Control and Accountability Plan, as well as the specialized academic programs such as the English Learner and academic intervention programs.
- **Parent Representation on the Board:** The bylaws provide for a minimum of one position to be held by a parent. The parent position could be a parent or guardian of a student currently enrolled, formerly enrolled, or intending to enroll at the school. These parent members benefit from intensive Board training geared toward making them optimally effective representatives of parent interests. Parent Board members will be encouraged to seek officer positions and may be appointed to provide close review/feedback on key documents such as the School Handbook, Parent/Learning Coach Agreements, and other materials for parents before full Board action.
- **Public Comment:** Parents may make public comments at public Board meetings.
- **Community Coordinators:** The school may create volunteer positions for parents called Community Coordinators. In either this more formal volunteer role, or through informal engagement between families, parent volunteers will play a critical role in the school by developing a vibrant and active school community to serve the needs of families distributed across a wide geographic region. In addition to facilitating family get-togethers and participating in formal field trips, the parent volunteers and/or Community Coordinators serve as an important communication link between families and the school, ensuring that school staff are attuned to parent community needs and vice versa.
- **Parent Club:** Parents can also join an exciting club that brings together parents of prospective students who reach out to their local communities to spread the word about CalCA Central Coast and provide support and encouragement to parents. This Parent Club has similarities to a Parent Teacher Organization (PTO) in a traditional school setting.

- **StarTrack and Course Ratings:** As mentioned previously, parent input will be gathered on an ongoing basis via StarTrack ratings for lessons. On every lesson in the curriculum, and on the home page for each Learning Coach, is a StarTrack rating box inviting ratings on a five-star scale and an opportunity to provide text feedback.

IV.C SCHOOL SERVICES CONTRACT

CalCA Central Coast plans to contract with Connections for educational services, specifically to provide the virtual educational program outlined in this charter including a wide variety of other educational and administrative services. The Statement of Agreement details the respective roles of the Governing Board and Connections (also described in Section VII.I and Exhibit F). The non-profit Board will operate the charter school and maintain responsibility for ensuring that the charter school program meets all educational, fiscal, and programmatic goals laid out in this charter. The non-profit Board will regularly review Connections' services to ensure it is meeting the required accountability standards. The non-profit Board has the right to terminate its contract with Connections if Connections does not meet its performance obligations and if it is unable to cure such deficiency after being given reasonable notice. The sample Statement of Agreement in Exhibit F describes in detail the relationship between the Board and Connections. The non-profit Board is a completely independent entity from Connections. The IRS conducted a rigorous review of the organization in order to make the decision to award tax exempt status to the charter school corporation (see Exhibit E). By conferring this status to the non-profit Board, the IRS validated the independence of the school from Connections.

IV.D GOVERNANCE FOR SUCCESS

The governance structure has been designed to ensure success for CalCA Central Coast. The non-profit Board is the legal entity that holds the charter. This independent Board has overall governance authority over the charter school. The Board adds additional members based on the criteria outlined in the Bylaws. The Board Members embrace the roles and responsibilities of an effective charter school Board. The Governing Board represents a diverse array of experiences and qualifications including parents, educators, business and community leaders who are committed to deliver high-quality, highly accountable virtual schools in California.

The Board will ensure that the school receives input in decision making from all stakeholders: the district, parents, staff, and other community members. The Board will have the authority to contract with Connections, and Connections has a proven record of success in supporting public virtual schools. Connections will support the educational program, the technological infrastructure, and supports various operations of the school.

Connections will be able to leverage its significant resources to the benefit of the school. This partnership, along with the oversight and guidance of the school district, will create a charter school that sets new standards of excellence in the virtual school arena. This, in turn, provides a stable high quality virtual educational choice for families in Santa Barbara County and the surrounding counties.

V. HUMAN RESOURCES AND SAFETY

V.A QUALIFICATIONS OF SCHOOL EMPLOYEES

Describe the standards that will be used in hiring teachers, administrators, and other school staff, including, but not limited to the general qualifications for the various categories of employees the school anticipates hiring and the desired professional backgrounds, depth of experience, and other qualities to be sought in their selection. [Ref. California Education Code §47605(b)(5)(E)] Show how those qualities will help the school implement its vision, and how they will satisfy any requirements for fully qualified teachers under state or federal law. The qualifications should be sufficient to ensure the health and safety of the school's faculty, staff, and students. Identify positions that will be regarded as "key" in each category and specify the additional qualifications expected of individuals assigned to those positions. Include an assurance that all requirements for employment set forth in applicable provisions of law will be met, including, but not limited to credentials. [Ref. Criteria for Review; CCR-5, §11967.5.1(f)(5)]

CalCA Central Coast will strive to offer a work environment that provides opportunities for each employee to maximize their potential and meet the highest performance standards. Incorporated in this organizational culture will be core values:

- We value creativity in all aspects. We expect and support employees to be creative with their ideas, their work environment, and their approach to their jobs.
- We value the health and comfort of our employees.
- We will recognize and reward exceptional performance.
- We will be available to answer questions or take suggestions from any employee.
- We appreciate employees' ideas. We firmly believe the person doing a job is in the best position to think of ways of doing it more easily, efficiently, and effectively.
- We value and support education and expect everyone to undertake life-long learning.
- We expect everyone to work very hard, but we value family above all else. We will always work to make sure that we provide the flexibility and support in our work environment so that our employees can attend to family emergencies and educational needs.

Teacher Certification

The school will employ teaching staff who hold appropriate California teaching certificates, permits, or other documents issued by the Commission on Teacher Credentialing, as required by state law for charter schools. The school will also monitor and, when required, adhere to California's implementation of federal qualification guidelines for teachers under Every Student Succeeds Act (ESSA) or its successors. ~~These teachers will teach the core academic courses in mathematics, language arts, science, and history/social studies.~~ These teachers will be responsible for overseeing the students' academic progress in the core subjects and for monitoring grading and matriculation decisions as specified in the school's operational policies.

All credential documents will be maintained on file at all times and are available, upon authorizer request, for inspection.

In rare circumstances, such as when a student or small group of students select a course that does not warrant a full-time teacher, the CalCA Central Coast may utilize the teaching resources of International Connections Academy (iNaCA), a fully accredited online private school. The school may also employ non-California-credentialed instructional support staff in any case where a prospective staff member has an appropriate mix of subject matter expertise, professional experience, and the demonstrated capacity to work successfully in the virtual environment. ~~Instructional staff without California credentials may assign grades and evaluate student progress in non-core or non-college preparatory courses and activities, such as some electives, or if retained as a short term substitute. In addition, I~~instructional support staff may provide support for a credentialed teacher. ~~, such as when implementing in-person lab instruction.~~ All staff members will possess experience and expertise appropriate for their position within the school, as outlined in the school's staffing plan and the school's adopted personnel policies.

Staff Recruitment

The school will recruit staff through a variety of channels, including traditional methods for posting job opportunities, plus networking with area charter schools and charter school organizations; outreach via enrolled families; and special outreach to teachers and administrators who are seeking a more flexible or alternative environment.

Human Resource Issues

In accordance with the law and in keeping with its goals of providing exceptional talent in the service of California children and their families, CalCA Central Coast will assure adherence to clear guidelines regarding such human resource issues as equal opportunity employment, harassment, personnel files, and other legally required issues. All of these issues will be documented in the Employee Handbook that is available to staff as part of the hiring process as well as available at any time through Connexus.

Staff Qualifications

CalCA Central Coast will set the following experience and qualifications standards for personnel:

- **Principal and/or Site Administrator –** This professional should hold an advanced degree and an administrative credential. He or she should have a minimum three years management or administrative experience; a former principal or teacher is ideal. This professional must be technology literate and have good communication skills. She or he must be able to build consensus and inspire teachers to teach, students to learn, and parents to engage in their child's learning while following the mission of the school.

- **Teaching Staff –** Teachers ~~in core or college preparatory subjects~~ hold an active California teaching credential (or other document issued by the California Commission on Teacher Credentialing) as required by state law for charter schools. Teachers must have a Bachelor's degree. The school prefers to hire teachers with teaching experience, ideally three or more years. Teachers must be skilled at teaching a standards-based curriculum and incorporating innovative approaches to instruction. Teachers should demonstrate good communication skills and be technology literate. The school pays special attention to applicants who have experience in individualized instruction, virtual teams, and distance education. Teachers responsible for providing Special Education services ~~have experience and/or~~ hold a valid California certification in Special Education. Additionally, EL teachers are qualified to teach EL students, as required by applicable state law, and have experience teaching EL students. EL teachers are also sought who are bilingual.

- **Administrative Support Staff –** These staff members are responsible for daily administrative tasks such as answering phones and emails, receiving visitors, entering data into the online student information system, scheduling appointments, generating reports, performing enrollment, attendance and registrar duties, executing state reporting duties, assisting administrators and teachers with administrative tasks, filing, and other duties as assigned. These staff members have excellent communication and interpersonal skills and work well as part of a team.

- **Community Coordinators –** CalCA Central Coast may recruit parent volunteers situated in different geographic areas to organize and facilitate extracurricular, social, and other enrichment activities for families who live near one another. These Community Coordinators are recruited based on interest, time availability, and community contacts rather than educational background or professional experience. CalCA Central Coast will provide specialized training and tools to assist them in their efforts. Participation as a Community Coordinator, if the school needs them, is completely voluntary.

Virtual Education Support Center

Teachers will have access to a variety of curriculum and instructional resources and support staff through Connections' virtual Education Support Center (also known as the Education Resource Center or ERC). This support system includes a mix of dedicated and shared-use personnel who deliver support to CalCA Central Coast. This support not only provides the CalCA Central Coast community with unparalleled level of educational expertise and experience, but also enables CalCA Central Coast to expand support for students and parents beyond the traditional school day.

The array of services will include:

- School support helpdesk to answer teacher questions regarding the platform, curriculum, assessments, or general instructional support questions;

- Instructional consultation support for teachers in personalizing learning, implementing multi-tiered instruction, using supplemental instructional support programs, engaging and motivating students, and differentiating instruction; and
- Assessment support services including assistance with the selection of testing instruments, test creation, test preparation strategies, and the analysis and use of test data.

Staffing Plans

CalCA Central Coast will develop staffing plans and recruit and hire sufficient staff so that the school can meet any legally required student-to-teacher ratios for California. The projected budget will be developed each year based on the required student-to-teacher ratio in place for that year. The school will comply with applicable California regulations regarding the student-teacher ratio. The staffing plans will also identify how many administrative and support positions are available at the school each year and will lay out the allocation of staff between all of the CalCA schools for that year.

Staff Training

Prior to the opening of school each year, CalCA Central Coast will provide a complete training program for program teachers, the school Leadership Team, and other staff who have direct contact with students. Training topics will include the curriculum, technology, monitoring student performance, and virtual school instructional techniques. Throughout the year, staff members will have multiple opportunities to participate in professional development activities for the school as well as opportunities to collaborate with teachers at other schools supported by Connections nationally. Teachers will have daily access to curriculum specialists for "just-in-time" training on particular curriculum issues. The teachers and school leaders also may provide their own informal ongoing professional development.

Connections Professional Learning Sessions

Connections will provide CalCA Central Coast teachers with ongoing professional development activities throughout the year, delivered by the Connections' Academic Training and Support Services team. Teachers will be required to attend sessions virtually on topics such as:

- Using effective teaching practices and communication skills for a virtual environment,
- Implementing specific research-based instructional strategies,
- Utilizing the state and national standards to inform instruction,
- Using technology to engage students in collaborative learning activities, and
- Using data to guide instruction.

The School Leadership Team will develop a systematic approach to professional development for all staff. Topics for trainings will be selected based on school goals, student performance data, national initiatives in education, and research-based best practices. Connections offers these trainings monthly.

Foundations for Teaching at a School Supported by Connections

Research on effective professional development indicates that professional development must be intensive, ongoing, and connected to practice. Teachers need to try out new ideas and strategies with their students and to reflect on the results of these strategies. Intensive professional development, especially when it includes application of knowledge to planning and instruction, has a greater chance of influencing teaching practices, and in turn, leading to gains in student learning.

CalCA Central Coast's newly hired teachers will be enrolled in Connections' Foundations of Instruction course to transition from teaching in a brick-and-mortar school to teaching in a virtual school. Teachers will learn about the school year cycle and associated tasks, and become familiar with instructional tools, reports, and resources in Connexus that are used to engage and support learners. Returning teachers have courses assigned that provide updates on tools and resources, and engage them in deeper learning about how to be an effective teacher in an online school environment.

Professional learning sessions will include an evaluation survey to elicit teacher and administrator feedback. Audits, evaluations, and in person meetings will be used to gauge the effectiveness of the training and to ensure initiatives are implemented with high fidelity.

Professional learning will be:

- **Intensive** – Participants will identify the purpose of educational practices and examine how they can be implemented in the virtual environment. Participants will collaboratively discuss strategies that can be implemented with students.
- **Ongoing** – New instructional strategies and the latest learning science research will be connected to topics presented and discussed in prior sessions to demonstrate how specific educational practices form the "big picture" of effective instruction. Further discussion and exploration at the school level will strengthen these connections.
- **Connected to Practice** – Following each session, participants will apply what they have learned to their professional practice. They will integrate precise, targeted strategies into their planning and instruction, and reflect on the outcomes through the Teacher ePortfolio data view, a virtual portfolio which allows them to document their attendance and upload resources related to their professional learning.

Teaching in a virtual environment offers flexibility and allows for a greater level of professional learning throughout the school year. Although designated professional development days will have a specific focus, additional professional learning support will be available on a daily basis. Teachers

will have multiple opportunities for seeking assistance and support with instructional strategies for engaging students and families, making decisions based on data, and completing school year cycle tasks in a timely and efficient manner. CalCA Central Coast will receive multiple levels of support from the Connections' Academic Training and Support Services team, including the School Support Teacher Help Desk. Connections will provide a team of specialists dedicated to meeting the needs of the school.

Beginning with the 2019-20 school year, and after completion of the foundational topics covered during the first year, teachers will participate in Connection's systematic multi-year professional development plan. Connections takes a "flipped learning" approach to professional development which requires teachers to view a video and/or read an article or complete a pre-session activity prior to attending the synchronous professional learning session. This "flipped model" approach provides teachers with background on the session topic so that the actual session can focus on practice and application of new skills and concepts. After each session, teachers will upload an "artifact" to their professional learning e-portfolio demonstrating how they are using their professional learning to personalize instruction, implement new instructional strategies, make data-driven decisions, and reflect on their teaching practices. The e-portfolio requires teachers to provide evidence of their learning, based on the objectives of the professional development session. School leaders provide teachers with feedback on their artifacts following the sessions.

Descriptions of Professional Learning Sessions (PL 100, PL 200 and PL 300)

Second year teachers and new school staff will participate in Connections' Professional Learning (PL) 100 series which focuses on:

- Making data-driven instructional decisions;
- Identifying risk factors that may require more intensive instructional interventions;
- Monitoring student performance based on data available at different points in the school year; and
- Providing teachers with strategies for giving effective feedback to students and evaluating evidence of learning.

Training emphasizes the "instructional shifts" required to support the level of rigor demanded by the California Common Core State Standards, next generation assessments, and college and career readiness expectations. During these professional learning sessions, teachers will be placed into virtual groups (e.g., chat pods, breakout rooms) for discussion and application activities with grade level/subject area teachers, when possible.

Third-year teachers and school-based staff will participate in the Professional Learning (PL) 200 series. The PL 200 series focuses on the learning sciences—deliberate practice, meaningful feedback, student engagement and motivation, multi-tiered intervention, and the role of mastery and transfer. PL 200 sessions engage teachers in thinking more critically about the topics presenting during the PL 100 sessions and provide additional opportunities for application of skills and strategies that impact student achievement across all grade levels and subject areas.

In the PL 300 series, teachers of students in grades K-5 will be grouped by grade band K-2 and 3-5 instead of by subject area since most teachers in these grades are teaching all subject areas. CalCA Central Coast will also provide time during the PL 300 sessions to focus on specific content areas. The facilitator will be able to guide discussions by asking targeted questions for content areas such as math and science. Teachers will discuss research and strategies for topics such as: providing feedback, engagement, developing grit, and motivating students.

In addition to these required professional learning sessions, CalCA Central Coast will take advantage of a number of "Optional Professional Learning sessions" offered by Connections. These sessions will be made available to all teachers who seek to expand their professional knowledge. Each topic will be designed for specific content area teachers and grade level teams and will include strategies for effectively and actively engaging students in the learning process. These sessions are delivered synchronously but are recorded and available to any teachers that are not able to attend the session during the scheduled time.

As a continuation of synchronous online professional development sessions, teachers will be expected to continue the conversation within their vertical and horizontal Professional Learning Communities (PLCs). This allows for true application of new strategies and resources as teachers strive to personalize instruction and make data-driven decisions. Professional development sessions use evaluation surveys and collaborative tools to elicit teacher and administrator feedback. Audits, evaluations, and meetings will be used to gauge the effectiveness of the training and to ensure initiatives are implemented with high fidelity.

Professional Learning Communities (PLCs)

CalCA Central Coast will implement school-based Professional Learning Communities (PLCs). In addition, the school will have a virtual, robust Professional Learning Community Resources portal in Connexus which will list professional development opportunities as well as message boards, recorded LiveLesson sessions, shared resources, and more. The portal will be dedicated to shared values and vision, collaboration, shared decision-making, collective creativity, and supportive and shared leadership. Teachers will connect to the latest educational conferences, webinars, online courses, professional organizations, and research/education updates. Teachers will follow pertinent school news and announcements through weekly issues from Connections' Human Resources' Communications team.

Additional Professional Learning Resources

During the school year, ongoing professional development sessions will also be offered based on teacher feedback from surveys completed after professional learning sessions, and other needs as identified by the School Leadership Team at CalCA Central Coast. In addition, these resources will be available to all school staff to support their professional learning.

- **The School Interactive Program Handbook:** The Program Handbook is a resource for teachers and school personnel to use all year. It contains policies, procedures, and "how to" components that aid the teachers on a day-to-day basis. These "how to" components will also have accompanying on-line tutorial segments that visually demonstrate each process.
- **Teacher Central**: Teacher Central is a website that is easy to navigate and serves as a one-stop shop for teachers and staff to find guidance on instructional practices, professional learning, and training resources. Each section contains links to resources to support teacher effectiveness, best practices, and tools designed to personalize the learning experience for students.
- **Shared Content:** Shared Content is a collection of libraries sorted by content area that contain teacher-created instructional resources. These resources are tagged by course, grade, unit title, lesson title, key words, and other relevant data so teachers can easily upload or download them for implementation with students.
- **Instructional Support Database:** The Instructional Support database provides teachers with resources that provide students with additional practice with the skills and standards covered in the curriculum. These resources can be used with students at any intervention level when skill deficiencies become evident in English Language Arts/Reading, Math, Science, and Social Studies.
- **The Scoop:** All teachers will receive a weekly electronic newsletter that highlights improvements to the curriculum and Connexus, teacher tasks associated with the School Year Cycle, new procedures, shared tips, and community-building activities.

Additional training in health and safety areas may be included as needed to comply with the school's health and safety policies or with state law.

V.B COMPENSATION AND BENEFITS

Provide an explanation of how the school will structure employee compensation. Describe the manner by which staff members of the charter school will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, and/or federal social security; or how the school will create a system of its own to accommodate employees' retirement funding. Include the specific positions to be covered under each system and the staff designated to ensure that appropriate arrangements for that coverage are made. [Ref. California Education Code §47605(b)(5)(K) and Criteria for Review; CCR-5,§11967.5.1(f)(11)]

The Governing Board will approve a compensation plan for teaching staff. The plan will include the base salary as well as additional compensation incentives. A salary range for the various teaching positions will be determined based on research of market compensation and financial considerations. Employment offers will be based on specific criteria including years of experience, education, and other relevant skills/qualifications. After the initial hire, compensation increases will be based on the factors described herein.

The staffing plan will be approved annually as part of the budget, and then in addition, the Board will also review and ratify changes to the staffing through a revised and updated staffing report provided at each Board meeting. The staffing report will include such information as position/title, base salary, bonus potential, career ladder position, a resume for all new hires, new hire start dates, promotion/position changes, a list of departing employees and the reason for each departure.

Teaching Positions

Teachers may receive an annual salary increase and incentives contingent upon performance of the individual and the school. The Board will have the ability to adjust annual increase percentages in the event that the school does not meet financial expectations, state allocations are reduced, or required spending targets are not being met.

Teachers can also apply for the following career ladder opportunities. The career ladder levels which may earn additional compensation will be as follows:

- Coordinator Teacher – base plus 4%
- Lead Teacher – base plus 9%
- Specialist Teacher—base plus 12%
- Master Teacher – base plus 15%

Non-Teaching and Administrative Positions

A salary range will be determined based upon research of market compensation and financial considerations. Initial employment offers will be based on specific criteria, including years of experience, education, and other relevant skills/qualifications. After the initial hire, compensation increases and incentives will be based upon performance.

Shared Services

The Board will enter into a shared services agreement which allows the school to employ a wide range of staff, while allocating the costs of the teaching and administrative services among its "sister" non-classroom based charter schools, which currently includes CalCA Central, CalCA North Bay, CalCA Ripon, and CalCA Capistrano. Under this arrangement, staff serving CalCA Central Coast students may be logging in from within the service area of CalCA Central Coast(Santa Barbara County and surrounding counties) as well as from other locations. Shared services maximize the school's ability to offer a wide range of online offerings and to employ a geographically diverse and experienced staff. Administrators who are shared routinely travel between the schools. This staffing plan maximizes quality, increases course offerings, maximizes resources, and assures the financial stability of the school.

Retirement

The Board intends to elect to participate in the State Teachers' Retirement System (CalSTRS) for credentialed staff, including credentialed teachers and credentialed administrative positions which support the instructional program (eligibility for participation in CalSTRS is based on CalSTRS guidelines). The Board and administration will coordinate such participation, as appropriate, with the social security system or other reciprocal systems. For participation in the STRS systems, CalCA Central Coast will make appropriate arrangements with a county office of education to ensure proper reporting and pay that county office a reasonable fee for the provision of such services. The Orange County Department of Education currently handles STRS reporting for all of the CalCA schools.

The current option for other staff at CalCA Central Coast will be participation in the federal Social Security system. This option may be required by law for any staff members who are not eligible to participate in a state retirement system that is a replacement for social security (such as STRS). Staff members may also have access to other school-sponsored retirement plans according to policies developed by the Governing Board and adopted as the school's employment policies. The Board will retain the option to elect participation in the Public Employees' Retirement System, but has no plans to do so at this time.

The school and Board will also retain the right to create its own retirement system, within the parameters allowed by law, to provide equivalent retirement benefits to its employees. The Board will ensures that there is a process to identify which staff qualify for which retirement systems and ensure that all staff members are fairly covered.

Benefits

CalCA Central Coast will provide an extensive benefits package which currently includes:

- Comprehensive health benefits (medical, dental, vision, prescription drug coverage);
- Health Care Flexible Spending Account and Dependent Care Flexible Spending Account;

- Employer paid life insurance, accidental death and dismemberment insurance, short term disability insurance, and long term disability insurance;
- Voluntary supplemental programs (life insurance, critical illness, accident insurance, discounted auto insurance, discounted homeowners insurance, discounted renters insurance, pet care discount program);
- Paid time off;
- Employee Assistance Program (resources for seniors, emotional well-being, parenting and child care, and pet care among other resources);
- Retirement savings plan;
- Tuition programs (payment for qualifying courses taken at American Public University or reimbursement for qualifying courses taken at another institution of higher education, currently up to $5,250 per calendar year);
- Travel assistance;
- Identity theft program; and
- Health advocate (a resource for employees to find health specialists, help transfer medical records and explain coverage among other services).

This robust health insurance policy will be provided to eligible teachers and administrative staff. Other benefits for employees will be detailed in the Employee Handbook and Benefits Guide, published annually.

V.C RIGHTS OF SCHOOL DISTRICT EMPLOYEES

Provide, as applicable, a description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school. [Ref. California Education Code §47605(b)(5)(M) and Criteria for Review; CCR-5, §11967.5.1(f)(13)]

Return Rights

If an employee leaves district employment to work at the charter school, the collective bargaining agreements and Board policies of that district will govern the return rights of such employees.

CalCA Central Coast may negotiate with a district to "loan" employees who would then retain their status and benefits through the district, but who would work under CalCA Central Coast's employment policies. Neither the district nor the charter school are obligated to agree to such a loan, but may do so if mutually agreeable. If a district employee is working at CalCA Central Coast, the school will notify the district prior to March 15 of each year, if any such employee is not going to be re-employed by the school the following year.

Exclusive Public Employer

Subject to the shared services agreement entered into by and between all schools supported by Connections in California, the non-profit corporation which operates CalCA Central Coast will be deemed the exclusive public school employer of the employees of the charter school for the purposes of Educational Employment Act [Chapter 10.7 (commencing with section 3540) of Division 4 of Title 4 of Title 1 of the Government Code] [Ref. California Education Code section 47605(b)(6)].

V.D HEALTH AND SAFETY

Describe the procedures that the school will follow to ensure the health and safety of students and staff, including how the school will provide for proper immunization, as well as vision, hearing, and scoliosis screening for students; the development of a school safety plan, which shall include the safety topics listed in subparagraphs Education Code § 32282(a)(2)(A)-(J); *and the steps the school will take to ensure that criminal background checks are collected from all school personnel. [Ref. California Education Code §47605(b)(5)(F) and Criteria for Review; CCR-5, §11967.5.1(f)(6)]*
Describe how the school will maintain safety on the school campus, including, but not limited to, disaster preparedness, visitor procedures/security and emergency drills. Also describe how the school will maintain a learning environment free of sexual harassment in accordance with applicable federal requirements. If district facilities will be requested for use by the charter school, include a statement that the school will require that all students and parents comply with school district safety policies on the school campus, and that the school will enforce the policies to the full extent possible. Describe how staff will receive training and how safety-related information will be communicated to parents and students.

The Governing Board for CalCA Central Coast has adopted a comprehensive set of health, safety, and risk management policies, which will be implemented by the school. These policies will be reviewed regularly by the Governing Board to ensure they meet the needs of the school.

The policies and procedures address and/or include, but are not limited to, the following topics:

- A requirement that all enrolling students provide records documenting immunizations to the extent required for enrollment in an independent study program of a California public school;
- Policies relating to preventing contact with blood-borne pathogens and providing training to employees on such prevention;
- A policy regarding staff requirements and training in CPR, first aid and/or emergency response;
- Policies relating to the administration of prescription drugs and other medicines;
- A policy that if the school has a permanent facility, it will have received state Fire Marshal approval and will have been evaluated by a qualified structural engineer who has determined that the facilities present no substantial seismic safety hazard, and that the school will maintain appropriate facility compliance documents on file;
- A policy establishing that the school functions as a drug, alcohol, and tobacco free workplace;

- A requirement to comply with the employee criminal background check requirements for employees, contractors, and volunteers, per California Education Code sections 44237, 45125.1 and 35021.1;
- A policy regarding health screenings for students, such as vision, hearing, etc.;
- Policies regarding visitors to any school facility and/or school activities, and other school security issues;
- Policies to ensure the school is in compliance with federal sexual harassment prevention guidelines and is maintaining a learning and work environment that is free from sexual harassment, which are posted on the school's website, which are posted on the school's website;
- ~~;~~
- Policies regarding safe student use of the Internet and prevention of cyberbullying; and
- A policy requiring mandatory annual training for school staff, and other persons working on behalf of the school who are mandated reporters, on child abuse, which shall occur within the first six weeks of each school year, or within the first six weeks of a person's employment if employed after the beginning of the school year, in accordance with the requirements of AB 1432 and per California Education Code section 44691.

These policies will be incorporated, as appropriate, into the school's student and staff handbooks and will be reviewed on an ongoing basis in the school's staff development efforts and Governing Board policies. Staff members will receive regular training regarding safety issues, including Internet safety, child abuse and harassment prevention. The Health and Safety Policies will be available at any time from the school upon request. In addition, the Governing Board has adopted a Suicide Prevention Policy, which is also posted on the website along with all other applicable information required under Education Code § 234.6..

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Pursuant to AB 1747 (2018), CalCA Monterey Bay will develop a school safety plan, which will include the topics listed in California Education Code section 32282(a)(2)(A)-(J). The school safety plan will be reviewed and, if needed, updated by March 1 every year by CalCA Monterey Bay.

V.E DISPUTE RESOLUTION

Provide a description of the procedures to be followed by the charter school and the chartering authority ~~entity granting the charter~~ to resolve disputes relating to provisions of the charter. Describe how the costs of such a dispute resolution process, if needed, will be funded. [Ref. California Code §47605(b)(5)(N) and Criteria for Review; CCR-5, §11967.5.1(f)(14)]

In the event of a dispute between CalCA Central Coast and CJUSD regarding the terms of this charter or any other issue regarding the school and district relationship, both parties agree to apprise the other, in writing, of the specific disputed issue(s). In the event the initiating party believes the dispute relates to an issue that could potentially lead to revocation of the charter, this

will be specifically noted in the written dispute statement. Within 30 days of sending written correspondence, or longer if both parties agree, the Executive Director of CalCA Central Coast and the CJUSD Superintendent, or their designees, will meet and confer in an attempt to resolve the dispute. The designees must be identified and confirmed in writing. If this joint meeting fails to resolve the dispute, the charter representative and the district representative will meet again within 15 days, or longer if both parties agree, to identify a neutral, third party mediator to assist in dispute resolution. The mediation will incorporate informal rules of evidence and procedure unless both parties agree otherwise. Unless jointly agreed, the process involving assistance of a third party mediator will conclude within 45 days from commencement.

All mediation costs and all other costs associated with dispute resolution will be shared equally by CalCA Central Coast and CJUSD. The school is entitled to receive funds throughout the term of the charter. In the event of a dispute between the school and the district, the district will not be permitted to withhold, as a remedy or otherwise, any funds received on behalf of the charter school.

In the event the third-party mediation process does not result in resolution of the dispute, both parties agree to continue good faith negotiations. If the district indicates in writing that the violation constitutes a severe and imminent threat to the health and safety of the school's pupils, the district is not required to be referred to mediation, but reserves the right to take any action it deems appropriate to ensure the safety of students. The school reserves the right to seek legal redress for any such actions under the law.

This dispute resolution process may be clarified as needed. Any and all necessary additional details will be included in the Memorandum of Understanding (MOU) with CJUSD (See Exhibit G).

In addition to these processes, the Governing Board, in collaboration with Connections, will develop, adopt, and maintain updated policies and procedures for resolving internal and external disputes and grievances. These procedures will be included in the School and Employee Handbooks. The school will adopt a Uniform Complaint Procedure, the school's formal complaint procedure, which will be posted on the school website and referenced in the School Handbook (see Exhibit B).

CJUSD agrees to refer all complaints regarding the school's operations to the CalCA Central Coast staff and/or Governing Board for resolution in accordance with the school's adopted policies.

All disputes or complaints that are not resolved by the school in accordance with its complaint procedures and which are related to the school's provision of Special Education services, including complaints regarding the initial placement or enrollment of students with disabilities in the school, will involve the school's SELPA, which is expected to be the El Dorado Charter SELPA.

VI. STUDENT ADMISSIONS, ATTENDANCE, AND SUSPENSION / EXPULSION POLICIES

VI.A STUDENT ADMISSION POLICIES AND PROCEDURES

Describe the policies and procedures the school will develop and implement for the admission and enrollment of students, including any proposed timetable or calendar and the extent to which the school will develop a random lottery process, where applicable. Include assurance that the charter school will be nonsectarian in its programs, admission policies, employment practices, and all other operations, and will not charge tuition nor discriminate against any student based on ethnicity, national origin, gender, or disability. [Ref. California Education Code §47605(b)(5)(H), §47605(d) and Criteria for Review; CCR-5, §11967.5.1(f)(8)]

Outreach and Recruitment

Commented [FS2]: Changes in this section are designed to either update for legal changes or to include the desired admissions preferences for the lottery.

CalCA Central Coast will actively recruit families that represent the full cultural, demographic, and socioeconomic range of California communities. In order to leverage the additional visibility of other CalCA schools and to address the mobility of 21st century families, the school may use the name "California Connections Academy" or "CalCA" for outreach purposes.

CalCA Central Coast will use a variety of means to inform families about its services and provide them an opportunity to enroll including:

- **Website:** Connections, as one of the services provided to the school, will maintain a website (www.connectionsacademy.com) with a special link to CalCA Central Coast school information. The website will contain information about the school, its learning approach, and its curriculum. The site will also contain a regularly updated set of Frequently Asked Questions and their answers. The site will include enrollment information and procedures, required postings such as the LCAP and a link to the SARC, and many useful tools for prospective students and their families.

- **Telephone/e-mail information service:** CalCA Central Coast will, through its contract with Connections, maintain a toll-free information line and an email information service (info connectionsacademy.com) to answer parents' questions about the charter school.

- **Information Sessions:** CalCA Central Coast will conduct multiple Information Sessions for families throughout the counties served to assure that families from a variety of communities are able to attend. Some or all of these Information Sessions may be virtual, meaning that families attend the session from home via their computers. CalCA Central Coast will use these sessions to provide a complete array of information about its program including its curriculum, teaching methods, technology resources, and testing requirements.

- **Direct outreach:** CalCA Central Coast may conduct direct mail campaigns announcing the charter school to families with children throughout Santa Barbara County and its contiguous counties. In a typical mailing, CalCA Central Coast will send out a postcard inviting parents to attend an Information Session, visit the website, and/or contact the call center. CalCA Central Coast will also use email to communicate with people who approach CalCA Central Coast and request information. Email correspondence will include valuable information to help prospective families understand if the program is a right for them.

- **Community and youth services partnerships:** As part of its outreach process, CalCA Central Coast will provide information about the charter school to community, family, and youth-serving organizations such as Boys and Girls Clubs; seek partnerships with parent groups, and organizations for young actors, dancers, and athletes.

- **School district referrals and outreach:** CalCA Central Coast will take every opportunity to brief school district administrators and guidance personnel on CalCA Central Coast as an alternative for students who might benefit from individualized instruction in a non-classroom setting.

- **Media outreach:** CalCA Central Coast will make use of paid media, including television, radio, digital and/or print advertisements. The school will also take full advantage of the local media's interest in promoting community events relevant to residents in order to inform parents about informational sessions for the California Connections Academy schools and to raise awareness of this school in particular.

- **Parent referrals:** Parent referrals are important to the enrollment at CalCA Central Coast, and the school will work closely with families so they can share their positive experiences with their friends and neighbors.

- **Online and Social Media Marketing:** CalCA Central Coast will utilize search engine marketing such as paid search "pay-per-click" advertising, online display advertising, and search engine optimization. The school will use social media opportunities such as blogging and social networks such as Facebook, Instagram, and Pinterest to interact with families with an interest in learning from home.

Nondiscrimination in Admissions

CalCA Central Coast will not discriminate against pupils on the basis of gender, gender identity, gender expression, race, ethnicity, religion, national origin, ancestry, creed, pregnancy, 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.

Commented [FS3]: Seeking input from attorney as to whether this needs to be updated or is still OK as is.

No Tuition

As a public school, CalCA Central Coast will not charge tuition or any fees that are prohibited. Outreach communications and the School Handbook will inform families that the school is tuition-free. The School Handbook (see Exhibit B) will contain 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 will be 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 his or her 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 will be followed by the school. Students are only eligible to attend if they provide evidence of residency within the counties served by the school. Students are eligible to enroll in CalCA Central Coast if they reside in one of the following counties: Santa Barbara, San Luis Obispo, Ventura, and Kern.

Admission Methods and Eligibility Criteria

Through its recruitment/marketing and application guidance activities, CalCA Central Coast will regularly disclose full details about its program and encourage families to carefully consider its academic and parental involvement demands before applying. CalCA Central Coast will also provide 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 Central Coast 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.

Parents must agree to and uphold ~~Admissions requirements include the expectation that parents complete all enrollment and placement activities in a timely and complete fashion. This includes~~

signing and upholding all necessary school-family agreements (such as an Independent Study Master Agreement as shown in Exhibit C and/or the PLCA in Exhibit D). Students are subject to the age and geographic restrictions for California public school admission and funding. The school's policies regarding age eligibility will be included in the School Handbook (see Exhibit B).

CalCA Monterey Bay 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 Central Coast will be able to accommodate all eligible students who may wish to attend. Enrollment~~ Enrollment (and re-enrollment) for the following school year generally opens on or around March 1. The CalCA Central Coast enrollment team will assist parents in completing the required enrollment tasks and in meeting state-mandated enrollment requirements. ~~On or around June 1 of each year, parents will be able to confirm their intent to enroll in the school, and the student's enrollment can be completed. However, I~~if demand for enrollment exceeds the school resources, the Board will ensure 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 (e~~d~~)(2)(B). The Board also would address any applicable federal requirements for the lottery process.

In accordance with California Education Code section 47605 (e~~d~~)(2)(A) and section 47605 (e~~d~~)(2)(C), CalCA Central Coast, in partnership with CJUSD, will make every reasonable attempt to accommodate all the students who wish to attend the charter school. ~~Since the school anticipates that it will be 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~~s~~ ~~a~~ lottery process, ~~it will~~ 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 Cuyama Joint Unified School District

Once a student starts attending CalCA Central Coast ~~enrolled, students will be 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 will close shortly after the beginning of the second semester. The public website will list the date that enrollment closes for that school year. 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 school supported by Connections 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 of racial and ethnic students, special education students, and English learner students, including redesignated fluent English proficient students, as defined by the evaluation rubrics in Section 52064.5~~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(c~~b~~)(5)(G) and Criteria for Review; CCR-5, §11967.5.1(f)(7)]

The CalCA schools typically reflect the statewide ~~racial and ethnic~~demographic balance, and CalCA Central Coast will actively work to do the same. Through extensive community outreach and full disclosure about the school's program, CalCA Central Coast expects to attract 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 Central Coast will develop 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 Central Coast will provide parents with a clear and accurate picture of the CalCA Central Coast learning experience so they can make the most appropriate choices for their children.

CalCA Central Coast will utilize 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. 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 will be used to generate reports to the Board, CJUSD, and the California Department of Education. It may also be used to evaluate and modify the school's outreach and

recruiting strategies when necessary.

VI.C PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

As applicable, describe the public school attendance alternatives for students in the district who choose not to attend the charter school. At a minimum, specify that the parent or guardian of each student enrolled in the charter school will be informed that the students have no right to admission in a particular school of any local education agency as a consequence of enrollment in the charter school, except to the extent that such a right is extended by the local education agency. [Ref. California Education Code §47605(b)(5)(L) and Criteria for Review; CCR-5, §11967.5.1(f)(12)]

District students who choose not to attend the charter school may attend other district schools or may pursue an inter-district transfer in accordance with existing district enrollment and transfer policies. More information about district attendance alternatives is available from the district administrative offices.

If a pupil who is subject to compulsory full-time education pursuant to Education Code § 48200 leaves the charter school without graduating or completing the school year for any reason, CalCA Monterey Bay will notify the Superintendent or designee of the school district of the pupil's last known address within 30 days, and shall, upon written request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information.

No CJUSD student will be required to attend CalCA Central Coast. Students enrolled in the charter school have no right to admission in a particular school of any LEA as a consequence of enrollment in the charter school, except to the extent that such a right is extended by the local education agency.

VI.D SUSPENSION/EXPULSION PROCEDURES

Describe the procedures by which students can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:
(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.
(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:
(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.
(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.
(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii). [Ref. California Education Code §47605(b)(5)(J)] Include a preliminary list of the offenses for which students in the charter school must (where non-discretionary) and may (where discretionary) be suspended or expelled, respectively. Identify the procedure by which students can be suspended or expelled and the process by which parents/guardians and students will be informed about the reasons for any such actions and their due process rights. Explain how the charter school will take into account the rights of students with disabilities in regard to suspension and expulsion. Outline how policies and procedures regarding suspension and expulsion will be periodically reviewed and, when necessary, modified. Outline the process for notifying the school district in the case of suspension or expulsion of a student. [Ref. Criteria for Review; CCR-5, §11967.5.1(f)(10)]
~~*Describe the procedures by which students can be suspended or expelled. [Ref. California Education Code §47605(b)(5)(J)] Include a preliminary list of the offenses for which students in the charter school must (where non-discretionary) and may (where discretionary) be suspended or expelled, respectively. Identify the procedure by which students can be suspended or expelled and the process by which parents/guardians and students will be informed about the reasons for any such actions and their due process rights. Explain how the charter school will take into account the rights of students with disabilities in regard to suspension and expulsion. Outline how policies and procedures regarding suspension and expulsion will be periodically reviewed and, when necessary, modified. Outline the process for notifying the school district in the case of suspension or expulsion of a student. [Ref. Criteria for Review; CCR-5, §11967.5.1(f)(10)]*~~

CalCA Central Coast will establish suspension and expulsion policies. As part of final confirmation during enrollment for both new and returning students, parents/guardians will check a signature

box confirming they have been provided access to and agree they are bound by the terms of the handbooks, including suspension/expulsion procedures.

Handbooks (General and supplement applicable to CalCA Central Coast—see Exhibit B) will be available in Connexus and updated as needed. The policies may be modified at any time, as necessary, by action of the Board. The school's discipline, suspension, and expulsion policies will be in accordance with students' rights and with applicable law.

As a charter school, the delineated suspension and expulsion offenses contained in California Education Code section 48900 et. seq. are not applicable to the school. However, the Board will review those sections of California Education Code and utilize similar guidelines when they are deemed appropriate to the desired disciplinary environment of the school.

Code of Conduct

Appropriate conduct will be expected of all students. The student's code of conduct will be explained in the School Handbook (see Exhibit B) and will include steps to be followed in the event of misbehavior.

Academic Honesty

Academic Honesty will also be detailed in the General Handbook and CalCA Central Coast Handbook Supplement (see Exhibit B). The school regards academic honesty as key to its mission, and academic honesty is essential in the virtual environment. It is expected that students adhere to the Honor Code throughout the year and that all schoolwork submitted in order to meet course or class requirements represents the original work of the student.

All individuals involved with the school will be important contributors to upholding the academic honesty of the school and will be held accountable for violations of the principles of academic integrity. Any form of academic dishonesty will cause a student to be subject to disciplinary action. The following principles are critical to maintaining academic honesty:

- Students must not submit work of any kind that is not their own work.
- Students must not plagiarize in any work (written, multimedia, oral, creative, etc.).
- Students must not post assessments, assignments, answers to assessments or assignments, or any other Connections curricular materials on any media that can be seen by other students or other third parties.
- Students must not give or receive unauthorized assistance on assessments.
- Learning Coaches must not give excessive assistance on assessments.
- Students must not present any forged document or signature to the school.
- Learning Coaches must not present any forged document or signature to the school.

Board Policies

CalCA Central Coast will follow formal due process procedures to deal with the discipline of students. Students will be guaranteed due process of law as required by the Fourteenth Amendment to the Constitution. The discipline policies will be developed to identify the types of conduct subject to discipline, to offer an opportunity for a hearing in which the student may present evidence to defend his/her actions, and to ensure due process for the student. The School Handbook (see Exhibit B) including the discipline policies will be approved by the Board and will be reviewed regularly. The Board will review the policies to be sure they are within all current legal guidelines and that they are consistent with the school's mission and educational program.

Suspensions or expulsions for children designated as exceptional will follow all appropriate state and federal policies, regulations, and laws. If a student with a disability violates a code of conduct, they will be disciplined according to the discipline measures described herein for up to 10 days. Upon subsequent violations that result in suspensions that exceed 10 days per school year or upon any recommendation for expulsion, the school will determine if the behavior manifested from the student's disability. If the school determines that the violation is not a manifestation of the student's disability, the school will apply the discipline procedures to the student in the same manner and for the same duration as the procedures would be applied to students without disabilities. However, if it is determined that the violation manifested from the student's disability, the school will conduct a functional behavior assessment and develop a behavior plan to address the behavior violation so that it does not recur.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student, but does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff, or other persons or to prevent damage to school property.

Suspension (not more than 10 days)

The Executive Director or grade level principal, following the due process protocol, may suspend students for up to 10 days. A suspension consists of removal or restriction of access to school activities including access to Connexus. The student will be 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:

- Violation of academic honesty code,
- Unexcused absence due to truancy,
- Bullying or harassment,
- Abusive or threatening language or conduct,
- Vandalism,
- Theft and robbery,
- Harassment or sexual harassment,
- Violation of acceptable use policy, and
- Repeated violations of any discipline issue.

The due process protocol that will be included in 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) will inform the student and parent/caretaker of the allegations and an explanation of the evidence that supports the allegations. The student will be provided with an opportunity to present his 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 his/her 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 10 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 student, the school shall provide access, either directly or indirectly, to a student who has been suspended from school for two or more schooldays for disciplinary reasons, the assignments that the student would otherwise have been given during that time period. If an assignment that is requested and turned in by the studen according to the school's procedures, either upon the student'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 student's overall grade in the class

Expulsion

For more serious violations (see below) or for conduct that requires suspension of more than 10 days or expulsion, the expulsion process will be used.

A student may be expelled by the Executive Director after providing an opportunity for a hearing before a neutral school official appointed by the school's Governing Board (the "Hearing Officer"). At a minimum, the Hearing Officer will comply with the "neutral officer" requirements under Education Code section 47605(c)(5)(J)(ii)(II).

~~The Executive Director or grade level principal may suspend the student for up to 10 days while the expulsion process continues especially if a serious offense, such as those listed, occurs. The Executive Director may request that final expulsions will be decided by the Governing Board or a designated expulsion committee.~~ Suspensions or expulsions for children designated as exceptional will follow all appropriate state and federal policies, regulations, and laws.

Violations that may lead to expulsion include, but are not limited to any behavior that indicates that a student is a serious threat to the safety of others in the school, including possession of firearms, dangerous weapons, bombs, or explosives, criminal behavior, arson, possession of or sale of controlled substances or paraphernalia at the school or at any school-sponsored event.

The due process protocol for expulsions as described here will be incorporated in the School Handbook. The process starts with the grade level principal. If the grade level principal believes that a student has committed an offense that might require expulsion, the principal may suspend the student for 10 days pending further proceedings and/or a Board or Expulsion Committee hearing. During this time, the principal will refer the case to the Executive Director, who may then request a hearing by the Board, or the appropriate Expulsion Committee, to discuss the possible expulsion of the student. If the Executive Director determines that a student's conduct may warrant expulsion, the Executive Director will provide timely written notice to the parent/caretaker of the student of its determination and the student's right to a hearing.

Such notice includes:

(1) the date, time and location of hearing;

(2) a description of the incident(s) and charge(s) that is are subject of the hearing;

(3) a description of student's right to a fair opportunity to present their version of the incident(s), present testimony and evidence, call witnesses, cross-examine witnesses and be represented by counsel or an advocate;

(4) notice that the student and/or Caretaker have a right to review the student's school records prior to the hearing; and

(5) a description of the hearing process, which shall be adjudicated by neutral officers, and explanation of the consequences of an expulsion.

At this hearing, the allegations and supporting evidence will be reviewed. As described in the above notice, at the hearing, the student will have a fair opportunity to present their version of the incident(s), present testimony and evidence, call witnesses, cross-examine witnesses and be represented by counsel or an advocate.

The student will have the right to present their version of the incident(s), call witnesses, cross-examine witnesses and be represented by counsel.

The Board or Expulsion Committee, through the Executive Director, will provide notification to the student and parent/caretaker of the Board or Expulsion Committee's decision and discipline determination. The decision of the Board or Expulsion Committee is final.

The exact protocols to ensure due process for expulsions will be subject to change via changes to the Board-approved School Handbook and/or Board-approved discipline policies.

Due Process

The School Handbook (see Exhibit B) and Board policies will lay out the due process for students with disciplinary issues. The discipline process will have three levels: Warning, Suspension, and Expulsion. A warning will be issued when a student has demonstrated a breach of conduct but is not as serious as those listed for suspension or expulsion. A warning will ultimately result in written documentation that becomes part of the student's school record. Due process for suspensions and expulsions will include informing students and parents of the charges, of their rights, and of the due process protocols, holding hearing(s) with appropriate persons/parties, allowing the student and parents to present their version of the occurrence, and written documentation of the results. Examples of the current due process protocols are described previously in this application.

In compliance with applicable law, no student shall be involuntarily removed (e.g., disenrolled, dismissed, transferred, or terminated) by the school unless the parent or guardian of the pupil has been provided written notice of intent to remove at least five schooldays before the effective date of the action. The written notice shall inform him or her of the right to request a hearing before the effective date of the action. If a hearing is requested, the student will remain enrolled until the school issues a final decision.

Notification

The Board will be notified, in closed session or confidential correspondence as appropriate, of any expulsion decisions. Designated school district staff will be notified in a timely way of any expulsions by a designated member of the CalCA Central Coast staff. In addition, the school will

include data regarding suspensions and expulsions in reports to the state. Documentation of student discipline will be maintained in the student's school records.

VII. FINANCIAL PLANNING, REPORTING, AND ACCOUNTABILITY

VII.A BUDGETS

Provide a detailed proposed first-year operational budget, including startup costs, that includes:
Reasonable estimates of all anticipated revenues and expenditures necessary to operate the school – including special education;
Budget notes that clearly describe assumptions or revenue estimates, including, but not limited to the basis for average daily attendance estimates and staffing levels, including salary and benefit assumptions.
Also provide cash flow and financial projections for the first three years of operation; and plans for establishment of a reserve. [Ref. California Education Code §47605(g) and Criteria for Review; CCR-5, §11967.5.1(c)(3)(B)]

CalCA Central Coast will annually develop a budget which will be submitted each year of operation to CJUSD by the deadline established by the state. This deadline may be earlier if mutually agreed to between the charter and district in order to allow adequate time for review, but in no case will it be later than July 1 each year, in accordance with California Education Code section 47604.33. CalCA Central Coast adheres to the charter school requirements of the state's Local Control Funding Formula (LCFF) statutes including compliance with LCAP requirements (see also Section VIII.A.).

Budget Development

The Executive Director, working with ~~Connections and~~ the school's Director of Business Services, will prepare and submit a proposed budget for the upcoming fiscal year to the Governing Board at a regularly scheduled meeting. The Board will review and modify the budget as needed. Following Board approval, this preliminary budget will be submitted to CJUSD staff in keeping with timelines outlined in the MOU and any legally required timelines. A copy of the preliminary budget will also be submitted to the County Office of Education following approval by the Governing Board. A revised school budget will typically be developed, adopted, and submitted to CJUSD following adoption of the state's annual budget and the start of the school year.

Fiscal Year

The fiscal year for CalCA Central Coast will be July 1 through June 30, as stated in the corporation Bylaws (see Exhibit E).

Budget Highlights and Assumptions

The attached five-year budget, which starts with the 2018-19 school year, will demonstrate a school with sound financial planning (see Exhibit H).

Cash Inflows and Reserves

Revenue will be based on conservative estimates of available ADA funding and conservative attendance estimates. Enrollment figures will be based on the projections for school growth based upon enrollment history for CalCA Central Coast, enrollment history for other California Connections Academy schools, and thorough market analysis.

Under the state Local Control Funding Formula, the general purpose revenue includes three sources: the Education Protection Act funds, the state aid portion, and the local in-lieu of property tax payments. The LCFF revenue amount for the 2018-19 school year budget has been derived from an LCFF calculator which uses estimated state certified target per pupil funding rates, the school's base rate (using the sponsoring district past base rate information), the anticipated annual cost of living adjustment, any "gap closure" rate, and the school's projected demographics.

Estimates of the rates and the methods of calculation of LCFF revenue will be obtained from agencies such as the California Department of Education, the California Charter School Association, the Fiscal Crisis and Management Assistance Team, and School Services of California. Lottery funds are estimated conservatively. CalCA Central Coast will be eligible for Federal Title funds and accesses these programs annually after the first year in operation. Assuming the school is a member of the El Dorado Charter SELPA as the school intends, the school will receive state and federal special education revenue directly from the SELPA. If other state categorical programs are available, the school will apply for those whenever eligible. Current funding sources outside of LCFF revenues are included in the budget (see Exhibit H).

Cash Outflows

Expenditure distributions are designed to ensure that the majority of funds are spent on instruction related costs, and will therefore meet the requirements for full funding.

The program provides for the following:

- ***Teaching and administrative staff:*** Staff budgets and staffing numbers will be prepared to meet requirements for full funding. This budget provides for a student to teacher ratio of 25:1 or less. This ratio aligns with the state's charter school pupil-to-teacher ratio for an independent study program. Should these ratios require that an adjustment be made, and the Governing Board reserves the right to apply for a waiver with the appropriate agencies. Complete benefit packages will be assumed at approximately 25% of salary. Payroll taxes and STRS contributions will be included, using the state's STRS contribution rate chart. The costs for certain teaching and administrative services, including salary and benefits, may be shared or allocated as appropriate with CalCA Central Coast's sister schools through the shared services agreement.

- ***High quality instructional program including materials and technology tools:*** Costs for these items will be determined through the Statement of Agreement and the annually adopted fee schedule for instructional materials supplied by Connections~~budget with Connections~~. A number of the school's expenses will be directly drawn from the fee schedule. The budget will show each type of expense and the method for calculating it (for example, per student, per teacher, or percent of revenue). The fee schedule will include fees for all of the instructional materials. In addition to complete lesson plans provided for every subject, additional materials will be provided, which may include such items as high-quality electronic textbooks, online licensed content, interactive lesson components, synchronous instruction tools, science and art kits, and state of the art technology training, test preparation and assessment tools. Note that due to fluctuations in available funding in California and funding allocation requirements, certain adjustments may have to be made to the regular Connections program. These will be determined by agreement between the Governing Board and Connections. Connections will provide Connexus that includes, among other things, a student information system, lesson scheduling tools, accountability tools, webmail, instant messaging, chat, video and audio streaming for selected lessons and a school and local activities message board/forum.

- ***Facility:*** The school will be sharing office space with its sister schools in order to establish both operational and financial efficiency. This administrative facility will include offices for the site administrator and administrative staff, as well as conference rooms, student records storage and other storage space. A remote virtual teaching model will be used for the majority of the instruction. In this model, subject to approval by their grade level principal, most teachers will spend time working at home (elsewhere other than the office) in accordance with the school's work at home policy. Connections will provide computers, Internet access, and technical support for staff who work from the office, and will also support the hardware needed to effectively work from home for all employees. Due to the shared services model employed to more efficiently serve students, the school will use a cost allocation model with the other CalCA schools to offset the cost of its administrative office facility. The total office space rental costs will include the square footage costs, while utilities, phone and internet are budgeted separately.

- ***Special Education:*** The CalCA Central Coast budget will include expenditure items to provide for special education staff and services to fully meet the needs of students with disabilities. The charter plans to be an LEA in the El Dorado Charter SELPA and will work with that SELPA regarding fiscal arrangements and reporting.

- ***Administrative costs****:* While the school will have a full range of administrators and administrative support staff as employees, in addition, the school will contract with Connections for many administrative services. These services will be shown in categories in the budget and will include such general administrative services as enrollment, records management, human resources, payroll services, accounting, facility

management, regulatory reporting support, general administration and oversight, marketing services, financing services, student and parent satisfaction assessment, Board support and resource services, authorizer liaison services etc. In addition to the high-quality, turn-key educational program, Connections will offer administrative support services to assist the school. Examples of items covered in the educational administrative services are: education program design, analysis, and revision; curriculum planning and selection services; school handbook development; professional development planning; school leader development; and so forth.

- ***Other operational costs:*** The school will budget for many other expenses necessary for school success such as teacher professional development, copier costs, student testing and assessment, loaned technology for students, technology support costs, insurance, audit fees, legal fees, banking costs, dues and memberships, STRS reporting fees, Board training, district oversight fees, and so forth. Each of these is shown in detail on the budget. The audit fees will include the cost of annual tax filing for the 501(c)(3) corporation.

- ***Oversight fees:*** Expenses related to the sponsoring District include the 1% District oversight fee. The details of the fiscal arrangement and the distribution of responsibilities will be included in the MOU with CJUSD (See Exhibit G), along with any District services that may be agreed upon on a fee-for-service basis.

The budget will be prepared to maximize cost efficiency and to leverage the resources available through CalCA Central Coast's relationship with Connections, as well as through the relationship with the other California Connections Academy schools, with the goal of maximizing the amount of funds that are spent on items that directly support student learning. All items in the budget will be directly linked to essential elements of the educational program described in this charter and are components of a successful virtual school model. The majority of the school's resources will be directed to the places where they will have the most impact on students (i.e., applied to the teaching staff and to the curriculum).

Overall Cash Flow

Connections will provide human resources, administrative, financial, accounting, and payroll services. The services to be provided will be explained in the Statement of Agreement between CalCA Central Coast and Connections. ~~Since this will be provided as a turn-key program, many of the school's expenses will be either paid to Connections (such as fees for access to Connexus, curriculum, and so forth), will be paid for salary and benefits under the allocation model of the shared services agreement with the other CalCA schools, or will be reimbursed by the school to Connections (such as travel, facility costs, and so forth).~~ The charter school will be invoiced monthly by Connections for all of the agreed upon costs. The invoices will be reviewed by the Governing Board Treasurer and the Director of Business Services prior to payment to Connections and will also be approved by the full Governing Board as part of the regular Board agenda.

Connections has considerable experience supporting public virtual schools and has gained expertise in dealing with the unique aspects of public school funding including funding in California. In order to protect the CalCA Central Coast charter school from experiencing cash flow problems as a result of delays in state or local funding, arrangements will be made to allow the charter school to pay the invoices *only if the school has sufficient funds available at that time.* The school must pay for services rendered as soon as funds become available, but there will be no demand for payment if sufficient funds have not yet been received by the school. Therefore, due to this favorable arrangement between the charter school and its partner, any additional delays in state payments, such as have been imposed in the past by California on all public schools, will have limited negative effect on the charter school.

The Governing Board and school leadership are aware of the challenges of the state's past multiple and complex deferrals of payments which may be applied to public schools including charter schools. However, for the reasons listed herein, rather than needing to develop detailed cash flow analyses and seek outside financing, the charter school will rely on its arrangement with Connections to provide short term financing during times when cash is not received from the public revenue sources. This ability to obtain financing at a reasonable rate is one of many advantages offered to the school by Connections.

Due to potential variability of state and federal funding and the annual expenditures of the charter school, CalCA Central Coast and Connections will agree to negotiate, in good faith, a reduction in the fees, as needed. If the school's expenditures are projected to exceed its funding and would result in a cumulative net asset deficit on its audited financial statements, with the reduction in fees, the school will have positive net assets. Any reduction in fees will be limited to the year for which such reduction is negotiated, except if otherwise noted. Connections will not be entitled to recoup payment of the negotiated underage in future years, regardless of funding availability and/or if the school does not have positive net assets.

Funding Determination

As is required of all non-classroom-based programs, CalCA Central Coast will submit a funding determination application to the CDE by the mandated deadlines. CalCA Central Coast will request a multi-year funding determination by the Advisory Commission on Charter Schools, which is expected to initially give a two-year funding determination for the new school, and which would then allow for full funding for the first two years of operation. During the second year in operation, the school will apply for a funding determination for future years. The budgets will always be prepared to meet or exceed all of the tests required for full funding. In the event that full funding is not granted at any point, the school will work with the California Advisory Commission on Charter Schools and the CDE staff to modify the budget so that the school can receive full funding.

Alternatively, the school may modify its revenue and/or expenditure assumptions to ensure a balanced budget. In the event that full funding is not granted, CalCA Central Coast will submit a revised budget to CJUSD for approval by July 1 or the following fiscal year. The CalCA Central Coast educational program, as outlined in the charter petition, will be of the highest quality. CalCA Central Coast will be committed to providing this full program to its students and also to ensuring that funds are spent to carry out the mission of the school.

VII.B FINANCIAL REPORTING

Describe the systems and processes by which the school will keep track of financial data and compile information needed for the annual statement of receipts and expenditures that is due to the school district.

Financial Reports

CalCA Central Coast's Director of Business Services, i~~n consultation with Connections,~~ will provide regular financial reports to the Board. Following review by the Board, financial data will be reported to the District and the County Office of Education in a manner and timeline detailed in the MOU and in accordance with existing charter school law and district and state policy. In accordance with current legally mandated timelines, the first interim report, which reports on budget and actuals through October 31, will be submitted annually to the District and the County Office of Education no later than December 15 each year. The second interim report, which reports on budget and actuals through January 31, will be submitted annually to the District and the County Office of Education office no later than March 15 each year. An annual update of certain school expenditures will be provided on or before July 1 as part of the LCAP, in accordance with California Education Code sections 47604~~5~~.33(a) and 47606.5.

As per California Education Code section 42100, on or before September 15 of each year, the Board will approve, in the format prescribed by the State Superintendent of Public Instruction, an unaudited annual statement of all receipts and expenditures for the preceding fiscal year. This statement will then be filed with CJUSD by September 15 and will be sent to the County Office of Education and the California Department of Education following certification by CJUSD.

Financial data for the charter school will be reported to the state via the District, except in cases where the law requires charter schools to report directly to the state. For example, the year-end unaudited actual financial report will be approved by the Board and submitted by CalCA Central Coast to CJUSD and the County Office of Education by the agreed upon deadlines each year, who will in turn submit it to the state. In other situations, such as the annual independent audit, the school will submit copies directly to the District, the County Office of Education, and the California Department of Education, among other parties, as required by law.

School financial records will be accessible to CJUSD as the authorizing agency at any time, upon request. The school responds promptly to such requests.

Fiscal Policies

The Board will adopt strong fiscal policies, including adequate internal control policies, and will require that Connections maintain adequate internal control policies and practices. In order to ensure responsible fiscal management, CalCA Central Coast will consult with its independent auditor over the design of these policies. As part of the Board's responsibilities, oversight over these policies and the internal controls will occur.

Attendance Accounting

Accurate attendance accounting is crucial to the fiscal well-being of an independent study charter school. In order to minimize risks to the school's revenue, CalCA Central Coast will utilize accurate and sophisticated systems for documenting student attendance. CalCA Central Coast's attendance accounting procedures will comply with California Independent Study requirements, and with the district's requirements for certifying the charter school's ADA. In addition, CalCA Central Coast will transfer all attendance data to a state approved attendance accounting program (e.g., Aeries) in order to generate the data required for the state's Principal Apportionment Data Collection forms. Alternatively, the attendance accounting data may be supplied in a format and level of detail similar to the Aeries program to allow efficient certification of the charter school's ADA.

VII.C INSURANCE

Agree that the school will acquire and finance general liability, workers compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance, and provide evidence that the cost and availability of such insurance has been researched by the petitioners. [Ref. Criteria for Review; CCR-5, §11967.5.1(c)(3)(C)]

Under the terms of the Statement of Agreement, the school will be named as additional insured for the 2018-19 school year and will continue with the arrangement in future years. (Connections will maintain general liability insurance and the school will be named as additional insured under such policy.) The school will have the following levels of coverage, among others.

Note that annually CJUSD will also be issued a certificate of insurance as an additional insured, if required through the MOU (see Exhibit I for a sample of the current certificates of insurance):

- Commercial General Liability: $1,000,000 per occurrence, $2,000,000 aggregate;
- Automobile: $1,000,000;
- Excess umbrella liability: $5,000,000; and
- Worker's Compensation: Complies with current statutory limits in accordance with California Labor Code.

The Board has obtained a Director's & Officer's Liability policy that provides $1,000,000 in coverage. The certificate of insurance is included in Exhibit I.

CalCA Central Coast and its vendors will maintain and keep in force such insurance or self-insurance as Worker's Compensation, Liability, and Property Damage, as protect it from claims under Worker's Compensation Acts and also such insurance or self-insurance as protect CalCA Central Coast from any other claims for damages for personal injury, including death, and claims for damages to any property of CalCA Central Coast, or of the public, which may arise from school operations, whether such operations be by CalCA Central Coast or by any subcontractor or anyone directly or indirectly employed by any of them.

VII.D ADMINISTRATIVE SERVICES

Describe the structure for providing business/administrative services (including, at a minimum, personnel transactions, attendance accounting; accounting, and payroll) that reflects an understanding of school business practices and expertise needed to carry out administrative services or a reasonable plan and timeline to develop and assemble such practices and expertise. For any contract services planned to serve the school, describe the criteria and procedures for the selection of contractors. [Ref. California Education Code §47605(g) and Criteria for the Review; CCR-5, §11967.5.1(c)(3)(A)]

The Executive Director, with the assistance of Principals, will manage the school's day to day operations as its administrative manager, including supervising certificated and non-certificated personnel. The Director of Business Services and the Board Treasurer will manage budgeting and accounting for the school. The CalOPS administrative team may utilize contracted data management technology and related services from Connections, as consistent with the Statement of Agreement.

~~Under the Statement of Agreement (see Exhibit F), the Governing Board's representative in connection with the day-to-day operation of the school will be the Executive Director who works in consultation with Connections as further set forth in the Statement of Agreement. While the Governing Board will maintain overall control over personnel, Connections will provide human resource and payroll services for staff. In addition, accounting services will be provided by Connections staff with oversight and monitoring by the Director of Business Services and the Board Treasurer. The partnership between the Board and Connections can be severed, according to the terms of the Statement of Agreement (see Exhibit F), by the Board if Connections is not meeting the Board's expectations.~~

VII.E FACILITIES

Describe the types and potential location of any facility/ies needed to operate the size and scope of educational program proposed in the charter. If (a) specific facility/ies has/have not been identified, provide evidence of the type and projected cost of the facility/ies that may be available in the location of the proposed charter school(s). Facilities plans must reflect reasonable costs for the acquisition or leasing of facilities to house the charter school. [Ref. California Education Code §47605(g) and Criteria for Review; CCR-5, §11967.5.1(c)(3)(D)]

As a virtual charter school, CalCA Central Coast will not require a physical facility for day-to-day learning. Students can work from the setting of their families' choice, such as the home or a supervised community location. The school may also arrange for the use of temporary facilities for

short term face to face activities, such as state testing or science wet labs. As a non-classroom-based charter, the school will not be eligible to request facilities from the District under Proposition 39 regulations.

Staff members log in and work to support students in a variety of ways, using a combination of both office based as well as home based support. It is anticipated that most staff members will work from remote locations.

Administrative support may be provided from various locations in accordance with various contracts for administrative services. Funds for administrative facilities and services are incorporated into the school budget.

If CalCA Central Coast needs to open a new office facility at some point in the future, it would plan to locate such a facility within the geographic boundaries of CJUSD, or within Santa Barbara County, if it can be documented that it is not possible to locate with CJUSD boundaries.

In the future, the school reserves the right, under the terms of California Education Code section 47605.1(c), to open resource centers if there is a need for them as determined by input of staff and families, and if allowable by law. CalCA Central Coast will provide all required notification to the district and county of classroom facilities that the charter school establishes.

VII.F TRANSPORTATION

Provide a description of the arrangements, if any, to be made for transportation of students, including expected level of need, proposed contracts, and adequate types and levels of insurance.

Students at CalCA Central Coast will not require transportation services for regular school activities. While the school will help facilitate local extracurricular and recreational activities among CalCA Central Coast students and their families, the families will be responsible for providing their own transportation for these activities. The school will assist families with arranging transportation to the greatest extent possible, and will comply with all legal requirements that may apply for transportation for students with special needs in order to access special education services. The only school event that will require students to report somewhere other than their home or immediate neighborhood is state- or school-mandated examinations, which students must take at proctored locations.

If CalCA Central Coast provides transportation for any special event, school administrators will assure that such transportation meets all applicable safety standards and bears any motor vehicle insurance required under California state law. Any parent or guardian (or their designee) transporting students in their car to school organized events will sign appropriate waivers/release forms if required by school policy. The School Handbook (Exhibit B) will also discuss parental responsibility for transportation to school events.

VII.G AUDITS

Describe the manner in which annual, independent financial audits, as required by law, will be completed by December 15 following the close of each fiscal year, and the anticipated timeline in which audit exceptions and deficiencies (if any) will be resolved to the satisfaction of the school district. [Ref. California Education Code §47605(b)(5)(I) and Criteria for Review; CCR-5, §11967.5.1(f)(9)] Additionally, describe who will be responsible for contracting and overseeing the independent audit, including a specification that the auditor will have experience in education finance. Outline, as applicable, the process for providing audit reports to the State Board of Education, California Department of Education, or other agency as the State Board of Education may designate. [Ref. Criteria for Review §11967.5.1(f)(9)]

Annual Independent Audit

CalCA Central Coast will be audited annually by an independent, certified public accounting firm according to the guidelines applicable to public charter schools in California.

The Board will commission the audit and engage an auditor with experience in public school finance. The cost of the independent audit will be borne by CalCA Central Coast. Copies of the audit will be submitted to the District, the County Office of Education, the state controller's office, the California Department of Education, and any other agency required by law within 180 days of the end of the fiscal year and in no case later than December 15 of each year. The Governing Board may appoint a standing or ad hoc Audit Committee to engage the auditor, review the audit, and make decisions on resolving any audit findings.

Audit Exceptions and Deficiencies

The CalCA schools have not historically had audit findings, exceptions or deficiencies. A copy of the annual audit, including any auditor's findings will be forwarded to the Board, or if appointed, to a standing or ad hoc Audit Committee of the Governing Board. If so appointed, the Audit Committee would review any audit exceptions or deficiencies and then report to the Governing Board with recommendations on how to resolve them. This report would include timelines and deadlines for resolving the exceptions or deficiencies. The Board then would report to CJUSD regarding how the exceptions and deficiencies have been or will be resolved. Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process contained in Section V.E. The District may elect, at its own cost and expense, to have its accountants review the audit exceptions and deficiencies.

VII.H CLOSURE PROTOCOL

Provide a detailed description of the procedures to be used in the case of a decision by School District or State Board of Education to revoke the school's charter, a decision by the school district not to renew the charter, or a decision by the school voluntarily to close, including plans for a final audit of the school; disposition of net assets; communication of the closure to parents and staff; and maintenance and transfer of student records. [Ref. California Education Code §47605(b)(5)(O)]

In the event that CalCA Central Coast ceases operation for any reason, CalCA Central Coast and its Governing Board will be responsible for school closure procedures and will cooperate with CJUSD and the California Department of Education to the extent necessary to provide an orderly return of the students to their local schools or a school of choice. CalCA Central Coast will follow the charter school closure procedure regulations from the California Department of Education [*CCR-5 §11962]*. In the event of school closure and election by the Board to wind up and dissolve the corporation, disposal of any net assets remaining after the liabilities of the charter school have been paid or otherwise addressed shall occur in accordance with applicable law and the corporation's Articles of Incorporation and Bylaws, including:

1) The return of any grant funds and restricted categorical funds to their source as required by the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, and

2) The return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

The decision on distribution of the school's assets will be made by the Governing Board. If CalCA Central Coast does not have sufficient assets to pay all of its bills at the time it ceases operation, neither CJUSD, the Santa Barbara County Department of Education, nor will the CDE be responsible for its unpaid bills.

Other Closure Procedures

- The decision to close the charter school will be documented by an official action of the school's Governing Board and the District's Governing Board. The action will identify the reason for closure. A notice of school closure will be sent to CJUSD, the California Department of Education Charter School Unit, the County Office of Education, the school's SELPA, and the State Teachers' Retirement System, the accrediting body WASC, the University of California a-g office, the NCAA, as well as all other agencies as required. This notice will contain all relevant and required information, including the effective date of closure.

- Parents/guardians and students will be notified in writing and will be provided with or have access to student information or records necessary to facilitate transfer to another school.

- Other school districts that may need to provide services to the charter school students may be notified in writing.
- The school's Governing Board or its designee shall create a list of students in each grade level and the classes they have completed, together with information on the students' district of residence.
- A process for transfer of student records, all state assessment results and any special education records will be established and followed. In addition, a plan for the maintenance of school and student records for a reasonable period of time following the closure will be made. All student records will be turned over to the students' district of residence, when known, unless otherwise agreed in the adopted plan. Personnel records will be transferred or maintained as required by law.
- As stated, CalCA Central Coast will handle closing out all affairs related to the charter school. This will include dissolution of the corporation only if necessary and appropriate.
- An independent audit of the school will be completed as quickly as feasible, but not later than six months following closure of the school to determine the net assets and liabilities of the charter school.
- Any required final financial or other reports will be submitted to the CDE and other applicable agencies.
- Copies of all financial and attendance records will be provided to the sponsoring district according to state and federal requirements, unless otherwise agreed upon by both the Board and CJUSD's Governing Board.
- If financial liabilities are incurred during the closure procedures, CalCA Central Coast will be fully responsible for payment of these, according to the Board adopted financial plan.

VII.I SCHOOL MANAGEMENT SERVICES CONTRACTS

If the proposed charter school intends to enter into a contract with an education management organization (EMO), include the following:
A description of the proposed contract including roles and responsibilities, performance evaluation measures, payment structure, conditions for renewal and termination, and investment disclosure;
A draft of the proposed management contract;
A description of the firm's roles and responsibilities for the financial management of the proposed charter school and the internal controls that will be in place to guide this relationship;
A list of other schools managed by the school management company, including contact information; and
A summary of the company's history and philosophy, past results of its school management efforts, and background on its corporate leaders.

Roles and Responsibilities

The Statement of Agreement with Connections, will cover the following services and a sample is provided in Exhibit F:

- Licensing of Connections' curriculum for use by CalCA Central Coast;
- Access to resources and assistance designed to enhance teacher effectiveness in creating Personalized Learning Plans for each student, as required to meet or exceed any educational standards established by the State of California or otherwise required by the authorizer;
- Access to student assessment tools in order to facilitate and support administration of ongoing evaluation efforts;
- Certain instructional services and personnel as permitted by California law;
- Access to assignment management and tracking tools, including Connexus;
- Communication via multiple technologies, including phone, webmail, and chat;
- Access to technology tools for students, teachers, and other school staff;
- Training materials for Learning Coaches and teachers;
- Student record management;
- Special needs accommodations of the curriculum;
- Other administrative services; and
- Trademark license rights to use of the Connections registered trademark as part of the school name, as well as rights to use of other trademarks in communicating the school's mission to parents, students, and the general public.

The Statement of Agreement will outline the respective roles and will be developed in accordance with California law. ~~The Statement of Agreement will outline the respective roles of the Board and Connections. Under the agreement, Connections will maintain responsibility for providing many aspects of the virtual educational program outlined in this charter, while the Board will maintain full responsibility for governance and oversight of Connections. The Board will also be responsible for evaluating the performance of Connections in other operations of the charter school. In order to evaluate performance, the Board will request, and Connections will provide, all appropriate data, both financial and educational. Performance data will be collected, analyzed and reported in keeping with the terms of this charter, and will also be tied to state and federal accountability standards. The Statement of Agreement will also contain language to comply with California Education Code section 49073.1 regarding digital storage of student records.~~

Financial Reporting and Controls

The school's budget is developed and managed by CalCA Monterey Bay staff and approved by the school's Governing Board. Connections provides some administrative and fiscal support services.

CalCA Monterey Bay staff, plus the Board Treasurer and Board will be responsible for reviewing, evaluating, managing, and/or approving these items, and for providing them (through their designees) to the appropriate state and local agencies (see also Section VII.B.).

~~Connections and CalCA Central Coast will work together to ensure that financial reporting and budget development occur within all district- and state-required timelines.~~

~~Connections will provide the administrative and fiscal services to prepare the financial documents, and the Board Treasurer and Board will be responsible for reviewing, evaluating and approving these items, and for providing them (through their designees) to the appropriate state and local agencies (see also Section VII.B.).~~

Term, Termination, and Renewal

In order to promote the charter school's mission of delivering an education program that is of high quality and is accountable, detailed language regarding termination and renewal of the Connections and CalCA Central Coast relationship will be included in the Statement of Agreement. In order to provide a stable educational program for CalCA Central Coast families, the term of the agreement covers the term approved for the charter~~five years of the charter approval~~. The agreement will be renewable.

While termination is not desirable, the Statement of Agreement will provide for several different reasons that termination could occur. For example, the Board may terminate its agreement with Connections if it determines Connections has not performed as expected or if it determines that Connections has failed to provide educational services that meet California independent study requirements. Connections may terminate the agreement if CalCA Central Coast does not meet its financial obligations to Connections. Either party may terminate if there is breach of contract. The breaching party would be given an opportunity to respond and cure, and written notification is required at all times. In addition, both parties can terminate if they agree in writing to do so. In order to minimize disruption of students and staff, any termination would be planned to occur at the end of an academic year if possible.

Payments

Payments will be made by the charter school to Connections under the terms of the Statement of Agreement. Payments will be made to Connections on a periodic basis, and while invoices are typically due within 30 days of approval by the Governing Board, the actual payment timeline may be extended to account for the timing of receipt of revenue by the charter school from state, local, and private agencies.

Connections Background and Experience

Connections will provide a broad range of services including complete integrated, state standards-aligned curriculum; technology; the education management system, teacher training and support;

and administrative support. In the 2017–18 school year, Connections is supporting 35 full-time virtual public schools in 27 states. Connections Education LLC is accredited by AdvancED,[30] and was re-accredited in June of 2015 with the overall scores exceeding AdvancEd's average score for all of the schools and corporations they accredit. The program was first granted accreditation in 2005 and in June 2015 was approved for renewal, awarding Connections extremely high "Index of Educational Quality (IEQ)" scores that are significantly above the AdvancED network average.

Connections' Teaching and Learning Impact score was 341.18 (AdvancED Network Average score = 274.14), only surpassed by its Leadership Capacity score of 347.50 (AdvancED Network Average score = 296.08). The AdvancED reviewers praised Connections for its "culture and commitment focused on student learning (that) permeates throughout the Connections Education organization." AdvancED further noted that "Connections Education's quality assurance processes and data-driven culture leads to systemic, systematic, and sustainable continuous improvement." Descriptions of Connections executive staff backgrounds and qualifications are also included in Section I.C.

[30] Accreditation agency serving 32,000 public and private schools and districts http://www.advanc-ed.org/

VIII. CHARTER SCHOOL ACCOUNTABILITY, RENEWAL AND REVOCATIONS

Include a statement reflecting the conditions under which the charter may be revoked and/or may not be renewed. [Ref. California Education Code §47607]

VIII.A ACCOUNTABILITY REPORTS

In order to ensure adequate progress towards renewal of the charter, CalCA Central Coast will compile and provide a Local Control and Accountability Plan to CJUSD as well as to any other required agencies as required by law (currently found in California Education Code section 47606.5). The format and evaluation of the report or plan will adhere to state laws (currently laid out in California Education Code sections 52064 , 52064.1and 52064.5). Additional information regarding the LCAP is found in Section III.A. The LCAP will include any state required elements, including a summary of progress towards the goals developed for the LCAP, and may include other optional data, such as:

- Summary data showing student progress toward the goals and outcomes specified in Section III.A from the assessment instruments and techniques in Section III.C.
- An analysis of whether student performance is meeting the goals specified in Section III.A. This data may be displayed on both a school-wide basis and by subgroups, which are disaggregated by numerically significant racial and ethnic and other categories.

Additional accountability measures related to the charter school's performance are listed herein and may be included in the SARC, the California School Dashboard, and/or other accountability reports:

- Data on the level of parent involvement in the school's governance (and other aspects of the school, where applicable) and summary data from an annual parent and student satisfaction survey;
- Data regarding the number of staff working at the school and their qualifications;
- Information on the racial, ethnic, and socioeconomic composition of the school, and a demonstration of whether the school implemented the means listed in charter Section VI.B to achieve a racially and ethnically balanced student population;
- Information regarding the school's outreach and admissions practices during the year and data regarding the numbers of students enrolled;
- Data on the number and resolution of disputes and complaints under the school's Uniform Complaint Procedures;
- Other information regarding the educational program and the administrative, legal, and governance operations of the school relative to compliance with the terms of the charter generally; and
- The annual audit and other relevant financial information.

In addition to meeting any requirements of the state, in particular for the LCAP, CalCA Central Coast will work with CJUSD to jointly develop content, evaluation criteria, timelines, and process for any additional accountability reports.

When needed, these arrangements will be laid out in the MOU with CJUSD, which will be reviewed annually.

The school and District may also jointly develop an annual site visitation process and protocol to enable the District to conduct its oversight responsibilities, gather information needed to confirm the school's performance and compliance with the terms of this charter. If the school does not have a local administrative office facility, the school and District may meet at the District office as part of the annual oversight process.

VIII.B TERM OF THE CHARTER

The term of the charter will be five years, commencing on the first day of the fiscal year following the date that the charter is approved by the CJUSD Governing Board, and expiring five school years later, unless renewed. This charter is not intended to expire prior to the end of the fifth school year following the approval. Notwithstanding the above, as provided for by Education Code 47607.4, the initial term of the charter shall be extended by two years, and thus shall expire on June 30, 2024.

VIII.C OVERSIGHT AND RESPONSE TO INQUIRIES

CJUSD may inspect or observe any part of the school at any time, but will provide reasonable notice to the Executive Director or Site Administrator, to the extent practicable prior to any observation or inspection. CJUSD will provide such notice at least three working days prior to the inspection or observation unless the school's Governing Board or Executive Director agrees otherwise. Inspection, observation, monitoring, and oversight activities may not be assigned or subcontracted to a third party by CJUSD without the consent of the Governing Board, which shall not be unreasonably withheld.

The school agrees to promptly respond to all reasonable inquiries, including requests for financial records, from the District, County Office of Education, or the California Department of Education.

VIII.D REVOCATION

Prior to commencement of revocation proceedings, CJUSD and CalCA Central Coast will first endeavor to resolve any dispute under the dispute resolution process set forth in Section V.E. If, following the completion of that process, the Governing Board of the District believes it has cause to revoke this charter, the District agrees to notify the Governing Board of the school in writing,

noting the specific reasons for which the charter is in danger of being revoked, and grant the school reasonable time to respond to the notice and take appropriate corrective action.

In accordance with California Education Code section 47607(f~~e~~)(1) and 47607.3, the following items may be considered violations that could lead to revocation or non-renewal of the charter:

- Failure to meet or pursue the pupil outcomes identified in the charter;
- A material violation of any of the conditions, standards or procedures set forth in the charter;
- Failure to meet generally accepted accounting principles;
- Fiscal mismanagement; and
- Violation of the law.

CalCA Central Coast and CJUSD will agree to follow the interventions explained in California Education Code section 47607.3 regarding failure to meet established criteria for one or more student subgroups~~pupil outcomes~~. If the charter school disputes the cause(s) for revocation, the dispute procedures listed in Section V.E will apply. Notwithstanding any other provision of this charter, the District shall comply with applicable laws and regulations regarding revocation proceedings.

All attempts will be made to avoid school closure due to revocation in the middle of a school year.

In the event that the school is closed, the closure protocols and processes as described in Section VII.H will be followed.

VIII.E RENEWAL AND AMENDMENT PROCESS

The Governing Board of CalCA Central Coast may request from the CJUSD Governing Board a renewal or material revision of the charter at any time prior to expiration. However, renewal requests ideally should be presented by the school to the district no later than 120 days prior to the expiration of the charter. The CJUSD Governing Board agrees to hear and render a renewal decision pursuant to the initial charter petition review timelines and processes as specified in the California Education Code section 47605(b) and CCR Title 5, Section 11966.4.

Renewals will be for the term length required by law~~a period of five years~~, as is currently specified in California Education Code ~~section~~ sections 47607 and 47607.2 ~~(a)(1).~~

The charter may be materially revised at any time using a process similar to the renewal process. Any material revision of the charter requires an amendment that must be approved by the Governing Board of the charter granting authority. Non-material amendments to the charter may occur by approval of the charter school Governing Board and notification to CJUSD. CalCA Central Coast and CJUSD must agree on whether an amendment is material or non-material. The charter school agrees to contact the District Superintendent when any amendment, either material or non-material, is proposed. The charter school and CJUSD do not anticipate that language regarding

student performance, student outcomes, school finances or any other elements of the LCAP or its annual updates will constitute or create material revisions to the charter.

IX. IMPACT ON THE CHARTER AUTHORIZER

Provide information regarding the potential effects of the charter school on the school district, including, but not limited to, the facilities to be utilized by the school, the manner in which administrative services of the school are to be provided, and potential civil liability effects. [Ref. California Education Code §47605(g)]

IX.A CJUSD'S MISSION

CJUSD's mission is "to create a learning environment, which encourages all members of Cuyama Valley to expand their intellectual, creative, and social horizons and to provide each student with quality education programs and facilities which enable students to excel academically, vocationally, and in life."[31]

The school will support and enhance this mission by providing each student with a Personalized Learning Plan which challenges individual students to excel and succeed through a differentiated educational path. When students work at a challenging but realistic level that fits their educational needs and goals, they develop academic confidence, feel positive about their school experience, and in turn realize their potential and are empowered in their success. This allows students to become contributing citizens in a diverse and global society. CalCA Central Coast also promotes strong parent partnerships and offers a safe learning environment for all students.

IX.B BENEFITS

There are many benefits that CJUSD will receive through sponsoring CalCA Central Coast. One of the most significant benefits is being able to serve students that were underserved or not being served within the community. Providing access for students to fully qualified teachers and to innovative, interactive 21st century curriculum from a partner who has demonstrated success meets the goals and mission of CJUSD. It also provides an opportunity for CJUSD to reengage students in a charter sponsored by CJUSD who may have chosen other virtual or charter opportunities.

The District will provide supervisory oversight as required by law, in exchange for an oversight fee of up to 1% of the portion of the charter school's annual public revenue, as defined in California Education Code section 47613 (f). The definition of which staff functions constitute District oversight will be included in the MOU (see Exhibit G).

CalCA Central Coast will represent an outstanding virtual educational choice for families in Santa Barbara County and contiguous counties and this will build awareness of CJUSD's innovative approach to learning. Increased awareness of CJUSD will be of benefit to CJUSD's own community outreach efforts.

[31] http://cuyamaunified.org/content/file/Parent-Student%20Handbook.pdf

IX.C FACILITIES

CalCA Central Coast will have no negative impact on the district with respect to facilities. As a non-classroom-based program, CalCA Central Coast will not be eligible for facilities under Proposition 39. The school will agree to comply with all applicable laws related to jurisdictional limitations to the locations of its facilities and any legally required notices regarding school sites.

IX.D ADMINISTRATIVE SERVICES

The CalCA Central Coast staff and Connections will cooperate fully with District staff in the preparation and reporting of all required data and financial information. The District and the charter school may enter negotiations during the MOU process to provide services to the charter school. Neither party is obligated to provide or accept such services, but may do so by mutual agreement. The Superintendent or designee of the District will be authorized to negotiate and enter into an agreement to provide services to the charter school.

IX.E CIVIL LIABILITY EFFECTS

Since the school will be operated by a non-profit public benefit corporation, CalCA Central Coast will be legally independent from CJUSD. In addition, CalCA Central Coast will maintain adequate insurance coverage to further limit liability of the district. Internal dispute processes will be in place to decrease the incidence of legal disputes. Both CalCA Central Coast and Connections will retain services of attorneys familiar with charter school legal issues to prevent legal problems from arising.

X. ASSURANCES

Commented [FS4]: All ed Code references will be updated in this section prior to submission to authorizer

This Charter shall, in all respects, be governed by the laws of the State of California applicable to agreements executed and to be wholly performed within the State of California. Nothing contained herein shall be construed so as to require the commission of any act contrary to law.

This assurances page is intended to be signed by a duly authorized representative of the applicant and submitted with the full charter application.

As the authorized representative of the applicant, I hereby certify that the information submitted in this application for a charter for California Connections Academy Central Coast, is true to the best of my knowledge and belief; and further I understand that if awarded a charter, the School:

1. Will meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. California Education Code Section 47605(c)(1)]
2. The California non-profit public benefit corporation which operates California Connections Academy Central Coast will be the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act [chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code.] [Ref. California Education Code Section 47605(b)(6)]
3. Will be nonsectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. California Education Code Section 47605(d)(1)]
4. Will not charge tuition or other prohibited fees. [Ref. California Education Code Sections 47605(d)(1) and 49010 et seq.]
5. Will admit all eligible students who wish to attend the school, and who submit a timely application, unless the school receives a greater number of applications than there are spaces for students, in which case each applicant will be given equal chance of admission through a random lottery process in accordance with admissions preferences as laid out in the charter. [Ref. California Education Code Section 47605(d)(2)]
6. Will comply with all laws establishing the minimum and maximum age for public school enrollment and funding. [Ref. California Education Code Section 47612(b), 47610(c)]
7. Will not discriminate against any student on the basis of ethnic background, national origin, gender, gender identity, gender expression, or disability or any other basis protected by law. [Ref. California Education Code Section 47605(d)(1)]
8. Will not discourage a student from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the student or because the student exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii). [Ref. California Education Code Section 47605(e)(4)(A)].
9. Will not request a student's records or require a parent, guardian, or student to submit the student's records to the school before enrollment. [Ref. California Education Code Section 47605(e)(4)(B)].

10. Will not encourage a student currently attending the charter school to disenroll or transfer to another school for any reason, including, but not limited to, academic performance of the student or because the student exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii). This paragraph shall not apply to actions taken by the charter school pursuant to the procedures by which student can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. [Ref. California Education Code Section 47605(e)(4)(C)].
11. Will comply with Education Code Section 47605(e)(4)(D) by posting the appropriate notice on the charter school's website and providing a copy to a parent or guardian as required.

8.12. Will adhere to all provisions of federal law relating to students with disabilities, including the IDEA, Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990, that are applicable to it.

9.13. Will notify the superintendent of the school district of the pupil's last known address within 30 days if a pupil is expelled or leaves the school without graduating or completing the school year for any reason, and the school shall, upon written request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. California Education Code § 47605(d)(3)]

10.14. Will, on a regular basis, consult with its parents and teachers regarding the school's education programs. [Ref. California Education Code § 47605(c)(2)]

11.15. Will meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary [Ref. Criteria for Review, section 11967.5.1(f)(5)(C)] and including the criminal record background check and summary required by Ed Code 44237.

16. Will ensure that teachers in the school (as defined in this charter) hold a California Commission on Teacher Credentialing certificate, permit, or other document required for the certificated assignment.equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Education Code Section 47605(l)] The school will also insure that copies of these credentials will be kept on file at the school and available for inspection upon request. The school may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in accordance with all of the requirements of the applicable statutes or regulations in the same manner as a governing board of a school district, and shall have authority to request an emergency permit or a waiver from the Commission on Teacher Credentialing for individuals in the same manner as a school district. Teachers employed by charter schools during the 2019–20 school year shall have until July 1, 2025, to obtain the certificate required for the teacher's certificated assignment.

12.

13.17. Will at all times maintain all necessary and appropriate insurance coverage.

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~~14.~~18. Will comply with any applicable jurisdictional limitations and requirements set forth in the Education Code. [Ref. California Education Code §§ 47605 & 47605.1]

~~15.~~19. Will submit an annual accountability plan to the authorizer as laid out in California Education Code § 47606.5.

~~16.~~20. Will follow any and all other federal, state, and local laws and regulations that pertain to the operation of the charter school.

~~17.~~21. Will comply with all regulations regarding independent study programs that are applicable to charter schools.

~~18.~~22. Will comply with all state audit and other state reporting requirements for charter schools.

~~19.~~23. Will comply with all applicable portions of the Elementary and Secondary Education Act and the Every Student Succeeds Act.

~~20.~~24. Will comply with the Public Records Act.

~~21.~~25. Will comply with the Family Educational Rights and Privacy Act.

~~22.~~26. Will insure that meetings of the Governing Board for the school shall comply with the applicable sections of the Ralph M. Brown Act and Education Code Section 47604.1.

~~23.~~27. Will maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. California Education Code Section 47612.5(a)]

~~24.~~28. Will respond to all inquiries regarding records, both financial and other, and will provide access to the district to such records.

[Signature on following page]

Assurances signature page:

_____ _____

Signature Date

Dr. Richard Savage_____

Printed Name

Executive Director_____

Title

EXHIBITS

A Personalized Learning Plan Samples

B General School Handbook 2017-18 & California Connections Academy School Handbook Supplement

C Master Agreement (Sample)

D Parent/Legal Guardian (Caretaker) Acknowledgement (PLCA) (Sample)

E Articles of Incorporation, Bylaws, and 501(c)(3) Status

F Statement of Agreement (Draft)

G Memorandum of Understanding (Draft)

H Business Plan, including Budgets and Cash Flow Narrative

I Insurance Certificates (Samples)

J Charter Petition Signatures

CALIFORNIA CONNECTIONS ACADEMY

CALIFORNIA CONNECTIONS ACADEMY MONTEREY BAY CHARTER PETITION

Approved by

SCOTTS VALLEY UNIFIED SCHOOL DISTRICT

February 26, 2019

Non-material amendment for SELPA change approved June 23, 2020

As amended December 14, 2021

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Dr. Richard Savage, Executive Director
California Connections Academy Schools
rsavage@calca.connectionsacademy.org

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THE 15+ ELEMENTS OF A CHARTER PETITION

Education Code section 47605 requires petitioners to provide a "reasonably comprehensive description" of the 15+ elements outlined in the Education Code Section 47605(c~~B~~)(5). These and other requirements are listed in Figure 1.

Figure 1. 15+ Elements of a Charter Petition

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

EXECUTIVE SUMMARY

California Connections Academy Monterey Bay (abbreviated herein as "CalCA Monterey Bay") will represent an outstanding virtual K–12 educational choice for families in the counties of Santa Cruz and surrounding counties, and will build awareness of Scotts Valley Unified School District's (abbreviated herein as "SVUSD") innovative approach to learning.

California Connections Academy Schools" (CalCA schools) "serve highly mobile students with complex needs known to impact academic performance. These characteristics create a unique student population that differs from traditional brick and mortar schools."[1]

One of the most significant benefits the school will bring to SVUSD is being able to serve students who are underserved or not being served within the larger community. Students who are athletes, medically homebound, bullied, homeschooled, have special needs, or simply require a flexible schedule will seek out CalCA Monterey Bay. Students benefit from instruction that is individualized, personalized, and flexible.

CalCA Monterey Bay will set a new standard for virtual K–12 education excellence in California. Students will benefit from a top-quality curriculum that meets all California Common Core State Standards. Each student will have a Personalized Learning Plan and one or more fully qualified California-certified teachers working with expert curriculum specialists to tailor the curriculum to meet that student's individual learning needs.

More than an online school, CalCA Monterey Bay will be a virtual learning community that connects students, teachers, and families through unique technology tools as well as synchronous and one-on-one interaction. Students and their families can count on sophisticated support for their curriculum, technology, special education, and digital learning platform needs, so that they can focus on academic progress and achievement. Consistent with applicable law, as a virtual school, CalCA Monterey Bay's will serve students in grades K–12 who reside throughout Santa Cruz county and the adjacent (contiguous) counties of Monterey, San Benito, and San Mateo, and may also enroll student residing in the adjacent county of Santa Clara.

CalCA Monterey Bay will be tailor-made for a diverse array of students who benefit from a quality alternative to the traditional brick-and-mortar classroom.

[1] https://www.pearson.com/content/dam/one-dot-com/one-dot-com/global/Files/efficacy-and-research/reports/audited/Connections-Academy-research-report.pdf

These include: Students whose families seek more involvement in their child's education;

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

CalCA Monterey Bay plans to contract with Connections Education LLC (referred to herein as Connections), a leading online educational service provider for curriculum, technology, and school support services to charter schools, all of which are performed at the direction of the school's Governing Board and for which the Governing Board retains ultimate decision-making authority.

There are currently five other California Connections Academy (CalCA)[2] virtual public schools in the charter network, four of which are currently operating and one which will open in the Fall of 2019:

- California Connections Academy Southern California (CalCA SoCal – formerly known as Capistrano Connections Academy) opened with sponsorship by Capistrano Unified School District in 2004 and serves more than 4,000 students in Southern California.
- California Connections Academy Central (CalCA Central) opened under a charter authorized by Alpaugh Unified School District in 2006 and serves approximately 500 students in the lower Central Valley.
- California Connections Academy Ripon (CalCA Ripon) opened under a charter authorized by Ripon Unified School District in 2012 and serves approximately 1,400 students in the upper Central Valley and Northern California regions including Sacramento and the East Bay.
- California Connections Academy North Bay (CalCA North Bay) opened under a charter authorized by Middletown Unified School District in 2014 and serves approximately 200 students in the North Bay region of Northern California.

[2] Each school operated by California Online Public Schools (CalOPS), a California public benefit corporation, will be updating its name to reflect a change to a unified name convention. The existing California Connections Academy @ Central, the existing California Connections Academy @ Ripon and the existing California Connections Academy @ North Bay will be updated to remove the @ symbol from their names as well as to best reflect the regional areas served. Similarly, existing Capistrano California Connections Academy will be updated to conform to this naming convention as California Connections Academy Southern California.

- California Connections Academy Central Coast (CalCA Central Coast) will open under a charter authorized by Cuyama Joint Unified School District in SY 2019-2020 and will serve approximately 200 students in the Central Coast region of southern California.

The CalCA schools use the Connections curriculum and instructional program that has proven successful in communities across California as well as in other states, and was the first program of its kind to be nationally certified by AdvancED. The Connections program has subsequently maintained its accreditation from AdvancED[3].

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

The curriculum is updated regularly, with revisions and improvements communicated to the CalCA Monterey Bay's Governing Board[4], based on a rigorous analysis of student performance on state standards as measured by state testing results and internal assessments. Connexus will facilitate the effective delivery of the curriculum via an optimal combination of technology and print media. Staff and volunteers will facilitate enriching in-person community activities to round out the comprehensive learning experience.

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

[3] Accreditation agency serving 36,000 public and private schools and districts http://www.advanc-ed.org/

[4] In this document, use of the term "Board" or "Governing Board" refers to Governing Board of California Online Public Schools, the California nonprofit public benefit corporation that will operate CalCA Monterey Bay, unless otherwise specifically indicated as the SVUSD Board (the Scotts Valley Unified School District's Board).

The highly trained and experienced teachers are integral to student and school success. Fully qualified, California-credentialed teachers will be a key part of the program. Teachers will be in regular contact with students via WebMail (Connections' proprietary, closed-system email program), telephone, LiveLesson sessions, discussion boards, message boards, and other channels. Teachers will motivate, provide instruction, monitor and evaluate student progress, personalize the curriculum, intervene as needed to ensure student success, lead field trips, and clarify the curriculum for the students. CalCA Monterey Bay will provide integral tools to help teachers ensure students are successful including ongoing and comprehensive professional development in online learning pedagogy, curriculum with a focus on Common Core instructional shifts, data-driven instructional decisions, and the school's adopted *Core Competencies for Facilitating Student Learning*. Additional California-focused professional development events will also be offered throughout the year.

The CalCA Monterey Bay program will integrate school, community, and home. Another critical factor for success is the Learning Coach. The Learning Coach, a parent or other parent-designated caring adult, plays an active role in the learning process, providing input and communicating regularly with teachers. The CalCA program integrates school, community, and home via online and face-to-face activities. School staff members in coordination with parent volunteers facilitate enriching in-person community activities and field trips to round out the comprehensive learning experience. 2018 Parent Satisfaction Survey results from the existing CalCA schools indicated that 95% of CalCA parents agree that their child/children are satisfied with the program, and 95% report that the quality of the curriculum is good or excellent.

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

CalCA schools serve highly mobile students with complex needs known to impact academic performance. These students' needs include, among others, health concerns, bullying and safety, looking to be challenged, trying to catch up, and flexible scheduling. Students benefit from instruction that is individualized, personalized, and flexible.

HIGH QUALITY VIRTUAL EDUCATION FOR THE MONTEREY BAY REGION

California Online Public Schools ("CalOPS"), a California non-profit public benefit corporation that is exempt from taxation under section 501(c)(3) of the Internal Revenue Code, operates the existing CalCA schools and will operate CalCA Monterey Bay. The Board has conducted extensive due diligence in evaluating the need for a virtual school and virtual school program providers in the region, and the Board has determined that bringing the CalCA program to the region will increase learning opportunities for students and provide expanded choices in education for a number of reasons, including the following:

- Members of the Governing Board have extensive experience governing CalCA schools in other regions. They have seen students at these schools succeed and believe in the importance of replicating this model in other California communities.

- The existing CalCA schools use the Connections curriculum and instructional program that has proven successful over many years in communities across California as well as in other states, and was the first program of its kind to be nationally certified.

- Connections has an enviable track record of supporting schools and achieving measurable learning gains (student growth models) and receives high marks from independent evaluation organizations.

- The Connections program is the first virtual school program to receive accreditation for its program from the Commission on International and Trans-Regional Accreditation (CITA), now a part of AdvancED™, the world's largest accreditation body for K–12 school programs, serving more than 36,000 public and private schools and districts across the United States and in 69 countries that educate over 15 million students. Connections was first granted accreditation in 2005, which was subsequently renewed in 2015. During this most recent reaccreditation process, Connections' overall scores exceeded AdvancED's average score for all of the schools and corporations AdvancED accredits. AdvancED reviewers noted that "Connections Education's quality assurance processes and data-driven culture lead to systemic, systematic, and sustainable continuous improvement."

- Connections has a proven track record both nationally and internationally, providing services to over 70,000 students in 35 schools across 27 states during the 2017-18 school year. In addition, through its partnership with school districts and other entities, Connections delivers online courses to over 340,000 students. In total, over 400,000 students in the U.S. and 48 countries will be using the Connections curriculum in 2018.

- Connections has substantial research and proof of learning gains, collected and analyzed carefully over 15 years. As detailed herein, there are multiple independent data points proving the efficacy of virtual learning, and specifically Connections' results, that provide strong evidence of the measured learning gains and student success using this model. There is a great deal of recent published research on this topic, available from iNACOL (International Association for K-12 Online Learning) (www.inacol.org), the annual Keeping Pace with K–12 Online Learning report[5] (www.evergeenedgroup.com), and other well-respected third-party data sources. Further information on the student outcomes achieved through the Connections program is available at http://www.connectionsacademy.com/proven-results/ratings-results.aspx.

- The breadth and depth of curriculum, accommodations for exceptional populations, including but not limited to special needs students, struggling learners, gifted and talented students, and low income families, makes Connections an ideal fit for the mission, vision, and needs of CalCA Monterey Bay.

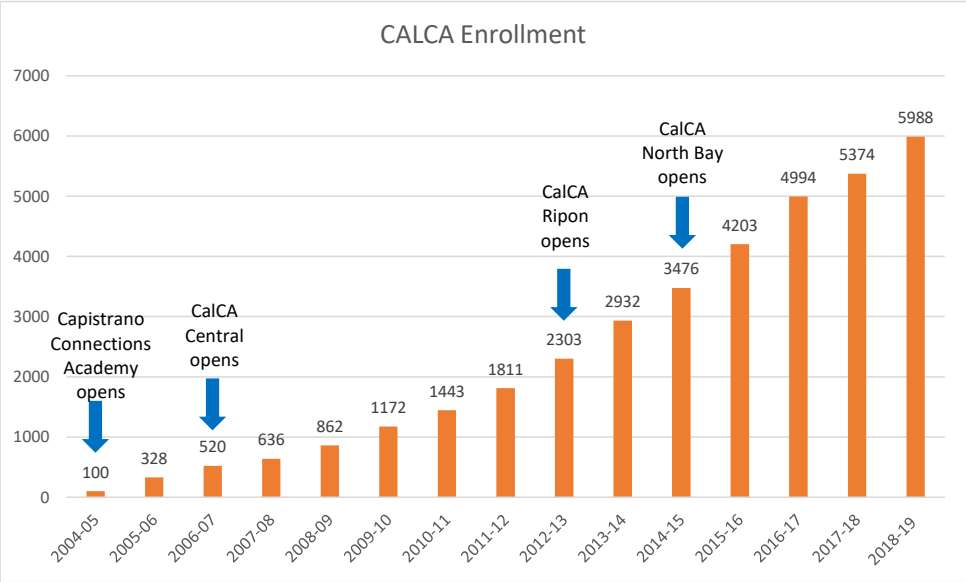
- Connections was formed in October 2001 to serve schools and students in the emerging K–12 virtual school market. In November 2011, the company was acquired by Pearson Education, Inc., a subsidiary of the public company Pearson PLC. Through a Statement of Agreement, Connections can provide educational services, including curriculum; curriculum support personnel; Connexus®, a comprehensive Educational Management System (EMS); professional development; student, parent, and teacher technical assistance; and additional consulting and support for virtual charter schools in California.

ENROLLMENT AND DEMOGRAPHICS

The four CalCA schools currently in operation have experienced steady enrollment growth. Figure 2 demonstrates the growth trends for all CalCA schools combined, starting from the opening of the first school in 2004-05 through fall of the 2018-19 school year, when four schools were in operation across 25 counties.

[5] https://www.evergreenedgroup.com/keeping-pace-reports/

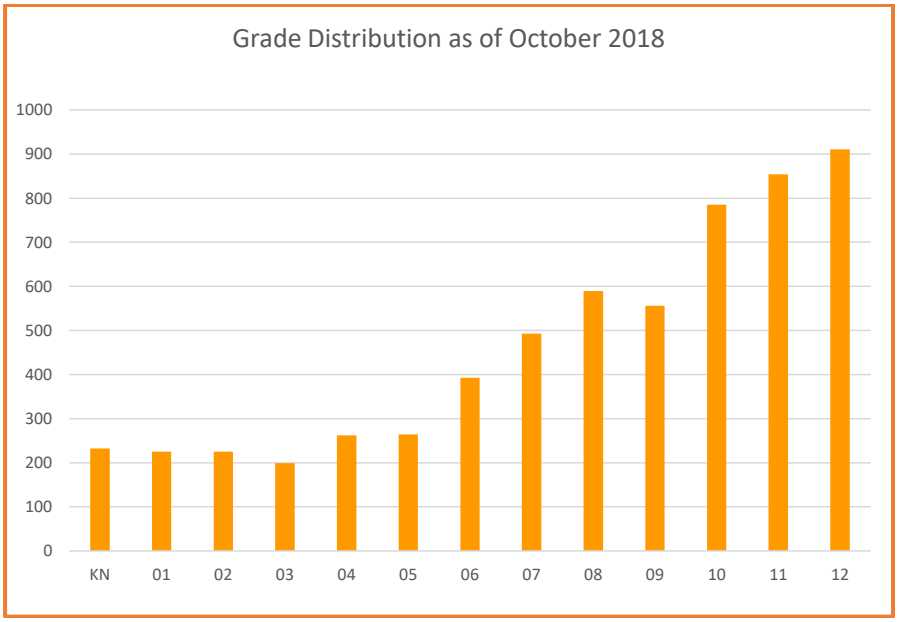
Figure 2. Enrollment based on October census counts



Each school serves a diverse population and follows similar patterns. The following data points are compiled based on official state data from all four existing schools.

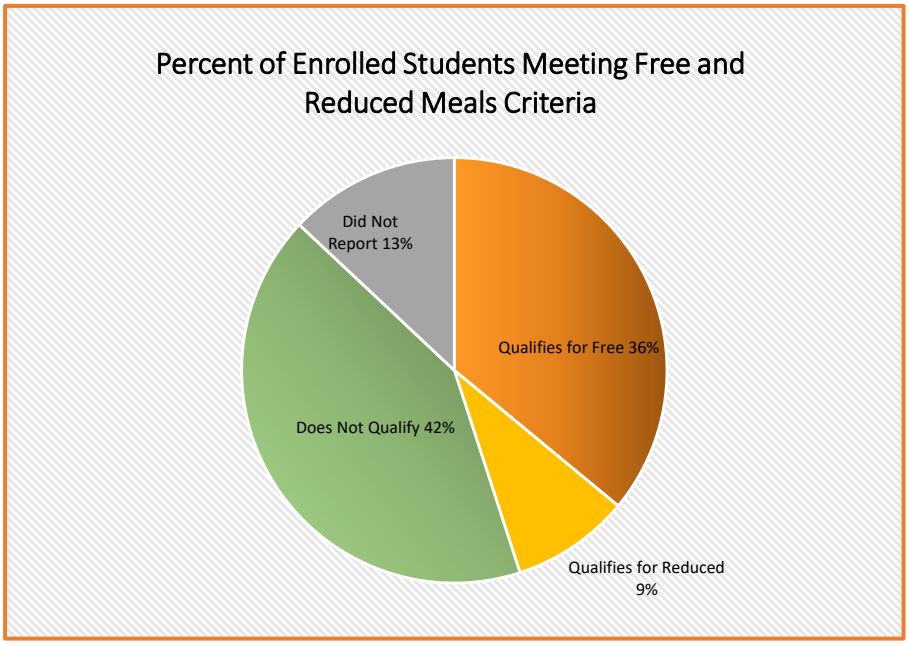
Figure 3 illustrates the grade distribution as of the census count in October 2018, with grades 9-12 representing the grade span with the largest number of students.

Figure 3. Grade Distribution of CalCA as of October 2018



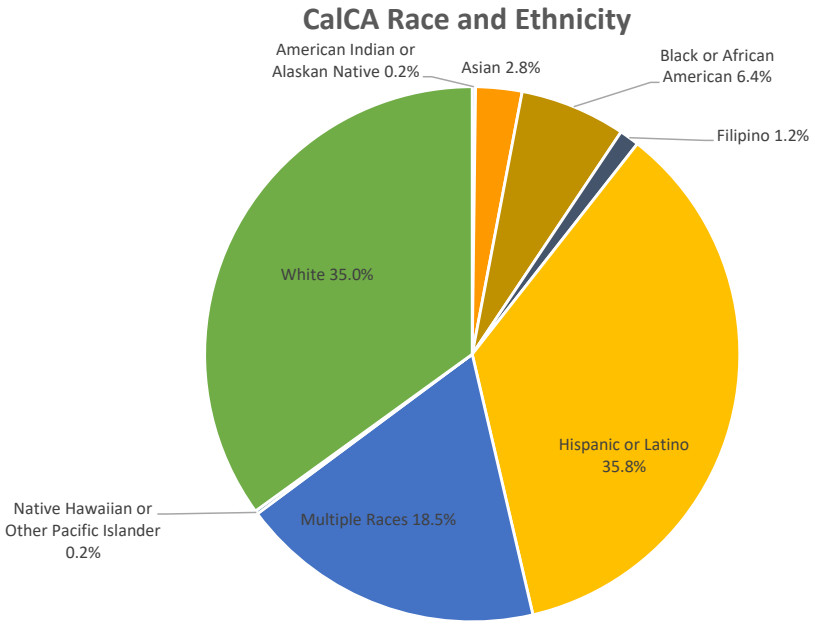
In addition, approximately 45% of the students served by the four CalCA schools (as of October 2018) are socio-economically disadvantaged, when measured by family income eligibility (defined as qualifying for free or reduced price meal benefits), as illustrated in Figure 4~~Figure 4~~. Please note that this number is an estimate as 13% of families choose not to report this information.

Figure 4. Percentage of Enrolled Students Meeting Free and Reduced Lunch Criteria as of October 2018 for CalCA



The CalCA schools also serve a diverse student population with 35.8% of students identified as Hispanic, 18.5% of students identified as Multiple Races, 2.8% of students identified as Asian, and 6.4% of students identified as African American, as of October 2018, as illustrated in Figure 5.

Figure 5. Ethnicity Breakdown of CalCA as of October 2018



ACADEMIC ACCOUNTABILITY

California Accountability

The four CalCA schools have also experienced high achievement results. While the state was still using Academic Performance Index (API), the schools open at that time had high overall API scores ranging from 739 to 807 and had similar schools ranking well above average.

Figure 6 provides some of the historical academic performance for these schools while API was in place.

Figure 6. Historical Academic Performance on API

	Academic Year	Overall API	Statewide Decile Rank	Similar Schools Rank
California Connections Academy Southern California (formerly known as Capistrano Connections Academy - Opened in 2004)				
	2008-09	773	5	10
	2009-10	793	5	10
	2010-11	779	7	9
	2011-12	777	7	7
	2012-13	791	8	9
CalCA Central (Opened in 2006)				
	2010-11	776	4	10
	2011-12	739	5	9
	2012-13	759	5	7
CalCA Ripon (Opened in 2012)				
	2012-13	807	8	10

In the administration of the CAASPP tests from the spring of 2018, CalCA students have met or exceeded the state in reading at almost every grade-level, as shown in Figure 7. CalCA students have performed below the state average in math using the new state tests, as shown in Figure 8, however, this is an area of focus for the schools and is also a trend which is partially due to student mobility.

Figure 7. SBAC English State Test Proficiency 2017-2018

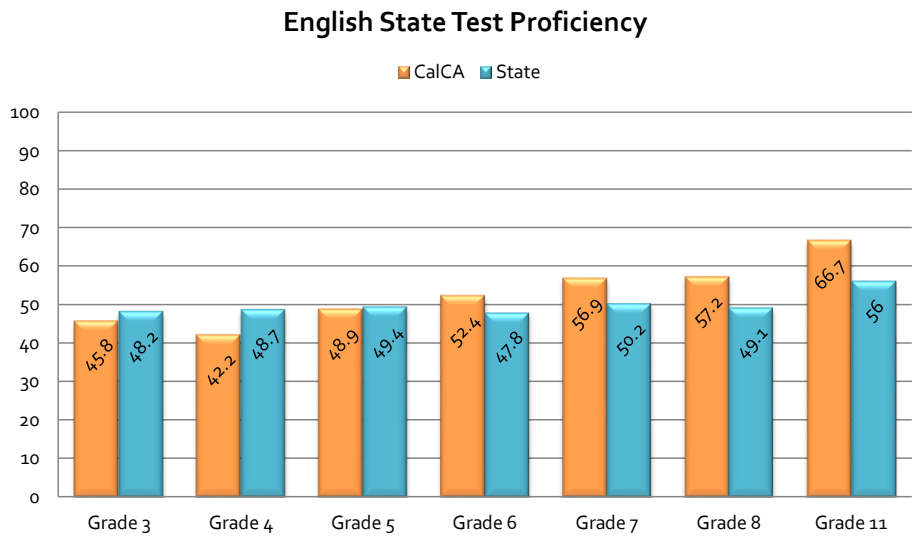
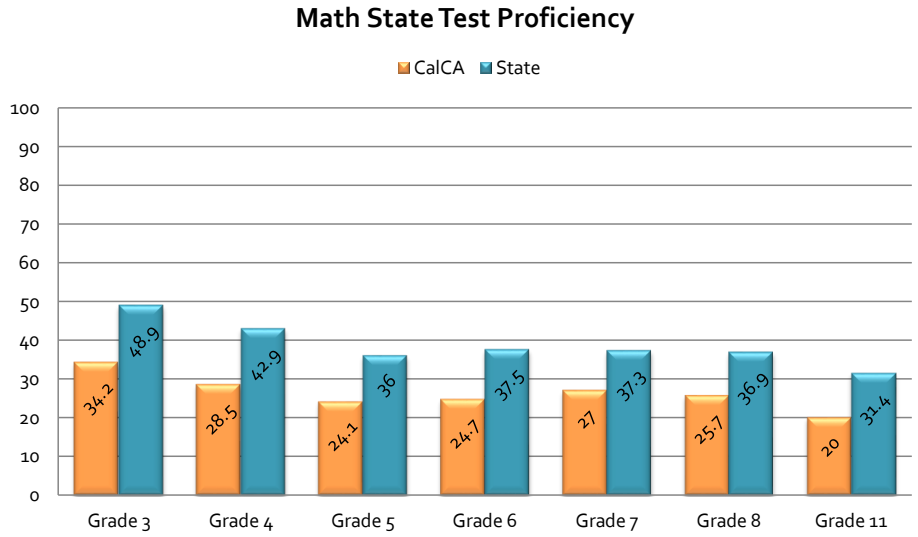


Figure 8. SBAC Math State Proficiency 2017-2018

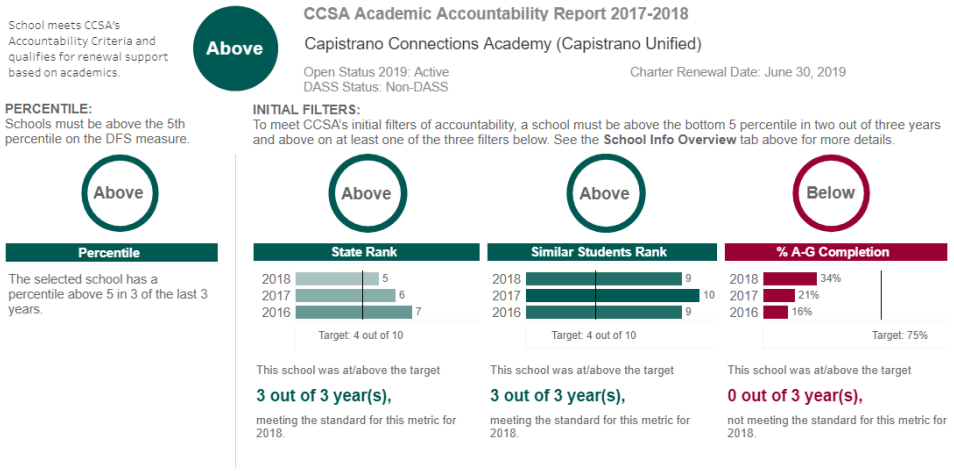


One important factor to consider is how the school is performing relative to other schools that serve similar populations of students. There are not many public schools which serve students in all grades K-12 (and which would therefore have comparable academic data). One previously available method used to analyze how a school is doing relative to other schools was the state's Similar Schools Ranking (see Figure 6). While the state has not yet devised a replacement for the similar schools ranking, it is expected that when the state data does compare CalCA schools' academic performance to other schools which serve similar student populations, the schools will be able to continue to demonstrate that they are doing well educationally with the students they are serving. The California Charter School Association has already begun comparing data between schools, including both charter schools and traditional public schools.

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

Figure 9 is an illustration of one of these CCSA Accountability reports, which can also be found on the CCSA public website (www.ccsa.org/advocacy/accountability). The school shown is CalCA SoCal. In addition to the information shown in Figure 9 for the largest CalCA school, the other CalCA schools had Similar Students Ranks (where student demographics are considered) of 8's to 10's as well, and had State Ranks (which look at schoolwide average state test scores) that were above average.

Figure 9. CalCA SoCal CCSA Academic Accountability Report 2017-2018.



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

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

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

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

- There was no statistical difference in percentage scoring proficient in math between student cohorts in Connections schools and cohorts in other virtual schools that were matched on prior achievement.

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

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

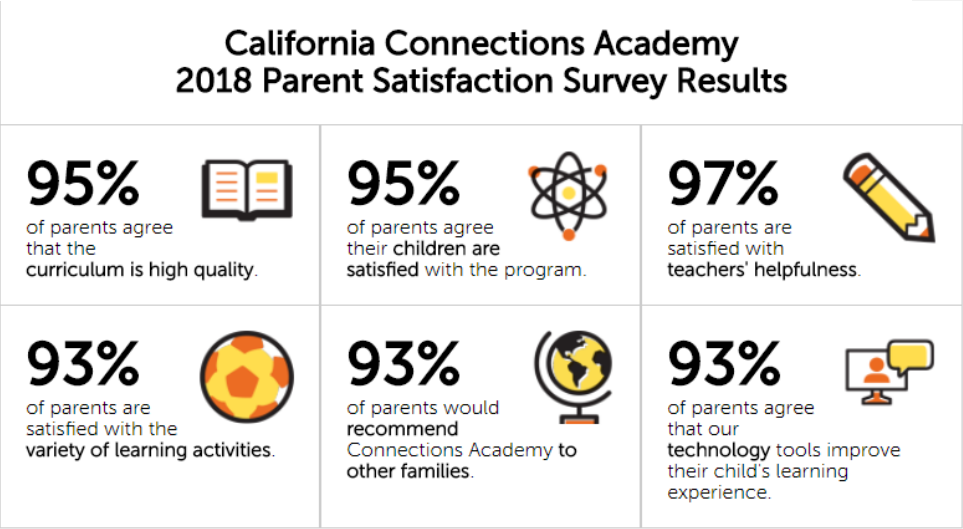
- Implementing Math We've Got This! and Math Time to Talk;
- Analyzing in-depth assessment data on individual students, which is now even more readily available to teachers and school leadership at the click of a button;
- Targeting intervention courses for students who are underperforming;
- Adding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

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

PARENT SATISFACTION

Figure 10 presents the most recently compiled parent satisfaction survey results from the four CalCA schools. The schools have consistently received high ratings on annual parent surveys. Parents are surveyed annually; the results are compiled by an independent third-party research firm, and presented to the school staff and the Board. Parent surveys provide quantifiable data by which the school leadership can work towards improving various aspects of the school. It also provides a valuable source of parent input into the planning process for school improvement, such as the development of the Local Control and Accountability Plan. Over the past several years, the percent of parents who have responded to the survey has varied from 35% to 50%. Therefore, these results are considered reflective of the overall experience of the families.

Figure 10. Parent Satisfaction Survey Results for 2018



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

CalCA Exceeds Expectations

This is my son's second online school experience. CalCA far exceeded our expectations. The quality of teachers, the feedback and response time, and the ability to track my son's progress is outstanding. As a fellow educator I appreciate the structured format that allows my son take responsibility for his education. I am able to see what he is doing and give him feedback on how he can better himself. Thank you for developing a comprehensive program.

CalCA is Great

I feel compelled to reach out and let you know that I believe CalCA is a great school. When my students were enrolled in a "credited public school" that was being recognized for their academics, my student was not being challenged to excel. Since enrolling my first child, my family has grown. I now have had all four of my children attend CalCA from K-9, my youngest being in first grade. My oldest son who is a junior in high school is taking college courses at CalPoly which is adjacent to his high school. Your program has allowed my children to have the time to train in Jujitsu from the age of 6. Now at the ages of 16 and 14 my older two sons are physically fit and well educated enough to be Fire Explorers and give back to their community. Your program has allowed them to learn time management that has hugely impacted the way they run their lives. These things will not show up on a state test.

Credentialed and Certified Teachers Supporting Students

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

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

Good Fit for Family and Lifestyle

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

Our Teacher is a Great Communicator

My son had an exceptional first year with CalCA!! His teacher was such a wonderful communicator and informed me of all the ins and outs so I didn't feel like I was as intimidated as I thought I was going to be as a learning coach. Her guidance and little tips to help with the learning process was greatly appreciated!! We love CalCA.

Students Appreciate the CalCA Teachers

Dear Teachers, Hi! I'm in 7th grade. I just wanted to say thank you for all your hard work this year! You are the ones that make learning possible for all of us students :). All that diligent effort of correcting tests and holding LiveLessons has played off, and we are prepared to move on to the next grade, thanks to you! You are all real great! Thank you so much for helping me this year and to help me learn new things that will help so much in the future! I really appreciate all the work you go through, like going to college for many years to help us, correcting 45 question tests, and helping us to understand the material that is not familiar to us. Thank you!

ACCOMPLISHMENTS

CalCA schools are proud of their accomplishments:

Academic and Educational Achievements

- In recognition of an effective and innovative educational approach, the four existing CalCA schools are fully accredited for grades K–12 by the Western Association of Schools and Colleges (WASC).

- Connections is a University of California (UC) approved provider, and has over 100 courses on the approved "a-g" course list, covering all four core content areas as well as many electives. CalCA schools are able to integrate in-person wet labs into science courses, thereby meeting the “a-g” requirements for lab science courses.

- Recently, over 40 Career Tech Education (CTE) and Visual/Performing Arts courses received “a-g” approval, allowing CalCA students to more easily meet the “a-g” requirements while enrolled in an online school setting.

- When compared to other schools serving similar demographic populations, the CalCA schools show that they outperform these comparator schools. This was evident in the similar schools rankings given by the state in past years. Since that ranking has been discontinued, the comparisons done by CCSA have continued to show that the CalCA schools are providing a high-quality education for the students served, based on high Similar Student Measure rankings (see also the Academic Accountability section).

- More than eighty courses offered by Connections meet National Collegiate Athletic Association (NCAA) approval.

- CalCA schools successfully implement and have expanded programs for Gifted and Talented students (GATE).

- CalCA schools have improved and expanded on the English Learner (EL) program, including introducing credit bearing courses for high school EL students in the fall of 2017.

- CalCA schools have shown success with the EL students served. For EL students who took the CELDT test two years in a row, 83% showed improvement in scores from 2013-14 to 2014-15, 55% improved between 2014-15 and 2015-16 and 71% of those tested improved between 2015-16 and 2016-17. (NOTE: Because of changes in the state language test, comparisons were not conducted during 2017-18) In addition, the percent of EL students who were reclassified to fluent was approximately 13% between the fall of 2016 to the fall of 2017 and approximately 16% from the fall of 2015 to the fall of 2016.

- CalCA schools have been pioneers in the implementation of an Advancement via Individual Determination (AVID) program in an online learning environment. The program supports students in grades 6–12 in order to further prepare them for college and other post-secondary options. Grade 12 along with a credit bearing AVID course was just added for 2018-19.

- CalCA schools implement and continuously improve instructional materials, methods, strategies, technology, and course offerings in the virtual setting.

- CalCA schools hire, retain, and promote excellent staff with all teachers meeting state and federal credentialing requirements.

- CalCA schools consistently increase the offerings and effectiveness of staff training and professional development.

- In 2017-18, the CalCA schools graduated 554 students.
- The schools enroll many high school students who are credit deficient or who have been out of school altogether for a period of time. While this creates a group of students who are off their cohort for graduation, the schools are able to successfully support many of these students so that they are ultimately able to graduate. This population of students causes the four-year cohort graduation rates for the CalCA schools to be low compared to state averages, however, if five- and six-year cohort rates are calculated, the schools are able to show that most of the credit deficient students do eventually graduate.
- CalCA schools implement a quality Special Education program in a virtual environment, which includes having a Special Education Director, a dedicated administrative team, and multiple Education Specialists on the school staff. On the most recent parent satisfaction survey, 84% of parents agree that they are satisfied with special education services provided through CalCA schools. Survey responses were provided by 390 parents of children who were diagnosed with a learning disability and have an IEP.

- Graduates from the CalCA schools in 2017-18 were awarded $1,196,141 in scholarships.

- Students who graduated from CalCA schools have been accepted at the colleges listed in Figure 11.

Figure 11. College Acceptances for Graduates CalCA.

College Acceptances for Graduates of Schools Supported by Connections		
• Allegheny College • Art Center College of Design • Art Institute of California • Azusa Pacific University • Berklee College of Music • Brigham Young University • Butler University • California Baptist University • California Lutheran University • California Maritime Academy • California State Polytechnic University: Pomona • California State University: Chico, Dominguez Hills, East Bay, Fullerton, Long Beach, Los Angeles, Monterey Bay, Northridge, Sacramento, San Bernardino, and San Marcos • Castleton State College • Central Washington • Chaminade University of Honolulu • Chapman University • Cogswell Polytechnical College • Colorado State University: Pueblo • Concordia University • Creighton University	• Elmira College • Fairfield University • George Fox University • Hofstra University • Iowa State University • Johns Hopkins University • Johnson & Wales University • Loyola Marymount University • McDaniel College • Mills College • Montana State University: Bozeman • Northern Arizona University • Northwest University • Ohio Wesleyan University • Pace University • Point Loma Nazarene University • San Diego State University • San Francisco State University • San Jose State University • Santa Clara University • Sonoma State University • Southern New Hampshire University • St. John's College • St. Norbert College • Texas A&M University • University of Alabama • University of Arizona • University of British Columbia	• University of California: Berkley, Davis, Irvine, Los Angeles, Riverside, Santa Barbara, and Santa Cruz, • University of Colorado at Boulder • University of Denver • University of Hawaii at Manoa • University of Illinois at Chicago • University of La Verne • University of Michigan: Ann Arbor • University of Montana • University of Nebraska - Lincoln • University of North Dakota • University of Oregon • University of Puget Sound • University of Redlands • University of San Francisco • University of the Pacific • University of Toronto • University of Utah • University of Vermont • Ursinus College • Utah State University • Utica College • Vanguard University of Southern California • Whittier College • Willamette University • Woodbury University

Other Achievements

- School climate and culture are strong across all CalCA schools. Multiple indicators, aligned with the state's educational priorities, demonstrate this. For example, both staff members and families report a very a positive experience with the school. Annual surveys show that CalCA schools earn a high level of parent, staff, and student satisfaction.

- CalCA schools have increased the number, location, and type of field trips offered to families each year. During the 2017-18 school year, there were over 278 field trip events and 5,790 family members across California attended.

- CalCA schools host in-person graduation ceremonies each year for their graduates. In 2017-18, there were approximately 260 senior graduates that attended a commencement ceremony. Total attendance with families was approximately 2,300, not including staff. In-person 8th grade promotion ceremonies are also offered.

- High school students have the opportunity to attend a senior prom and Grad Night. During the 2017-18 school year, 148 students attended prom and 70 attended the winter formal. 68 students attended Grad Night.

- Families attend multiple school functions, such as picnics and celebrations. CalCA schools typically offer three picnic events each year for each school site to allow family members to meet each other and to meet staff in person.

- The CalCA schools have an active chapter of both the National Honor Society (NHS) and National Junior Honor Society (NJHS) to further enhance opportunities for both students as well as the communities served by the schools.

- School suspension rates are very low at the CalCA schools — in some years there are no suspensions for disciplinary reasons — and there have been no expulsions since inception.

- CalCA schools serve socioeconomically, racially, ethnically, and geographically diverse student populations.

- CalCA schools build strong school communities through both face-to-face and virtual interactions.

- CalCA Monterey Bay will enjoy a strong partnership with the existing CalCA schools non-classroom-based "sister" charter schools located in other areas of the state, which allows the allocation of various resources to maximize access for all students to a comprehensive, full service program, while minimizing fiscal impact.

- The CalCA schools perform outreach and participate in many community events, and also collaborate with community organizations. Examples of community involvement among the CalCA schools include:

- CalCA SoCal has participated in food drives and provided volunteers for the Second Harvest Food Bank of Orange County, Los Angeles Rescue Mission, and Riverside County Food Bank. The school has participated in multiple community events such as the Los Angeles Times Festival of Books, the San Diego EarthWorks Earth Fair, the Riverside Municipal Airport Airshow, the Orange County Book Festival, the Carlsbad Chalk Festival, the Redlands Market Night, and the Juvenile Diabetes Research Foundation awareness events.

- CalCA Central participates annually in a "Cards for Heroes" event through a local Veteran's association, where holiday cards are sent to military personnel overseas. The school has also has been a member of the Visalia Chamber of Commerce. The school has provided support to several baseball teams, including the Fresno Grizzlies, the Visalia Rawhide, and the Bakersfield Blaze. The school hosted representatives from the legislative offices of several Central Valley state lawmakers at its ten-year anniversary events. In addition, the school has participated in multiple community events such as the Big Fresno Fair, the World Ag Expo, the Kern County Nut Festival held at the Kern County Museum, the Old Town Clovis Farmer's Market (in partnership with a local radio station), the Annual Fresno State University Vintage Days event, the Green Expo in Bakersfield, the Kingsburg Auto Show (in conjunction with the Kingsburg Chamber of Commerce), and the Thursday Night Marketplace operated by the City of Hanford's "Main Street Hanford" organization.

- CalCA Ripon is an active member in the Ripon Chamber of Commerce and has been a frequent participant in Ripon's annual Main Street Day celebration. The school has partnered with such organizations such as the City of Modesto, the Environmental Council of Sacramento, and the City of Stockton in conjunction with their annual Earth Day Festivals. Other organizations the school has partnered with include the City of Pleasanton, the City of Fremont Kids and Kite Festival, the East Bay Women's Conference, Silicon Valley Comic-Con, the Oakdale Chocolate Festival, and the Monterey Bay Book Festival in Berkeley. The school participated in Juvenile Diabetes Research Foundation awareness events and has also collected and distributed food donations to the San Joaquin Food Bank.

- CalCA North Bay has participated in several Earth Day events, including the Earth Day Festivals of Santa Rosa and Napa. The school also has been part of the Science Discovery Days at the Sonoma County Fairgrounds. In addition, the school has participated in multiple community events such as the City of Sebastopol Apple Blossom Festival (hosted by the Chamber of Commerce), the City of Petaluma Butter and Egg Days, the Celebrate Davis event (in conjunction with the Chamber of Commerce), the 123rd annual Luther Burbank Rose Parade and Festival, the NASCAR Toyota event at the Sonoma Raceway, and the City of Windsor Holiday Tree Decorating event.

- School staff members routinely speak at conferences on online learning as well as other charter school topics. For example, administrators from the school presented at several conferences in recent years, including the Educating for Careers conference and the International Conference on Learning, the Advanced Placement Annual Conference, and the California Charter Schools Association conference.

- CalCA schools are fiscally stable as evidenced by balanced budgets, adequate cash flow, and stable reserve balances.

- Each of the annual audit reports for CalCA schools have been completed with only one minor finding across all schools and all years.

- CalCA schools implement thorough attendance accounting procedures to allow accurate recording of student attendance in a non-classroom based school.

- CalCA schools comply with the requirements of state and federal law as applicable to charter schools.

- CalCA schools comply with the terms of their respective charters including, but not limited to such areas as Governing Board composition and Governing Board policy, health and safety, human resources, financial reporting, insurance, audits, educational offerings, academic outcomes, and so forth.

I. FOUNDING GROUP

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

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

I.A GOVERNING BOARD

CalCA Monterey Bay will be governed by the non-profit Governing Board, California Online Public Schools (CalOPS).[7] The Governing Board has extensive experience functioning as a charter school Governing Board as well as expertise in business, education, technology, and finance. The Governing Board currently consists of the following individuals:

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

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

[7] In August of 2018, three existing non-profit corporations were merged to form California Online Public Schools, which now governs all the California Connections Academy Schools.

- **Mr. Michael Henjum, Board Vice President:** Mike Henjum is a life-long educator, serving in various private schools in Orange County for the past 26 years as a teacher, coach, and principal. He is currently the Head of Advancement at Saddleback Valley Christian School in San Juan Capistrano. Mr. Henjum earned his B.A. from Vanguard University, M.Ed. in Educational Leadership from Grand Canyon University, and has completed additional post-graduate work at Portland State University and UC Irvine. Mr. Henjum chose to join this board because of his dedication to schools that provide a rigorous, college-prep curriculum to students and his belief that school choice is an effective way to achieve greater student achievement, with charter schools being one of the most effective vehicles to accomplish this goal. He has also served as Treasurer in past years.

- **Mr. Dave Souza, Board Secretary:** Dave Souza has extensive experience in business management. He earned an Associate's degree in Business Marketing and an Associate's degree in Fire Science from Chabot College. Mr. Souza continued his education with Cal State University, receiving his Bachelor's Degree in Business Administration. Throughout his professional career, Mr. Souza was a firefighter for four years, a Facilities Manager at Renaissance Old World, an Outside Sales Manager for Settco, Inc. in Fresno, and Director of Operations for Tesei Petroleum in Madera for ten years. He has served on a California Connections Academy Board for the past ten years and has served as Board President. He recently agreed to fill the role of Board Secretary.

- **Ms. Diana Rivas, Board Treasurer**: Diana Rivas is an involved parent representative to two children currently enrolled in the California Connections Academy program. She has a wealth of experience as a manager, team leader, and motivator, including experience in the food service industry. Ms. Rivas has dedicated her life to serving the community, including a local Girl Scout Troop, Venture Crew, local youth sports, church groups, and serving food to those less fortunate. As a Learning Coach, Ms. Rivas understands how children learn differently and how they correlate their growing knowledge to the world around them. Her goal is to continue representing the needs and interests of students and parents. Ms. Rivas started serving as a parent representative in the spring of 2017.
- **Mr. Paul Hedrick, Board Member:** Paul Hedrick is a public high school math teacher who has been in education for 17 years. He graduated from Brigham Young University with a Bachelor's Degree in Mathematics and then earned a teaching credential in the state of California through Chapman University. He received a Master's in Education with an emphasis on Educational Technology from National University. He has worked in the Natomas Unified School District and is currently employed in the San Juan Unified School District. Mr. Hedrick has participated in textbook adoptions and with leadership groups as part of his educational career. His desire to serve on the Board comes from the feeling that students need multiple options in regards to education.

- **Veronica Schreiver, Board Member:** Veronica Schreiver earned her Bachelor of Science in Biology from Keene State College in Keene, NH. She started her career in banking while in college in New Hampshire and moved up to Operations Manager prior to moving to the west coast. She began working at E*TRADE in California where she worked more than seven years as an Active Trading Manager and became an Options and Trading principal, as well as passing her Series 7 and 63 licenses. She then moved on to Fidelity Investments where she has been 11 years and is a Financial Consultant and Vice President working directly with high net worth clients (over $520 M in net assets). In March 2018 she became a certified financial planner. Ms. Schreiver loves her work helping clients realize their retirement goals and needs. Ms. Schreiver chose to serve on the board to use her expertise in business/education/parent to help make the California Connections Academy program the best it can be.

- **Adam Pulsipher, Board Member:** Adam Pulsipher is currently serving as the Assistant Administrator for the California Department of Veterans Affairs- Lancaster Home. He has been working with disabled Veterans since 2015. He has enjoyed a career in the operations of Healthcare Facilities for nearly 20 years. He is small business owner and received his Master's in Business Administration in 2015. As a father of five children, quality education is a key part of his family's life. Mr. Pulsipher chose to serve on the Board of Directors to stay connected with the changes in curriculum, teaching styles and modalities, and as a way to serve in his local community. He has been a Board member since 2017.

- **Brooke Watkins, Board Member:** Brooke Watkins is the mother of four children, and was formerly a Learning Coach to one of her children who was a Connections Academy student. Ms. Watson holds a Bachelor of Science degree in School Health from California State University, Long Beach, and has experience working as a Dental Assistant. She also has experience volunteering for the Cub Scouts as a Webelos Den Leader where she helped boys achieve their Arrow of Light awards, and volunteering as an adult leader for a local church where she currently plans lessons and activities to teach leadership skills to young girls.

I.B SCHOOL LEADERSHIP

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

- **Dr. Richard Savage, Executive Director:** Dr. Savage is the Executive Director of CalOPS and the CalCA schools. Prior to joining the organization, he served as a Principal for three years at Calistoga Junior-Senior High School (CJSHS), a small rural school located at the northern end of the Napa Valley for students in grades 7–12. At CJSHS, Dr. Savage coordinated a Distinguished School Award, a successful six-year Accreditation from WASC, and a school-wide Project Based Learning implementation. CJSHS had an 80% Free and Reduced Lunch and 50% limited English proficient (LEP) student population. Dr. Savage taught high school Spanish and coached soccer and volleyball for five years. He served as a Vice Principal at an urban socioeconomically challenged high school in Southern California for six years. Dr. Savage earned his Bachelor's degree in Spanish Secondary Education with a minor in Physical Education and Coaching at Brigham Young University. He earned a Master's degree in Education Administration at California State University, Bakersfield and earned a Doctorate Degree in Organizational Leadership at the University of La Verne.

- **Kara Mannix, High School Principal:** Ms. Mannix serves as the High School Principal for the CalCA schools. Her background in education is diverse, with teaching experience in grades 3–12, and administrative experience at elementary, middle, and high school levels. She began her teaching career with Teach for America, and served as a high school Spanish teacher in rural Louisiana. Upon returning to California, Ms. Mannix taught grade 3 in East Palo Alto. She was a middle school math teacher and later an administrator with KIPP Monterey Bay Schools, and most recently, served as the Vice Principal in Calistoga at both the high school and elementary level. She earned her Bachelor's degree in Psychology from University of California, Davis and her Master's degree in Educational Psychology from Columbia University.

- **Leslie Dombek, High School Assistant Principal:** Ms. Dombek serves as one of the High School Assistant Principals for the CalCA schools. She has been part of the school organization for over a decade. She began her teaching career at CalCA SoCal in Southern California in 2005 as an elementary school teacher, teaching grades K–5, and has held several leadership roles within the school, including Master Teacher. She was also previously an Assistant Principal for grades K–8. She earned a Bachelor of Arts degree and her teaching credential from the University of California, Riverside.

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

- **Tracy Pinckney, Middle School Assistant Principal:** Ms. Pinckney is the Middle School Assistant Principal for the CalCA schools. She started her career as a High School English and AVID teacher as well as a coach in Fresno. She then transitioned into administration, holding several positions such as Dean of Curriculum and Instruction and Student Activities Director, and then most recently as a High School Assistant Principal for five years in Northern California. She takes great pride in the work she has done helping to implement intervention programs and Professional Learning Communities within her schools. One of the most rewarding aspects of her career so far is working with the AVID program and watching students transform into college students before her eyes. Ms. Pinckney earned her Bachelor's degree in Communications from California State University, Fresno and her Master's degree in Educational Administration from National University.
- **Marcus White, Elementary School Principal:** Mr. White is the Elementary School Principal for the CalCA schools. He was principal of Burton Elementary School in California's Central Valley for three years where he worked to improve student test scores on the California state tests by 20%. He also led his staff to develop a systematic benchmark testing process and provided software training in data analysis to his staff. Mr. White also served as a Vice Principal for two years and was an elementary classroom teacher for three years. In addition, he coached youth sports for six years. Mr. White earned his Bachelor's degree from Chapman University before earning a teaching credential. He earned a Master's degree in Teaching from Chapman to more effectively drive student achievement.
- **Marissa Carter, Elementary School Assistant Principal:** Ms. Carter is a member of the CalCA schools' leadership team as the Elementary Assistant Principal. Ms. Carter started her teaching career at a blended school in San Diego County and was hired as a teacher with CalCA in 2009. As a California Connections Academy teacher, Ms. Carter taught grades 4 and 5, taught the PACE (Program for All Children to Excel) program for language arts and math, served as an Elementary Master Teacher, and was the Director of State Testing for the CalCA schools. Ms. Carter has been impressed with the opportunities teachers at CalCA schools have to support students and families on an individual basis, and to form strong relationships with them. Ms. Carter earned her Bachelor's degree in Library Arts from San Diego State University and her Multiple Subject Teaching Credential from National University.

- **Mia Hardy, Director of Counseling Services**: When Ms. Hardy joined the CalCA schools, she brought extensive school counseling experience at every level: elementary, middle, high school, and post-secondary education. She earned a Master's degree in Educational Counseling and Guidance from California State University, San Bernardino and, in support of her degree, she earned a Pupil Personnel Services (P.P.S.) credential. Ms. Hardy takes proactive therapeutic approaches in order to promote academic, social, and behavior development among all students. She is skilled in working with students of diverse backgrounds, including underrepresented student populations such as African American students, Native American students, and Hispanic/Latino students from elementary school through undergraduate levels of education. She specializes in program planning and implementation, college readiness, and group counseling.
- **Tanya Gustin, Director of Student Services (Special Education/504/English Learners):** Ms. Gustin has worked in the field of Special Education for over 20 years. She started her career as a behavior technician at a non-public school for students with Autism. Ms. Gustin earned a Bachelor's degree from Sacramento State University, and a Master's degree in Special Education from National University. Over the course of her career, Ms. Gustin has held many positions in the Special Education field including paraprofessional, in-home Applied Behavior Analysis tutor, and Special Day Class Teacher for students with Autism from preschool to postsecondary settings. As an administrator, Ms. Gustin served as a Program Specialist at the Special Education Local Plan Area (SELPA) level. In this role, Ms. Gustin worked closely with multiple agencies to create programs for students in her community with special needs, such as the Collaborative Autism Diagnostic Clinic which is associated with the North Bay Regional Center. Ms. Gustin brings a wealth of knowledge on various special education topics, allowing her to provide ongoing trainings at many levels and present at conferences, such as the statewide Association of California School Administrator (ACSA) conference for Special Education. Just prior to joining the staff of CalCA schools, she was Principal for an alternative small school that provided intensive academic and behavior supports for students with Autism and other social/emotional disorders. Her philosophy of special education is that teaching independence and creating independent learners opens doors and opportunities for all students. She encourages compassion, resiliency, grit and positivity in her staff, colleagues, her students and their families.

- **Dr. Richie Romero, Director of Student Achievement:** Dr. Romero is the Director of Student Achievement for CalCA schools. Prior to joining the team, he spent 20 years serving communities as a high school science teacher, high school co-administrator, and middle and high school principal. Most recently, Dr. Romero served as the principal of William J. "Pete" Knight High School for three years, a large high school with 3,000 students, 80% of whom receive free or reduced lunch. During his tenure there, Dr. Romero and his team were able to achieve revalidation as an AVID National Demonstration School. In addition, the school's Career Technical Education academy was recognized by Advance CTE as the best STEM based program in the nation for 2018. Before Knight High School, Dr. Romero was the principal of Keppel Academy Middle School for five years. This is a small rural middle school, also with 80% of its students receiving free or reduced lunch. In 2010, when Dr. Romero arrived, the school was on the brink of state sanctions. In 2015, the school was honored as a Gold Ribbon School. Dr. Romero earned his Bachelor's degree in Chemistry from the University of California, Irvine. He earned a Master's degree in Educational Administration from California State University, Bakersfield. Most recently, he earned his doctorate in Organizational Leadership from the University of La Verne. He also currently serves as an adjunct professor for ULV in the Secondary Education Department teaching in the credentialing program.
- **Ashley Silver, Assistant Director of Student Services:** Ms. Silver received her Bachelor's degree and Master's degree from California State University, Fullerton. She is beginning her sixth school year at CalCA schools working in the world of virtual education. Prior to her current role, Ms. Silver worked as an Applied Behavior Analysis (ABA) case manager, special education teacher, and instructional assistant. While at California Connections Academy, Ms. Silver has taught K–8 reading, writing, basic math, and pre-algebra. Ms. Silver was an integral player in co-designing and implementing the school's inclusion plan for students in grades K–12 in online classrooms. She continues to provide training and mentorship in the area of inclusion to online special educators across the nation.
- **Dr. Frances Sassin, Director of Business Services:** Before joining CalOPS, Dr. Sassin performed financial and compliance consulting work for over ten years for three charter schools, including the CalCA schools. Dr. Sassin began her professional career as a veterinarian. After becoming a parent, however, she began directing her energy into the field of education and has been working with charter schools for over 18 years. Dr. Sassin was one of the founders of the first start-up charter school in Orange County, and was subsequently employed as the school's Business and Operations Manager for two and a half years. Dr. Sassin also served several terms on the Board of Directors of that charter, including terms as President and Treasurer. She earned her Bachelor's degree from the University of California, San Diego and a Doctor of Veterinary Medicine (DVM) degree from the University of California, Davis and continues to provide veterinary services to her community through volunteer activities.

I.C OTHER SUPPORT

- Assisting the Governing Board will be the legal team at **Procopio, Cory, Hargreaves and Savitch, LLP**, a law firm with extensive experience in charter school law. Lead counsel is Greg Moser, Esq. Mr. Moser and the other attorneys at Procopio have many years of experience in public agency law as well as non-profit corporation law. In addition, Mr. Moser is one of the foremost experts in charter school law in the state. He has been a legal advisor to the California Charter Schools Association since its inception. He leads a team of attorneys who specialize in charter school law and who provide expert assistance on a wide variety of matters that affect the school.

- **CliftonLarsonAllen, LLP:** Also providing assistance for the Governing Board is the audit firm of CliftonLarsonAllen. CliftonLarsonAllen employs more than 5,400 people, including more than 700 principals and 2,300 CPAs, in more than 110 locations across the United States. The firm is approved by the California Department of Education to audit charter schools and has extensive experience with non-profit accounting and auditing.

- **Dr. Brian Rosta, Director of Schools:** As the West Coast Director of Schools for Connections Education, Dr. Rosta is assigned by Connections to provide support for virtual schools in California, Nevada, New Mexico, and Colorado. He also served as Principal of Arizona Connections Academy. He has over 20 years of experience in education fulfilling several key roles including teacher, dean, assistant principal, principal, and director. He is a certified teacher in Biology, Chemistry, and Physics. In 1997, Dr. Rosta was named the Best Teacher in the Chicago Public Schools. He previously served as the Initial Director of the International Baccalaureate program for the Chicago Public School System and was the first Principal for the Gilbert Classical Academy (Gilbert, AZ), the model 1:1 Computing School for the State of Arizona. He is also an Adjunct Professor for Grand Canyon University School of Education. Dr. Rosta earned a Bachelor's degree in Secondary Education and a Bachelor's degree in Biological Sciences from DePaul University, a Master's degree in School Administration and Leadership from Northwestern University, and a Doctorate degree in K–12 School Leadership from the University of Florida.

- **Support Agencies:** CalCA schools are members of both **California Charter School Association** (CCSA) and **Charter School Development Center** (CSDC) and accesses many resources for charter operators from both of these statewide charter support organizations.

II. EDUCATIONAL PHILOSOPHY AND PROGRAM

II.A MISSION

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

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

II.B EDUCATIONAL PHILOSOPHY

Describe the educational program of the proposed charter school:

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

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

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

- ***Assessment Objective Performance Reports (AOPR)***: These reports provide real-time student performance data on essential skills and standards based upon individual math, language arts, and science assessment items. They identify the objectives students should master by the end of that grade level based upon the California Common Core State Standards as well as the Next Generation Science Standards and display students' performance against the objectives. Data can be sorted to identify students who have or have not mastered specific objectives. Data can be sorted to identify students who have or have not mastered specific objectives. Teachers will use this data to determine which students need more help with a particular objective. They may complete individual or small group tutoring virtually with these students targeting specific skills. Currently, AOPR supports secondary courses.

- ***Collaboration Among Students:*** Using Adobe® Connect™ for LiveLesson sessions, teachers may group students into break-out rooms to facilitate collaboration. Teachers then "visit" each room to observe student collaboration and provide targeted instruction. This audio/video web conferencing tool allows teachers the flexibility to group students, conduct small group instruction, utilize a whiteboard for illustration, and allows students to work together in a collaborative space. Additionally, for each section of students that a teacher teaches in a course, the teacher will create a section message board. On the section message board, teachers assign additional collaboration opportunities or have students work together in the online space to share information, post documents, and respond to one another. Students are graded on both the content of the projects and their participation in collaborative activities.

- ***Curriculum-Based Assessments:*** Teachers use curriculum-based assessments (CBAs), via telephone conversation or through one on one LiveLesson sessions, as a quick and effective way to gather information on students' understanding of concepts. Diagnostic curriculum-based assessments (DCBA) pinpoint strengths and weaknesses in student mastery of concepts. Verification curriculum-based assessments (VCBA) gauge authentic student learning of concepts previously graded as successfully completed with scores of B or higher.

- ***Connexus® Education Management System (EMS):*** Connexus is the platform for organizing the school's entire educational environment. This proprietary, web-based software delivers every assignment and tracks every activity (whether conducted online or offline) while monitoring the completion of individual lessons as well as mastery of discrete skills and knowledge. Connexus operates within a secure, robust technology infrastructure protecting data from loss and intrusion while maintaining a safe environment. Parents and students access Connexus to organize, document, and interact, ensuring an unprecedented level of engagement. All new releases and updates of Connexus are automatically provided.

- ***Longitudinal Evaluation of Academic Progress (LEAP)***: This assessment tool is used for students in grades K–8 as a technology-facilitated pre-, mid-, and posttest. It provides an essential benchmark relative to the student's grade level standards. This data is used for developing and planning instruction, provides an early read on a student's performance on state-mandated tests, and reports key accountability data on student progress throughout the academic year. It is expected that the school will use this benchmark assessment for K-8 students. However, benchmark assessments may change as the school progresses through the term of its charter.

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

- ***LiveLesson Session:*** A real-time, web conferencing tool, LiveLesson sessions will allow teachers to work synchronously and directly with individuals or groups of students using voice-over IP, chat, electronic whiteboard, and shared web surfing based on Adobe® Connect™. LiveLesson sessions can be recorded for students to watch later as well.

- ***Multitiered Instruction:*** The school will employ a multitiered instruction framework based upon the Response to Intervention (RTI) model that deeply links curriculum, standards, assessments, and interventions that have a direct impact on student mastery and resulting standardized test performance. The RTI model targets essential skills/standards by subject/grade level, uses specified assessments within the curriculum to measure student mastery of these skills and standards, provides tiered interventions for non-mastered skills and standards, and then tracks students' response to the implemented interventions by skill/standard. Through this model every student has access to the resources they need to be successful: Tier I core curriculum with differentiation, Tier II supplemental instructional supports (two to three times per week), and Tier III supplemental instructional supports (four to five times per week). Student Support teams (SST) will meet regularly to develop an intervention plan and strategies for improvement for students who are in need of additional support.

- ***Personalized Performance Learning™ (PPL):*** This instructional process will create a unique learning experience for each student. During enrollment, academic placement advisors and/or School Counselors review students' past records and performance to properly place them in the school. A Personalized Learning Plan (PLP) then developed collaboratively by the teacher, Learning Coach, and student to maximize achievement and to tailor curriculum and instruction. Throughout the year, teachers monitor students' progress and adjust their

learning programs to focus on areas where students need to improve and areas in which they can build on their strengths.

- ***Progression Plan:*** Within Connexus, there is a Progression Plan tool which will assist teachers, administrators, and school counselors with the implementation of a plan which defines and tracks requirements and ensures students are on target for graduation, meeting their college and career goals.

- ***Scantron Performance Series® (SPS):*** Students in grades 9–11 will be assessed with the Scantron Performance Series. The Scantron assessment is a valid and reliable test that measures student proficiency in reading and mathematics and provides a scaled score that can be used to measure academic growth. It therefore serves as a useful tool in assessing student curricular needs. The online test is a computer-adaptive assessment that automatically adjusts to each student's ability level, generating more difficult questions if the student is answering correctly and easier ones if the student is answering incorrectly. It provides a valid and reliable scale score in math and reading so that student learning growth can be tracked over time. The version that CalCA Monterey Bay will use is aligned with the California Common Core State Standards and provides teachers with reports and information to address individual student needs. It is expected that the school will use this formative assessment for high school students. However, formative assessments may change as the school progresses through the term of its charter.

- ***StarTrack™:*** This integrated rating system will allow every student, Learning Coach, and teacher to rate each lesson in which they engage from a low of one star to a high of five stars and give detailed feedback. Ratings and comments will be used by the curriculum staff to ensure continuous feedback and to identify areas of needed improvement as well as curriculum approaches that work especially well.

- ***Student Status/Escalation Process:*** The school will track and report ongoing student progress based on the objective quantitative data generated by Connexus. Staff members will analyze attendance, participation, performance, assessment submissions, and teacher contact. The student status is displayed on the home page for instant identification of potential problem areas. The Escalation Process goes into effect when students are in statuses other than "On-Track" in order to ensure students continue to gain the full benefits of this educational option through this unique school choice.

- ***Synchronous Contact:*** In a virtual school setting, synchronous contact is defined as a live interaction occurring in real time interaction between teachers and students. This type of communication helps to build a relationship between teachers and students. Teachers will schedule LiveLesson sessions, in addition to other synchronous interaction (e.g., phone calls), for students. Teachers will document all synchronous contact with a student within the student's Log in Connexus.

- ***Teacher:*** The school will employ fully qualified, California-credentialed teachers, as required by applicable law, who are also specially trained in online delivery and personalized instruction. Teachers will primarily work remotely to deliver instruction to an online classroom of students and work one-on-one with students through highly interactive, technology-facilitated communication tools. Teachers will maintain a one-on-one relationship with each student.

- ***Teacher Feedback Notification:*** This feature in Connexus sends auto-generated WebMail notifications to students and their Learning Coaches when teachers enter feedback in all assessments. Automatic WebMail notifications direct students and Learning Coaches to the specific assessments for which the feedback is provided creating a continuous loop of communication on student learning.

- ***Teachlet® Tutorials:*** Teachlet tutorials are proprietary, interactive, asynchronous graphic/video/audio tutorials, and are incorporated into lessons to provide students a dynamic, fun, and engaging way to learn the concepts they need to master learning objectives and standards.

- ***WebMail System:*** This proprietary email system is securely located within Connexus. Students, Learning Coaches, and teachers use it to communicate with each other, protecting them from spam, contact from those outside of Connexus, and other mainstream email issues.

What is an "educated person" in the 21st century?

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

Students, including many who have not thrived in the traditional classroom, will engage in a challenging learning program tailored to their individual needs and focused on equipping them for success in the 21st century. The curriculum and instructional programs will fulfill all of the frameworks put forth by the Partnership for 21st Century Learning[8] which are:

- **Mastery of key subjects:** Students will master the key subjects which include English, reading/language arts; world languages; arts; mathematics; economics; science; geography; history; and government and civics.

[8] The Partnership for 21st Century Skills, "Framework for 21st Century Learning," May 2015, http://www.p21.org

- **Incorporation of 21st century interdisciplinary themes into academic content:** The curriculum will incorporate global awareness; financial, economic, business and entrepreneurial literacy; civic literacy; health literacy; and environmental literacy.

- **Use 21st century tools to develop learning and innovation skills:** As the Partnership recommends, students will develop proficiency in creativity and innovation; critical thinking and problem solving; and communication and collaboration.

- **Use 21st century tools to develop information, media, and technology skills:** Students will develop information literacy; media literacy; information, communication, and technology literacy.

- **Students will develop life and career skills:** Students will develop adequate life and career skills, including flexibility and adaptability; initiative and self-direction; social and cross-cultural skills; productivity and accountability; and leadership and responsibility.

- **Use 21st century support systems to ensure student mastery of 21 century skills:** 21st century standards, assessments, curriculum, instruction, professional development and learning environments will be aligned to produce a support system that produces 21st century outcomes for today's students.

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

How does learning best occur?

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

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

Personalized Learning Plan

The centerpiece of instruction at CalCA Monterey Bay will be the Personalized Learning Plan (PLP) which provides for individualized instruction tailored to the learning needs of each student. The PLP is an extensive document that will be developed by the California-credentialed teacher in consultation with the student and the student's Learning Coach (usually the parents/guardians). The PLP will be built from a combination of baseline assessments of both academic skills/knowledge and learning modalities, information gathered from the Learning Coach, and input directly from the student. Learning needs that go beyond the purely academic (such as study habits and interpersonal skills) are addressed in the PLP as well. The PLP then guides the student's course through the California Common Core State Standards-based Connections curriculum. All daily lessons will be provided to students and families online. Learning Coach Guides will be provided digitally for grades K-5. Lessons direct students step-by-step through use of the comprehensive set of textbooks, trade books, manipulatives, and consumables that are shipped to them or provided online (see Exhibit A for examples of a PLP).

Key Facets of Instructional Model

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

1) ***The Learning Triad***: The Connections instructional model relies on the support of a) fully qualified teachers, b) supportive Learning Coaches, and c) a high-quality, standards-aligned curriculum. The Learning Triad, consisting of these three elements, is illustrated in Figure 12. Each student will have a staff of experts, including California-certified teachers, working together to leverage the school's myriad resources — technological, instructional, and interpersonal —for success. Learning Coaches are also encouraged to, and typically function as, an integral part of the student's learning team.

a. **Fully Qualified Teachers** —Student learning benefits from committed educators who, in collaboration with parents, provide total support. Each student will have certified California teachers specially trained in teaching in an online environment, the Connections curriculum, and specific instructional methods. In each of the elementary grade levels or secondary level ~~core~~ subjects, students will be taught by a certified teacher with expertise in a particular grade level or content area. Teachers will work closely with each student on a one-on-one basis using innovative technology tools. The teacher will be responsible for teaching, evaluating assignments and work products, providing instructional assistance, assigning and scoring assessment activities, and providing feedback on the student's performance. Based on a student's demonstrated mastery of the material, teachers will add, expand, or replace assignments; they will also grade students in each subject for the Grade Book, and make promotion or retention decisions. Depending on the needs of the learner, teacher direct contact —via telephone, LiveLesson session, and/or WebMail —with the student and Learning Coach may be as frequent as several times a day, and at minimum twice per month. Teachers view the student's attendance, participation, and performance on a daily basis via the Connexus teacher's home page. Teachers will not wait to be contacted; they will be proactive participants in their students' learning plans. Teachers in virtual schools often comment that they understand their students better in the virtual environment than in a traditional classroom since they work with students one-on-one.

Figure 12. Learning Triad

b) **Supportive Learning Coaches** —Each student will have a Learning Coach who is encouraged to work in person with the student. Typically, a Learning Coach helps keep students motivated and on track and regularly communicates with the students' California-certified teachers. At the high school level, the Learning Coach is less involved with daily instruction but is encouraged to continue serving as an important supervisory role for the student.

c) **A high quality, standards-aligned curriculum** —The Connections curriculum is aligned to the California Common Core State Standards and Next Generation Science Standards. The developmentally appropriate curriculum increases its integration of technology as students advance through the grades.

2) **Counseling Support:** Students are assigned a credentialed school counselor who provides an extra layer of monitoring for the whole student. This educator, in collaboration with the Learning Coach, develops progression plans for high school students, and closely tracks students' overall academic progress. Counselors work with students via the phone, WebMail, and LiveLesson sessions to help students overcome nonacademic barriers to learning and to create and implement postsecondary plans. Student academic progress can be tracked on a daily basis via online discussions, quizzes, tests, science labs, and portfolio items to ascertain mastery of the material. Other parameters of student success, such as attendance and participation, are also tracked regularly. School counselors can also provide support in nonacademic areas, such as social-emotional support, to help ensure student success. Counseling support is available to students in grades K-8 on a referral and/or consultative basis. For students in middle school, an Advisory teacher is assigned who develops the PLP and then monitors student progress and attendance regularly. At the elementary level, the student's primary teacher is known as the homeroom teacher and fulfills these responsibilities in addition to their role in instruction in core subject areas.

3) **Student Motivation**[9]: Teachers are trained to apply three engagement strategies to their instruction to create a motivational online learning environment: 1) making instruction fun and engaging, 2) providing a safe way to respond, and 3) helping students succeed.

   - **Make Instruction Fun and Engaging:** Teachers are trained to make synchronous learning sessions fun and engaging by using games, music, and virtual collaboration tools (e.g., virtual whiteboard, polls, and breakout rooms).

[9] http://www.connectionsacademy.com/blog/posts/2015-02-11/The-Fundamentals-of-Online-Classroom-Motivation.aspx

- **Provide a Safe Way to Respond:** Teachers are shown how to create a welcoming and safe online environment where students can feel free to express their ideas and needs without being judged. The more comfortable the student feels, the more productive and engaged he or she will be.

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

Asynchronous Model with Synchronous Support

CalCA Monterey Bay plans to utilize the Connections program which provides an asynchronous model that uses synchronous support.[10] In synchronous learning, students and teachers work together at the same time in the same virtual place (e.g., LiveLesson sessions). Typical synchronous instruction involves teacher-facilitated lessons, targeted small group lessons to teach difficult concepts, group projects, and class discussions. CalCA Monterey Bay provides opportunities for daily or weekly synchronous instruction, based on the student's grade level. In asynchronous learning, students work at their own pace and place, completing coursework within defined time limits. Students and instructors are not necessarily interacting in real time. Schoolwork that students perform on their own time typically includes:

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

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

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

- Learn at their own pace, place, and peak times, unconstrained by schedules of others;
- Work at their own level, moving as quickly or slowly through course materials as needed;

[10] http://www.connectionsacademy.com/blog/posts/2014-09-26/Real-Time-or-Anytime-Learning-Synchronous-and-Asynchronous-Learning-Explained.aspx

- Review difficult materials as often as needed; and
- Explore resources that may be unavailable in the traditional classroom.

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

- Students to demonstrate their knowledge and practice their communication skills;
- Students to ask questions to deepen their understanding;
- Students to build relationships with their teacher and fellow classmates;
- Teachers to engage students in discussions, problem solving, and group projects;
- Teachers to focus class time on bridging skills gaps; and
- Teachers to build one-on-one relationships with students.

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

Learning Coaches

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

- **Get Started!** - Enrolling with a new school raises many questions—Get Started! offers both assistance and reassurance by providing extensive information about online education. The program helps families prepare for a successful school year through such resources as the Learning Coach Central website, teacher welcome calls, an orientation course for Learning Coaches, in-person orientation gatherings, and the Learning Coach Success Series.
    - **Learning Coach Success Series Onboarding Sessions** – To prepare for their new role as Learning Coach and the school year, new Learning Coaches can "Get Started" by participating in this onboarding series of live, webinar-style sessions. In addition to open Q&A sessions, this series helps families plan, organize, and gain confidence as they prepare for their first days of school. Sessions include *Virtual School Basics*,

Getting Ready for the First Day, *First Days: What to Expect*, and *Beyond the First Days: Tips for Success*.

- **Get Coaching!** The program is dedicated to the ongoing support of Learning Coaches by helping them understand their role, providing them with easy access to resources, and ensuring that they are equipped with the tools and strategies needed to motivate and assist their students.

    - **Learning Coach Central** – This award-winning website, accessed from the Learning Coach Home Page in Connexus, provides multiple resource documents, tutorials, video Quick Clips, and helpful links that support Learning Coaches in their role and providing instructional support to their student.

    - **Learning Coach Link** – This online monthly communication is sent to Learning Coaches with articles on instructional best practices, Connexus updates, tips and strategies, and information about upcoming Learning Coach Success Series sessions.

    - **Learning Coach Success Series** – These online sessions are designed to not only support new Learning Coaches through our Get Started! program, but also provide strategies for all Learning Coaches to work with and support their students. Sample session topics include the curriculum, online clubs and activities, motivation, learning principals, college and career, and the exceptional learner.

- **Get Connected!** - This program assists students and parents who are interested in finding opportunities to connect with other school families. In addition to in-person field trips and online clubs and activities, this program offers socialization tips for online school families, increased opportunities for students to interact online with classmates and teachers, and private Facebook groups where parents and Learning Coaches can "meet" to arrange study groups and other informal gatherings.

In addition to the online training and resources offered to Learning Coaches, CalCA Monterey Bay will have staff members, known as Family Relationship Specialists, dedicated to working directly with Learning Coaches and providing additional support to Learning Coaches who may be struggling with some aspect of the program.

II.C HIGH SCHOOL PROGRAMS

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

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

Since CalCA Monterey Bay expects to be accredited by WASC, all of its high school courses will be considered transferable to other California high schools. Once accredited, CalCA Monterey Bay then expects to be approved by the University of California Office of the President following the extensive process for online and independent study programs. CalCA Monterey Bay anticipates receiving "a-g" approval for the majority of the high school course list, offering more than 100 courses in all core content areas, including electives, which are already approved through the Connections course provider approval process.

Most courses are also approved through the National Collegiate Athletic Association (NCAA) through a rigorous approval process to meet requirements for initial-eligibility for college athletes. NCAA Eligibility Center has certified more than 80 of the Connections high school core and elective courses as meeting NCAA Eligibility Center requirements. Because the school plans to work with Connections and follow the Connections Academy instructional model, it would be able to be included in the Connections Academy "district" with the NCAA, and therefore would be able to offer these courses to its student athletes. [11]

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

[11] https://www.connectionsacademy.com/Portals/4/ca/documents/pdfs/NCAA-Approved-Course-List-CA-POBL-iNACA-2017-18-FINAL-082817.pdf

II.D STUDENTS TO BE SERVED

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

CalCA Monterey Bay's virtual educational model will serve students in grades K–12 who reside throughout Santa Cruz County and the adjacent (contiguous) counties of Monterey, San Benito, ~~and~~ San Mateo, and ~~may also enroll student residing in the adjacent county of~~ Santa Clara. Enrollment for the start of the 2019-20 school year is expected to be about 200 students, and the school plans to continue to grow steadily but responsibly in subsequent years. Enrollment targets notwithstanding, CalCA Monterey Bay will make every effort to serve as many students as possible who apply.

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

Since its model has broad appeal among mainstream California families — and yet offers a very different learning experience for those already exploring the virtual charter option — CalCA Monterey Bay's demographics will typically mirror both the region's and state's school-age population. CalCA Monterey Bay expects to have a similar student population as the other CalCA schools.

CalCA Monterey Bay's families will include many of modest means (the school anticipates that approximately 40% would meet the federal income guidelines for free- or reduced-price meal benefits) as well as single parent/dual-working parent households who participate in this program. For more information about tracking demographic data, see Section VI.B.

II.E CURRICULUM AND INSTRUCTIONAL DESIGN

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

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

1) Parent involvement,

2) Individualized instruction, and

3) High-quality teaching.

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

Supporting Research for the Personalized Performance Learning Model

Support for the need to expose students to online learning is evident in the 2015 article, *The Effectiveness of Online Learning: Beyond No Significant Difference and Future Horizons*, when Tuan Nguyen states "…. about 92% of all distance and online education studies find that distance and online education is at least as effective, if not better, than traditional education."[12]

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

High-quality Teaching: Teachers will be equipped with skills and technology to maximize student learning. Research, focusing on online learning, echoes the critical importance of teacher quality and preparation. In November 2015, Mary F. Rice, Theron (Bill) East and Daryl F. Mellard published a study (*Teacher Preparation and Promising Practices in Online Learning*[13]*)* which analyzed effective teacher preparation and practice for the online learning environment. In the study, "...administrators indicated teacher preparation and ongoing support (e.g., coaching and professional development) was very critical. In fact, they agreed this topic was one of the most critical of all topics covered in the forum. Administrators considered teacher preparation and support very important because they believed that teachers are the most important component of successful online learning once devices are in students' hands and working properly."

Through an award-winning Professional Learning model,[14] teachers will gain an understanding of their role as facilitator, distinguish changes to the online environment and its impact on student learning, and adapt to those changes while transitioning to their role as an online instructor at CalCA Monterey Bay. Throughout each level of professional learning, teachers engage in reflection opportunities and share their reflections with colleagues and school leaders. According to Rick DuFour and Douglas Reeves in their article, *Professional Learning Communities Still Work (If Done Right)* (October 2015),[15] educators "...prefer professional development that helps them plan and improve their instruction, is teacher-driven, includes hands-on strategies relevant to their classrooms, is sustained over time, and recognizes that teachers are professionals with valuable insights." Teachers are most satisfied when they are part of a learning community focusing on lesson planning, using data to personalize instruction, designing engaging content, and ensuring that all curriculum is aligned to state and national standards.

[13] http://centerononlinelearning.org/wp-content/uploads/Superintendent_Topic_7_Summary_November2015.pdf

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

[15] http://www.edweek.org/tm/articles/2015/10/02/professional-learning-communities-still-work-if-done.html

Timely and Actionable Feedback: The unique ability of an online teacher to communicate one-on-one with students and offer timely and actionable feedback is key to student success in an online learning environment. According to a 2014 study,[16] 77% of students view face-to-face comments as "very" or "extremely effective." Whether the teaching is online or face-to-face, as described in this study, feedback is a critical element in supporting student learning. Professional learning topics delve deeply into ways that teachers can reach students individually at CalCA Monterey Bay, so that students are receiving timely and actionable feedback. Teachers at CalCA Monterey Bay will use collaboration in professional learning to discuss topics such as "...the main purpose of feedback is to improve the student's ability to perform tasks he or she has not yet attempted...In other words, we need to start from where the learner is, not where we would like the learner to be. We need to use the information we obtain from looking at the student's work—even though that information may be less than perfect—and give feedback that will move the student's learning forward."[17] In his 2012 article, *Seven Keys to Effective Feedback*, Grant Wiggins notes, helpful feedback is goal-referenced; tangible and transparent; actionable; user-friendly (specific and personalized); timely; ongoing; and consistent."[18] These qualities and instructional strategies are characteristic of the type of feedback that teachers will provide to students.

Personalized Instruction: Students clearly benefit from instruction that is personalized in terms of pace, content, sequence, and style. In a study published in 2016,[19] students in a developmental math class experienced between a 13% and 27% increase in course completion using personalized learning in a digital platform. Robert Marzano and Michael D. Toth explain that "Within classrooms, there should be ample evidence of students wrestling with new content as they build the stamina required to reach higher levels of thinking. Without the opportunity to struggle with a problem or decision, for instance, students may attain surface-level knowledge of a concept, but be unable to utilize that knowledge in meaningful ways."[20] A goal of personalization via online instruction is for the student to demonstrate increased content knowledge and critical thinking. Instruction is personalized for every student, every day, and professional learning supports teachers in implementing instructional practices that maximize student performance. Students will work together on collaborative projects as well.

[16] Turnitin.com (2014). Instructor Feedback Writ Large: Student Perceptions on Effective Feedback
[17] http://www.ascd.org/publications/books/111001/chapters/Setting-Objectives-and-Providing-Feedback.aspx
[18] http://www.ascd.org/publications/educational-leadership/sept12/vol70/num01/Seven-Keys-to-Effective-Feedback.aspx
[19] "Using personalized learning, a developmental math professor increases her course passing rate". Website blog. Pearson Education Blog. Pearson Education, 2016.
[20] www.marzanocenter.com/files/Teaching-for-Rigor-20140318.pdf

Data-Driven Instruction: Research on data-driven decision making states "…educators should consult and factor in multiple sources and type of student data to get a more complete view of student progress or achievement. These additional sources of data may be formal (e.g., chapter tests, class projects, or performance assessments) or informal (e.g., class discussions, homework assignments, or formative assessments). Looking at a broader array of data can help teachers avoid putting too much weight on a single measure of student performance and, therefore, reduce the risk of making inaccurate and invalid decisions about student learning and teaching effectiveness."[21] Training and professional development will guide teachers through this process and help ensure teachers are comfortable with the importance of using data to personalize instruction. At CalCA Monterey Bay, teachers will be provided tools and clear guidance on how to analyze and use student performance data to provide targeted instruction, intervention, lesson modifications, remediation, and enrichment.

Parent Involvement: According to the 2015 study *Parent and Student Perceptions of Parent Engagement at a Cyber Charter High School*,[22] Borup and Stevens identify five primary type of parental engagement: nurturing relationships and interactions (with both their students and the teachers); advising and mentoring; organizing; monitoring and motivating; and instructing. The study also provides several examples of how parent engagement can be enhanced in a virtual school setting, especially when parents are given the additional tools to help reinforce the engagement. CalCA Monterey Bay will provide Learning Coaches with tools (e.g., orientations, tutorials, synchronous webinar-type sessions, recordings, and more) to better engage with their students. Based on the intimate knowledge parents have of their students, they will be better able to offer their students a continuum of assistance, as needed in varying degrees, and be more strategic in how to help and engage with them.[23]

Curriculum and Instructional Design Principles

The research-based[24] curriculum which will be adopted by CalCA Monterey Bay will use the following proven instructional principles:

- Curriculum fosters breadth and depth of understanding in subject areas.
- Content is aligned to the California Common Core State Standards, and the Next Generation Science Standards.
- Curriculum is supported by quality, reputable, recently published textbooks and/or proven instructional resources and materials.

[21] Mertler, Craig A. Introduction to Data-Driven Educational Decision Making (2014), http://www.ascd.org/publications/books/sf114082/chapters/Introduction_to_Data-Driven_Educational_Decision_Making.aspx
[22] http://files.eric.ed.gov/fulltext/EJ1085792.pdf
[23] Borup, J. & Stevens, M.A. (2015). Parent and Student Perceptions of Parent Engagement at a Cyber Charter High School, Online Learning, Volume 19, Issue 5, pp. 75-83.
[24] American Psychological Association's Learner-Centered Psychological Principles: A Framework for School Reform and Redesign http://www.apa.org/ed/governance/bea/learner-centered.pdf

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

Curriculum Development Framework

ADDIE, a five-phase iterative curriculum development model consisting of Analysis, Design, Development, Implementation, and Evaluation is used to guide and inform curriculum development and maintenance as shown in Figure 13.

Figure 13. ADDIE – Curriculum Development Framework

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

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

The curriculum and instructional design is in close keeping with leading research and national standards on effective online instruction. The research underscores the importance of integration of tools for student-to-teacher and student-to-student interaction and the central role of fully qualified, specially trained professional teachers.[25] In addition, the National Standards for Quality Online Teaching[26] focus on teacher use of assessments, data, and ongoing communication to bring out the best in each unique online learner.

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

Input from students, parents, and teachers will be gathered on an ongoing basis via StarTrack for lessons. On every lesson in the curriculum, and on the home page for each Learning Coach, will be a StarTrack box inviting ratings on a five-star scale and an opportunity to provide text feedback. Data gathered from this feedback will be examined carefully and acted upon by school staff and by Connections. Since the StarTrack tool was launched, parents and students in schools supported by Connections have provided millions of lesson ratings. For the 2017-18 school year, 1,017,974 lesson ratings were submitted by parents and students attending schools supported by Connections Academy, with an average rating of 4.31 out of 5 stars.

Overview of Curriculum, Technology, and Materials

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

The curriculum is updated regularly, based on a rigorous analysis of student performance on state standards as measured by state testing results and internal assessments. The Governing Board will annually review and approve the major elements of and changes to the curriculum. The curriculum as described herein represents the most recent curriculum developed for the 2017-18 school year.

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

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

Elementary and Middle School Curriculum

The program of instruction for students in grades K–8 has the ability to be individualized, personalized, and delivered in a non-traditional environment to give students the best pathways to success. The high-quality proprietary curriculum integrates textbooks, instructional activities, and other content from a variety of leading publishers. In addition to high-quality virtual and print textbook resources, the curriculum features technology-based content. The school uses a variety of multimedia and interactive practices to reinforce standards for language arts and math at each grade level. The proprietary and highly effective online Teachlet tutorials, which introduce challenging topics and provide interactive practice, are also included along with proprietary interactive online tools and simulations. Depending on grade level, these may include a virtual rock and mineral kit, pan balance, geoboard, and interactive math practice activities. LiveLesson sessions provide for real-time direct instruction with individual and small groups of students using voice-over IP, chat, electronic whiteboard, and shared web surfing. These sessions allow teachers and students to interact with one another in real time in an online classroom. This is one way in which students are provided with opportunities for daily live interaction for the purposes of maintaining school connectedness. In addition, LiveLesson sessions may be recorded and saved for students to revisit at a later date if they had scheduling conflicts or want to refresh themselves on the topics covered.

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

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

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

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

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

Gifted and Talented Courses (Grades 3-8)

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

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

High School Curriculum

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

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

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

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

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

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

Course Selection and Credit Transfer

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

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

Instructional Delivery and Scheduling

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

Area and Subject Requirements

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

Promotion, Graduation, and Passing Grades

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

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

Technology and Socialization

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

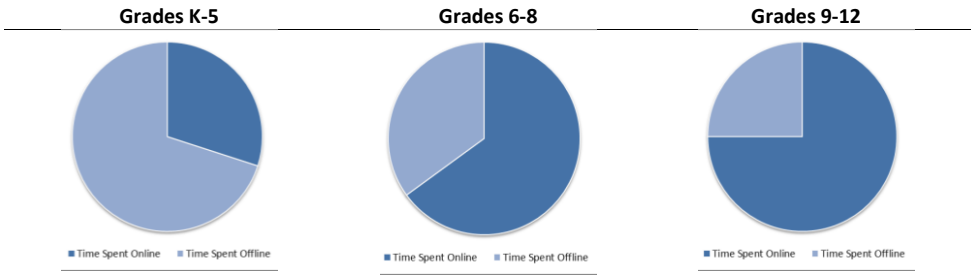
The counseling team implements weekly national LiveLesson sessions for high school students focused on academic achievement, personal/social growth and college and career readiness topics throughout the school year. These are also currently offered twice monthly for middle school students. Nationally,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

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

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

Given the balance of modes and media for learning at CalCA Monterey Bay, actual time spent working online for students varies according to each student's developmental level, learning needs, and learning styles. As illustrated in Figure 14, students in grades K–5 may spend 15-30% of their school day online; students in grades 6–8 may spend about 50-75% of their school day online; and students in grades 9–12 may spend 75+% of time online.

Figure 14. Time Spent Online by Grade Span



Clubs and Activities

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

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

The following provides a sampling* of some of the clubs CalCA schools currently offer:

- **Art Club** is designed to spark a student's creativity by exploring two-dimensional and three-dimensional art, photography, and graphic design through techniques and styles associated with each medium. Students will have the opportunity to create original designs and artwork, share their artwork with peers, learn about appropriate critique guidelines, and provide feedback to other club members. (Grades: 6–12)
- **Arts and Crafts** encourages students to create crafts using materials found at home and in nature. Through the topics of culture, science, and math, students will work on projects from the course as well as monthly special craft challenges. (Grades: K–8)
- **Author's Corner** students have the opportunity to create and share original stories in LiveLesson sessions and on the Message board. Students can also collaborate on the message boards to give critiques of student writing, create round robin stories, and discuss favorite book genres. (Grades: K–12)
- **Brainteasers Club** members will solve puzzles, including anagrams, riddles, and word scrambles to work their brain muscles too. Students are also encouraged to create their

own brainteasers and share them on message boards and in student-made publications. (Grades: K–12)

- **Career Club** encourages middle and high school students to learn about potential careers and explore fields that interest them. Members identify and develop skills that will help them be successful in middle school, high school, college, and professionally. The club enables middle school students to enter high school with more direction in mind, making them more likely to embrace and succeed in a high school program that prepares them for pursuing their career interests. It will allow high school students to better focus on their goals after high school, including applying to appropriate colleges or applying for jobs which align with their interests and goals. (Grades: 6–12)

- **Chess Clubs: Introduction and Advanced** members learn, socialize, and play in an atmosphere of friendly competition using an exclusive gaming site. After completing a tutorial, students are matched with competitors of the same skill level, and the online games begin. There are also monthly presentations by a Grandmaster from the University of Maryland, Baltimore County in our advanced club, and an end-of-year tournament for all skill levels. (Grades: K–12)

- **College Planning Club** is designed for high school students who are considering college. Members are guided through the college preparation and admissions process including: college planning, building and producing a resume, identifying career interests and potential majors, researching colleges, completing applications and identifying financial aid and scholarship opportunities. Members develop a portfolio that focuses on elements sought by college admissions committees. (Grades: 9–12)

- **Debate Club** members will learn best practices and put them into practice during LiveLesson sessions. Members will learn the art of public speaking and critical thinking while working in collaborative teams. Research, reasoning, and understanding opposing perspectives form the foundation for real time debates. (Grades: 6–12)

- **ePals** is a classic way to build friendships. Students develop their skills in letter or WebMail writing and written expression, and, in some cases, penmanship while making friends with other students across the country. (Grades: K–12)

- **Gaming and Technology Club** allows students who have an affinity for technology and gaming to explore and discuss gaming styles and genres, careers in the gaming and technology industry, and share their original work in LiveLesson sessions. Individual and collaborative projects may include creating elements of video games and investigating Internet safety and virtual threats. (Grades: 6–12)

- **Math Club I** members will take part in a math competition by playing interactive games on the First in Math website. The online play reinforces a wide range of skills, from simple addition to solving for x- and y-variables. Students work at their own pace, and earn points as they master various concepts and practice test-prep exercises geared to appropriate grade levels. (Grades: K–8)

- **The *Monitor*: Student Blog** is Connections' student-managed, student-staffed blog. The writers and editors work together to write and organize content for sections of the newspaper including news, entertainment, sports, and advice. (Grades: 6–12)

- **Poetry Corner** allows middle and high school writers to work together in exploring the language of poetry. Regular forums are held to share and critique work. Students also have the opportunity to share and collaborate on various Message Board threads.(Grades: 6–12)

- **Robotics Club** members will learn how robots are used in popular culture, scientific studies, and commercial enterprises. Their creativity is encouraged as they plan, design, and submit drawings of their ultimate robots. No previous computer coding experience is required, and no materials are required for participation. (Grades: K–12)

- **Science Sleuths: Weird Science** is for elementary students who want to investigate the weirder side of science. Students complete hands-on activities that will amaze. Club members can also collaborate through discussions and sharing experiment results on the message boards. (Grades: K–5)

- **Science Sleuths: Wild Weather** is for elementary students who want to investigate weather's wild side. Students will complete hands-on weather experiments and learn how to prepare in emergencies. Club members can also collaborate through discussions and sharing results on the message board. (Grades: K–5)

*Specific club offerings are subject to change.

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

Connexus, the Education Management System

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

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

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

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

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

California-Credentialed Teachers

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

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

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

School Day, School Calendar, and Instructional Minutes

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

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

Independent Study

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

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

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

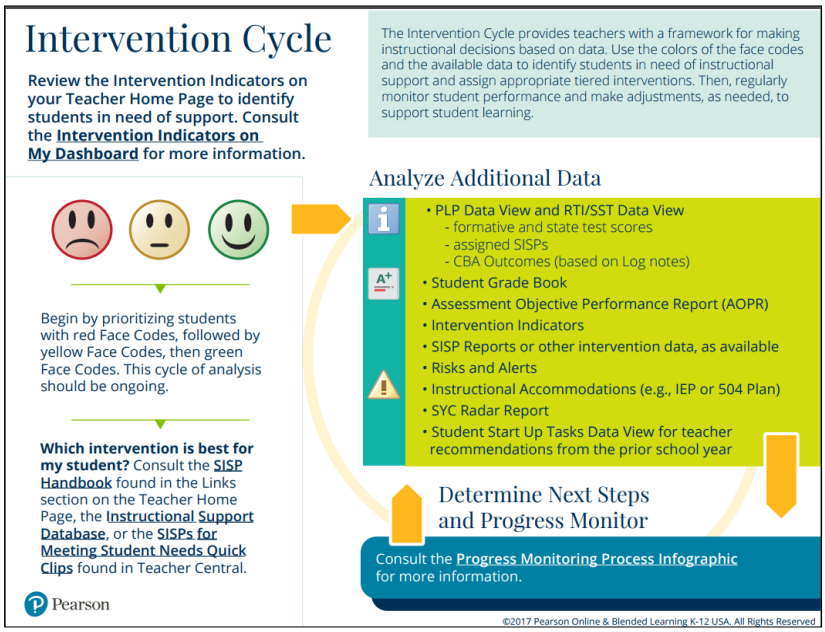
CalCA Monterey Bay will be well-equipped to respond to the needs of students who are lagging academically. Experience has shown that appropriate placement is critical for student success in an online environment so that academic gaps can be addressed immediately. Therefore, the first step is the placement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

Teachers will also implement a Response to Intervention (RTI) Model, a systematic approach to instruction, ensuring that all students receive the necessary level of instructional and behavioral supports throughout the learning process. This model is described in more detail below.

Intervention Indicators

A key component of the RTI Model will be the incorporation of Intervention Indicators. Intervention Indicators are displayed in Connexus, on the Teacher Home Page, to facilitate a teacher's identification of students who may be in need of additional instruction or intervention in math, reading, or both. These indicators are data-driven codes and are the first step of multi-tiered instruction. The indicators facilitate teachers' abilities to ensure that all students learn at high levels of achievement. Intervention Indicator codes are used to identify students who may be at-risk of failure, assist teachers in determining and implementing appropriate instructional interventions, and monitor the effectiveness of interventions. Figure 15~~Figure 15~~ illustrates the Intervention Cycle and explains the "face codes" used to communicate a student's status. The Intervention Indicator face codes are updated during each school year, based on formative pre, mid, and post assessments.

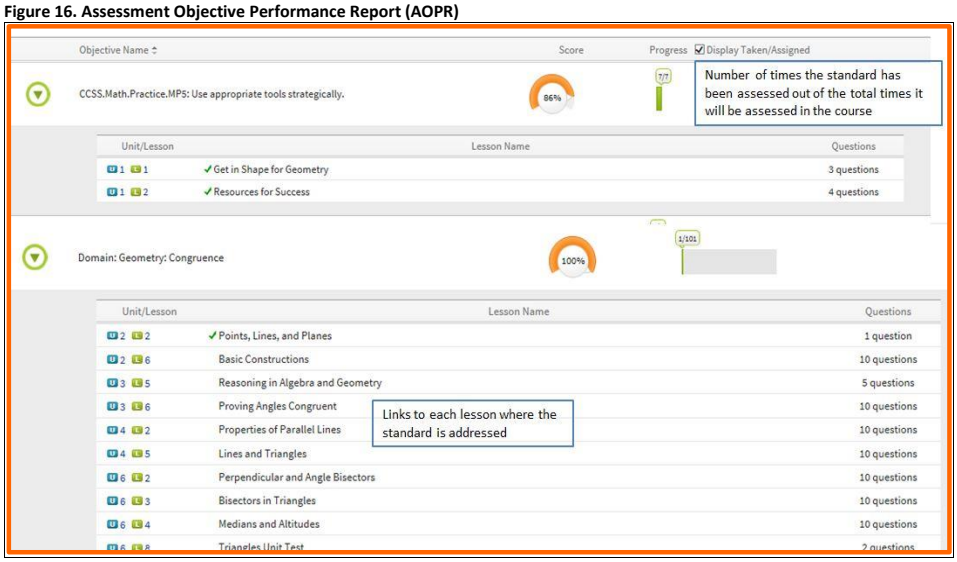
Figure 15. Intervention Cycle



In addition, at both the section and individual student levels for students in grades 6-12, Assessment Objective Performance Reports (AOPR), as shown in Figure 16, can be generated displaying not only the essential skills and standards for a course but also exactly where in the curriculum each of these is assessed and how a student is performing on the standards. Real-time student performance on each of the essential skills and standards is displayed based upon individual assessment items that measure standards-based objectives that students should master by the end of that grade level. Data can be sorted to identify students who have mastered or not mastered specific objectives. Teachers can run this report as frequently as they like to see exactly how students are progressing with regard to each of the skills and standards for that subject and grade. This method accomplishes the following:

- Enhances the multi-tiered instruction model through the use of real-time data to determine mastery/proficiency,
- Identifies essential skills and standards by subject/grade level,
- Identifies how and where these essential skills and standards are assessed within the program,
- Incorporates data-driven decisions throughout instruction,
- Maximizes use of the instructional support programs, resources, and data,
- Identifies the need for tiered interventions for non-mastered/proficient skills and standards, and
- Identifies students' response to the implemented interventions.

Figure 16. Assessment Objective Performance Report (AOPR)



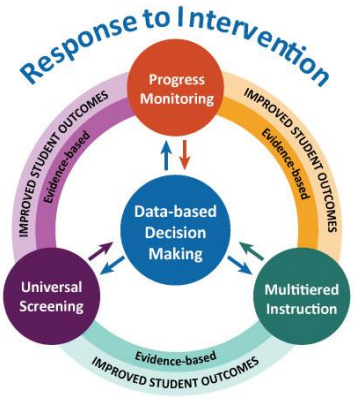
Students who are working below grade level based on performance on state standardized assessments will also benefit from intervention programs that focus on building proficiency in reading and math skills. Parents will be notified if their students qualify for these programs, and their cooperation is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

Response to Intervention (RTI)

CalCA Monterey Bay will utilize a multi-tiered intervention approach, in alignment with an RTI framework, which ensures individual students receive the support they need. Data will be used throughout the school year to implement this model. Students who are struggling with the curriculum will be identified by teachers and provided Tier I support (differentiation within the core curriculum), Tier II interventions (more intensive instruction with frequent progress monitoring), or Tier III interventions and support (most intensive and frequent level of instructional support). The provision of Tier II and III interventions will be decisions made in the cooperation with the school's Student Support Team (SST). This team typically consists of the student's teacher, RTI specialist(s), administrator(s), and parent(s) (when possible). The SST meets regularly, with the frequency based on student need, to evaluate student progress and make additional recommendations. If the SST determines the student is in need of Tier III support, a special education teacher will become part of the team to assist with interpreting data, making recommendations, and possibly recommending a referral for an assessment.

The SST is part of the RTI process that is illustrated in Figure 17. Connexus will provide teachers with real-time data and reports to implement a multi-tiered instruction model in language arts and/or math so that every student has access to the resources they need to be successful using Tier I Core Curriculum with Differentiation, Tier II Supplemental Instructional Supports, and Tier III Supplemental Instructional Supports with increased frequency and intensity. The process of identifying student intervention needs, assigning interventions, tracking their success, and communicating with parents, is ongoing. All efforts are made to meet each student's needs within the general education program.

Figure 17. Response to Intervention



Making Assessment Data Actionable

Intervention Indicators, located in the My Dashboard area of the Teacher Home Page, will use student performance on state tests and diagnostic assessments to predict the likelihood of learning success during the school year. Codes are displayed to facilitate teachers' ability to identify which of their students may be in need of additional support. A sample of the visual information available for the Intervention Indicators is provided in Figures 18 and 19.

Figure 18. Visual of the Intervention Indicators

Student performance on state tests and formative assessments (i.e., DIBELS® Next, LEAP®, Scantron® Performance Series™, Measures of Academic Progress®) predicts the likelihood of success during the school year. On the My Dashboard area of the Teacher Home Page, the Intervention Indicators (face and tier codes) are visual representations to help teachers identify which students may be in need of additional support.

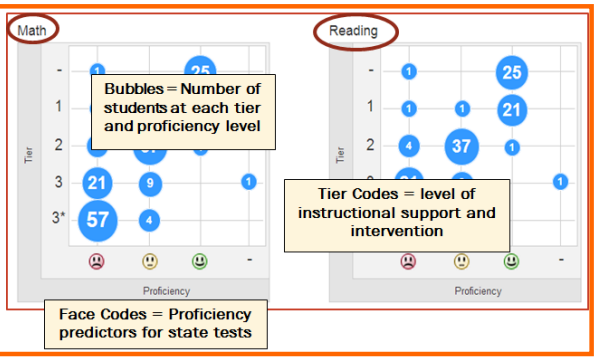


Figure 19. Additional Information Provided for Multi-tiered Intervention Area

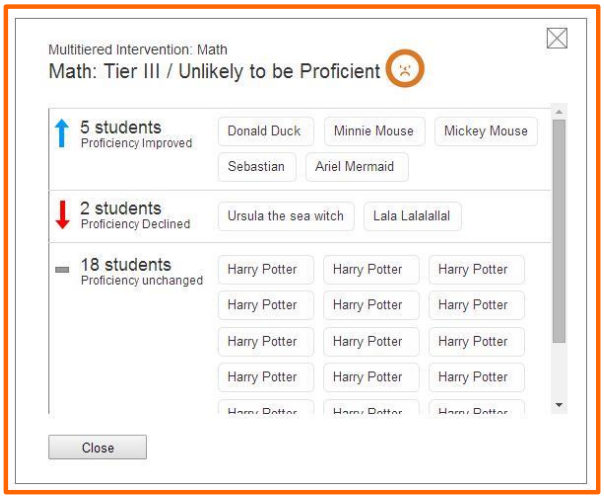


Figure 20 provides an explanation of codes teachers see in the Intervention Indicator display.

Figure 20. Explanation of Codes

The face and number codes listed in the Multitiered Intervention section indicate the following information:

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

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

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

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

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

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

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

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

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

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

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

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

II.H PLAN FOR ENGLISH LEARNERS

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

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

In a virtual school, students with special learning needs, including English Learners, enjoy individualized instruction without being isolated from the mainstream curriculum or their peers. The individualized pace of the program allows students to move more quickly through subjects where language is less of a factor and spend more time on reading and writing activities. An EL specialist with ESL/LEP/EL training will work with CalCA Monterey Bay teachers, Learning Coaches, and students to adapt the core material for EL students. The instructional framework, known as the Sheltered Instruction Observation Protocol (SIOP) framework is used to instruct ELs, and EL teachers also provide appropriate supplemental resources, including various technologies that can facilitate language acquisition while supporting academic advancement.

The CalCA schools offer credit bearing courses for EL students in high school, to further assist the older EL students, including students categorized at Long Term English Learners (LTEL), to be reclassified as fluent in English while earning high school credit.

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

To meet the needs of EL students with less English speaking proficiency, CalCA Monterey Bay will deploy a comprehensive instructional approach, including adapted materials as well as special training for teachers with California ESL endorsement (CLAD/BCLAD). The team of EL teachers will regularly attend internal and external trainings and workshops to further their understanding of EL instruction and curriculum, and also participate in a special PLC that focuses on support for EL students.

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

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

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

II.I PLAN FOR SPECIAL EDUCATION

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

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

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

CalCA Monterey Bay plans to elect the option under California Education Code section 47641 to be deemed an LEA for Special Education purposes. The school will provide verifiable assurances of its ability to fulfill all obligations in this capacity, as well as assurances that it would participate in the El Dorado Charter SELPA which is approved by the State Board of Education. CalCA Monterey Bay intends to be a member of the El Dorado Charter SELPA as an LEA. CalCA Monterey Bay reserves the right to request membership in another SELPA if it deems that a different SELPA would better serve the needs of the students and the school.

CalCA Monterey Bay will enroll all students who meet admission requirements as stated in the charter agreement. The school will not deny admission to students on the basis of disability; any student with an IEP who otherwise qualifies for enrollment eligibility, may apply and be enrolled. CalCA Monterey Bay will comply with and follow California Education Code § 51745 (c) which states that an individual with exceptional needs shall not participate in independent study unless the student's Individualized Education Program (IEP) indicates that independent study is an appropriate educational setting.

Therefore, the IEP team, including parents, may need to meet to discuss, determine, and document placement in a virtual independent program as appropriate based on student need, which may include amending the student's IEP to reflect independent study. Similarly, if an enrolled student's existing IEP does not provide for independent study, CalCA Monterey Bay will convene an IEP meeting to discuss the student's needs and determine whether independent study is appropriate.

Since CalCA Monterey Bay will be a program focused on individualization, flexibility, and personalization, it should be a good fit for students with special needs. Thus, CalCA Monterey Bay will be an appropriate setting for students with special needs by providing:

- 1:1 individualized instruction;
- A team of adults focused on student success;
- Ongoing consultation with educators, credentialed teachers, and curriculum specialists to assist with adapting and modifying assignments to meet specific student needs;
- Personalized Learning Plans;
- A safe and directed environment;
- Reduced environmental distractions;
- Frequent progress checks, evaluations, and reports;
- Flexible schedule that allows for students to move at their own pace;
- Ability to separate academics from socialization;
- Recommendations for/provision of software (e.g., keyboarding or speech recognition software) or other technology to facilitate communication, organization and skill development and to address special needs; and
- Supplemental, research-based online reading and math programs to address skill deficit areas at the student's instructional level.

When a student enrolls, CalCA Monterey Bay will secure the additional services required including, but not limited to designated instructional services (DIS) service providers near the individual students' home. CalCA Monterey Bay will work with the SELPA and local counties, districts, and other agencies when needed to secure these services.

As a public school, CalCA Monterey Bay, through its policies and procedures, will comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to AB 602, the Individuals with Disabilities Education Improvement Act of 2004 (IDEIA), Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and any other civil rights enforced by the U.S. Department of Education Office of Civil Rights (OCR). As its own LEA, CalCA Monterey Bay, not the authorizing district, will be responsible for the charter school's compliance with all applicable state and federal laws.

To support enrolled students with IEPs, CalCA Monterey Bay will:

- Hold Annual Reviews of the IEP including a review of student progress within the existing IEP, creation of new IEP goals, and obtains parent consent for and approval of new IEP.
- Employ a Director of Student Services who is a qualified administrator to oversee all elements of the Special Education program.
- Conduct Triennial Reviews, in which students may be formally reassessed, or, if no new data is needed, then a review of the records may take place.
- Hold IEP meetings when a student has received an initial assessment; when a student demonstrates a lack of anticipated progress; or when a parent or teacher requests a meeting to develop, review, or revise a student's IEP.
- Conduct an IEP meeting within 30 days of enrollment when a student identified with disabilities transfers into CalCA Monterey Bay.
- Invite appropriate SELPA staff and/or staff from the student's resident district to participate in this process, when needed.
- Provide and/or arranges for related services per the IEP.
- Provides training and professional development for teachers and administrators regarding identification and support of students with IEPs.

Referring Students for Special Education Services

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

- The program teacher consults with the school's student services team and implement suggested accommodations, modifications, lesson adaptations, and alternative instructional strategies. The program teacher documents all accommodations and modifications and the student's level of success with each. The parent of any student suspected of needing or qualifying for special education services may also make a referral for an evaluation at any time.
- The student is then referred to the Student Study Team (SST) to brainstorm and implement additional Response to Intervention strategies for student success and to monitor the progress of those interventions. The school's SST meets and discusses what interventions have been tried, what worked, what didn't, and what new interventions should be implemented. If deemed appropriate by the team and a disability is suspected, the SST team invites a member of the student services team (or designee) to the meeting to discuss their concerns. If the student is making good progress and responding well to the interventions, the general education program and appropriate supports remains in place with further suggested interventions.

- If CalCA Monterey Bay concludes that an assessment is appropriate, parental consent for the student evaluation is requested via an assessment plan. Parents are sent a copy of Procedural Safeguards. Assessments to determine eligibility are performed only upon receipt of written parent permission. When the assessment plan is returned, the appropriate evaluations based on suspected student need are arranged. Assessment procedures are conducted in the student's primary language, and an interpreter is provided if needed. The parent is invited to the IEP team meeting to review the assessment results. The team determines if the student has a disability and whether the student requires supports and services in the Least-Restrictive Environment (LRE).

- The IEP team, including the parent, develops goals to meet student need, determines corresponding services, and agrees upon an offer of Free Appropriate Public Education (FAPE). After IEP goals are formulated and service time is determined, the IEP is implemented. A copy of the IEP is given to the parent in accordance with state laws and SELPA policies.

- If a parent requests a special education evaluation, the process typically occurs concurrently with the SST/RTI process in order to support the student in the greatest area of need.

Special Education services will be provided in several ways including, but not limited to consultative services by phone or videoconference, direct instruction via LiveLesson session, collaboration utilizing our general education staff and Education Specialists together in LiveLesson sessions, and DIS services which may be provided online or in person depending on what is appropriate and available near the student. All Special Education services will typically be provided by CalCA Monterey Bay's Special Education team or by contracted DIS providers as appropriate. The Director of Student Services will oversee all DIS service providers and ensures that student needs are being met and services are being delivered.

CalCA Monterey Bay will place each student with an IEP in the Least Restrictive Environment to maximize the student's time within the general education setting and with typical peers. Education Specialists partner with identified general education teachers and collaborate to ensure accommodations and service minutes are delivered to students with IEPs in a supported environment with their general education peers. Students may also receive additional service minutes directly from their special education teacher in a small group or one-on-one setting according to the students' IEP.

In order to make efficient use of staff resources, IEP meetings will be generally conducted using teleconferencing or through LiveLesson sessions or other web conferencing options, in order to allow all parties to participate. IEP meetings may also be held at the school office or another location. Specific arrangements are made on a case-by-case basis and are in accordance with all applicable law. CalCA Monterey Bay will maintain responsibility for tracking and implementing IEP timelines and requirements as per the appropriate laws and regulations for charter schools and in accordance with SELPA policies.

As a public school CalCA Monterey Bay, through its policies and procedures, will comply with all applicable requirements of the Individuals with Disabilities Education Act, 20 U.S.C. 1400 et. seq. (IDEA), Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act. CalCA Monterey Bay, in association with the SELPA, will provide FAPE to students with disabilities including, but not limited to identifying, evaluating, planning educational programs, and implementing placements in accordance with applicable federal and state laws.

Services under Section 504

CalCA Monterey Bay will be solely responsible for compliance with Section 504 of the Rehabilitation Act of 1973 (Section 504) and the Americans with Disabilities Act (ADA) with respect to eligible students. CalCA Monterey Bay will develop, maintain, and implement policies and procedures to ensure identification of and service to students who may require Section 504 accommodation(s)/ modification(s), and/or placement and related services. The school will use teachers to act as 504 Coordinators, and include teachers, administrators and other specialists when needed on the 504 team. Parents are also an integral part of the Section 504 team. Parents are provided documentation and Procedural Safeguards regularly and after each meeting. CalCA Monterey Bay will also provide professional development to assist teachers with identification and support of students with 504 plans.

III. ASSESSMENT AND USE OF DATA

III.A MEASURABLE STUDENT OUTCOMES

Describe the measurable student outcomes that will be used by the charter school. "Student outcomes," for the purposes of this part, means the extent to which all students enrolled in the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, ~~or the nature of the program operated, by the charter school.~~ Describe the annual goals for the charter school for all students and for each subgroup of students identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, and specific annual actions to achieve those goals. *[Ref. California Education Code § 47605 (c~~b~~)(5)(B) and 47605 (c~~b~~)(5)(A)(ii)]*

A crucial part of CalCA Monterey Bay's plan for overall excellence will be the establishment of clear academic and related goals for each student and for the school, as well as clear ways to measure progress toward those goals. The outcomes and goals described herein are intended to be achieved over the term of the charter. The school will track progress annually towards these long-term goals. Recognizing that California is still undergoing a major change in assessment and accountability, CalCA Monterey Bay will comply with all new regulations and expectations regarding the Local Control and Accountability Plan (LCAP). The required components will be substantially addressed by CalCA Monterey Bay in this charter and in the school's day-to-day operations and planning.

In addition, the school's LCAP will be developed to be consistent with current state guidelines and requirements, including the legal requirements in California Education Code section 47606.5 and associated regulations, for both content, public hearing and approval process, and timing, and will be updated annually. The LCAP may therefore be used to provide further detail on annual goals for student achievement, among other things. However, the LCAP and its annual updates will not require a material amendment to the charter, as the required state priorities applicable to CalCA Monterey Bay are integral parts of the charter. More information about actions designed to achieve the following goals can will be incorporated in the annual LCAP for the school.

Academic outcomes: CalCA Monterey Bay will establish several core academic goals, measurements, and performance criteria. These are in alignment with the state's pupil achievement priorities as well as the mission and purpose of the school.

Goal I: School Performance

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

Goal I: aligns with State Priority 4.

Goal I: Measurement: CalCA Monterey Bay will expect and encourage students to participate in all state-mandated testing, primarily including the standardized assessments based on the California Common Core State Standards, known as the California Assessment of Student Performance and Progress (CAASPP). Participation in standardized testing is addressed in the Parent/Legal Guardian (Caretaker) Acknowledgment (see Exhibit D) and/or the Master Agreement (see sample in Exhibit C).

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

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

Goal II: Student Progress

Based on a value-added model of academic growth, students should demonstrate a year of academic growth for each year in school. While not every student starts or ends the year at the same place on the ladder, all students should climb the same number of rungs during the time they are with our school. Students master a set of learning objectives in the core subject areas outlined for each grade level and aligned with California Common Core State Standards. Students reach this level of achievement with a mastery loop approach—that is, when students do not meet initial performance targets, CalCA Monterey Bay will intervene and provide additional support until an acceptable level of achievement is reached.

Goal II aligns with State Priority 4.

Goal II: Measurement: Students enrolled in the applicable grade levels for two consecutive calendar years of state testing (enrolled by October 1 or on the October state census date of the first year and enrolled through testing the second year) will be measured by review of their performance bands on the state's standardized assessments.

Goal II: Performance Criteria: CalCA Monterey Bay will actively work towards meeting the goal of having more than 75% of its students, including each numerically significant pupil subgroup, demonstrate a year of academic growth on an annual basis. A year of academic growth can be defined as movement up at least one performance band (e.g., from "Standard Not Met" to "Standard Nearly Met") on the state's standardized assessments (in the grades for which comparisons are possible). Students who do not improve at least one performance band but who have either "Met Standard" or "Exceeded Standard" are also considered to have achieved a year of academic growth. For subgroup calculations, this performance measure only applies to subgroups that have sufficient numbers as defined in California Education Code § 52052 (or its successors).

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

Goal III: Graduation and Post-Secondary Plans

Based on Post-Secondary Plans, students will be prepared to pursue educational/career opportunities after graduation.

Goal III aligns with State Priorities 7 and 8.

Goal III: Measurement: CalCA Monterey Bay will work to ensure that full academic year students in grade 12 (students who are enrolled in CalCA Monterey Bay by the October state census date) will be prepared to enter two- and/or four-year colleges or universities, and/or accredited vocational schools, and/or military service branches. Developing a post-secondary plan that is

tailored to the circumstances of the student will help demonstrate this career and college readiness.

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

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

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

Goal IV: Attendance

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

Goal IV aligns with State Priority 5.

Goal IV: Measurement: CalCA Monterey Bay will integrate multiple methods for tracking attendance, including instructional days completed, time-on-task, teacher contact, lesson completion, and completed work products. Attendance will be tracked via a parent attendance log in Connexus as well as a teacher attendance log of the final attendance credit awarded to each student each school month. Intervention strategies will be implemented if a student's attendance falls below the expected target. Different grade bands have different attendance rates, with attendance rates typically decreasing as the students enter high school.

Goal IV: Performance Criteria: CalCA Monterey Bay will target an average school attendance rate of 93% over the school year.

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

Goal V: High-Quality Teaching

CalCA Monterey Bay will provide its students with excellent teaching by teachers who are dedicated to a specific teaching task and who will work closely together to ensure the success of students.

Goal V is not required to be aligned with a State Priority.

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

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

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

Goal VI: Parent Satisfaction

CalCA Monterey Bay parents and students will be satisfied with their school experience, community, and culture.

Goal VI aligns with State Priority 3.

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

Goal VI: Performance Criteria: CalCA Monterey Bay will work to ensure that families report an average of 85% or more positive responses across the 21 Parent Satisfaction Survey questions that are most directly affected by school staff. These 21 questions will be included each year as part of an annual, independent parent satisfaction survey.

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

III.B ACADEMIC ACCOUNTABILITY SYSTEM

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

CalCA Monterey Bay will comply with all applicable state laws regarding academic accountability for public schools, including the CAASPP standardized assessments which are based on the California Common Core State Standards. California has a new accountability system that is based on multiple measures. The state has selected these measures as a way to determine the charter school's progress toward meeting the needs of its students. The measures are based on factors that contribute to a quality education, including high school graduation rates, college/career readiness, student test scores, English Learner (EL) progress, suspension rates, and parent engagement. With the implementation of the new California School Dashboard (the Dashboard), CalCA Monterey Bay will receive ratings on multiple areas each year based on the status and growth of any given measure, and based on both state and local indicators. The performance on the state indicators will be determined by the California Department of Education (CDE). CalCA Monterey Bay will participate in all assessments and report all data needed to generate the Dashboard results.

Part of each year's evaluation of the school program by the Governing Board, in coordination with school leadership, will include information on whether CalCA Monterey Bay attained its stated accountability targets. The staff of teachers, education specialists, and administrators will annually evaluate whether the CalCA Monterey Bay program needs to make any adjustments in order to meet its targets. A report will be presented annually to the school's Governing Board regarding student performance on state standardized testing as well as the Dashboard results and other relevant metrics. Based on the results, the school leadership team creates school goals for the upcoming year and presents those goals to the Governing Board as part of the School Improvement Cycle. Following approval or modification, this plan is then implemented for the upcoming school year. The annual update for the LCAP will also be considered part of the School Improvement Cycle, and LCAP goals and actions will be developed using results from an analysis of school needs.

III.C METHOD(S) OF ASSESSMENT

Describe the proposed method(s) by which student progress in meeting the desired student outcomes will be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card [Ref. California Education Code §47605(c~~b~~)(5)(C)] The school's plan should describe a variety of assessment tools that are appropriate to the grade level, subject matter, skills, knowledge, and/or attitudes being assessed, including, at a minimum, tools that employ objective means of assessment that are frequent and sufficiently detailed enough to determine whether students are making satisfactory progress. Assessments should include annual results from the California Assessment of Student Performance and Progress (CAASPP) program and any other statewide standards or student assessments applicable to students in non-charter public schools, including, but not limited to, the California English Language Development Test or English Language Proficiency Assessments for California (ELPAC), and the physical performance test. [Ref. Criteria for Review; CCR-5 §11967.5.1(f)(2)(A), §11967.5.1(f)(3)(A-B) and California Education Code §47605(d~~c~~)(1) and §47605(c~~b~~)(5)(B)].

Student Assessment Strategies

CalCA Monterey Bay will adhere to the same accountability measures, administer the same state assessments, and follow the same proficiency measures as all public charter schools in California, in addition to using its own internal assessment tools. CalCA Monterey Bay's various assessments will combine with top-quality curriculum and instruction to improve student achievement and maintain a high level of accountability. CalCA Monterey Bay's assessment efforts will begin with a thorough placement process and progress review, including online placements tests where indicated which help to customize the student's academic program and formulate the PLP. CalCA Monterey Bay will also utilize ongoing online and offline assessments to measure student progress on the curriculum and a technology-based assessment tool to measure student gains over the school year. The following describes the specific assessments CalCA Monterey Bay will use to evaluate the progress of students.

- **Assessment Objective Performance Report (AOPR):** This report provides real-time student performance data on essential skills and standards based upon individual math, language arts, and science assessment items. The report identifies the objectives students should master by the end of that grade level based upon the California Common Core State Standards and displays students' performance against the objectives. Data can be sorted to identify students who have or have not mastered specific objectives. Data can be sorted to identify students who have or have not mastered specific objectives. Teachers will use this data to determine which students need more help with a particular objective. They may complete individual or small group tutoring virtually with these students targeting specific skills. Currently, AOPR supports secondary courses.

- **Placement:** During enrollment in the program, each new student takes part in a placement process that includes review of previous school records and assessment results, review with parents, and use of placement tests as needed. High school students are then typically placed by grade-level as determined by their cohort year.

- **Yearly Progress:** Two internal assessments will help identify academic growth during the school year. LEAP (for students in grades K–8) provides essential diagnostic information for developing the PLP and planning instruction. It provides an early predictor of performance on mandated state tests and reports key accountability data on progress throughout the academic year. This will also be helpful for assessing students who are either significantly ahead or of behind their grade level peers. CalCA Monterey Bay plans to use the SPS assessment for students in grades 9-11 for pre- and post-testing. Connections has conducted an internal analysis of the relationship between academic growth, as assessed by LEAP and the SPS, and state test proficiency. Results indicated that growth as assessed by both assessments displayed a statistically significant relationship (through a logistic regression analysis) with state test scores. For both reading and math, the presence of growth during the year on LEAP and SPS was associated with proficiency on state assessments in the spring. (Note: The school may replace the LEAP or SPS tests with a comparable pre- and post-assessment of student progress if a superior assessment tool is found.)

    - **Longitudinal Evaluation of Academic Progress (LEAP)**
      This assessment tool would be used for students in grades K–8 as a technology-facilitated pre-, mid-, and posttest. It provides an essential benchmark relative to the student's grade level standards. This data is used for developing and planning instruction, provides an early read on a student's performance on state-mandated tests, and reports key accountability data on student progress throughout the academic year. It is expected that the school will use this benchmark assessment for students in K-8. However, benchmark assessments may change as the school progresses through the term of its charter.

      Results are available to teachers through Connexus as students complete the assessment. Teachers have access to student's overall scores, scores within content areas, and information based on the student's overall score that highlights the extent to which a student is at-risk for struggling academically.

    - **Scantron Performance Series (SPS)**
      These tests are online adaptive assessments that CalCA Monterey Bay plans to use as a pre- and post-test academic assessment. The SPS assessments are managed by Global Scholar and align with the curriculum as well as state standards. High school students, in grades 9–11, are given these tests twice during the school year: once in the fall and once in the spring. There are separate tests for reading and math. Students are assigned the tests that align with their enrolled curriculum.

      As with the LEAP assessment, SPS results are available to teachers through Connexus as students complete the assessment. Teachers have access to students' overall scores, scores within content areas, and information based on the student's overall score that highlights the extent to which a student is at-risk for struggling academically.

- **Ongoing Informal Assessments:** Students engage in several formative assessments that tap into all levels of student learning such as scored daily assignments, and daily checks for understanding which require students to apply and integrate new skills in a thoughtful manner. Other more subjective assessment activities include written journal responses and group discussions.

- **Unit Assessments and Offline and Online Portfolio Assignments:** Throughout each logical unit of study, students are required to complete a series of offline and online assessments. Offline assessments include written compositions, science lab reports, essays, book responses, and a variety of work samples. These assessments require direct teacher evaluation. Online assessments include quizzes and unit tests. While the quizzes are brief and frequent, the more comprehensive unit tests occur at the end of an entire unit. Online assessments provide students and families with immediate objective feedback while offline assessments provide valuable reflection, feedback, and expertise from credentialed teachers. Student progress reports and grades include a combination of quizzes, tests, work samples, and teacher feedback.

- **Curriculum-Based Assessments:** CalCA Monterey Bay will use curriculum-based assessments (CBAs) as a quick and effective way to gather additional information on students' understanding of concepts through telephone conversation. Diagnostic curriculum-based assessments (DCBA) pinpoint strengths and weaknesses in student mastery of concepts. Verification curriculum-based assessments (VCBA) authenticate student learning of concepts previously graded as completed with scores of B or higher.

- **Baseline Achievement Data:** Whenever possible, standardized test results are integrated into an incoming student's basic information in Connexus. Likewise, results for the state's standardized tests that students take while enrolled at CalCA Monterey Bay, which are proctored face-to-face at a physical location, are included in Connexus along with internal pre- and post-test data. This data is used to track student progress from year to year and within the year and to inform course placement and instructional needs of students.

- **State-mandated assessments:** CalCA Monterey Bay will be dedicated to meeting and exceeding all of California's goals and grade level requirements. At in-person, proctored locations, CalCA Monterey Bay students will participate in proficiency (CAASPP) tests and all other assessments required by California. Results of these annual assessments will be reported through the CDE as well as communicated directly to parents when required. Participation in the state testing program allows for comparisons between schools statewide. Because the tests must currently be administered face to face, and because a significant percentage of parents exercise their right to opt out their students, participation rates in state testing can be a challenge.

School Assessment Policies

Responsibility for monitoring, evaluating, adjusting, and adhering to the school's assessment policies and practices will follow a traditional model. Teachers will have primary responsibility for administering assessments and providing feedback to administrators.

The Executive Director and Principals will oversee the assessment program and work with the Leadership Team as well as education specialists in evaluating and making recommendations for changes.

Connections also evaluates the assessment component and makes recommendations to the Executive Director and the Governing Board. The Governing Board will have ultimate responsibility for ensuring that the school is fulfilling the expectations and obligations under charter school law, the charter, and approved school policy.

CalCA Monterey Bay's assessment program will utilize solid baseline security, as described below, and integrate a variety of forms of assessments – offline as well as online, qualitative as well as quantitative, direct and indirect, informal and formal. The school will have multiple opportunities to ensure that students are doing their own work and are not being inappropriately helped by a parent or other family member.

Basic security will be provided by the Parent/Legal Guardian (Caretaker) Acknowledgement (see Exhibit D) which requires signed assurances of academic integrity, and also through a unique user name and password provided to each student, distinctive from that of parents and Learning Coaches, which assures proper access to online assessments. Students will be instructed about the school's Honor Code, laid out in the School Handbook (see Exhibit B), and will be reminded of and acknowledge their agreement to submit original work at the start of each online assessment.

CalCA Monterey Bay plans to use CheckMyWork, a plagiarism-checking tool (based on UniCheck™) to help teachers and students identify and correct inappropriate re-use of content. Following established guidelines, students may be required by their teacher to run their essays and other authentic assessment documents through CheckMyWork before submitting these assignments to the teacher and attaching the CheckMyWork report URL to their submissions. This gives students an opportunity to correct any unintentional plagiarism and allows teachers to see at a glance where academic integrity issues may exist.

The variety of assessment forms also promotes security. Frequent online quizzes, periodic online and offline unit tests, (some of which are randomized and/or timed), CBAs, and the standardized pre-and post-tests are compared against the student's portfolio samples to detect any mismatches. Teachers are specially trained in telephone and WebMail message questioning techniques to evaluate student mastery of concepts.

Students and parents suspected of inappropriate assessment behavior will be confronted immediately and subjected to standard disciplinary action as specified in the School Handbook (see Exhibit B). All students will be required to sign the school Honor Code indicating their understanding of the expectations of academic honesty. Cheating, plagiarizing, or other acts of academic dishonesty are directly counter to the principles of academic excellence and harm most those students who engage in such activities — they cheat themselves of the opportunity to fully develop their intellectual abilities. The Honor Code serves to reinforce students' commitment to academic excellence, and all students acknowledge the Honor Code.

School-wide Assessment Strategies

In addition to assessment of students, CalCA Monterey Bay will use a variety of measures for determining the success of the overall school program.

School self-assessment/evaluation: CalCA Monterey Bay will have very specific and measurable objectives for success, based upon the academic progress of its students and the school's performance on several non-academic measures. The school administration will use Connexus to watch each of these variables very closely to monitor the school's overall success. The Executive Director, in collaboration with the staff and with the school Leadership Team will develop a list of measurable annual school goals that are designed to ensure continuous school improvement. The Governing Board approves these school goals.

Teacher and administrator evaluation: The purpose of the performance evaluation system will be to create a high-performance school by encouraging staff to put forth their best effort, focusing everyone on the school's main goals (as determined by the school leadership in collaboration with the Governing Board and based on the school's charter), rewarding and retaining staff based on outcomes/results, and providing continuous feedback for professional development.

Teachers and administrators will normally receive a formal mid-year review in December or January, and a formal end-of-year review in May or June. They will also receive periodic feedback both formally and informally from their manager throughout the school year.

Teachers and administrators will be evaluated based on competencies. The professional competencies align with the core standards for teaching, and may vary by type of teaching position (e.g., Special Education) or administrative position (e.g., Principal).

Competencies will be reviewed with staff and will be available for viewing and comment throughout the school year.

The core teaching competencies will typically include the following (additional competencies may be assigned based on position, responsibilities, and job level):

- Ensure high quality instruction,
- Personalize students' programs,
- Monitor student performance and provide timely feedback and intervention,
- Monitor student participation,
- Communicate frequently,
- Conduct and document all required contacts, and
- Collaborate and develop professionally.

Competencies will be evaluated in the context of the school's goals, which evaluate student growth and achievement metrics, and observations of a teacher's or administrator's proficiency within each competency are evaluated using various methods including parent and student feedback, observations of lessons and interactions, and review of relevant documentation and data.

Competencies will be evaluated using a standardized scale and will include comments from the supervisor. The scale currently in use has the following levels of performance:

- Highly Effective
- Effective
- Needs Improvement
- Ineffective

Teachers and administrators may receive an Overall Individual Rating on the end-of-year review based on evaluation of the competencies. All compensation increases, after an initial salary offer, will be based on performance. Teachers and administrators may receive an annual merit increase and may be eligible for an annual bonus incentive, both based on evaluation of competencies, and the Overall Individual Rating, as well as the school's overall achievement of its performance goals.

The outcome of an individual's evaluation will affect future decisions regarding staff retention, promotional opportunities, or disciplinary action and termination decisions. A teacher or administrator needing improvement will be placed on an individualized Performance Improvement Plan (PIP) and given opportunities for professional development, specifically in the areas requiring improvement.

III.D. USE AND REPORTING OF DATA

Outline the plan for collecting, analyzing, and reporting data on student achievement to school staff, parents, and guardians. Also describe the plan for utilizing the data continuously to monitor and improve the charter school's educational program.

Connexus will capture all needed data about students, including information about their participation and their performance. This data will be accessible for viewing by school staff, teachers, and parents/guardians on a moment-by-moment, day-by-day basis. In addition, this data will be used for formal reporting to various stakeholders on the students' — and the school's — instructional progress.

Grade Books and Data Tools

Both Learning Coaches and teachers will have access to an electronic Grade Book that tracks all results and serves as the basis of changes in the student's learning plan. A key aspect to assessments is the detailed feedback provided by the teachers beyond the simple right/wrong grading of many traditional assessment vehicles. CalCA Monterey Bay will also utilize a variety of advanced data visualization tools that provides students, parents, teachers, school administrators, district partners, regulators, and researchers with views of how students are performing.

In addition to formal graded assignments, teachers will continuously monitor student work via Connexus. Teachers will note performance on computer-graded quizzes and checks for understanding. Teachers may also reach out to students via synchronous telephone or LiveLesson sessions-based CBAs to verify student work and/or diagnose difficulties in mastering discrete skills and concepts. Connexus will track teacher response time and teacher-student/teacher-parent communications. Connexus will provide the school leaders with rich, actionable data on this key aspect of teacher performance.

Also, a feature in Connexus will send auto-generated WebMail notifications to students and their Learning Coaches when teachers enter feedback in all assessments. Automatic WebMail notifications direct students and Learning Coaches to the specific assessments for which the feedback is provided, creating a continuous loop of communication on student learning.

Figure 21 the teacher's homepage where they can track if students are on target. In a more detailed view of the class, shown in Figure 22, teachers can see if students have overdue lessons and are falling behind. Figure 23 shows a specific student's Grade Book.

Figure 21. Teacher's Homepage

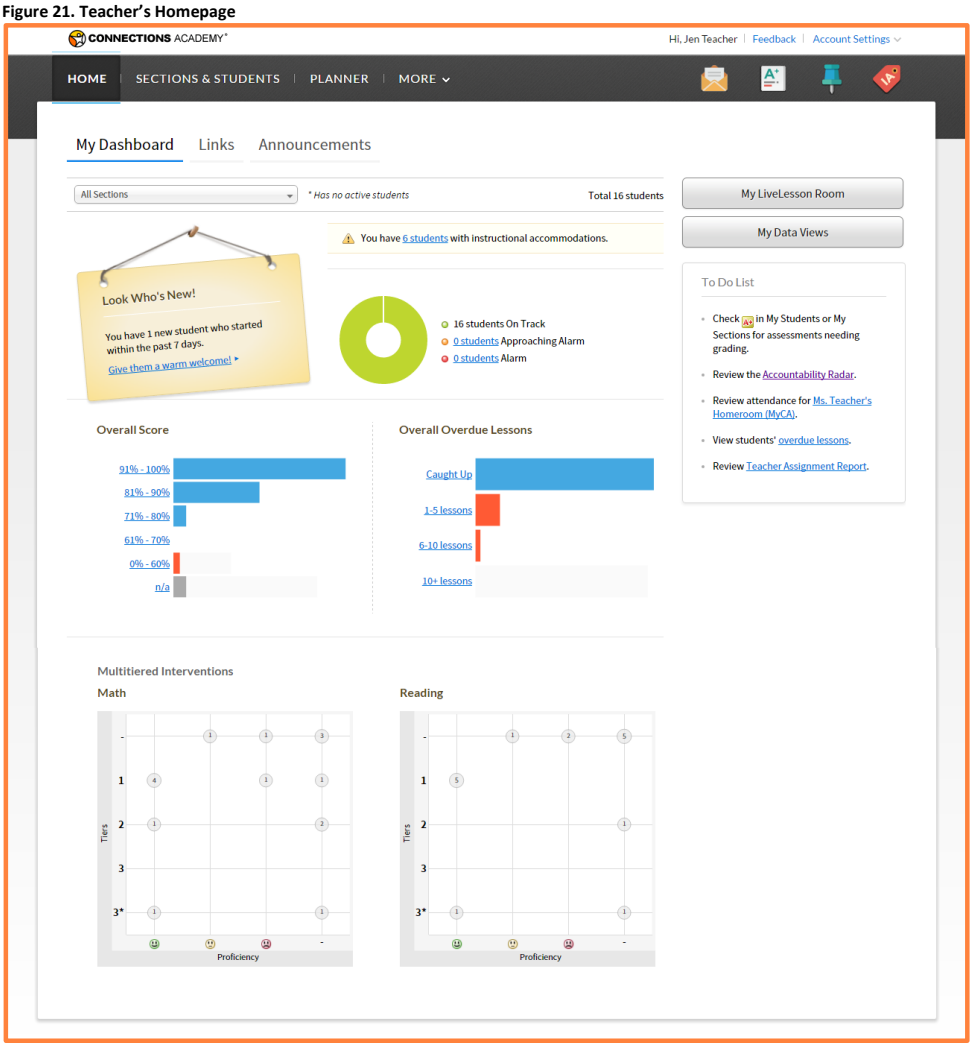


Figure 22. Students with Overdue Lessons

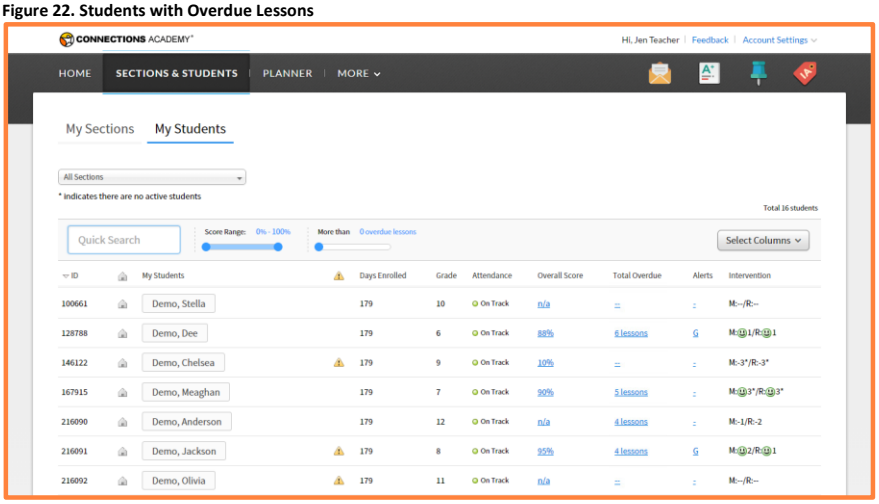
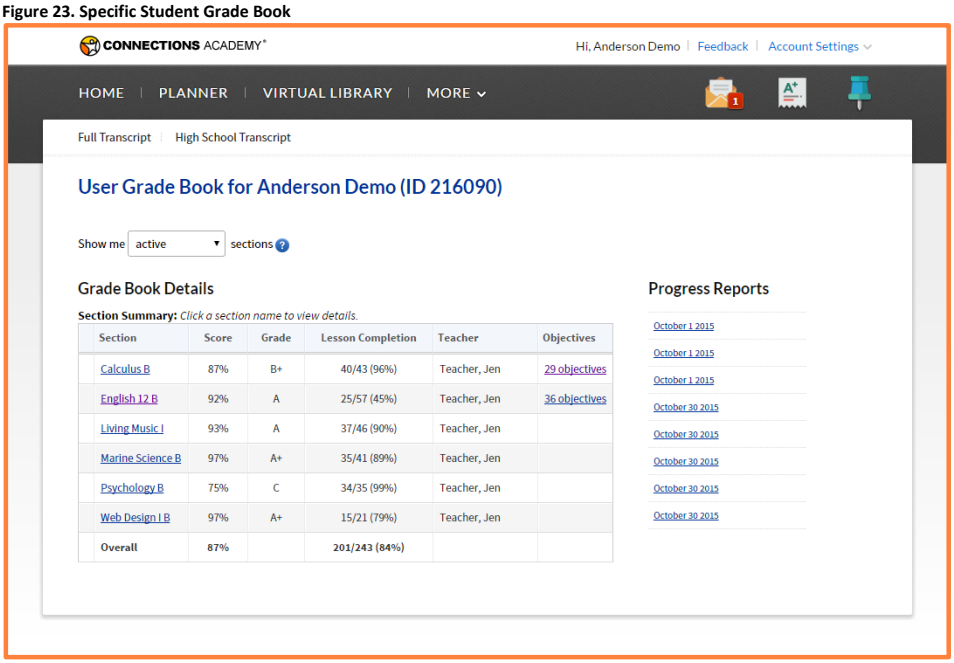


Figure 23. Specific Student Grade Book



Local Control and Accountability Plan (LCAP)

Annually, in accordance with the legal and regulatory requirements for charter schools, the school will account for its progress against its performance measures to its stakeholders through updates to the Local Control and Accountability Plan (LCAP), submitted to the charter school Governing Board for input at a public hearing and approval, and then to SVUSD and the County Office of Education (see also Sections III.A and VIII.A). The agenda for the public hearing is posted at least 72 hours in advance of the meeting.

All Required Reports

Connexus is fully customizable to meet school district, county, state, and federal reporting needs in the form best suited for integration with existing information systems. By using Connexus, school leaders can gather, monitor, analyze, and report more granular data about the virtual school's effectiveness than most traditional, brick-and-mortar schools find necessary.

Connexus was designed specifically for a full-time virtual school and is intended to provide 360-degree accountability through comprehensive data collection, analysis, and reporting to all stakeholders.

For example, the School Accountability Report Card (SARC) will be developed annually by CalCA Monterey Bay staff using data collected from Connexus and will then be made available to the Governing Board, parents, district staff, and members of the public through a posting on the school and state public websites.

In addition, the school will report student data to CALPADS (California Longitudinal Pupil Achievement Data System) as required, using a state approved student information system which is populated with data from Connexus.

The school will maintain student records in accordance with state, local, and federal requirements. All student record information will be the sole property of the school and subject to applicable law. Connexus is a thoroughly integrated content and student information system linking all aspects of the student learning process.

CalCA Monterey Bay will fully comply with the requirements of the Family Educational Rights and Privacy Act (FERPA), a federal law that gives parents/legal guardians and students certain rights regarding the student's education records. Included is the right to the protection of a student's personally identifiable information in their education records from unauthorized disclosure. In addition to the requirements of FERPA, the Individuals with Disabilities Education Act (IDEA) may provide additional privacy protections for students who are receiving special education and related services. Part B of the IDEA incorporates and cross-references FERPA. CalCA Monterey Bay will be

aware of the cooperation between FERPA and IDEA and will adhere to the applicable requirements of both. CalCA Monterey Bay will comply with the Protection of Pupil Rights Amendment (PPRA) and the Children's Online Privacy Protection Act of 1998 (COPPA).

IV. GOVERNANCE

Describe the planned governance structure of the charter school, including the process to be followed by the charter school to ensure the involvement of parents and guardians on behalf of the charter school's students. [Ref. California Education Code §47605(c~~b~~)(5)(D)] and Ref. Criteria for Review; CCR-5, §11967.5.1(f)(4)] Specifically illustrate how the school will be organized – and how that structure is designed to support student success. Describe respective roles of the board and administration, the domains for which each will be responsible, and how their relationship will be managed. In addition, provide details of how the charter school's board will be developed, in terms of supplementing necessary skills and providing training in effective board practices.
Describe how the design of the governance structure reflects a seriousness of purpose necessary to ensure that: (1) the charter school will become and remain a viable enterprise; (2) there will be active and effective representation of interested parties, including, but not limited to parents and/or guardians; and (3) the educational program will be successful. Evidence of the organization's incorporation should be provided as an Attachment, as necessary. [Ref. Criteria for Review; CCR-5, §11967.5.1(f)(4)]

IV.A GOVERNANCE STRUCTURE

Corporate Status

Pursuant to California Education Code section 47604(a), CalCA Monterey Bay will be operated by California Online Public Schools (CalOPS)[27], a California non-profit public benefit corporation. CalOPS shall comply with all provisions of the charter petition, as approved by SVUSD, with respect to all activities and operations of the charter school. CalOPS may, consistent with its Articles of Incorporation and charitable purposes for which it was formed, carry out other activities which are complementary with, supportive of and not inconsistent with its charter school's operations.

Roles and Responsibilities

The Governing Board[28] will govern the charter school. The Board sets policy and will be responsible for assuring that all aspects of the financial and programmatic accountability systems fulfill CalCA Monterey Bay's charter with SVUSD as well as its obligations to the California Department of Education. SVUSD shall not be responsible or liable for the operations of CalOPS. The school will be governed pursuant to this charter (current Bylaws and Articles of Incorporation are attached in Exhibit E). The Governing Board adopts all policies as required for the independent study program of CalCA Monterey Bay.

[27] In August of 2018 three existing non-profit corporations were merged to form California Online Public Schools, which now governs all the California Connections Academy Schools.
[28] In this document, use of the term "Board" or "Governing Board" refers to the California Online Public School (CalOPS) Governing Board (the school's Board) unless otherwise specifically indicated.

The roles and responsibilities of the Governing Board include, but are not limited to:

- Protecting the legal interests of the charter school;
- Determining the vision/mission of the school;
- Setting Board policy;
- Managing and governing the operations of the school;
- Exercising sound legal and ethical practices and policies;
- Managing liabilities wisely;
- Advocating good external relations with the community, school districts, media, neighbors, parents, and students;
- Hiring and evaluating the Executive Director (also referred to as the Lead School Administrator);
- Providing oversight and/or approval of major contracts as consistent with the Governing Board's responsibilities and the school's policies and procedures;
- Complying with state and federal reporting requirements;
- Practicing strategic planning;
- Approving an annual budget and interim reports as required by law;
- Ensuring adequate resources and managing them effectively; and
- Assessing the organization's performance.

The Board plans to contract with Connections to provide certain services to the school under the terms of a "Statement of Agreement." The contract is designed to have a term that coincides with the term of the charter, consequently, following charter approval, the Board plans to proceed with negotiation of a Statement of Agreement with Connections, consistent with California law. The current draft of the Statement of Agreement is included as Exhibit F. The Board is responsible for ensuring the performance of Connections or its successor in accordance with its obligations under the Statement of Agreement. Further information about the Statement of Agreement is provided in Sections IV.C and VII.I.

The Board currently holds nine regular meetings per school year. The Board meetings are posted and typically held telephonically in compliance with the Ralph M. Brown Act and Education Code § 47604.1~~California Government Code section 54953~~. Pursuant to the Ralph M. Brown Act, the agenda for regular meetings are publicly posted at least 72 hours in advance of the meeting, including a public posting on the school website. The public may directly address the Board at meetings, and members of the public, including parents, are also able to attend Board meetings via teleconference upon request or from any teleconference location.

Board Composition

The members and officers of the Governing Board are selected in compliance with the Bylaws. The Governing Board, in selecting future Board Members, strives to ensure potential members are committed to the school's mission, are willing to actively support and promote the organization (both the corporation and any of its charter schools) and are dedicated to its educational endeavors.

In addition, the Board evaluates the potential members' credibility and integrity within the community. The Governing Board actively recruits Board Members who have professional skills that complement or add to the existing Board composition. The Board endeavors to seat at least one board member who a representative of each charter school operated by the corporation, such as someone who resides in the local area and/or a county served by that charter school, as well as a community leader in an area served by the schools operated by the corporation. The Board also considers members' professional, educational, and practical experience. The Board also makes an effort to seat someone with expertise in education. In order to ensure parental involvement in the governance of the school, the Board also makes efforts to recruit a qualified parent of a current or former student who is/are/were enrolled in a charter school operated by the corporation to serve as a Board member. One board member may satisfy multiple categories. CalOPS will comply with Education Code § 47604.2 regarding the inclusion of a student member on the Governing Board in response to a petition for student representation.

As per the Bylaws, the Board members vote to fill positions with new or continuing Board Members, with a majority vote required. The sponsoring district of any charter governed by the Governing Board may add a representative to the Board (reference California Education Code § 47604(c~~b~~)). SVUSD may choose instead to select a Board liaison who would be included in all meeting notifications, meeting agendas and open session materials, and who may also have time allocated on the agenda to provide SVUSD updates to the charter school Board.

Any current employee of CalOPS will not be eligible to serve on the Governing Board. No current employees of Connections are eligible to serve on the Governing Board.

Board Training

In order to ensure smooth operations and effective Board practices, the Governing Board members may participate in various training sessions in state (Annual California Charter Schools Conference) and national (National Charter Schools Conference and National School Boards Association) conferences, as well as other training opportunities provided by the Charter Schools Development Center (http://www.chartercenter.org/) and California Charter Schools Association (http://www.ccsa.org/). In the recent past, the CalOPS Board participated in two in-person retreats, a training in December 2017, and a strategic planning session in March 2018. Additional sessions such as these are planned periodically.

Training topics include charter school basics, non-profit management, conflict of interest, budgeting and financial oversight, effective meetings, policy development and human resources oversight. In addition, when Board Members participate in the California and National Charter School conferences and workshops they are able to network with other charter Board members and access additional resources in order to further their development as effective Board members.

Compliance with Corporate Law

The Board adheres to all applicable laws for non-profit public benefit corporations operating charter schools including, but not limited to, the Political Reform Act, the Public Records Act, and Government Code section 1090 *et seq*., as they may be amended from time to time ~~the laws regarding interested parties and conflict of interest~~. In addition, since the Governing Board assumes responsibility for a public charter school, the Board agrees to conduct its business in compliance with the relevant sections of the Ralph M. Brown Act. CalOPS shall conduct all operations of CalCA Monterey Bay, including Board meetings in accordance with applicable sections of the Ralph M. Brown Act as set forth in California Government Code § 54950, *et seq*. and applicable provisions of the Education Code.

The Board has adopted and regularly updates a Conflict of Interest Code (See Exhibit E) consistent with the Political Reform Act which reflects CalCA Monterey Bay's full commitment to financial transparency and service. The Conflict of Interest Code requires Board members and key designated employees to annually file financial disclosure statements (known as the Form 700). CalOPS' Conflict of Interest Code adopts the California Fair Political Practices Commission's Model Code and is approved and periodically updated by the CalOPS Board and is also sent to the Fair Political Practices Commission (FPPC) for final approval. Updates will be submitted to the District Superintendent or designee following approval by the FPPC.

Operating Structure

The operating structure of the school will include an Executive Director (also referred to as the Lead School Administrator[29]) who will oversee a Leadership Team made up of school principals and assistant principals, and other administrators. The Leadership Team will supervise the teachers and administrative support staff. The Executive Director will act according to the policies and procedures as approved by the Board. The Executive Director will also act in an information and advisory capacity to the Board and will be responsible for implementing Board policies in the day-to-day operation of the school. All personnel decisions concerning the Executive Director will ultimately be the responsibility of the Board.

IV.B PARENTAL AND STUDENT INVOLVEMENT IN DECISION-MAKING

To promote student success, CalCA Monterey Bay will strive for a high level of parental involvement. This will extend beyond the central role parents play in their own children's day-to-day learning and allow parents/guardians to also be integrally involved in shaping CalCA Monterey Bay and making certain that it fulfills its overall mission. Parents will have the opportunity to serve on the Governing Board. Parents, staff, and students may also serve in ad hoc work groups and committees as needed to advise the Board or the school administration on specific matters of interest and concern, including through their membership in Club Orange, a parent support organization for schools support by Connections. While parental involvement is highly encouraged and critical to student success, parental involvement is not a requirement for acceptance or continued enrollment.

In keeping with the state's new accountability strategies under the Local Control Funding Formula, CalCA Monterey Bay will engage the school community in the development and review of the school's LCAP. This process will include soliciting feedback from parents. One route for parent feedback will be the annual Parent Satisfaction Survey (More information is provided in Section VIII.A).

Since the school's goal will be to provide all parents with the opportunity to be informed about and participate in school level decision-making, information about the Board meetings, agendas, and activities will be readily available to all families. For example, all agendas as well as contact information for Board members, are posted on the school website. In addition, CalCA Monterey Bay will provide for ongoing interaction with parents via electronic feedback tools and regular parent surveys. The Governing Board typically holds its meetings telephonically to ensure that the community has the ability to easily attend meetings. Parents and members of the public can attend the Board meetings via teleconference. Regular meetings of the Board are held according to the schedule adopted by the Board, and the agenda for regular meetings are posted on the website and at any physical location (as well as teleconference locations, if required) where the

[29] Position title used in the Statement of Agreement

meeting will be held at least 72 hours in advance. Board meetings are recorded and the recordings are posted on the school's website in accordance with requirements of Education Code § 47604.1.

Additional details of the various ways that parents may participate in CalCA Monterey Bay in many ways, including:

- **Parents Involved in Planning:** Prospective parents are invited to attend one of the many Information Sessions offered. Parents are represented on the School Advisory Committee, which is designed to gather input from parents on key school issues such as the Local Control and Accountability Plan, as well as the specialized academic programs such as the English Learner and academic intervention programs.

- **Parent Representation on the Board:** The bylaws provide for one position to be held by a parent. The parent position could be a parent or guardian of a student currently enrolled, formerly enrolled, or intending to enroll at the school. These parent members benefit from intensive Board training geared toward making them optimally effective representatives of parent interests. Parent Board members will be encouraged to seek officer positions and may be appointed to provide close review/feedback on key documents such as the School Handbook, Parent/Learning Coach Agreements, and other materials for parents before full Board action.

- **Public Comment:** Parents (as well as any other members of the public) attend and may make public comments during public portions of all Board meetings.

- **Parent Volunteers:** The school may create volunteer positions for parents called Community Coordinators. In either this more formal volunteer role, or through informal engagement between families, parent volunteers will play a critical role in the school by developing a vibrant and active school community to serve the needs of families distributed across a wide geographic region. In addition to facilitating family get-togethers and participating in formal field trips, the parent volunteers and/or Community Coordinators serve as an important communication link between families and the school, ensuring that school staff are attuned to parent community needs and vice versa. Volunteering is never a requirement for any parent.

- **Parent Club:** Parents can also join an exciting club that brings together parents of prospective and enrolled students who reach out to their local communities to spread the word about CalCA Monterey Bay and provide support and encouragement to other parents. This Parent Club, Club Orange, has similarities to a Parent Teacher Organization (PTO) in a traditional school setting.

- **StarTrack and Course Ratings and Parent Surveys:** As mentioned previously, parent input will be gathered on an ongoing basis via StarTrack ratings for lessons and courses. On every lesson in the curriculum, and on the home page for each Learning Coach, is a StarTrack rating box inviting ratings on a five-star scale and an opportunity to provide text feedback. Parent surveys are administered annually by an outside third-party administrator.

IV.C SCHOOL SERVICES CONTRACT

CalCA Monterey Bay plans to contract with Connections for certain services consistent with California law. The Statement of Agreement details the respective roles of the Governing Board and Connections (also described in Section VII.I and Exhibit F). The non-profit Board will operate the charter school and maintain responsibility for ensuring that the charter school program meets all educational, fiscal, and programmatic goals laid out in this charter.

The non-profit Board will regularly review Connections' services to ensure it is meeting the required accountability standards. The non-profit Board is a completely independent entity from Connections. The IRS conducted a rigorous review of the organization in order to make the decision to award tax exempt status to the charter school corporation (see Exhibit E). By conferring this status to the non-profit Board, the IRS validated the independence of the school and its Governing Board from Connections.

IV.D GOVERNANCE FOR SUCCESS

The governance structure has been designed to ensure success for CalCA Monterey Bay. The non-profit Board is the legal entity that holds the charter. This independent non-profit Board has overall governance authority over the charter school. The Board adds additional members based on the criteria outlined in the Bylaws. The Board Members embrace the roles and responsibilities of an effective charter school Board. The Governing Board represents a diverse array of experiences and qualifications including parents, educators, business and community leaders who are committed to deliver high-quality, highly accountable virtual schools in California.

The Board will ensure that the school receives input in decision making from all stakeholders: the authorizing district, parents, staff, and other community members.

CalCA Monterey Bay will provide a stable high quality virtual educational choice for families in Santa Cruz County and the surrounding counties.

V. HUMAN RESOURCES AND SAFETY

V.A QUALIFICATIONS OF SCHOOL EMPLOYEES

Describe the standards that will be used in hiring teachers, administrators, and other school staff, including, but not limited to the general qualifications for the various categories of employees the school anticipates hiring and the desired professional backgrounds, depth of experience, and other qualities to be sought in their selection. [Ref. California Education Code §47605(c~~b~~)(5)(E)] Show how those qualities will help the school implement its vision, and how they will satisfy any requirements for fully qualified teachers under state or federal law. The qualifications should be sufficient to ensure the health and safety of the school's faculty, staff, and students. Identify positions that will be regarded as "key" in each category and specify the additional qualifications expected of individuals assigned to those positions. Include an assurance that all requirements for employment set forth in applicable provisions of law will be met, including, but not limited to credentials. [Ref. Criteria for Review; CCR-5, §11967.5.1(f)(5)]

CalCA Monterey Bay will strive to offer a work environment that provides opportunities for each employee to maximize their potential and meet the highest performance standards. Incorporated in this organizational culture will be core values:

- We value creativity in all aspects. We expect and support employees to be creative with their ideas, their work environment, and their approach to their jobs.
- We value the health and comfort of our employees.
- We will recognize and reward exceptional performance.
- We will be available to answer questions or take suggestions from any employee.
- We appreciate employees' ideas. We firmly believe the person doing a job is in the best position to think of ways of doing it more easily, efficiently, and effectively.
- We value and support education and expect everyone to undertake life-long learning.
- We expect everyone to work very hard, but we value family above all else. We will always work to make sure that we provide the flexibility and support in our work environment so that our employees can attend to family emergencies and educational needs.

Teacher Certification

The school will employ teaching staff who hold appropriate California teaching certificates, permits, or other documents issued by the Commission on Teacher Credentialing, as required by state law for charter schools. The school will also monitor and, when required, adhere to California's implementation of federal qualification guidelines for teachers under Every Student Succeeds Act (ESSA) or its successors. ~~These teachers will teach the core academic courses in mathematics, language arts, science, and history/social studies.~~ These teachers will be responsible for overseeing the students' academic progress in the core subjects and for monitoring grading and matriculation decisions as specified in the school's operational policies.

All credential documents will be maintained on file at all times and are available, upon authorizer request, for inspection.

In limited circumstances, such as when a student or small group of students select a course that does not warrant a full-time teacher, the CalCA Monterey Bay may utilize the teaching resources of International Connections Academy (iNaCA), a fully accredited online private school. The school may also employ non-California-credentialed instructional support staff in any case where a prospective staff member has an appropriate mix of subject matter expertise, professional experience, and the demonstrated capacity to work successfully in the virtual environment. ~~Instructional staff without California credentials may assign grades and evaluate student progress in non-core or non-college preparatory courses and activities, such as some electives, or if retained as a short-term substitute. In addition, I~~instructional support staff may provide support for a credentialed teacher~~, such as when implementing in-person lab instruction~~. All staff members will possess experience and expertise appropriate for their position within the school, as outlined in the school's staffing plan and the school's adopted personnel policies.

Commented [FS1]: Due to much more restrictive credentialing laws passed under AB 1216 which went into effect in 19-20

Staff Recruitment

The school will recruit staff through a variety of channels, including traditional methods for posting job opportunities, plus networking with area colleges, charter schools and charter school organizations; outreach via enrolled families; and special outreach to teachers and administrators who are seeking a more flexible or alternative environment.

Human Resource Issues

In accordance with applicable law and in keeping with its goals of providing exceptional talent in the service of California children and their families, CalCA Monterey Bay will assure adherence to clear guidelines regarding such human resource issues as equal opportunity employment, harassment, personnel files, and other legally required issues. All of these issues will be documented in the Employee Handbook that is available to staff as part of the hiring process as well as available at any time through Connexus.

Staff Qualifications

CalCA Monterey Bay will set the following experience and qualifications standards for personnel:

- **Principal and/or Site Administrator –** This professional should hold an advanced degree and an administrative credential. He or she should have a minimum three years management or administrative experience; a former principal or teacher is ideal. This professional must be technology literate and have good communication skills. She or he must be able to build consensus and inspire teachers to teach, students to learn, and parents to engage in their child's learning while following the mission of the school.

- **Teaching Staff –** Teachers ~~in core college preparatory subjects~~ hold an active California teaching credential (or other document issued by the California Commission on Teacher Credentialing) as required by state law for charter schools. Teachers must have a Bachelor's degree. The school prefers to hire teachers with teaching experience, ideally three or more years. Teachers must be skilled at teaching a standards-based curriculum and incorporating innovative approaches to instruction. Teachers should demonstrate good communication skills and be technology literate. The school pays special attention to applicants who have experience in individualized instruction, virtual teams, and distance education. Teachers responsible for providing Special Education services ~~have experience and/or~~ hold a valid California certification in Special Education. Additionally, EL teachers are qualified to teach EL students, as required by applicable state law, and have experience teaching EL students. EL teachers are also sought who are bilingual.

- **Administrative Support Staff –** These staff members are responsible for daily administrative tasks such as answering phones and emails, receiving visitors, entering data into the online student information system, scheduling appointments, generating reports, performing enrollment, attendance and registrar duties, executing state reporting duties, assisting administrators and teachers with administrative tasks, filing, and other duties as assigned. These staff members have excellent communication and interpersonal skills and work well as part of a team.

Virtual Education Support Center

Teachers will have access to a variety of curriculum and instructional resources and support staff through Connections' virtual Education Support Center (also known as the Education Resource Center or ERC). This support system includes a mix of dedicated and shared-use personnel who deliver support to CalCA Monterey Bay. This support not only provides the CalCA Monterey Bay community with unparalleled level of educational expertise and experience, but also enables CalCA Monterey Bay to expand support for students and parents beyond the traditional school day.

The array of services will include:

- School support helpdesk to answer teacher questions regarding the platform, curriculum, assessments, or general instructional support questions;

- Instructional consultation support for teachers in personalizing learning, implementing multi-tiered instruction, using supplemental instructional support programs, engaging and motivating students, and differentiating instruction; and

- Assessment support services including assistance with the selection of testing instruments, test creation, test preparation strategies, and the analysis and use of test data.

Staffing Plans

CalCA Monterey Bay will develop staffing plans and recruit and hire sufficient staff so that the school can meet any legally required student-to-teacher ratios for California. The projected budget will be developed each year based on the required student-to-teacher ratio in place for that year. The school will comply with applicable California regulations regarding the student-teacher ratio. The staffing plans will also identify how many administrative and support positions are available at the school each year and will lay out the allocation of staff between all of the CalCA schools for that year.

Staff Training

Prior to the opening of school each year, CalCA Monterey Bay, with support from Connections, will provide a complete training program for program teachers, the school Leadership Team, and other staff who have direct contact with students. Training topics will include the curriculum, technology, monitoring student performance, and virtual school instructional techniques. Throughout the year, staff members will have multiple opportunities to participate in professional development activities for the school as well as opportunities to collaborate with teachers at other schools supported by Connections nationally. Teachers will have daily access to curriculum specialists for "just-in-time" training on particular curriculum issues. The teachers and school leaders also may provide their own informal ongoing professional development.

Onboarding Training and Teacher Orientation

Newly hired teachers at CalCA Monterey Bay will participate in a series of synchronous and asynchronous activities with Connections' Training Support team to transition from teaching in a brick-and-mortar school to teaching in a virtual school. During the synchronous sessions, teachers will learn about the school year cycle and associated tasks, and become familiar with instructional tools, reports, and resources in Connexus® that are used to engage and support learners. Connections' Connexus and Curriculum course, designed for new and returning teachers, serves as an asynchronous handbook available throughout the year, providing teachers with deeper learning about effectively facilitating instruction in an online school environment.

Ongoing Professional Learning

Research on effective professional learning indicates that professional development must be intensive, ongoing, and connected to practice. Teachers need to try out new ideas and strategies with their students and to reflect on the results of these strategies. Intensive professional development, especially when it includes application of knowledge to planning and instruction, has a greater chance of influencing teaching practices, and in turn, leading to gains in student learning.

Professional learning is:

- **Intensive** – Participants will identify the purpose of educational practices and examine how they can be implemented in the virtual environment. Participants will collaboratively discuss strategies that can be implemented with students.
- **Ongoing** – New instructional strategies and the latest learning science research will be connected to topics presented and discussed in prior sessions to demonstrate how specific educational practices form the "big picture" of effective instruction. Further discussion and exploration at the school level will strengthen these connections.
- **Connected to Practice** – Following each session, participants will apply what they have learned to their professional practice. They will integrate precise, targeted strategies into their planning and instruction, and reflect on the outcomes through the Teacher ePortfolio data view, a virtual portfolio which allows them to document their attendance and upload resources related to their professional learning.

Teaching in a virtual environment offers flexibility and allows for a greater level of professional learning throughout the school year. Although designated professional development days will have a specific focus, additional professional learning support will be available on a daily basis. Teachers will have multiple opportunities for seeking assistance and support with instructional strategies for engaging students and families, making decisions based on data, and completing school year cycle tasks in a timely and efficient manner. CalCA Monterey Bay will receive multiple levels of support from the Connections' Training and Support team, including the School Support Teacher Help Desk. Connections will provide a team of specialists dedicated to meeting the needs of the school.

After completion of the foundational topics covered during their first year, teachers will participate in a systematic multi-year professional development plan. CalCA Monterey Bay takes a "flipped learning" approach to professional development which requires teachers to view a video and/or read an article or complete a pre-session activity prior to attending the synchronous professional learning session. This "flipped model" approach provides teachers with background on the session topic so that the actual session can focus on practice and application of new skills and concepts. After each session, teachers will upload an "artifact" to their professional learning e-portfolio demonstrating how they are using their professional learning to personalize instruction, implement new instructional strategies, make data-driven decisions, and reflect on their teaching practices. The e-portfolio requires teachers to provide evidence of their learning, based on the objectives of the professional development session. School leaders and supervisors provide teachers with feedback on their artifacts following the sessions.

CalCA Monterey Bay teachers will be provided with ongoing professional learning activities throughout the year, delivered by the Connections' Training Services team. Teachers will be required to attend monthly sessions virtually on topics such as:

- Using effective teaching practices and communication skills for a virtual environment,
- Implementing specific research-based instructional strategies,
- Utilizing the state and national standards to inform instruction,
- Using technology to engage students in collaborative learning activities, and
- Using data to guide instruction.

The school's leadership team will also develop a systematic plan to approach professional learning for all staff. Topics for professional learning will be selected based on school goals, student performance data, national initiatives in education, legal requirements, and research-based best practices.

Professional learning sessions include an evaluation survey to elicit teacher and administrator feedback. Audits, evaluations, and in person meetings are used to gauge the effectiveness of the training and to ensure initiatives are implemented with high fidelity.

Descriptions of Professional Learning Sessions (PL 100, PL 200 and PL 300)

Second year teachers will participate in Connections' Professional Learning (PL) 100 series which focuses on:

- Making data-driven instructional decisions;
- Identifying risk factors that may require more intensive instructional interventions;
- Monitoring student performance based on data available at different points in the school year; and
- Providing teachers with strategies for giving effective feedback to students and evaluating evidence of learning.

Sessions emphasizes the "instructional shifts" required to support the level of rigor demanded by the California Common Core State Standards, next generation assessments, and college and career readiness expectations. During these sessions, teachers will be placed into virtual groups (e.g., chat pods, breakout rooms) for discussion and application activities with grade level/subject area teachers, when possible.

Teachers who have completed Professional Learning (PL) 100 will participate in the PL 200 series. The PL 200 series focuses on the learning sciences—deliberate practice, meaningful feedback, student engagement and motivation, multi-tiered intervention, and the role of mastery and transfer. PL 200 sessions engage teachers in thinking more critically about the topics presenting during the PL 100 sessions and provide additional opportunities for application of skills and strategies that impact student achievement across all grade levels and subject areas.

In the PL 300 series, teachers are grouped for professional learning by content area or grade level bands: grades K–5 are grouped by grade band K–2 and 3–5 instead of by subject area, since most teachers in these grades are teaching all subject areas. Time will also be provided during the PL 300 sessions to focus on specific content areas. A facilitator is able to guide discussions by asking targeted questions for content areas such as math and science. Teachers discuss research and strategies for topics such as: providing feedback, engagement, developing grit, and motivating students.

In addition to these required professional learning sessions, CalCA Monterey Bay will take advantage of a number of "Optional Professional Learning sessions" offered by Connections. These sessions will be made available to all teachers who seek to expand their professional knowledge. Each topic will be designed for specific content area teachers and grade level teams and will include strategies for effectively and actively engaging students in the learning process. These sessions are delivered synchronously but are recorded and available to any teachers that are not able to attend the session during the scheduled time.

Professional Learning Communities (PLCs)

As a continuation of synchronous online professional development sessions, teachers will be expected to continue the conversation within their vertical and horizontal Professional Learning Communities (PLCs). This allows for true application of new strategies and resources as teachers strive to personalize instruction and make data-driven decisions.

In addition to the systematic approach toward onboarding, training, and professional learning, teachers will be able to connect to the latest educational conferences, webinars, online courses, professional organizations, and research/education updates through pertinent school news and announcements from the weekly issues provided by the Human Resources' Communications team.

Additional Instructional Resources

During the school year, ongoing professional development sessions will also be offered based on teacher feedback from surveys completed after professional learning sessions, and other needs as identified by the School Leadership Team at CalCA Monterey Bay. In addition, the following resources will be available to all school staff to support their professional goals and growth plans:

- **The School Interactive Program Handbook:** The Program Handbook is a resource for teachers and school personnel to use all year. It contains policies, procedures, and "how to" components that aid the teachers on a day-to-day basis. These "how to" components will also have accompanying on-line tutorial segments that visually demonstrate each process.
- **Teacher Central**: Teacher Central is a website that is easy to navigate and serves as a one-stop shop for teachers and staff to find guidance on instructional practices, professional learning, and training resources. Each section contains links to resources to support teacher effectiveness, best practices, and tools designed to personalize the learning experience for students.
- **Shared Content:** Shared Content is a collection of libraries sorted by content area that contain teacher-created instructional resources. These resources are tagged by course, grade, unit title, lesson title, key words, and other relevant data so teachers can easily upload or download them for implementation with students.
- **Instructional Support Database:** The Instructional Support database provides teachers with resources that provide students with additional practice with the skills and standards covered in the curriculum. These resources can be used with students at any intervention level when skill deficiencies become evident in English Language Arts/Reading, Math, Science, and Social Studies.
- **The Scoop:** All teachers will receive a weekly electronic newsletter that highlights improvements to the curriculum and Connexus, teacher tasks associated with the School Year Cycle, new procedures, shared tips, and community-building activities.
- Additional training in health and safety areas may be included as needed to comply with the school's health and safety policies and/or with state law.

V.B COMPENSATION AND BENEFITS

Provide an explanation of how the school will structure employee compensation. Describe the manner by which staff members of the charter school will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, and/or federal social security; or how the school will create a system of its own to accommodate employees' retirement funding. Include the specific positions to be covered under each system and the staff designated to ensure that appropriate arrangements for that coverage are made. [Ref. California Education Code §47605(c~~b~~)(5)(K) and Criteria for Review; CCR-5,§11967.5.1(f)(11)]

The Governing Board will approve a compensation plan for teaching staff. The plan will include the base salary and may also include additional compensation incentives. A salary range for the various teaching positions will be determined and re-evaluated regularly based on research of market compensation and financial considerations. Employment offers will be based on specific criteria including years of experience, education, and other relevant skills/qualifications. After the initial hire, compensation increases will be based on the factors described herein.

The staffing plan will be approved annually as part of the budget, and then in addition, the Board will also review and ratify changes to the staffing plan as necessary.

Teaching Positions

Teachers may receive an annual salary increase and incentives contingent upon performance of the individual and the school. The Board will have the ability to adjust annual increase percentages in the event that the school does not meet financial expectations, state allocations are reduced, or required spending targets are not being met.

Teachers can also apply for the following career ladder roles annually. The career ladder levels which may earn additional compensation are currently as follows:

- Coordinator Teacher – base plus 4%
- Lead Teacher – base plus 9%
- Specialist Teacher—base plus 12%
- Master Teacher – base plus 15%

Non-Teaching and Administrative Positions

A salary range for non-teaching positions will be determined and re-evaluated regularly based upon research of market compensation and financial considerations. Initial employment offers will be based on specific criteria, including years of experience, education, and other relevant skills/qualifications. After the initial hire, compensation increases and incentives will be based upon performance.

Shared Services

The Board will employ a wide range of staff, who may be shared across all its other schools as needed. All staff costs are allocated to each school on a pro-rata basis in order to accurately allocate costs to each charter school operated by the corporation for the appropriate amount for staffing. Under this arrangement, staff serving CalCA Monterey Bay students may be located outside of the counties served by CalCA Monterey Bay, since staff members primarily interact with families virtually. This maximizes the school's ability to offer a wide range of online offerings and to employ the highest quality, geographically diverse and experienced staff. Administrators routinely travel between the schools. This staffing plan maximizes quality, increases course offerings, maximizes resources, allows flexibility in staffing, and assures the financial stability of the school.

Retirement

The Board has elected to participate in the State Teachers' Retirement System (CalSTRS) for credentialed staff for the existing CalCA schools and intends to do so for CalCA Monterey Bay as well. Participants would include credentialed teachers and credentialed administrative positions which support the instructional program (eligibility for participation in CalSTRS is based on CalSTRS guidelines). The Board and administration coordinate such participation, as appropriate, with the social security system or other reciprocal systems. For participation in the CalSTRS systems, CalCA Monterey Bay makes appropriate arrangements with a county office of education to ensure proper reporting and pays that county office a reasonable fee for the provision of such services. The Orange County Department of Education currently handles CalSTRS reporting for CalCA schools.

The current option for other staff at CalCA Monterey Bay will be participation in the federal Social Security system. This option may be required by law for any staff members who are not eligible to participate in a state retirement system that is a replacement for social security (such as STRS). Staff members may also have access to other school-sponsored retirement plans according to policies developed by the Governing Board and adopted as the school's employment policies. The Board will retain the option to elect participation in the Public Employees' Retirement System, but has no plans to do so at this time.

The school and Board will also retain the right to create its own retirement system, within the parameters allowed by law, to provide equivalent retirement benefits to its employees. The Board will ensure that there is a process to identify which staff qualify for which retirement systems and ensure that all staff members are fairly covered.

Benefits

CalCA Monterey Bay will provide an extensive benefits package which may include:

- Comprehensive health benefits (medical, dental, vision, prescription drug coverage);
- Health Care Flexible Spending Account and Dependent Care Flexible Spending Account;
- Employer paid life insurance, accidental death and dismemberment insurance, short term disability insurance, and long-term disability insurance and business travel accident insurance;
- Paid time off;
- Employee Assistance Program (resources for seniors, emotional well-being, parenting and child care, and pet care among other resources);
- Retirement savings plan with an employer match;
- Tuition reimbursement programs (currently up to $5,250 per calendar year);
- Identity theft program; and
- Health advocate (a resource for employees to find health specialists, help transfer medical records and explain coverage among other services).

This robust benefits package will be provided to eligible full-time teachers and administrative staff. Other benefits for employees will be detailed in the Employee Handbook and Benefits Guide, published annually. The Board retains the right to review and revise the benefits offered to its employees as may be necessary and/or appropriate from time to time.

V.C RIGHTS OF SCHOOL DISTRICT EMPLOYEES

Provide, as applicable, a description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school. [Ref. California Education Code §47605(c~~b~~)(5)(M) and Criteria for Review; CCR-5, §11967.5.1(f)(13)]

Return Rights

If an employee leaves district employment to work at the charter school, the collective bargaining agreements and Board policies of that district will govern the return rights of such employees.

CalCA Monterey Bay may negotiate with a district to "loan" employees who would then retain their status and benefits through the district, but who would work under CalCA Monterey Bay's employment policies. Neither the district nor the charter school are obligated to agree to such a loan, but may do so if mutually agreeable. If a district employee is working at CalCA Monterey Bay, the school will notify the district prior to March 15 of each year, if any such employee is not going to be re-employed by the school the following year.

Exclusive Public Employer

The non-profit corporation, California Online Public Schools (CalOPS) which will operate CalCA Monterey Bay will be deemed the exclusive public school employer of the employees of the charter school for the purposes of Educational Employment Act [Chapter 10.7 (commencing with section 3540) of Division 4 of Title 4 of Title 1 of the Government Code] [Ref. California Education Code section 47605(b)(6)].

V.D HEALTH AND SAFETY

Describe the procedures that the school will follow to ensure the health and safety of students and staff, including how the school will provide for proper immunization, as well as vision, hearing, and scoliosis screening for students; the development of a school safety plan, which shall include the safety topics listed in subparagraphs Education Code § 32282(a)(2)(A)-(J); *and the steps the school will take to ensure that criminal background checks are collected from all school personnel. [Ref. California Education Code §47605(c~~b~~)(5)(F) and Criteria for Review; CCR-5, §11967.5.1(f)(6)]*
Describe how the school will maintain safety on the school campus, including, but not limited to, disaster preparedness, visitor procedures/security and emergency drills. Also describe how the school will maintain a learning environment free of sexual harassment in accordance with applicable federal requirements. If district facilities will be requested for use by the charter school, include a statement that the school will require that all students and parents comply with school district safety policies on the school campus, and that the school will enforce the policies to the full extent possible. Describe how staff will receive training and how safety-related information will be communicated to parents and students.

The Governing Board for CalCA Monterey Bay has adopted a comprehensive set of health, safety, and risk management policies, which will be implemented by the school. These policies will be reviewed regularly by the Governing Board to ensure they meet the needs of the school.

The policies and procedures address and/or include, but are not limited to, the following topics:

- A requirement that all enrolling students provide records documenting immunizations to the extent required for enrollment in an independent study program of a California public school;
- Policies relating to preventing contact with blood-borne pathogens and providing training to employees on such prevention;
- A policy regarding staff requirements and training in CPR, first aid and/or emergency response;
- Policies relating to the administration of prescription drugs and other medicines;
- A policy that if the school has a permanent classroom facility, it will have received state Fire Marshal approval and will have been evaluated by a qualified structural engineer who has determined that the facilities present no substantial seismic safety hazard, and that the school will maintain appropriate facility compliance documents on file;
- A policy establishing that the school functions as a drug, alcohol, and tobacco free workplace;
- A requirement to comply with the employee criminal background check requirements for employees, contractors, and volunteers, per California Education Code sections 44237, 45125.1 and 35021.1;
- A policy regarding health screenings for students, such as vision, hearing, etc.;
- Policies regarding visitors to any school facility and/or school activities, and other school security issues;
- Policies to ensure the school is in compliance with federal sexual harassment prevention guidelines and is maintaining a learning and work environment that is free from sexual harassment, which are posted on the school's website, which are posted on the school's website;
- Policies regarding safe student use of the Internet and prevention of cyberbullying; and
- A policy requiring mandatory annual training for school staff, and other persons working on behalf of the school who are mandated reporters, on child abuse, which shall occur within the first six weeks of each school year, or within the first six weeks of a person's employment if employed after the beginning of the school year, in accordance with the requirements of AB 1432 and per California Education Code section 44691.

These policies will be incorporated, as appropriate, into the school's student and staff handbooks and will be reviewed on an ongoing basis in the school's staff development efforts and Governing Board policies. Staff members will receive regular training regarding safety issues, including Internet safety, child abuse and harassment prevention. The Health and Safety Policies will be available at any time from the school upon request. The school will post information about Title IX on its website, in accordance with Education Code 221.6. In addition, the Governing Board has adopted a Suicide Prevention Policy, which is also posted on the website along with all other applicable information required under Education Code § 234.6.

Pursuant to AB 1747 (2018), CalCA Monterey Bay will develop a school safety plan, which will include the topics listed in California Education Code section 32282(a)(2)(A)-(J~~H~~) ~~and procedures for conducting tactical responses to criminal incidents~~. The school safety plan will be reviewed and, if needed, updated by March 1 every year by CalCA Monterey Bay.

V.E DISPUTE RESOLUTION

Provide a description of the procedures to be followed by the charter school and the chartering authority entity granting the charter to resolve disputes relating to provisions of the charter. Describe how the costs of such a dispute resolution process, if needed, will be funded. [Ref. California Code §47605(c~~b~~)(5)(N) and Criteria for Review; CCR-5, §11967.5.1(f)(14)]

Disputes with the Authorizer

In the event of a dispute between CalCA Monterey Bay and SVUSD regarding the terms of this charter or any other issue regarding the school and district relationship, both parties agree to apprise the other, in writing, of the specific disputed issue(s). In the event the initiating party believes the dispute relates to an issue that could potentially lead to revocation of the charter, this will be specifically noted in the written dispute statement.

Within 30 days of sending written correspondence, or longer if both parties agree, the Executive Director of CalCA Monterey Bay and the SVUSD Superintendent, or their designees, will meet and confer in an attempt to resolve the dispute. The designees must be identified and confirmed in writing ahead of time, and the parties' initial responses to the dispute should be included in this written correspondence. If this joint meeting fails to resolve the dispute, the charter representative and the district representative will meet again within 15 days, or longer if both parties agree, to identify a neutral, third party mediator to assist in dispute resolution. The mediation will incorporate informal rules of evidence and procedure unless both parties agree otherwise. Unless jointly agreed, the process involving assistance of a third party mediator will conclude within 45 days from selection of the mediator.

All mediation costs and all other costs associated with dispute resolution will be shared equally by CalCA Monterey Bay and SVUSD, except that each party will bear and be solely responsible for all of its own attorney costs and fees.

In the event the third-party mediation process does not result in resolution of the dispute, both parties agree to continue good faith negotiations. If the dispute remains unresolved, either party may pursue any remedy available under law. If the district indicates in writing that the violation constitutes a severe and imminent threat to the health and safety of the school's pupils, the district reserves the right to take any action it deems appropriate to ensure the safety of students. The school reserves the right to seek legal redress for any such actions under the law.

The school is entitled to receive funds throughout the term of the charter. In the event of a dispute between the school and SVUSD, SVUSD will not be permitted to withhold, as a remedy or otherwise, any funds received on behalf of the charter school.

Internal Disputes

In addition to these processes, the Governing Board will develop, adopt, and maintain updated policies and procedures for resolving internal and external disputes and grievances. These procedures will be included in the School and Employee Handbooks. The school will adopt a Uniform Complaint Procedure, the school's formal complaint procedure, which will be posted on the school website and referenced in the School Handbook (see Exhibit B).

SVUSD agrees to refer all complaints regarding the school's operations to the CalCA Monterey Bay staff and/or Governing Board for resolution in accordance with the school's adopted policies.

All disputes or complaints that are not resolved by the school in accordance with its complaint procedures and which are related to the school's provision of Special Education services, including complaints regarding the initial placement or enrollment of students with disabilities in the school, will involve the school's SELPA, which is expected to be the El Dorado Charter SELPA.

VI. STUDENT ADMISSIONS, ATTENDANCE, AND SUSPENSION / EXPULSION POLICIES

VI.A STUDENT ADMISSION POLICIES AND PROCEDURES

Describe the policies and procedures the school will develop and implement for the admission and enrollment of students, including any proposed timetable or calendar and the extent to which the school will develop a random lottery process, where applicable. Include assurance that the charter school will be nonsectarian in its programs, admission policies, employment practices, and all other operations, and will not charge tuition nor discriminate against any student based on ethnicity, national origin, gender, or disability. [Ref. California Education Code §47605(c~~b~~)(5)(H), §47605(e~~d~~) and Criteria for Review; CCR-5, §11967.5.1(f)(8)]

Outreach and Recruitment

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CalCA Monterey Bay will actively recruit families that represent the full cultural, demographic, and socioeconomic range of California communities. In order to leverage the additional visibility of other CalCA schools and to address the mobility of 21st century families, the school may use the name "California Connections Academy", "California Connections Academy Schools" or "CalCA" for outreach purposes.

CalCA Monterey Bay will use a variety of means to inform families about its services and provide them an opportunity to enroll including:

- **Website:** Connections, as one of the services provided to the school, will maintain a website (www.connectionsacademy.com) with a special link to CalCA Monterey Bay school information. The website will contain information about the school, its learning approach, and its curriculum. The site will also contain a regularly updated set of Frequently Asked Questions and their answers. The site will include enrollment information and procedures, required postings such as the LCAP and a link to the SARC, and many useful tools for prospective students and their families.

- **Telephone/e-mail information service:** CalCA Monterey Bay will, through its contract with Connections, maintain a toll-free information line and an email information service to answer parents' questions about the charter school.

- **Information Sessions:** CalCA Monterey Bay plans to conduct multiple in-person and/or online information sessions for families throughout the counties served to assure that families from a variety of communities are able to attend. Some or all of these Information Sessions may be virtual, meaning that families attend the session from home via their computers. CalCA Monterey Bay will use these sessions to provide a complete array of information about its program including its curriculum, teaching methods, technology resources, and testing requirements.

- **Direct outreach:** CalCA Monterey Bay may conduct direct mail campaigns announcing the charter school to families with children throughout Santa Cruz County and its contiguous counties. In a typical mailing, CalCA Monterey Bay will send out a postcard inviting parents to attend the various type of information sessions, visit the website, and/or contact the call center. CalCA Monterey Bay will also use email to communicate with people who approach CalCA Monterey Bay and request information. CalCA Monterey Bay may also use e-mail to supplement or replace its physical mail campaign. Email correspondence will include valuable information to help prospective families understand if the program is a right for them.

- **Community and youth services partnerships:** As part of its outreach process, CalCA Monterey Bay will provide information about the charter school to community, family, and youth-serving organizations through community outreach activities; seek partnerships with parent groups, and organizations for young actors, dancers, and athletes.

- **School district referrals and outreach:** CalCA Monterey Bay will take every opportunity to brief school district administrators and guidance personnel on CalCA Monterey Bay as an alternative for students who might benefit from individualized instruction in a non-classroom setting.

- **Media outreach:** CalCA Monterey Bay will make use of paid media, broadcast announcements and/or digital advertisements. The school will also take full advantage of the local media's interest in raising awareness of the CalCA schools, celebrate the accomplishments of the students and teachers.

- **Referrals/Word of Mouth:** As CalCA Monterey Bay grows, it anticipates that an increasing number of families who come to the school enroll due to positive feedback received from their families, community members, and traditional school leaders.

- **Digital Media:** CalCA Monterey Bay will link to leading internet search engines with local reference capability to help families looking for a virtual school option to find this high-quality school. The school will benefit from Facebook, Twitter, and other social media campaigns 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 Monterey Bay 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 Monterey Bay 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 Monterey Bay complies with state requirements regarding enrollment and disenrollment for charter schools, including those contained in Education Code section 47605.

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~~CalCA Monterey Bay will 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 Monterey Bay will not charge tuition or any fees that are prohibited. Outreach communications and the School Handbook will inform families that the school is tuition-free. The School Handbook (see Exhibit B) will contain 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 will be 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 his or her 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 will be 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 Monterey Bay if they reside in one of the following counties: Santa Cruz, Santa Clara, Monterey, San Benito, and San Mateo. ~~Students who reside in Santa Clara County are also considered eligible under state law but may be enrolled in CalCA Monterey Bay or a different CalCA school based on the enrollment patterns approved by the Board.~~

Admission Methods and Eligibility Criteria

Through its recruitment/marketing and application guidance activities, CalCA Monterey Bay will regularly disclose full details about its program and encourage families to carefully consider its academic demands and practical implementations before applying. CalCA Monterey Bay will also provide tools (such as an online self-quiz, contact with other parents and contact with a CalCA counselor if desired) to help parents decide whether CalCA Monterey Bay 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.

Parents must agree to and uphold ~~Admissions requirements include the expectation that parents complete all enrollment and placement activities in a timely and complete fashion. This includes signing and upholding~~ all necessary school-family agreements (such as an Independent Study Master Agreement as shown in Exhibit C and/or the PLCA in Exhibit D). Students are subject to the age and geographic restrictions for California public school admission and funding. The school's policies regarding age eligibility will be included in the School Handbook (see Exhibit B).

CalCA Monterey Bay 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 Monterey Bay will be able to accommodate all eligible students who may wish to attend.~~ Enrollment (and re-enrollment) for the following school year generally opens on or around March 1. The CalCA Monterey Bay enrollment team will assist parents in completing the required enrollment tasks and in meeting any state-mandated enrollment requirements. ~~On or around June 1 of each year, parents will be able to confirm their intent to enroll in the school, and the student's enrollment can be completed. However, if~~ If anticipated demand for enrollment exceeds the school resources, the Board will ensure 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 (e~~d~~)(2)(B). The Board also would address any applicable federal requirements for the lottery process.

In accordance with California Education Code section 47605 (e~~d~~)(2)(A) and section 47605 (e~~d~~)(2)(C), CalCA Monterey Bay, in partnership with SVUSD, will make every reasonable attempt to accommodate all the students who wish to attend the charter school. ~~Since the school anticipates that it will be 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~~s~~ a lottery process, ~~it will~~ conforms to all applicable federal and state requirements regarding how to weight or exempt various types of applicants and how to hold the lottery.

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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 Scotts Valley Unified School District

Once a student starts attending CalCA Monterey Bay~~enrolled~~ they become~~, students will be considered~~ "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 will close 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 CalCA 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 of racial and ethnic students, special education students, and English learner students, including redesignated fluent English proficient students, as defined by the evaluation rubrics in Section 52064.5 ~~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(c~~b~~)(5)(G) and Criteria for Review; CCR-5, §11967.5.1(f)(7)]

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The CalCA schools typically reflect the statewide ~~racial and ethnic~~demographic balance, and CalCA Monterey Bay will actively work to do the same. Through extensive community outreach and full disclosure about the school's program, CalCA Monterey Bay expects to attract 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 Monterey Bay will develop 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 Monterey Bay will provide parents with a clear and accurate picture of the CalCA Monterey Bay learning experience so they can make the most appropriate choices for their children.

CalCA Monterey Bay will utilize 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. 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 will be used to generate reports to the Board, SVUSD, and the California Department of Education. It may also be used to evaluate and modify the school's outreach and recruiting strategies when necessary.

VI.C PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

As applicable, describe the public school attendance alternatives for students in the district who choose not to attend the charter school. At a minimum, specify that the parent or guardian of each student enrolled in the charter school will be informed that the students have no right to admission in a particular school of any local education agency as a consequence of enrollment in the charter school, except to the extent that such a right is extended by the local education agency. [Ref. California Education Code §47605(c~~b~~)(5)(L) and Criteria for Review; CCR-5, §11967.5.1(f)(12)]

District students who choose not to attend the charter school may attend other district schools or may pursue an inter-district transfer in accordance with existing district enrollment and transfer policies. More information about district attendance alternatives is available from the district administrative offices.

If a pupil who is subject to compulsory full-time education pursuant to Education Code § 48200 leaves the charter school without graduating or completing the school year for any reason, CalCA Monterey Bay will notify the Superintendent or designee of the school district of the pupil's last known address within 30 days, and shall, upon written request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information.

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

VI.D SUSPENSION/EXPULSION PROCEDURES

Describe the procedures by which students can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:
(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present ~~his or her~~the pupil's side of the story.
(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:
(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.
(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.
(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii). [Ref. California Education Code §47605(b)(5)(J)] Include a preliminary list of the offenses for which students in the charter school must (where non-discretionary) and may (where discretionary) be suspended or expelled, respectively. Identify the procedure by which students can be suspended or expelled and the process by which parents/guardians and students will be informed about the reasons for any such actions and their due process rights. Explain how the charter school will take into account the rights of students with disabilities in regard to suspension and expulsion. Outline how policies and procedures regarding suspension and expulsion will be periodically reviewed and, when necessary, modified. Outline the process for notifying the school district in the case of suspension or expulsion of a student. [Ref. Criteria for Review; CCR-5, §11967.5.1(f)(10)]

CalCA Monterey Bay will establish suspension and expulsion policies. As part of the enrollment process, and annually thereafter, parents/guardians will confirm they have been provided access to and agree they are bound by the terms of the handbooks, including suspension/expulsion procedures.

Handbooks (General and supplement applicable to CalCA Monterey Bay—see Exhibit B) will be available in Connexus Education Management System (EMS) and updated as needed. The policies may be modified at any time, as necessary, by action of the Board. The school's discipline, suspension, and expulsion policies will be in accordance with students' rights and with applicable law.

As a charter school, the delineated suspension and expulsion offenses contained in California Education Code section 48900 et. seq. are not applicable to the school. However, the Board will review those sections of California Education Code and utilize similar guidelines when they are deemed appropriate to the desired disciplinary environment of the school.

Code of Conduct

Appropriate conduct will be expected of all students. The student's code of conduct will be explained in the School Handbook (see Exhibit B) and will include steps to be followed in the event of misbehavior.

Academic Honesty

Academic Honesty will also be detailed in the General Handbook and California Connections Academy Schools Handbook Supplement (see Exhibit B). The school regards academic honesty as key to its mission, and academic honesty is essential in the virtual environment. It is expected that students adhere to the Honor Code throughout the year and that all schoolwork submitted in order to meet course or class requirements represents the original work of the student.

All individuals involved with the school will be important contributors to upholding the academic honesty of the school and will be held accountable for violations of the principles of academic integrity. Any form of academic dishonesty may cause a student to be subject to disciplinary action. The following principles are critical to maintaining academic honesty:

- Students must not submit work of any kind that is not their own work.
- Students must not plagiarize in any work (written, multimedia, oral, creative, etc.).
- Students must not post assessments, assignments, answers to assessments or assignments, or any other Connections curricular materials on any media that can be seen by other students or other third parties.
- Students must not give or receive unauthorized assistance on assessments.
- Learning Coaches must not give excessive assistance on assessments.
- Students must not present any forged document or signature to the school.
- Learning Coaches must not present any forged document or signature to the school.

Board Policies

CalCA Monterey Bay will follow formal due process procedures to deal with the discipline of students. Students will be guaranteed due process of law as required by the Fourteenth Amendment to the Constitution. The discipline policies will be developed to identify the type of conduct subject to discipline, to offer an opportunity for a hearing in which the student may present evidence to defend his/her actions, and to ensure due process for the student. The School Handbook (see Exhibit B), including the discipline policies will be approved by the Board and will be reviewed regularly. The Board will review the policies to be sure they are within all current legal guidelines and that they are consistent with the school's mission and educational program.

Suspensions or expulsions for children designated as exceptional will follow all appropriate state and federal policies, regulations, and laws. If a student with a disability violates a code of conduct, they will be disciplined according to the discipline measures described herein. Upon subsequent violations that result in suspensions that exceed 10 days per school year or upon any recommendation for expulsion, the school will determine if the behavior manifested from the student's disability. If the school determines that the violation is not a manifestation of the student's disability, the school will apply the discipline procedures to the student in the same manner and for the same duration as the procedures would be applied to students without disabilities. However, if it is determined that the violation manifested from the student's disability, the school will conduct a functional behavior assessment and develop a behavior plan to address the behavior violation so that it does not recur.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student, but does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff, or other persons or to prevent damage to school property.

Suspension (not more than nine days)

The Executive Director or grade level principal, following the due process protocol, may suspend students for up to nine days. A suspension consists of removal or restriction of access to school activities including access to Connexus. The student will be 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 will be included in 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) will inform the student and parent/caretaker of the allegations and an explanation of the evidence that supports the allegations. The student will be provided with an opportunity to present his 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 his/her 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 student, the school shall provide access, either directly or indirectly, to a student who has been suspended from school for two or more schooldays for disciplinary reasons, the assignments that the student would otherwise have been given during that time period. If an assignment that is requested and turned in by the studen according to the school's procedures, either upon the student'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 student's overall grade in the class.

Commented [FS4]: This is added as a result of new law specifying this process

Expulsion

For more serious violations (see below) or for conduct that warrants suspension of 10 or more days or expulsion, the following process is used. A student may be expelled by the Executive Director after providing an opportunity for a hearing before a neutral school official appointed by the school's Governing Board (the "Hearing Officer"). At a minimum, the Hearing Officer will comply with the "neutral officer" requirements under Education Code section 47605(c~~b~~)(5)(J)(ii)(II). Suspensions or expulsions for children designated as exceptional will follow all appropriate state and federal policies, regulations, and laws.

Violations that may lead to expulsion include, but are not limited to any behavior that indicates that a student is a serious threat to the safety of others in the school, including possession of firearms, dangerous weapons, bombs, or explosives, criminal behavior, arson, possession of or sale of controlled substances or paraphernalia at the school (including through online communication) or at any school-sponsored event.

The due process protocol for expulsions as described here will be incorporated in the School Handbook. The process starts with the grade level principal. If the grade level principal believes that a student has committed an offense that may lead to expulsion, the principal may suspend the student for up to nine days pending further proceedings and/or a hearing. During this time, the principal will refer the case to the Executive Director, who may then request a hearing by the Hearing Officer to discuss the possible expulsion of the student. Upon a recommendation for expulsion, the Executive Director or grade level principal will determine whether the suspension should be extended while the expulsion process continues.

If the Executive Director determines that a student's conduct may warrant expulsion, the Executive Director will provide timely written notice to the parent/caretaker of the student of its determination and an explanation of the student's basic rights, including the right to a hearing.

Such notice includes:

(1) the date, time and location of hearing;

(2) a description of the incident(s) and charge(s) that is are subject of the hearing;

(3) a description of student's right to a fair opportunity to present their version of the incident(s), present testimony and evidence, call witnesses, cross-examine witnesses and be represented by counsel or an advocate;

(4) notice that the student and/or Caretaker have a right to review the student's school records prior to the hearing; and

(5) a description of the hearing process, which shall be adjudicated by a neutral officer, and explanation of the consequences of an expulsion.

At this hearing, the allegations and supporting evidence will be reviewed. As described in the above notice, at the hearing, the student will have the right and a fair opportunity to present their version of the incident(s), present testimony and evidence, call witnesses, cross-examine witnesses and be represented by counsel or an advocate.

The Hearing Officer, through the Executive Director, will provide notification to the student and parent/caretaker of the Hearing Officer's decision and discipline determination. The decision of the Hearing Officer is final.

The exact protocols to ensure due process for expulsions are subject to change via changes to the Board-approved School Handbook and/or Board-approved discipline policies.

Due Process

The School Handbook (see Exhibit B) and Board policies will lay out the due process for students with disciplinary issues. The discipline process will have three levels: Warning, Suspension, and Expulsion. A warning will be issued when a student has demonstrated a breach of conduct but is not as serious as those listed for suspension or expulsion. A warning will ultimately result in written documentation. Due process for suspensions and expulsions will include informing students and parents of the charges, of their rights, and of the due process protocols, holding hearing(s) with appropriate persons/parties, allowing the student and parents to present their version of the occurrence, and written documentation of the results. Examples of the current due process protocols are described previously in this application.

In compliance with applicable law, no student shall be involuntarily removed (e.g., disenrolled, dismissed, transferred, or terminated) by the school unless the parent or guardian of the student has been provided written notice of the intent to remove at least five schooldays before the effective date of the action. The written notice shall inform him or her of the right to request a hearing before the effective date of the action. If a hearing is requested, the student will remain enrolled until the school issues a final decision.

Notification

The Board will be notified, in closed session or confidential correspondence as appropriate, of any expulsion decisions. Designated school district staff will be notified in a timely way of any expulsions by a designated member of the CalCA Monterey Bay staff. In addition, the school will include data regarding suspensions and expulsions in reports to the state. Documentation of student discipline will be maintained in the student's school records.

VII. FINANCIAL PLANNING, REPORTING, AND ACCOUNTABILITY

VII.A BUDGETS

Provide a detailed proposed first-year operational budget, including startup costs, that includes:
Reasonable estimates of all anticipated revenues and expenditures necessary to operate the school – including special education;
Budget notes that clearly describe assumptions or revenue estimates, including, but not limited to the basis for average daily attendance estimates and staffing levels, including salary and benefit assumptions.
Also provide cash flow and financial projections for the first three years of operation; and plans for establishment of a reserve. [Ref. California Education Code §47605(hg) and Criteria for Review; CCR-5, §11967.5.1(c)(3)(B)]

CalCA Monterey Bay will annually develop a budget which will be submitted each year of operation to SVUSD and the County Office of Education by the deadline established by the state. This deadline may be earlier if mutually agreed to, but in no case will it be later than July 1 each year, in accordance with California Education Code section 47604.33. CalCA Monterey Bay adheres

to the charter school requirements of the state's Local Control Funding Formula (LCFF) statutes including compliance with LCAP requirements (see also Section VIII.A.).

Budget Development

The Executive Director and the school's Director of Business Services, will prepare and submit a proposed budget for the upcoming fiscal year to the Governing Board at a public meeting. The Board will review and modify the budget as needed. Following Board approval, this preliminary budget will be submitted to SVUSD staff in keeping with timelines outlined in the MOU and any legally required timelines. A copy of the preliminary budget will also be submitted to the County Office of Education following approval by the Governing Board. A revised school budget will typically be developed, adopted, and submitted to SVUSD following the start of the school year.

Fiscal Year

The fiscal year for CalCA Monterey Bay will be July 1 through June 30, as stated in the corporation Bylaws (see Exhibit E).

Budget Highlights and Assumptions

The attached three-year budget, which starts with the 2019-20 school year, demonstrates a school with sound financial planning (see Exhibit H).

Cash Inflows and Reserves

Revenue is based on conservative estimates of available ADA funding and conservative attendance estimates. Enrollment figures are based on the projections for school growth based upon initial enrollment projections for CalCA Monterey Bay, enrollment history for CalCA schools, and thorough market analysis.

Under the state Local Control Funding Formula (LCFF), the general purpose revenue includes three sources: the Education Protection Act funds, the state aid portion, and the local in-lieu of property tax payments. The LCFF revenue amount for the 2019-20 school year budget has been derived from an LCFF calculator which uses estimated state certified target per pupil funding rates, the anticipated annual cost of living adjustment, and the school's projected demographics.

Estimates of the rates and the methods of calculation of LCFF revenue will be obtained from agencies such as the California Department of Education, the California Charter School Association, the Fiscal Crisis and Management Assistance Team, and School Services of California. Lottery funds are estimated conservatively. CalCA Monterey Bay should be eligible for Federal Title funds and plans to access these programs annually after the first year in operation. Assuming the school is a member of the El Dorado Charter SELPA as the school intends, the school will receive state and federal special education revenue directly from the SELPA. If other state categorical programs are

available, the school will apply for those whenever eligible. Current funding sources outside of LCFF revenues are included in the budget (see Exhibit H).

Cash Outflows

Expenditure distributions are designed to ensure that the majority of funds are spent on instruction related costs, and will therefore meet the requirements for full funding.

The program provides for the following:

- ***Teaching and administrative staff:*** Staff budgets and staffing numbers have been prepared to meet requirements for full funding. This budget provides for a student to teacher ratio of 25:1 or less. This ratio aligns with the state's charter school pupil-to-teacher ratio for an independent study program. Should these ratios require that an adjustment be made, and the Governing Board reserves the right to apply for a waiver with the appropriate agencies. Complete benefit packages will be assumed at approximately 24.5% of salary. Payroll taxes and STRS contributions are included, using the state's current STRS contribution rate chart. The costs for teaching and administrative services, including salary and benefits will be allocated as appropriate with CalCA Monterey Bay's sister schools through the employment arrangements.

- ***High quality instructional program including materials and technology tools:*** Costs for these items will be determined through the Statement of Agreement and the annually adopted fee schedule for instructional materials supplied by Connections. A number of the school's expenses will be directly drawn from the fee schedule. The fee schedule will include fees for all of the instructional materials. In addition to complete lesson plans provided for every subject, additional materials will be provided, which may include such items as high-quality electronic textbooks, online licensed content, interactive lesson components, synchronous instruction tools, science and art kits, and state of the art technology training, test preparation and assessment tools. Note that due to fluctuations in available funding in California and funding allocation requirements, certain adjustments may have to be made to the regular Connections program. These will be determined by agreement between the Governing Board and Connections. Connections will provide Connexus that includes, among other things, a student information system, lesson scheduling tools, accountability tools, webmail, instant messaging, chat, video and audio streaming for selected lessons and a school and local activities message board/forum.

- ***Facility:*** The school will be sharing office space with its sister schools in order to establish both operational and financial efficiency. This administrative facility will include offices for the site administrator and administrative staff, as well as conference rooms, student records storage and other storage space. A remote virtual teaching model will be used for the majority of the instruction. In this model, subject to approval by their grade level principal, most teachers will spend time working at home (or elsewhere other than the office) in accordance with the school's work at home policy. CalCA Monterey Bay will provide Internet access and technical support for staff while they are working from the office, as well as laptop computers that can be used from the office or from home. Due to the shared services model employed to more efficiently serve students, the school will use a cost allocation model with the other CalCA schools to offset the cost of its administrative office facility. The total office space rental costs will include the pro-rated square footage costs, while pro-rated utilities, phone and internet are budgeted separately.

- ***Special Education:*** The CalCA Monterey Bay budget will include expenditure items to provide for special education staff and services to fully meet the needs of students with disabilities. The charter plans to be an LEA in the El Dorado Charter SELPA and will work with that SELPA regarding fiscal arrangements and reporting.

- ***Administrative costs****:* The school will have a full range of administrators and administrative support staff as employees, and in addition, the school plans to contract with Connections for many administrative services. These services will be shown in categories in the budget and will include such general administrative services as enrollment, records management, human resources, payroll services, accounting, facility management, regulatory reporting support, general administration and oversight, marketing services, financing services, student and parent satisfaction assessment, Board support and resource services, authorizer liaison services etc. In addition to the high-quality curriculum, Connections will offer a wide range of administrative support services to assist the school's educational program. Examples of items covered in the educational administrative services are: education program design, analysis, and revision; curriculum planning and selection services; school handbook development; professional development planning; school leader development; and so forth.

- ***Other operational costs:*** The school has budgeted for many other expenses necessary for school success such as teacher professional development, copier costs, student testing and assessment, loaned technology for students, technology support costs, insurance, audit fees, legal fees, banking costs, dues and memberships, STRS reporting fees, Board training, district oversight fees, and so forth. Each of these is shown in detail on the budget. The audit fees will include the cost of annual tax filing for the non-profit corporation.

- ***Oversight fees:*** Expenses related to the sponsoring District include the 1% District oversight fee. The details of the fiscal arrangement and the distribution of responsibilities are included in the MOU with SVUSD (See Exhibit G), along with any District services that may be agreed upon on a fee-for-service basis. The District is eligible to charge CalCA Monterey Bay for supervisory oversight of CalCA Monterey Bay, up to any maximum permitted by law (currently described and limited in Education Code § 47613), currently set at 1%. CalCA Monterey Bay acknowledges that the District's actual costs in conducting its oversight obligations could meet or exceed the maximum percentage permitted by law and the District shall not be required to submit documentation of its actual oversight costs.

The budget will be prepared to maximize cost efficiency and to leverage the resources available through CalCA Monterey Bay's relationship with Connections, as well as through the relationship with the other, with the goal of maximizing the amount of funds that are spent on items that directly support student learning. All items in the budget will be directly linked to essential elements of the educational program described in this charter and are components of a successful virtual school model. The majority of the school's resources will be directed to the places where they will have the most impact on students (i.e., applied to the teaching staff and to the curriculum).

Overall Cash Flow

Connections will provide certain human resources, administrative, financial, accounting, and payroll services. The services to be provided will be explained in the Statement of Agreement between CalCA Monterey Bay and Connections. The charter school will be invoiced monthly by Connections for all of the agreed upon costs. The invoices will be reviewed by the Governing Board Treasurer and the Director of Business Services prior to payment to Connections and will also be approved by the full Governing Board as part of the regular Board agenda.

Connections has considerable experience supporting public virtual schools and has gained expertise in dealing with the unique aspects of public school funding including funding in California. In order to protect the CalCA Monterey Bay charter school from experiencing cash flow problems as a result of delays in state or local funding, arrangements will be made to allow the charter school to pay the invoices *only if the school has sufficient funds available at that time.* The school must pay for services rendered as soon as funds become available, but there will be no demand for payment if sufficient funds have not yet been received by the school. Therefore, due to this favorable arrangement between the charter school and its service provider, any additional delays in state payments, such as have been imposed in the past by California on all public schools, will have limited negative effect on the charter school.

The Governing Board and school leadership are aware of the challenges of the state's past multiple and complex deferrals of payments which may be applied to public schools including charter schools. However, for the reasons listed herein, rather than needing to develop detailed cash flow analyses and seek outside financing, the charter school will rely on its arrangement with Connections to provide short term financing during times when cash is not received from the public revenue sources. This ability to obtain financing at a reasonable rate is one of many advantages offered to the school through its contract with Connections.

Due to potential variability of state and federal funding and the annual expenditures of the charter school, CalCA Monterey Bay and Connections will agree to negotiate, in good faith, a reduction in the fees, as needed. If the school's expenditures are projected to exceed its funding and would result in a cumulative net asset deficit on its audited financial statements, with the negotiated reduction in fees, the school will maintain overall positive net assets. Any reduction in fees will be limited to the year for which such reduction is negotiated, except if otherwise agreed.

Funding Determination

As is required of all non-classroom-based programs, CalCA Monterey Bay will submit a funding determination application to the CDE by the mandated deadlines. CalCA Monterey Bay will request a multi-year funding determination by the Advisory Commission on Charter Schools, which is expected to initially give a two-year funding determination for the new school, and which would then allow for full funding for the first two years of operation. During the second year in operation, the school will apply for a funding determination for future years. The budgets will always be prepared to meet or exceed all of the tests required for full funding. In the event that full funding is not granted at any point, the school will work with the California Advisory Commission on Charter Schools and the CDE staff to modify the budget so that the school can receive full funding.

Alternatively, the school may modify its revenue and/or expenditure assumptions to ensure a balanced budget. In the event that full funding is not granted, CalCA Monterey Bay will submit a revised budget to SVUSD for approval July 1 or the following fiscal year. The CalCA Monterey Bay educational program, as outlined in the charter petition, will be of the highest quality. CalCA Monterey Bay will be committed to providing this full program to its students and also to ensuring that funds are spent to carry out the mission of the school.

VII.B FINANCIAL REPORTING

Describe the systems and processes by which the school will keep track of financial data and compile information needed for the annual statement of receipts and expenditures that is due to the school district.

Financial Reports

CalCA Monterey Bay's Director of Business Services will provide regular financial reports to the Board. Following review by the Board, financial data will be reported to the District and the County Office of Education in a manner and timeline in accordance with existing charter school law and district and state policy.

In accordance with current legally mandated timelines, the first interim report, which reports on budget and actuals through October 31, will be submitted annually to the District and the County Office of Education no later than December 15 each year. The second interim report, which reports on budget and actuals through January 31, will be submitted annually to the District and the County Office of Education office no later than March 15 each year. An annual update of certain school expenditures will be provided on or before July 1 as part of the LCAP, in accordance with California Education Code sections 47604~~5~~.33(a) and 47606.5.

As per California Education Code section 42100, the school will prepare, in the format prescribed by the State Superintendent of Public Instruction, an unaudited annual statement of all receipts and expenditures for the preceding fiscal year. This statement will then be filed with SVUSD by and will be sent to the County Office of Education by September 15 and sent to the California Department of Education following certification by SVUSD.

Financial data for the charter school will be reported to the state via the District, except in cases where the law requires charter schools to report directly to the state. For example, the year-end unaudited actual financial report will be submitted by CalCA Monterey Bay to SVUSD and the County Office of Education by the agreed upon deadlines each year, who will in turn submit it to the state. In other situations, such as the annual independent audit, the school will submit copies directly to the District, the County Office of Education, and the California Department of Education, among other parties, as required by law.

School financial records will be accessible to SVUSD as the authorizing agency at any time, upon request. The school responds promptly to such requests.

Fiscal Policies

The Board has adopted strong fiscal policies, including adequate internal control policies, and will require that Connections maintain adequate internal control policies and practices. In order to ensure responsible fiscal management, CalCA Monterey Bay will continue to consult with its independent auditor over the design of these policies. As part of the Board's responsibilities, oversight over these policies and the internal controls will occur.

Attendance Accounting

Accurate attendance accounting is crucial to the fiscal well-being of an independent study charter school. In order to minimize risks to the school's revenue, CalCA Monterey Bay will utilize accurate and sophisticated systems for documenting student attendance. CalCA Monterey Bay's attendance accounting procedures will comply with California Independent Study requirements, and with the district's requirements for certifying the charter school's ADA. In addition, CalCA Monterey Bay will transfer all attendance data to a state approved attendance accounting program (e.g., Aeries) in order to generate the data required for the state's Principal Apportionment Data Collection forms. Alternatively, the attendance accounting data may be supplied in a format and level of detail similar to the Aeries program to allow efficient certification of the charter school's ADA.

VII.C INSURANCE

Agree that the school will acquire and finance general liability, workers compensation, and other necessary insurance of the type and in the amounts required for an enterprise of similar purpose and circumstance, and provide evidence that the cost and availability of such insurance has been researched by the petitioners. [Ref. Criteria for Review; CCR-5, §11967.5.1(c)(3)(C)]

The school will have the following levels of coverage, among others.

- Commercial General Liability: $1,000,000 per occurrence, $2,000,000 aggregate;
- Automobile: $1,000,000;
- Excess umbrella liability: $5,000,000; and
- Worker's Compensation: Complies with current statutory limits in accordance with California Labor Code.

The Board has obtained a Director's & Officer's Liability policy that provides $1,000,000 in coverage. The current certificate of insurance is included in Exhibit I.

Note that annually SVUSD will also be issued a certificate of insurance as an additional insured, if required through the MOU (see Exhibit I for samples of the certificates of insurance):

CalCA Monterey Bay and its vendors will maintain and keep in force such insurance or self-insurance as Worker's Compensation, Liability, and Property Damage, as protect it from claims

under Worker's Compensation Acts and also such insurance or self-insurance as protect CalCA Monterey Bay from any other claims for damages for personal injury, including death, and claims for damages to any property of CalCA Monterey Bay, or of the public, which may arise from school operations, whether such operations be by CalCA Monterey Bay or by any subcontractor or anyone directly or indirectly employed by any of them.

VII.D ADMINISTRATIVE SERVICES

Describe the structure for providing business/administrative services (including, at a minimum, personnel transactions, attendance accounting; accounting, and payroll) that reflects an understanding of school business practices and expertise needed to carry out administrative services or a reasonable plan and timeline to develop and assemble such practices and expertise. For any contract services planned to serve the school, describe the criteria and procedures for the selection of contractors. [Ref. California Education Code §47605(h~~g~~) and Criteria for the Review; CCR-5, §11967.5.1(c)(3)(A)]

The Executive Director, with the assistance of Principals, will manage the school's day to day operations as its administrative manager, including supervising certificated and non-certificated personnel. The Director of Business Services and the Board Treasurer will manage budgeting and accounting for the school. The CalOPS administrative team may utilize contracted data management technology and related services from Connections, as consistent with the Statement of Agreement.

VII.E FACILITIES

Describe the type and potential location of any facility/ies needed to operate the size and scope of educational program proposed in the charter. If (a) specific facility/ies has/have not been identified, provide evidence of the type and projected cost of the facility/ies that may be available in the location of the proposed charter school(s). Facilities plans must reflect reasonable costs for the acquisition or leasing of facilities to house the charter school. [Ref. California Education Code §47605(h~~g~~) and Criteria for Review; CCR-5, §11967.5.1(c)(3)(D)]

As a virtual charter school, CalCA Monterey Bay will not require a physical facility for day-to-day learning. Students can work from the setting of their families' choice, such as the home or a supervised community location. The school may also arrange for the use of temporary facilities for short term face to face activities, such as state testing. As a non-classroom-based charter, the school will not be eligible to request facilities from the District under Proposition 39 regulations.

Staff members log in and work to support students in a variety of ways, using a combination of both office based as well as home based support. It is anticipated that most staff members will work from remote locations.

Administrative support may be provided from various locations in accordance with various contracts for administrative services. Funds for administrative facilities and services are incorporated into the school budget.

If CalCA Monterey Bay needs to open a new office facility at some point in the future, it would plan to locate such a facility In accordance with the applicable geographic and site limitations of California Education Code section 47605.1 and other relevant provision of the Charter Schools Act.

In the future, the school reserves the right, under the terms of California Education Code section 47605.1(c), to open resource centers if there is a need for them as determined by input of staff and families, and if allowable by law. CalCA Monterey Bay will provide all required notification to the district and county of classroom facilities that the charter school establishes.

VII.F TRANSPORTATION

Provide a description of the arrangements, if any, to be made for transportation of students, including expected level of need, proposed contracts, and adequate type and levels of insurance.

Students at CalCA Monterey Bay will not require transportation services for regular school activities. While the school will help facilitate local extracurricular and recreational activities among CalCA Monterey Bay students and their families, the families will be responsible for providing their own transportation for these activities. The school will assist families with arranging transportation to the greatest extent possible, and will comply with all legal requirements that may apply for transportation for students with special needs in order to access special education services. The only school event that would require students to report somewhere other than their home or immediate neighborhood is state- or school-mandated examinations, which students must take at proctored locations.

If CalCA Monterey Bay provides transportation for any special event, school administrators will assure that such transportation meets all applicable safety standards and bears any motor vehicle insurance required under California state law. Any parent or guardian (or their designee) transporting students in their car to school organized events will sign appropriate waivers/release forms if required by school policy. The School Handbook (Exhibit B) will also discuss parental responsibility for transportation to school events.

VII.G AUDITS

Describe the manner in which annual, independent financial audits, as required by law, will be completed by December 15 following the close of each fiscal year, and the anticipated timeline in which audit exceptions and deficiencies (if any) will be resolved to the satisfaction of the school district. [Ref. California Education Code §47605(c~~b~~)(5)(I) and Criteria for Review; CCR-5, §11967.5.1(f)(9)] Additionally, describe who will be responsible for contracting and overseeing the independent audit, including a specification that the auditor will have experience in education finance. Outline, as applicable, the process for providing audit reports to the State Board of Education, California Department of Education, or other agency as the State Board of Education may designate. [Ref. Criteria for Review §11967.5.1(f)(9)]

Annual Independent Audit

CalCA Monterey Bay will be audited annually by an independent, certified public accounting firm according to the guidelines applicable to public charter schools in California.

The Board will commission the audit and engage an auditor with experience in public school finance. The cost of the independent audit will be borne by CalCA Monterey Bay. Copies of the audit will be submitted to the District, the County Office of Education, the state controller's office, the California Department of Education, and any other agency required by law within 180 days of the end of the fiscal year and in no case later than December 15 of each year. The Governing Board may choose to appoint a standing or ad hoc Audit Committee to engage the auditor, review the audit, and make decisions on resolving any audit findings. If there is no Audit Committee these functions are the responsibility of the Board.

Audit Exceptions and Deficiencies

The CalCA schools have not historically had audit findings, exceptions or deficiencies. A copy of the annual audit, including any auditor's findings will be forwarded to the Board, or if appointed, to a standing or ad hoc Audit Committee of the Governing Board. If so appointed, the Audit Committee would review any audit exceptions or deficiencies and then report to the Governing Board with recommendations on how to resolve them. This report would include timelines and deadlines for resolving the exceptions or deficiencies. The Board then would report to SVUSD regarding how the exceptions and deficiencies have been or will be resolved. Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process contained in Section V.E. The District may elect, at its own cost and expense, to have its accountants review the audit exceptions and deficiencies.

VII.H CLOSURE PROTOCOL

Provide a detailed description of the procedures to be used in the case of a decision by School District or State Board of Education to revoke the school's charter, a decision by the school district not to renew the charter, or a decision by the school voluntarily to close, including plans for a final audit of the school; disposition of net assets; communication of the closure to parents and staff; and maintenance and transfer of student records. [Ref. California Education Code §47605(c~~b~~)(5)(O)]

In the event that CalCA Monterey Bay ceases operation for any reason, CalCA Monterey Bay and its Governing Board will be responsible for school closure procedures and will cooperate with SVUSD and the California Department of Education to the extent necessary to provide an orderly return of the students to their local schools or a school of choice. CalCA Monterey Bay will follow the charter school closure procedure regulations from the California Department of Education [CCR-5 §11962].

In the event of school closure, all assets of the school, including but not limited to all leaseholds, personal property, intellectual property, and all ADA apportionments and other revenues generated by students attending the school, remain the sole property of CalOPS. If for any reason CalOPS was dissolved, the disposal of any net assets remaining after the liabilities of all of its charter schools have been paid or otherwise addressed shall occur in accordance with applicable law and the corporation's Articles of Incorporation and Bylaws.

- Any grant funds and restricted categorical funds would be returned to their source if required by the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, and

- Any donated materials and property would be returned in accordance with conditions, if any, established when the donation of such materials or property was accepted.

The decision on distribution of the school's assets will be made by the Governing Board. If CalCA Monterey Bay does not have sufficient assets to pay all of its bills at the time it ceases operation, neither SVUSD, the Santa Cruz County Office of Education, nor will the CDE be responsible for its unpaid bills.

Other Closure Procedures

The decision to close the charter school will be documented by an official action of the school's Governing Board and the District's Governing Board. The action will identify the reason for closure. In addition the following will occur:

- A notice of school closure will be sent to SVUSD, the California Department of Education, the County Office of Education, the school's SELPA, and the State Teachers' Retirement System, the accrediting body WASC, the University of California a-g office, the NCAA, as well as all other agencies as required. This notice will contain all relevant and required information, including, but not limited to, the effective date of closure, the name and contact information for the person responsible for responding to inquiries regarding the closure; the students' school districts of residence; and the manner in which parents/guardians may obtain copies of student records, including specific information on completed courses and credits that meet graduation requirements.

- Parents/guardians and students will be notified in writing and will be provided with or have access to student information or records necessary to facilitate transfer to another school.

- Other school districts that may need to provide services to the charter school students may be notified in writing.

- The school's Governing Board or its designee shall create a list of students in each grade level and the classes they have completed, together with information on the students' district of residence, and will provide that to the person/entity responsible for closure activities.

A process for transfer of student records, state assessment results and any special education records will be established and followed. In addition, a plan for the maintenance of school and student records for a reasonable period of time following the closure will be made. All student records will be turned over to the students' district of residence, when known, unless otherwise agreed in the adopted plan. Personnel records will be transferred or maintained as required by law.

- An independent audit of the school will be completed as quickly as feasible, but not later than six months following closure of the school to determine the net assets and liabilities of the charter school and will include at least the following:

    - An accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value.

    - An accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation.

    - An assessment of the disposition of any restricted funds received by or due to the charter school.

- Any required final financial or other reports will be submitted to the CDE and other applicable agencies.
- Copies of all financial and attendance records will be provided to the sponsoring district according to state and federal requirements, unless otherwise agreed upon by both the Board and SVUSD's Governing Board.

If financial liabilities are incurred during the closure procedures, CalCA Monterey Bay will be fully responsible for payment of these, according to the Board adopted financial plan. This closure protocol shall survive the revocation, expiration, termination, cancellation of this charter or any other act or event that would end CalCA Monterey Bay's right to operate as a charter school pursuant to this charter or cause CalCA Monterey Bay to cease operation.

VII.I SCHOOL SERVICES CONTRACTS

The Statement of Agreement with Connections is provided in Exhibit F, and includes, as some examples:

- Licensing of Connections' curriculum for use by CalCA Monterey Bay;
- Access to resources and assistance designed to enhance teacher effectiveness in creating Personalized Learning Plans for each student, as required to meet or exceed any educational standards established by the State of California or otherwise required by the authorizer;
- Access to student assessment tools
- Access to assignment management and tracking tools, including Connexus;
- Communication via multiple technologies, including phone, webmail, and chat;
- Access to technology tools for students, teachers, and other school staff;
- Training materials for Learning Coaches and teachers;
- Student record management tools; and
- Support regarding special needs accommodations of the curriculum.

The Statement of Agreement will outline the respective roles and will be developed in accordance with California law.

Financial Reporting and Controls

The school's budget is developed and managed by CalCA Monterey Bay staff and approved by the school's Governing Board. Connections provides some administrative and fiscal support services. CalCA Monterey Bay staff, plus the Board Treasurer and Board will be responsible for reviewing, evaluating, managing, and/or approving these items, and for providing them (through their designees) to the appropriate state and local agencies (see also Section VII.B.).

Term, Termination, and Renewal

In order to promote the charter school's mission of delivering an education program that is of high quality and is accountable, detailed language regarding termination and renewal of the Connections and CalCA Monterey Bay relationship will be included in the Statement of Agreement. In order to provide a stable educational program for CalCA Monterey Bay families, the term of the agreement covers the term approved for the charter. The agreement will be renewable.

While termination is not desirable, the Statement of Agreement will provide for several different reasons that termination could occur. For example, the Board may terminate its agreement with Connections if it determines Connections has not performed as expected or if it determines that Connections has failed to provide educational services that meet California independent study requirements. Connections may terminate the agreement if CalCA Monterey Bay does not meet its financial obligations to Connections. Either party may terminate if there is breach of contract. The breaching party would be given an opportunity to respond and cure, and written notification is required at all times. In addition, both parties can terminate if they agree in writing to do so. In order to minimize disruption of students and staff, any termination would be planned to occur at the end of an academic year if possible.

Payments

Payments will be made by the charter school to Connections under the terms of the Statement of Agreement. Payments will be made to Connections on a periodic basis, and while invoices are typically due within 30 days of approval by the Governing Board, the actual payment timeline may be extended to account for the timing of receipt of revenue by the charter school from state, local, and private agencies.

VIII. CHARTER SCHOOL ACCOUNTABILITY, RENEWAL AND REVOCATIONS

Include a statement reflecting the conditions under which the charter may be revoked and/or may not be renewed. [Ref. California Education Code §47607]

VIII.A ACCOUNTABILITY REPORTS

In order to ensure adequate progress towards renewal of the charter, CalCA Monterey Bay will compile and provide a Local Control and Accountability Plan to SVUSD as well as to any other required agencies as required by law (currently found in California Education Code section 47606.5). The format and evaluation of the plan will adhere to state laws (currently laid out in California Education Code sections 52064, 52064.1, and 52064.5). Additional information regarding the LCAP is found in Section III.A. The LCAP will include any state required elements, including a summary of progress towards the goals developed for the LCAP or other alternative accountability reports may include other optional data, such as:

- Summary data showing student progress toward the goals and outcomes specified in Section III.A from the assessment instruments and techniques in Section III.C.
- An analysis of whether student performance is meeting the goals specified in Section III.A. This data may be displayed on both a school-wide basis and by subgroups, which are disaggregated by numerically significant racial and ethnic and other categories.

Additional accountability measures related to the charter school's performance are listed herein and may be included in the SARC, the California School Dashboard, and/or other accountability reports:

- Data on the level of parent involvement in the school's governance (and other aspects of the school, where applicable) and summary data from an annual parent and student satisfaction survey;
- Data regarding the number of staff working at the school and their qualifications;
- Information on the racial, ethnic, and socioeconomic composition of the school, and a demonstration of whether the school implemented the means listed in charter Section VI.B to achieve a racially and ethnically balanced student population;
- Information regarding the school's outreach and admissions practices during the year and data regarding the numbers of students enrolled;
- Data on the number and resolution of disputes and complaints under the school's Uniform Complaint Procedures;

- Other information regarding the educational program and the administrative, legal, and governance operations of the school relative to compliance with the terms of the charter generally; and
- The annual audit and other relevant financial information.

In addition to meeting any requirements of the state, in particular for the LCAP, CalCA Monterey Bay will work with SVUSD to jointly develop content, evaluation criteria, timelines, and process for any additional accountability reports.

The school and District may also jointly develop an annual site visitation process and protocol to enable the District to conduct its oversight responsibilities, gather information needed to confirm the school's performance and compliance with the terms of this charter. If the school does not have a local administrative office facility, the school and District may meet at the District office as part of the annual oversight process.

VIII.B TERM OF THE CHARTER

The term of the charter will be three years, commencing on the first day of the fiscal year in which the school opens and expiring three school years later, unless renewed. This charter is not intended to expire prior to the end of the third school year following school opening. Notwithstanding the above, as provided for by Education Code 47607.4, the initial term of the charter shall be extended by two years, and thus shall expire on June 30, 2024.

VIII.C OVERSIGHT AND RESPONSE TO INQUIRIES

SVUSD may inspect or observe any part of the school at any time, but will provide reasonable notice to the Executive Director or Site Administrator, to the extent practicable prior to any observation or inspection. SVUSD will provide such notice at least three working days prior to the inspection or observation unless the school's Governing Board or Executive Director agrees otherwise. Inspection, observation, monitoring, and oversight activities may not be assigned or subcontracted to a third party by SVUSD without the consent of the Governing Board, which shall not be unreasonably withheld.

The school agrees to promptly respond to all reasonable inquiries, including requests for financial records, from the District, County Office of Education, or the California Department of Education. Records or data supplied would be subject to FERPA and employee privacy laws.

VIII.D REVOCATION

Prior to commencement of revocation proceedings, SVUSD and CalCA Monterey Bay will first endeavor to resolve any dispute under the dispute resolution process set forth in Section V.E. If, following the completion of that process, the Governing Board of the District believes it has cause to revoke this charter, the District agrees to notify the Governing Board of the school in writing, noting the specific reasons for which the charter is in danger of being revoked, and grant the school reasonable time to respond to the notice and take appropriate corrective action.

In accordance with California Education Code section 47607(f~~e~~)(1) and 47607.3, the following items may be considered violations that could lead to revocation or non-renewal of the charter:

- Failure to meet or pursue the pupil outcomes identified in the charter;
- A material violation of any of the conditions, standards or procedures set forth in the charter;
- Failure to meet generally accepted accounting principles;
- Fiscal mismanagement; and
- Violation of the law.

CalCA Monterey Bay and SVUSD will agree to follow the interventions explained in California Education Code section 47607.3 regarding failure to meet established criteria for one or more student subgroups~~pupil outcomes~~. If the charter school disputes the cause(s) for revocation, the dispute procedures listed in Section V.E will apply. Notwithstanding any other provision of this charter, the District shall comply with applicable laws and regulations regarding revocation proceedings.

All attempts will be made to avoid school closure due to revocation in the middle of a school year.

In the event that the school is closed, the closure protocols and processes as described in Section VII.H will be followed.

VIII.E RENEWAL AND AMENDMENT PROCESS

The Governing Board of CalCA Monterey Bay may request from the SVUSD Governing Board a renewal or material revision of the charter at any time prior to expiration. However, renewal requests ideally should be presented by the school to the district no later than 120 days prior to the expiration of the charter. The SVUSD Governing Board agrees to hear and render a renewal decision pursuant to the initial charter petition review timelines and processes as specified in the California Education Code section 47605(b) and CCR Title 5, Section 11966.4.

Renewals will be for the term length required by law ~~a period of five years~~, as is currently specified in California Education Code sections 47607 and 47607.2. ~~(a)(1).~~

The charter may be materially revised at any time using a process similar to the renewal process. Any material revision of the charter requires an amendment that must be approved by the Governing Board of the charter granting authority. Non-material amendments to the charter may occur by approval of the charter school Governing Board and notification to SVUSD. CalCA Monterey Bay and SVUSD must agree on whether an amendment is material or non-material. The charter school agrees to contact the District Superintendent when any amendment, either material or non-material, is proposed. The charter school and SVUSD do not anticipate that language regarding student performance, student outcomes, school finances or any other elements of the LCAP or its annual updates will constitute or create material revisions to the charter.

IX. IMPACT ON THE CHARTER AUTHORIZER

Provide information regarding the potential effects of the charter school on the school district, including, but not limited to, the facilities to be utilized by the school, the manner in which administrative services of the school are to be provided, and potential civil liability effects. [Ref. California Education Code §47605(h~~g~~)]

IX.A SVUSD'S VISION

SVUSD's vision is that "students will be socially responsible, pursuing their full potential in intellectual, social, and physical development, and be engaged, ethical and effective citizens."[30]

CalCA Monterey Bay will support and enhance this vision by providing each student with a Personalized Learning Plan which challenges individual students to excel and succeed through a differentiated educational path. When students work at a challenging but realistic level that fits their educational needs and goals, they develop academic confidence, feel positive about their school experience, and in turn realize their potential and are empowered in their success. This allows students to become contributing citizens in a diverse and global society. CalCA Monterey Bay also promotes strong parent partnerships and offers a safe learning environment for all students.

IX.B BENEFITS

There are many benefits that SVUSD will receive through sponsoring CalCA Monterey Bay. One of the most significant benefits is being able to serve students that were underserved or not being served within the community. Providing access for students to fully qualified teachers and to innovative, interactive 21st century curriculum from a partner who has demonstrated success meets the goals and mission of SVUSD. It also provides an opportunity for SVUSD to reengage students in a charter sponsored by SVUSD who may have chosen other virtual or charter opportunities.

The District will provide supervisory oversight as required by law, in exchange for an oversight fee of up to 1% of the portion of the charter school's annual public revenue, as defined in California Education Code section 47613 (f).

CalCA Monterey Bay will represent an outstanding virtual educational choice for families in Santa Cruz County and contiguous counties and this will build awareness of SVUSD's innovative approach to learning. Increased awareness of SVUSD will be of benefit to SVUSD's own community outreach efforts.

[30] https://www.scottsvalleyusd.org

IX.C FACILITIES

CalCA Monterey Bay will have no negative impact on the district with respect to facilities. As a non-classroom-based program, CalCA Monterey Bay will not be eligible for facilities under Proposition 39. The school will agree to comply with all applicable laws related to jurisdictional limitations to the locations of its facilities and any legally required notices regarding school sites.

IX.D ADMINISTRATIVE SERVICES

The CalCA Monterey Bay staff will cooperate fully with District staff in the preparation and reporting of all required data and financial information. The District and the charter school may enter negotiations during the MOU process to provide services to the charter school. Neither party is obligated to provide or accept such services, but may do so by mutual agreement. The Superintendent or designee of the District will be authorized to negotiate and enter into an agreement to provide services to the charter school.

IX.E CIVIL LIABILITY EFFECTS

Since the school will be operated by a non-profit public benefit corporation, CalCA Monterey Bay will be legally independent from SVUSD. In addition, CalOPS will maintain adequate insurance coverage to further limit liability of the district. Internal dispute processes will be in place to decrease the incidence of legal disputes. CalCA Monterey Bay and CalOPS will retain services of attorneys familiar with charter school legal issues to prevent legal problems from arising.

X. ASSURANCES

This Charter shall, in all respects, be governed by the laws of the State of California applicable to agreements executed and to be wholly performed within the State of California. Nothing contained herein shall be construed so as to require the commission of any act contrary to law.

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This assurances page is intended to be signed by a duly authorized representative of the applicant and submitted with the full charter application.

As the authorized representative of the applicant, I hereby certify that the information submitted in this application for a charter renewal for California Connections Academy Monterey Bay, is true to the best of my knowledge and belief; and further I understand that if awarded a renewal of the charter, the School:

1. Will meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. California Education Code Section 47605(d~~c~~) (1)].
2. The California non-profit public benefit corporation which operates California Connections Academy Monterey Bay will be the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act [chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code.] [Ref. California Education Code Section 47605(c~~b~~)(6)]
3. Will be nonsectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. California Education Code Section 47605(e~~d~~)(1)]
4. Will not charge tuition or other prohibited fees. [Ref. California Education Code Sections 47605(e~~d~~) (1) and 49010 et seq.].
5. Will admit all eligible students who wish to attend the school, and who submit a timely application, unless the school receives a greater number of applications than there are spaces for students, in which case each applicant will be given equal chance of admission through a random lottery process in accordance with admissions preferences as laid out in the charter. [Ref. California Education Code Section 47605(e~~d~~)(2)]
6. Will comply with all laws establishing the minimum and maximum age for public school enrollment and funding. [Ref. California Education Code Section 47612(b), 47610(c)]
7. Will not discriminate against any student on the basis of ethnic background, national origin, immigration status, gender, gender identity, gender expression, disability, or any other basis protected by law. [Ref. California Education Code Section 47605(e~~d~~)(1)].
8. Will not discourage a student from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the student or because the student exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii). [Ref. California Education Code Section 47605(e)(4)(A)].
9. Will not request a student's records or require a parent, guardian, or student to submit the student's records to the school before enrollment. [Ref. California Education Code Section 47605(e)(4)(B)].

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10. Will not encourage a student currently attending the charter school to disenroll or transfer to another school for any reason, including, but not limited to, academic performance of the student or because the student exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii). This paragraph shall not apply to actions taken by the charter school pursuant to the procedures by which student can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. [Ref. California Education Code Section 47605(e)(4)(C)].
11. Will comply with Education Code Section 47605(e)(4)(D) by posting the appropriate notice on the charter school's website and providing a copy to a parent or guardian as required.

8.12. Will adhere to all provisions of federal law relating to students with disabilities, including the IDEA, Section 504 of the Rehabilitation Act of 1974, and Title II of the Americans with Disabilities Act of 1990, that are applicable to it.

9.13. Will notify the superintendent of the school district of the pupil's last known address within 30 days if a pupil is expelled or leaves the school without graduating or completing the school year for any reason, and the school shall, upon written request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. California Education Code § 47605(ed)(3)].

10.14. Will, on a regular basis, consult with its parents and teachers regarding the school's education programs. [Ref. California Education Code § 47605(dc)(2)]

11.15. Will meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary [Ref. Criteria for Review, section 11967.5.1(f)(5)(C)] and including the criminal record background check and summary required by Ed Code 44237.

16. Will ensure that teachers in the school hold a California Commission on Teacher Credentialing certificate, permit, or other document required for the certificated assignment. equivalent to that which a teacher in other public schools are required to hold. ~~As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers (as defined in this charter). [Ref. California Education Code Section 47605(l)]~~ The school will also insure that copies of these credentials will be kept on file at the school and available for inspection upon request. The school may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in accordance with all of the requirements of the applicable statutes or regulations in the same manner as a governing board of a school district, and shall have authority to request an emergency permit or a waiver from the Commission on Teacher Credentialing for individuals in the same manner as a school district. Teachers employed by charter schools during the 2019–20 school year shall have until July 1, 2025, to obtain the certificate required for the teacher's certificated assignment.

~~12.~~

13.17. Will at all times maintain all necessary and appropriate insurance coverages.

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~~14.~~18. Will comply with any applicable jurisdictional limitations and requirements set forth in the Education Code. [Ref. California Education Code §§ 47605 & 47605.1]

~~15.~~19. Will submit an annual accountability plan to the authorizer as laid out in California Education Code § 47606.5.

~~16.~~20. Will follow any and all other federal, state, and local laws and regulations that pertain to the operation of the charter school.

~~17.~~21. Will comply with all regulations regarding independent study programs that are applicable to charter schools.

~~18.~~22. Will comply with all state audit and other state reporting requirements for charter schools.

~~19.~~23. Will comply with all applicable portions of the Elementary and Secondary Education Act and the Every Student Succeeds Act.

~~20.~~24. Will comply with the Public Records Act.

~~21.~~25. Will comply with the Family Educational Rights and Privacy Act.

~~22.~~26. Will ensure that meetings of the Governing Board for the school shall comply with the applicable sections of the Ralph M. Brown Act and Education Code Section 47604.1.

~~23.~~27. Will maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. California Education Code Section 47612.5(a)]

~~24.~~28. Will respond to all inquiries regarding records, both financial and other, and will provide access to the district to such records.

_____ _____

Signature Date

Dr. Richard Savage_____

Printed Name

Executive Director_____

Title

EXHIBITS

A Personalized Learning Plan Samples

B General School Handbook 2018-19 & California Connections Academy School Handbook Supplement

C Master Agreement (Sample)

D Parent/Legal Guardian (Caretaker) Acknowledgement (PLCA) (Sample)

E Articles of Incorporation, Bylaws, Conflict of Interest Code and 501(c)(3) Status

F Statement of Agreement (Draft)

G Memorandum of Understanding (Draft)

H Business Plan, including Budgets and Cash Flow Narrative

I Insurance Certificates (Samples)

J Charter Petition Signatures

California Connections Academy North Bay

CalCA NORTH BAY

CHARTER RENEWAL

Submitted to

Middletown Unified School District

RENEWAL APPROVED on April 10, 2019

Non-material amendment approved on June 23, 2020

Charter originally approved on January 15, 2014
As amended December 14, 2021

Dr. Richard Savage, Executive Director
California Connections Academy North Bay
rsavage@calca.connectionsacademy.org

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The 15+ Elements of a Charter Petition

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

Figure 1. 15+ Elements of a Charter Petition.

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

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

EXECUTIVE SUMMARY

California Connections Academy North Bay[2] (abbreviated herein as "CalCA North Bay") has set a new standard for virtual education excellence in California. Students have benefitted from a top-quality curriculum that meets all California Common Core State Standards. Each student has a Personalized Learning Plan and one or more fully qualified California-certified teachers working with expert curriculum specialists to tailor the curriculum to meet that student's individual learning needs.

More than an online school, CalCA North Bay is a virtual learning community that connects students, teachers, and families through unique technology tools as well as synchronous and one-on-one interaction. Students and their families can count on sophisticated support for their curriculum, technology, special education, and digital learning platform needs, so that they can focus on academic progress and achievement. Consistent with applicable law, as a virtual school, CalCA North Bay serves students in grades K-12 in Lake, Napa, Sonoma, Mendocino, Glenn, Colusa, and Yolo counties. CalCA North Bay represents an outstanding educational choice for families in Lake County and contiguous counties and will continue to build awareness of Middletown Unified School District's ("MUSD" or the "District") innovative approach to learning.

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

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

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

[2] The school name was previously California Connections Academy @ North Bay. The "@" symbol is being removed from the name to conform to a new naming convention and because it created difficulties to include it.

There are currently four other California Connections Academy (CalCA) virtual public schools in the charter network referred to as "California Connections Academy Schools"[3]:

- California Connections Academy Central (CalCA Central) opened under a charter authorized by Alpaugh Unified School District in 2006 and serves approximately 450 students in the lower Central Valley,
- California Connections Academy Ripon (CalCA Ripon) opened under a charter authorized by Ripon Unified School District in 2012 and serves approximately 1,150 students in the upper Central Valley and Northern California regions including Sacramento and East Bay,
- Southern California Connections Academy (CalCA SoCal) opened under a charter authorized by Capistrano Unified School District in 2004 and serves approximately 3,600 students in Southern California, and
- California Connections Academy Central Coast (CalCA Central Coast) will open under a charter authorized by Cuyama Joint Unified School District in 2019-2020 and will serve approximately 200 students in the Central Coast region.

CalCA North Bay plans to continue to contract with Connections Education (referred to herein as ("Connections")) for certain curriculum, technology, and school support services, all of which are performed at the direction of the school's Governing Board and for which the Governing Board retains ultimate decision-making authority, consistent with California law under AB 406 during the term of the renewal charter.

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

[3] Each school operated by California Online Public Schools (CalOPS), a California public benefit corporation, will be updating its name to reflect a change to a unified name convention. The existing California Connections Academy@Central, the existing California Connections Academy@Ripon and the existing Capistrano California Connections Academy will be updated to remove the @ symbol from their names as well as to best reflect regional areas served. Similarly, the existing California Connections Academy @ North Bay will be updated to conform to this naming convention by removing the "@" sign, with the updated name of California Connections Academy North Bay, as reflected in this charter renewal application.

The curriculum is updated regularly, with revisions and improvements communicated to the school's Governing Board[4], based on a rigorous analysis of student performance on state standards as measured by state testing results and internal assessments. Connexus facilitates the effective delivery of the curriculum via an optimal combination of technology and print media. CalCA North Bay staff facilitate enriching in-person community activities to round out the comprehensive learning experience.

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

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

CalCA North Bay integrates school, community, and home. Another critical factor for success is the Learning Coach. The Learning Coach, a parent or other parent-designated caring adult, plays an active role in the learning process, providing input and communicating regularly with teachers. The CalCA North Bay program integrates school, community, and home via online and face-to-face activities. School staff members in coordination with parent volunteers facilitate enriching in-person community activities and field trips to round out the comprehensive learning experience. Ninety-six percent of CalCA North Bay families report that their child/children are satisfied with the program and 93% report that the quality of the curriculum is high quality.

Students have access to a wide range of clubs and activities that provide social opportunities and support student's academic progress in topics including language arts, reading, science, math, the arts, and more. An example of clubs includes: Art Club, Author's Corner, Debate Club, *The Monitor: S*tudent Blog, Poetry Corner, ePals, and Science Sleuths. These activities encourage students to explore interests beyond the classroom, develop leadership skills, and make friends within their school and with students from other schools supported by Connections. The school also participates in the CalCA established chapters of the National Honor Society and National

[4] In this document, use of the term "Board" or "Governing Board" refers to the Governing Board for the nonprofit public benefit corporation that operates CalCA North Bay, California Online Public Schools (CalOPS), unless otherwise specifically indicated as the MUSD Board of Trustees (the Middletown Unified School District's Board).

Junior Honor Society, providing students with additional opportunities for developing social, leadership, and community involvement skills.

HISTORY AND ACCOMPLISHMENTS

CalCA North Bay was first chartered in June 2014 by the Governing Board of MUSD. This renewal will be the first renewal for the school. CalCA North Bay has served students in all grades K-12 as a non-classroom-based, independent charter school since 2014, with enrollment in the high school grade levels making up approximately 60% of the total enrollment. CalCA North Bay has experienced a steady increase in enrollment from year to year. School enrollment has increased by an average growth of 25% over the past four years.

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

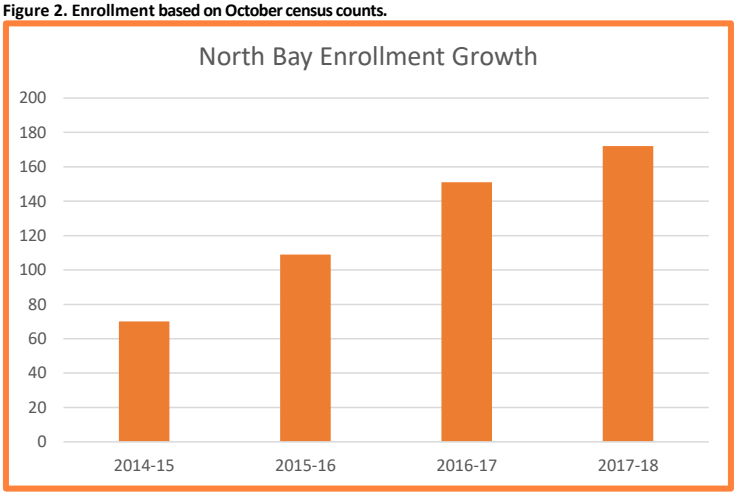
The California Connections Academy Schools use the Connections curriculum and instructional program that has proven successful in communities across California as well as in other states, and was the first program of its kind to be nationally certified by AdvancED™[5]. During its reaccreditation process in 2015, Connections' overall scores exceeded AdvancED's average score for all of the schools and corporations AdvancED accredits. AdvancED reviewers noted that "Connections Education's quality assurance processes and data-driven culture lead to systemic, systematic, and sustainable continuous improvement."

ENROLLMENT AND DEMOGRAPHICS

CalCA North Bay serves a diverse population and has experienced steady enrollment growth. Figure 2 demonstrates the growth trends from the school year 2014–15 through 2017-18 for the school in grades Kindergarten through 12th grade.

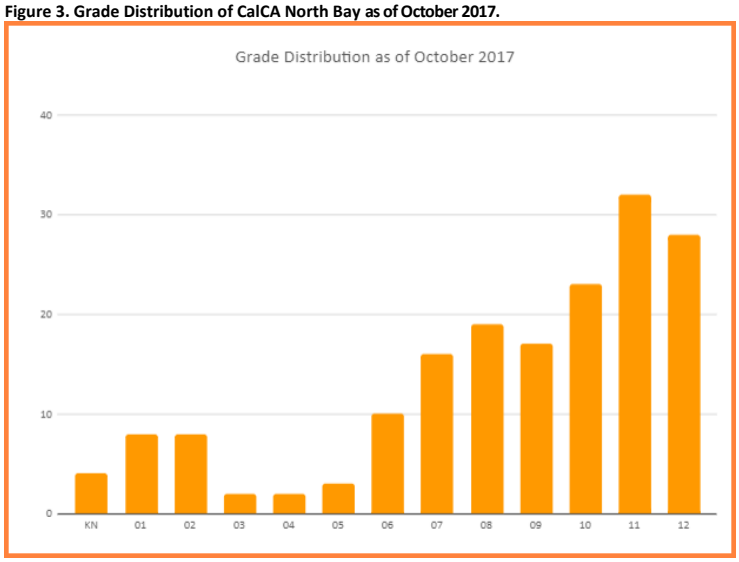
[5] Accreditation agency serving 32,000 public and private schools and districts http://www.advanc-ed.org/

Figure 2. Enrollment based on October census counts.



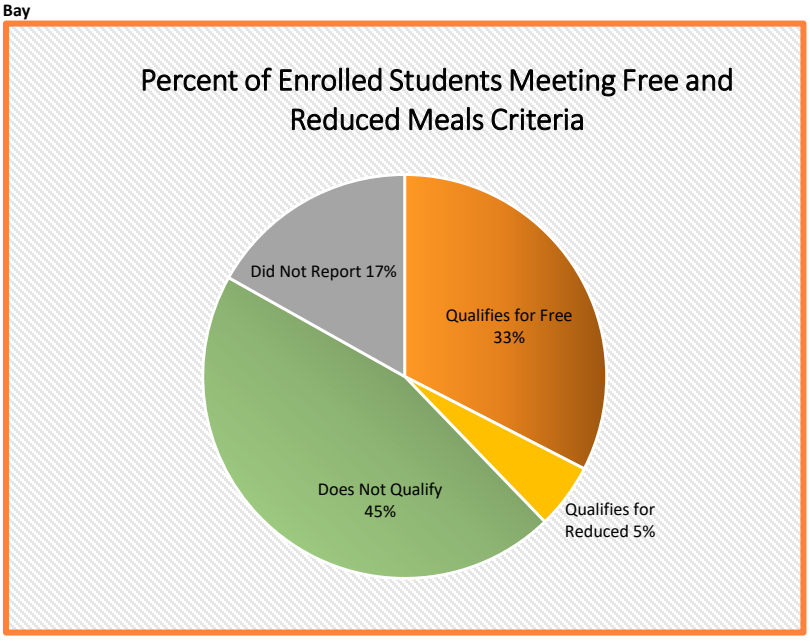
The following data points are compiled based on the official state data for CalCA North Bay. Figure 3 illustrates the grade distribution as of the census count (Fall 1 count) in October of 2017, with grades 9-12 representing the largest number of students.

Figure 3. Grade Distribution of CalCA North Bay as of October 2017.



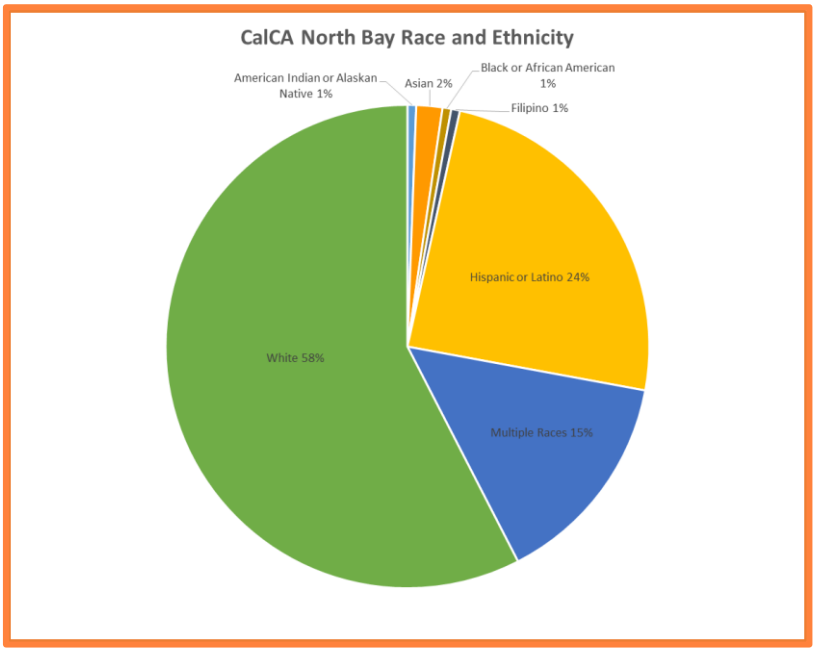
In addition, approximately 38% of the students served by the CalCA North Bay school (as of October 2017) are socio-economically disadvantaged, when measured by family income eligibility (defined as income levels that would qualify for free or reduced price meal benefits), as illustrated in Figure 4~~Figure 4~~. Please note that this number is an estimate as 17% of families choose not to report this information.

Figure 4. Percentage of Enrolled Students Meeting Free and Reduced Priced Meals Criteria as of October 2017 for CalCA North Bay



CalCA North Bay also serves a diverse student population with 24% of students identifying as Hispanic/Latino, 15% of students identified as Multiple Races, 2% of students identified as Asian, 1% identified as American Indian or Alaskan Native, and 1% of students identified as African American, as of October 2017 as illustrated in Figure 5.

Figure 5. Ethnicity Breakdown of CalCA North Bay as of October 2017.



ACADEMIC ACCOUNTABILITY

California Accountability

The following information shows that the school has demonstrated pupil academic achievement over its charter term. Additional academic and other achievements are also listed in the Accomplishments section.

Based on a review of test data from the past several years, CalCA North Bay students overall have exceeded the state average in English Language Arts. Due to the small size of the school, most grade levels tested did not have enough students to perform a more detailed analysis. Figures 6 and 7 show overall school performance on the state assessments administered in Spring of 2016 and 2017. These figures also demonstrate that the school has shown academic improvement in both academic areas between the 2015-16 and 2016-17 school years. Initial analysis of the testing from Spring of 2018 indicates that CalCA North Bay students are continuing to exceed the state average in English Language Arts. Math scores appear to show a downward trend in 2017-18; however, interpretation of these trends is limited due to the low number of students tested.

Figure 6. SBAC English Language Arts/Literacy State Test Proficiency Two Year Comparison.[6]

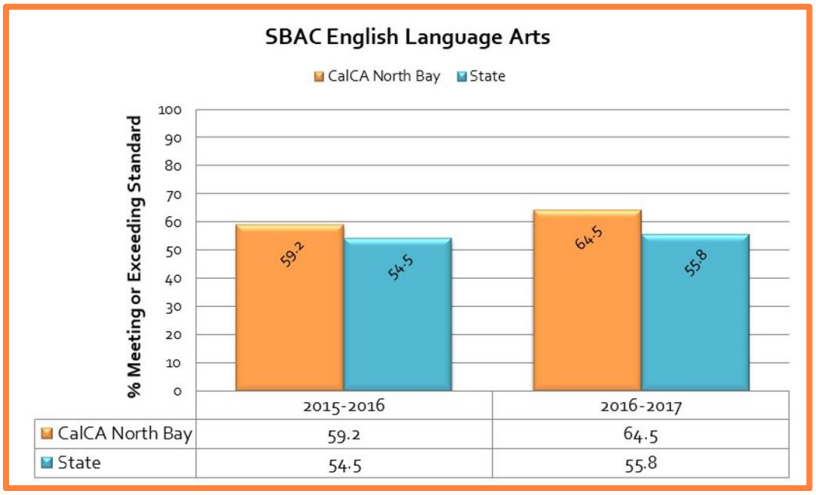
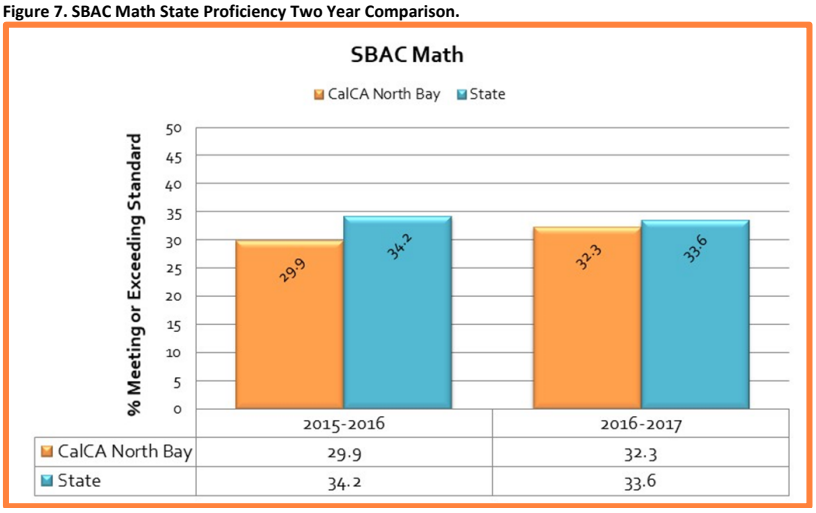


Figure 7. SBAC Math State Proficiency Two Year Comparison.



[6] For figures 6 and 7, our comparisons include data from the CDA CAASPP website and are limited to grades that CalCA North Bay served and where a sufficient number of students were tested. Our state-level performance includes those same grade-levels as opposed to all students tested in the state of California.

In addition, the school conducts internal pre- and post- assessments for students in all grade levels (see Sections II.B and III.C for a description of the LEAP and Scantron assessments). When comparing student performance on these assessments over several years, the percentage of students making satisfactory progress (defined as at least one year of growth over one academic year) increased annually for English Language Arts, with a total increase of approximately 10% over the first three school years since the school opened. The trend in Math was not as strong, but between 2015-16 and 2016-17 the percentage of students making satisfactory progress in Math increased by 2%.

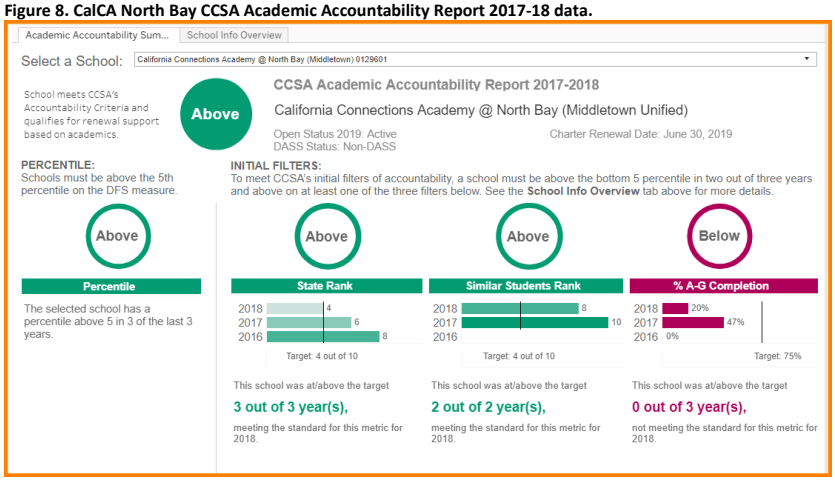
One important factor to consider is how the school is performing relative to other schools that serve similar populations of students. There are not many schools which serve students in all grades K-12 and which would therefore have comparable academic data. One previously available method used to analyze how a school is doing relative to other schools was the state's Similar Schools Ranking. The CalCA schools in existence at that time were consistently rated very high on this measure—ranging from 7 to 10, obtaining a rank of 10, the highest possible, in multiple years.[7]

While the state has not yet devised a replacement for the similar schools ranking, it is expected that when the state does provide school to school comparisons, CalCA North Bay's academic performance relative to other schools which serve similar student populations will demonstrate that it is doing well educationally with the students it is serving. The California Charter School Association ("CCSA") has already begun comparing data between schools, including both charter schools and traditional public schools. Based on their complex analysis, CalCA North Bay is scored a 10, the highest possible decile rating, when compared to other public schools serving similar demographics (See Figure 8 "Similar Students Rank") in 2017 and scored an 8 out of 10 in 2018.[8] CCSA's ranking system is equivalent to the former API ranking, which means CalCA North Bay performs significantly better than other schools which serve similar student populations. There is also a ranking given by CCSA (See Figure 8 "State Rank") where CalCA North Bay is compared to all public schools in California and on this measure, the school has been ranked around the state average, ranging from 4 to 8 on that measure over the past several years.

Given that the school is small and mobility rates are relatively high, this method of looking at school performance demonstrates that while the overall school rates in math on the state assessment may still be below state averages, the school actually exceeds expectations when demographic factors are taken into account. Figure 8 is one illustration of the CCSA Academic Accountability reports, which can also be found on the CCSA public website (www.ccsa.org/advocacy/accountability).

[7] https://www.cde.ca.gov/ta/ac/ar/index.aspresults
[8] http://www.ccsa.org/advocacy/accountability/index.html#tab-school_results

Figure 8. CalCA North Bay CCSA Academic Accountability Report 2017-18 data.



It is important to note that schoolwide standardized test scores may fluctuate from year to year. In addition, the school is still small and so analysis of any grade level is difficult. State test scores do not necessarily represent overall performance at CalCA North Bay, given the limited number of grades with a sufficient number of students tested. (Note that the state does not report on grades with 10 or fewer students tested.) Over the past few years, there was only one grade level, Grade 11, which had enough students testing over at least two years to report. All other grade levels had fewer than 10 students who tested over two consecutive years.

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

Due to the relatively small size of CalCA North Bay, as well as the relatively rapid growth rate each year, it is particularly susceptible to enrollment fluctuations which have an impact on academic performance data.

In addition, the state has used several methods in calculating the school's scores on the CAASPP tests that create a negative impact for any student who does not participate. For example, those students may be assigned the lowest possible score when calculating the school's overall academic performance. Due to the challenges of setting up in-person testing locations, as well as

the challenge of many parents who elect to "opt out" of state testing, the school's test scores may be negatively impacted by these methods of calculation in use by the CDE.

In the context of the study conducted of representative Connections Academy schools nationally for students enrolled during the 2013–2014 to 2015–2016 academic years, the following comparative statements about the efficacy of Connections Academy schools have been validated:[9]

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

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

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

[9] https://www.pearson.com/content/dam/one-dot-com/one-dot-com/global/Files/efficacy-and-research/reports/audited/Connections-Academy-research-report.pdf

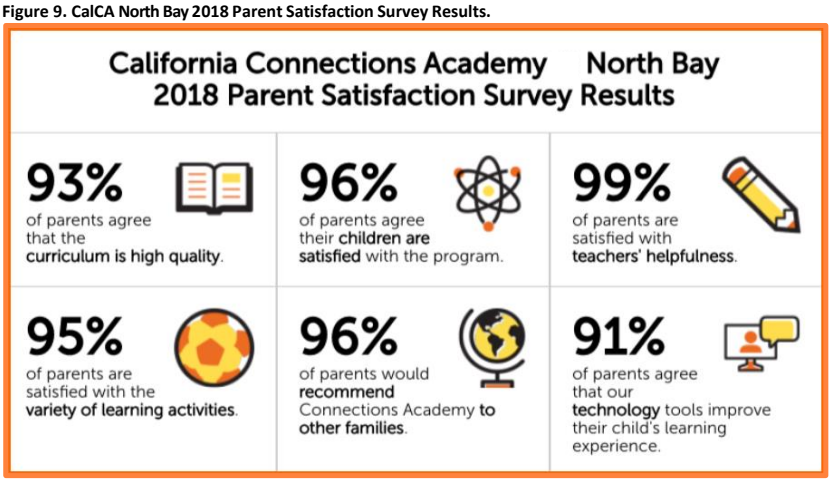
Regularly evaluating the academic performance of students, using student performance data to drive changes and improvements to the school program, increasing use of PLCs, and developing annual goals and plans to increase student academic achievement all demonstrate a dedication and focus on student performance.

Parent Satisfaction

Figure 9 presents the most recently compiled parent satisfaction survey results from CalCA North Bay. The school has consistently received high ratings on annual parent surveys. Parents are surveyed annually; the results are compiled by an independent third-party research firm, and presented to the school staff and its respective Board. The results over the past three years demonstrate that the school is meeting the parent satisfaction goal laid out in the charter in Section III.A.

Parent surveys provide quantifiable data by which the school leadership can work towards improving various aspects of the school. It also provides a valuable source of parent input into the planning process for school improvement, such as the development of the LCAP. Over the past several years, the percent of parents responding to surveys from CalCA North Bay in 2017-18 was 93%. Therefore, these results are considered reflective of the overall experience of the families.

Figure 9. CalCA North Bay 2018 Parent Satisfaction Survey Results.



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

Top Reason Why I like Connections Academy

Some of my top reasons why I like Connections Academy are: Flexibility of coursework schedule; Ease of getting answers from all staff, from teachers to administration; Availability of coursework, including many AP, Honors, and elective course; Students are encouraged to dual enroll in college classes which opens up even more options for the student; The school set up feels more familiar to a brick and mortar school, in that you don't need to find your own curriculum, everything is still provided for you with a teacher for each class; Your entire syllabus year is laid out so a student knows what work is ahead and can plan accordingly; The school doesn't want to see the student fail or fall through the cracks; Help is always available; and My child is given the opportunity to learn from errors and make improvements to his work which leads to better understanding.

– CalCA North Bay parent

Personalized Attention from Teachers.

I just wanted to let you know how much my child and I appreciate Natasha. She is amazingly available to (my child) and helping her stay on top of things. In all of my child's school years, public or private, with all the learning disability issues, Connections Academy stands far above any other institution. Natasha is one of the main contributors to that positive experience for us.

– CalCA North Bay parent

Connections Exceeds Expectations.

This is my son's second online school experience. Connections far exceeded our expectations. The quality of teachers, the feedback and response time, and the ability to track my son's progress is outstanding. As a fellow educator I appreciate the structured format that allows my son take responsibility for his education. I am able to see what he is doing and give him feedback on how he can better himself. Thank you for developing a comprehensive program.

– CalCA North Bay parent

Top Reasons a Parent Likes Connections

Some of my top reasons why I like Connections Academy – the flexibility of coursework schedule; ease of getting answers from all staff; from teachers to administration; availability of coursework, many more AP, Honors and elective course offerings than many other online schools in my area; students are encouraged to dual enroll in college classes which opens up even more options for the student; the school set up feels more familiar to a brick and motor school, in that you don't need to find your own curriculum; everything is still provided for you with a teacher for each class; your entire syllabus year is laid out so student knows what work is ahead and can plan accordingly; and the school doesn't want to see the student fail, unlike our experience at a local HS this school hasn't let my kid fall through the cracks when he needs help it is always available and he is given the opportunity to learn from errors and make improvements to his work which leads to better understanding.

– CalCA North Bay parent

Connections Academy is Great!

I feel compelled to reach out and let you know that I believe Connections Academy is a great school. When my students were enrolled in a "credited public school" that was being recognized for their academics, my student was not being challenged to excel. Since enrolling my first child, my family has grown. I now have had all four of my children attend Connection's Academy from K-9, my youngest being in first grade. My oldest son who is a junior in high school is taking college courses at CalPoly which is adjacent to his high school. Your program has allowed my children to have the time to train in Jujitsu from the age of 6. Now at the ages of 16 and 14 my older two sons are physically fit and well educated enough to be Fire Explorers and give back to their community. Your program has allowed them to learn time management that has hugely impacted the way they run their lives. These things will not show up on a state test.

– CalCA North Bay parent

Teacher Supports her Students.

I wanted you to know that you've been an excellent support for my son as his music instructor. Also, the music class curriculum was beyond excellent. However, my son has expressed interest in trying out another elective for next semester. So, I have asked the counselor to move him out of music into another elective class. He is trying to find his interests and passions, and for now, although the music instruction was excellent, he feels the need to try something else. I hope you can understand. And again, I wanted to share with you what a great job you did. I am thankful to you for your encouragement

– CalCA North Bay parent

Our Teacher is a Great Communicator.

My son had an exceptional first year with Connections Academy!! His teacher was such a wonderful communicator and informed me of all the ins and outs so I didn't feel like I was as intimidated as I thought I was going to be as a learning coach. Her guidance and little tips to help with the learning process was greatly appreciated!! We love Connections Academy.

– CalCA North Bay parent

Students Appreciate the California Connections Academy Teachers.

Dear Teachers Hi! I'm in 7th grade. I just wanted to say thank you for all your hard work this year! You are the ones that make learning possible for all of us students :). All that diligent effort of correcting tests and holding LiveLessons has played off, and we are prepared to move on to the next grade, thanks to you! You are all real great! Thank you so much for helping me this year and to help me learn new things that will help so much in the future! I really appreciate all the work you go through, like going to college for many years to help us, correcting 45 question tests, and helping us to understand the material that is not familiar to us. Thank you!

– CalCA North Bay student

Students Receive a Personalized Experience with California Connections Academy Teachers.
YAYY! Today is the last day of school!
Honestly I am so proud of myself for all that I have done.
It is also so hard and amazing to believe that I will be in MIDDLE SCHOOL!!
I am over the max excited! But I am also very glad that my counselor put me in your class because I had some amazing feedback. You were a great teacher! Thank you for always giving me courage and confidence when I do my work! Have a fun summer and a lovely day!

– CalCA North Bay student

Connections Academy is Amazing!

"We miss you all already....
Thank you to the best school, staff, and teachers we've ever had. We will never forget our amazing experience with Connections Academy. Best Wishes to you all!"

– CalCA North Bay parent

ACCOMPLISHMENTS

CalCA North Bay is proud of its accomplishments:

Academic and Educational Achievements and Other Alternative Measures Showing Increases in Academic Achievement

- CalCA North Bay students have met or exceeded the state in English Language Arts on the state assessments in all grades with sufficient numbers tested for the past three years, with only one exception (7th grade in 2017-2018, which was the first year 7th grade had enough students to report).
- CalCA North Bay students have shown increases in Math on the state assessments between 2015 and 2018, given the volatility of the data analyzed over the past several years.
- CalCA North Bay students have shown improvement on internal assessments designed to demonstrate annual academic growth in Math and English Language Arts.
- When compared to other schools serving similar demographic populations, the California Connections Academy Schools show that they outperform these comparator schools. This was evident in the similar schools' rankings given by the state in past years. Since that ranking has been discontinued, the comparisons done by CCSA have continued to show that the California Connections Academy Schools are providing a high quality education for the students served, based on high Similar Student Measure rankings and CCSA's similar school ranking metric (see also the Academic Accountability section). CalCA North

Bay scored the highest possible ranking of 10 in 2017 when academic performance was analyzed using other demographically comparable schools.

- CalCA North Bay has received positive reports from the Western Association of Schools and Colleges (WASC). In the most recent full self-study, conducted in spring of 2018 by a WASC team led by one of the Coordinators from the WASC office, the school received affirmation of all aspects of its program as well as for its ongoing and consistent efforts towards school improvement.
- The CalCA North Bay 2018 spring graduating class included 4 students graduating with the highest honors with GPAs of 4.0 or higher, as well as 11 additional students graduating with honors (GPA 3.0 to 3.99).
- The CalCA North Bay graduating class grew from 5 graduates in June of 2015 (first graduating class was from the first year 2014-15) to 24 graduates in June 2018.
- CalCA North Bay joined the Tulare SELPA in 2014 and has been successfully managing its Special Education program through its own Local Education Agency (LEA) membership in that Special Education Local Plan Area (SELPA).
- California Connections Academy Schools implement a quality Special Education program in a virtual environment, which includes having a Special Education Director and multiple Education Specialists on the school staff. On the most recent parent satisfaction survey, over 90% of parents agree that they are satisfied with special education services provided through CalCA North Bay. Survey responses were provided by 32 parents of children who were diagnosed with a learning disability and have an IEP.
- CalCA North Bay has improved and expanded on the English Learner (EL) program, including introducing credit bearing courses for high school EL students in the fall of 2017.
- Although CalCA North Bay does not yet have a large enough number of EL students to analyze the effectiveness of our program, over the past years, the California Connections Academy Schools have shown success with the EL students served. For all CalCA EL students who took the CELDT test two years in a row, 83% showed improvement in scores from 2013-14 to 2014-15, 55% improved between 2014-15 and 2015-16 and 71% of those tested improved between 2015-16 and 2016-17. (NOTE: Because of changes in the state language test, comparisons were not conducted during 2017-18.) In addition, the percent of all CalCA EL students who were reclassified to fluent was approximately 13% between the fall of 2016 to the fall of 2017 and approximately 16% from the fall of 2015 to the fall of 2016.
- California Connections Academy Schools have implemented an Advancement via Individual Determination (AVID) program to support students in grades 6–11 in order to further prepare them for college and other post-secondary options. Grade 12, along with a credit bearing AVID course, has been added in 2018-19.
- CalCA North Bay has successfully implemented and expanded programs for Gifted and Talented students (GATE).

- Connections is a University of California (UC) approved provider, and has over 100 courses on the approved "a-g" course list, covering all four core content areas as well as many electives. California Connections Academy Schools have been able to integrate in-person wet labs into science courses, thereby meeting the current “a-g” requirements for lab science courses.
- Recently, over 40 Career Tech Education (CTE) and Visual/Performing Arts courses received “a-g” approval, allowing California Connections Academy students to more easily meet the “a-g” requirements while enrolled in an online school setting.
- More than eighty courses offered by Connections meet National Collegiate Athletic Association (NCAA) approval.
- California Connections Academy Schools implement and continuously improve instructional materials, methods, strategies, technology, and course offerings in the virtual setting.
- California Connections Academy Schools hire, retain, and promote excellent staff with all teachers meeting state and federal credentialing requirements.
- California Connections Academy Schools consistently increase the offerings and effectiveness of staff training and professional development.
- California Connections Academy Schools enroll many high school students who are credit deficient or who have been out of school altogether for a period of time. While this creates a group of students who are off their cohort for graduation, the schools are able to successfully support many of these students so that they are ultimately able to graduate.
- Graduates from the CalCA North Bay in 2017-18 were awarded $60,000 in scholarships.
- Students who graduated from schools supported by CalCA North Bay have been accepted at the colleges listed in Figure 10.

Figure 10. College Acceptances.

College Acceptances for Recent CalCA North Bay Graduates
• California State University – Chico • California State University – Davis • California State University – Fullerton • California State University – Long Beach • California State University – Sacramento • Iowa State University • Napa Valley Community College • Sacramento City College • Santa Rosa Junior College • Solano Community College • University of California – Davis • University of California – Irvine • University of the Pacific • Utah State University

College Acceptances for Recent CalCA North Bay Graduates
• Woodland Community College

Other Achievements

- 98.6% of CalCA North Bay parents were satisfied with helpfulness of their teachers according to the 2018 Parent Satisfaction Survey.
- School climate and culture are strong across all California Connections Academy schools. Multiple indicators, aligned with the state's educational priorities, demonstrate this. For example, both staff members and families report a very positive experience with the school. Annual surveys show that California Connections Academy schools earn a high level of parent, staff, and student satisfaction.
- California Connections Academy North Bay has increased the number, location, and type of field trips offered to families each year. During the 2017-18 school year, CalCA North Bay had 10 field trips with 224 family members in attendance.
- California Connections Academy North Bay hosts a joint in-person graduation ceremony each year, along with other CalCA schools, for their graduates. Since the school opened in 2014, the number of senior graduates from CalCA North Bay that attended a commencement ceremony has increased each year. Total attendance for graduates of all CalCA schools, along with families, was approximately 2,300, not including staff. In-person grade 8 promotion ceremonies are also offered.
- Families attend multiple school functions, such as picnics and celebrations. Each school typically offers three picnic events each year to allow family members to meet each other and to meet staff in person.
- The California Connections Academy Schools have an active chapter of both the National Honor Society (NHS) and National Junior Honor Society (NJHS) to further enhance opportunities for both students as well as the communities served by the school.
- CalCA North Bay enjoys a strong partnership with the existing California Connections Academy non-classroom-based "sister" charter schools located in other areas of the state, which allows the allocation of various resources to maximize access for all students to a comprehensive, full service program, while minimizing fiscal impact.
- School suspension rates are very low at the California Connections Academy schools — there have been no disciplinary suspensions or expulsions since the inception of CalCA North Bay.
- California Connections Academy North Bay serves socioeconomically, racially, ethnically, and geographically diverse student populations.
- California Connections Academy North Bay builds strong school communities through both face-to-face and virtual interactions.

- California Connections Academy North Bay performs outreach and participates in many community events, and also collaborates with community organizations. Examples of community involvement include:
    - CalCA North Bay has participated in several Earth Day events, including the Earth Day Festivals hosted by the City of Santa Rosa and the Environmental Education Coalition of Napa County. In addition, the school has participated in multiple community events such as the City of Sebastopol Apple Blossom Festival (hosted by the Chamber of Commerce), the City of Petaluma Butter and Egg Days, the Celebrate Davis event (in conjunction with the Chamber of Commerce), the 123rd annual Luther Burbank Rose Parade and Festival, the NASCAR Toyota event at the Sonoma Raceway, and the City of Windsor Holiday Tree Decorating event.
- School staff members routinely speak at conferences on online learning as well as other charter school topics. For example, administrators from the school presented at several conferences recently, including the Educating for Careers conference and the International Conference on Learning, the Advanced Placement Annual Conference, and the California Charter Schools Association conference.
- California Connections Academy North Bay is fiscally stable as evidenced by balanced budgets, adequate cash flow, and a stable reserve balance.
- Each of the annual audit reports for CalCA North Bay since inception has been completed with no findings.
- California Connections Academy North Bay implements thorough attendance accounting procedures to allow accurate recording of student attendance in a non-classroom based school.
- California Connections Academy North Bay complies with the requirements of state and federal law as applicable to charter schools.
- California Connections Academy North Bay complies with the terms of its charter including, but not limited to such areas as Governing Board composition and Governing Board policy, health and safety, human resources, financial reporting, insurance, audits, educational offerings, academic outcomes, and so forth.

I. FOUNDING GROUP

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

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

I.A GOVERNING BOARD

CalCA North Bay is governed by the non-profit Governing Board, California Online Public Schools (CalOPS).[10] The Governing Board has extensive experience functioning as a charter school Governing Board as well as expertise in business, education, technology, and finance. The Governing Board currently consists of the following individuals:

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

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

[10] In August of 2018, all three existing non-profit corporations were merged to form California Online Public Schools which now governs all the California Connections Academy schools.

- **Mr. Michael Henjum, Board Vice President:** Mike Henjum is a life-long educator, serving in various private schools in Orange County for the past 26 years as a teacher, coach, and principal. He is currently the Head of Advancement at Saddleback Valley Christian School in San Juan Capistrano. Mr. Henjum earned his B.A. from Vanguard University, M.Ed. in Educational Leadership from Grand Canyon University, and has completed additional post-graduate work at Portland State University and UC Irvine. Mr. Henjum chose to join this board because of his dedication to schools that provide a rigorous, college-prep curriculum to students and his belief that school choice is an effective way to achieve greater student achievement, with charter schools being one of the most effective vehicles to accomplish this goal. He has also served as Treasurer in past years.
- **Mr. Dave Souza, Board Secretary:** Dave Souza has extensive experience in business management. He earned an Associate's degree in Business Marketing and an Associate's degree in Fire Science from Chabot College. Mr. Souza continued his education with Cal State University, receiving his Bachelor's Degree in Business Administration. Throughout his professional career, Mr. Souza was a firefighter for four years, a Facilities Manager at Renaissance Old World, an Outside Sales Manager for Settco, Inc. in Fresno, and Director of Operations for Tesei Petroleum in Madera for ten years. He has served on a California Connections Academy Board for the past ten years and has served as Board President. He recently agreed to fill the role of Board Secretary.
- **Ms. Diana Rivas, Board Treasurer**: Diana Rivas is an involved parent representative to two children currently enrolled in the California Connections Academy program. She has a wealth of experience as a manager, team leader, and motivator, including experience in the food service industry. Ms. Rivas has dedicated her life to serving the community, including a local Girl Scout Troop, Venture Crew, local youth sports, church groups, and serving food to those less fortunate. As a Learning Coach, Ms. Rivas understands how children learn differently and how they correlate their growing knowledge to the world around them. Her goal is to continue representing the needs and interests of students and parents. Ms. Rivas started serving as a parent representative in the spring of 2017.
- **Mr. Paul Hedrick, Board Member:** Paul Hedrick is a public high school math teacher who has been in education for 17 years. He graduated from Brigham Young University with a Bachelor's Degree in Mathematics and then earned a teaching credential in the state of California through Chapman University. He received a Master's in Education with an emphasis on Educational Technology from National University. He has worked in the Natomas Unified School District and is currently employed in the San Juan Unified School District. Mr. Hedrick has participated in textbook adoptions and with leadership groups as part of his educational career. His desire to serve on the Board comes from the feeling that students need multiple options in regards to education.
- **Veronica Schreiver, Board Member:** Veronica Schreiver earned her Bachelor of Science in Biology from Keene State College in Keene, NH. She started her career in banking while in college in New Hampshire and moved up to Operations Manager prior to moving to the

west coast. She began working at E*TRADE in California where she worked more than seven years as an Active Trading Manager and became an Options and Trading principal, as well as passing her Series 7 and 63 licenses. She then moved on to Fidelity Investments where she has been 11 years and is a Financial Consultant and Vice President working directly with high net worth clients (over $520 M in net assets). In March 2018 she became a certified financial planner. Ms. Schreiver loves her work helping clients realize their retirement goals and needs. Ms. Schreiver chose to serve on the board to use her expertise in business/education/parent to help make the California Connections Academy program the best it can be.

- **Adam Pulsipher, Board Member:** Adam Pulsipher is currently serving as the Assistant Administrator for the California Department of Veterans Affairs- Lancaster Home. He has been working with disabled Veterans since 2015. He has enjoyed a career in the operations of Healthcare Facilities for nearly 20 years. He is small business owner and received his Master's in Business Administration in 2015. As a father of five children, quality education is a key part of his family's life. Mr. Pulsipher chose to serve on the Board of Directors to stay connected with the changes in curriculum, teaching styles and modalities, and as a way to serve in his local community. He has been a Board member since 2017.
- **Brooke Watkins, Board Member:** Brooke Watkins is the mother of four children, and was formerly a Learning Coach to one of her children who was a California Connections Academy student. Ms. Watson holds a Bachelor of Science degree in School Health from California State University, Long Beach, and has experience working as a Dental Assistant. She also has experience volunteering for the Cub Scouts as a Webelos Den Leader where she helped boys achieve their Arrow of Light awards, and volunteering as an adult leader for a local church where she currently plans lessons and activities to teach leadership skills to young girls.

I.B SCHOOL LEADERSHIP

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

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

English. He earned his teaching credential from Chapman University. His first teaching position was in a self-contained grade 7 class for one year and he then went on to teach high school English for seven years. Mr. Ervin then went back to California State University, Fresno to earn his Master's degree in Educational Leadership and his Administrative credential. After earning his Administrative credential, Mr. Ervin spent three years as an Assistant Principal at the middle school level, before beginning work for California Connections Academy.

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

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

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

- **Dr. Richie Romero, Director of Student Achievement:** Dr. Romero is the Director of Student Achievement for California Connections Academy Schools. Prior to joining the team, he spent 20 years serving communities as a high school science teacher, high school co-administrator, and middle and high school principal. Most recently, Dr. Romero served as the principal of William J. "Pete" Knight High School for three years, a large high school with 3,000 students, 80% of whom receive free or reduced lunch. During his tenure there, Dr. Romero and his team were able to achieve revalidation as an AVID National Demonstration School. In addition, the school's Career Technical Education academy was recognized by Advance CTE as the best STEM based program in the nation for 2018. Before Knight High School, Dr. Romero was the principal of Keppel Academy Middle School for five years. This is a small rural middle school, also with 80% of its students receiving free or reduced lunch. In 2010, when Dr. Romero arrived, the school was on the brink of state sanctions. In 2015, the school was honored as a Gold Ribbon School. Dr. Romero earned his Bachelor's degree in Chemistry from the University of California, Irvine. He earned a Master's degree in Educational Administration from California State University, Bakersfield. Most recently, he earned his doctorate in Organizational Leadership from the University of La Verne. He also currently serves as an adjunct professor for ULV in the Secondary Education Department teaching in the credentialing program.
- **Ashley Silver, Assistant Director of Student Services:** Ms. Silver received her Bachelor's degree and Master's degree from California State University, Fullerton. She is beginning her sixth school year at California Connections Academy Schools working in the world of virtual education. Prior to her current role, Ms. Silver worked as an Applied Behavior Analysis (ABA) case manager, special education teacher, and instructional assistant.

While at California Connections Academy, Ms. Silver has taught K–8 reading, writing, basic math, and pre-algebra. Ms. Silver was an integral player in co-designing and implementing the school's inclusion plan for students in grades K–12 in online classrooms. She continues to provide training and mentorship in the area of inclusion to online special educators across the nation.

- **Dr. Frances Sassin, Director of Business Services:** Before joining CalOPS, Dr. Sassin performed financial and compliance consulting work for over ten years for three charter schools, including the California Connections Academy Schools. Dr. Sassin began her professional career as a veterinarian. After becoming a parent, however, she began directing her energy into the field of education and has been working with charter schools for over 18 years. Dr. Sassin was one of the founders of the first start-up charter school in Orange County, and was subsequently employed as the school's Business and Operations Manager for two and a half years. Dr. Sassin also served several terms on the Board of Directors of that charter, including terms as President and Treasurer. She earned her Bachelor's degree from the University of California, San Diego and a Doctor of Veterinary Medicine (DVM) degree from the University of California, Davis and continues to provide veterinary services to her community through volunteer activities.

I.C OTHER SUPPORT

- Assisting the Governing Board will be the legal team at **Procopio, Cory, Hargreaves and Savitch, LLP**, a law firm with extensive experience in charter school law. Lead counsel is Greg Moser, Esq. Mr. Moser and the other attorneys at Procopio have many years of experience in public agency law as well as non-profit corporation law. In addition, Mr. Moser is one of the foremost experts in charter school law in the state. He has been a legal advisor to the California Charter Schools Association since its inception. He leads a team of attorneys who specialize in charter school law and who provide expert assistance on a wide variety of matters that affect the school.
- **CliftonLarsonAllen, LLP:** Also providing assistance for the Governing Board is the audit firm of CliftonLarsonAllen. CliftonLarsonAllen employs more than 5,400 people, including more than 700 principals and 2,300 CPAs, in more than 110 locations across the United States. The firm is approved by the California Department of Education to audit charter schools and has extensive experience with non-profit accounting and auditing.
- **Support Agencies:** CalCA North Bay is a member of both **California Charter School Association** (CCSA) and **Charter School Development Center** (CSDC) and accesses many resources for charter operators from both of these statewide charter support organizations.

II. EDUCATIONAL PHILOSOPHY AND PROGRAM

II.A MISSION

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

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

II.B EDUCATIONAL PHILOSOPHY

Describe the educational program of the proposed charter school:

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

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

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

- ***Assessment Objective Performance Reports (AOPR)***: These reports provide real-time student performance data on essential skills and standards based upon individual math,

language arts, and science assessment items. They identify the objectives students should master by the end of identified grade levels based upon the California Common Core State Standards as well as the Next Generation Science Standards and display students' performance against the objectives. Data can be sorted to identify students who have or have not mastered specific objectives. Teachers will use this data to determine which students need more help with a particular objective. They may complete individual or small group tutoring virtually with these students targeting specific skills. Currently, the AOPR supports secondary courses.

- ***Collaboration Among Students:*** Using Adobe Connect™ in LiveLesson® sessions, teachers may group students into break-out rooms to facilitate collaboration. Teachers then "visit" each room to observe student collaboration and provide targeted instruction. This audio/video web conferencing tool allows teachers the flexibility to group students, conduct small-group instruction, utilize a whiteboard for illustration, and allows students to work together in a collaborative space. Additionally, for each section of students that a teacher teaches in a course, the teacher will create a section message board. On the section message board, teachers assign additional collaboration opportunities or have students work together in the online space to share information, post documents, and respond to one another. Students are graded on both the content of the projects and their participation in collaborative activities.
- ***Curriculum-Based Assessments:*** Teachers use curriculum-based assessments (CBAs), via telephone conversation or through one on one LiveLesson sessions, as a quick and effective way to gather information on students' understanding of concepts. Diagnostic curriculum-based assessments (DCBAs) pinpoint strengths and weaknesses in student mastery of concepts. The results of this type of CBA may indicate a need for additional support or intervention for the student (see also Section II. E on interventions for at risk students). Verified curriculum-based assessments (VCBAs) gauge authentic student learning of concepts previously graded as successfully completed with scores of B or higher. This type of CBA helps to make sure that students are doing their own work and have gained an understanding of the material that has been presented. Both types of CBAs allow teachers to get to know their students and develop strong relationships.
- ***Connexus® Education Management System (EMS):*** Connexus is the platform for organizing the school's entire educational environment. This proprietary, web-based software delivers every assignment and tracks every activity (whether conducted online or offline) while monitoring the completion of individual lessons as well as mastery of discrete skills and knowledge. Connexus operates within a secure, robust technology infrastructure protecting data from loss and intrusion while maintaining a safe environment. Parents and students access Connexus to organize, document, and interact, ensuring an unprecedented level of engagement. All new releases and updates of Connexus are automatically provided.
- ***Longitudinal Evaluation of Academic Progress (LEAP)***: This assessment tool is used for

students in grades K-8 as a technology-facilitated pre- and post-test. It provides an essential benchmark relative to the student's grade level standards. This data is used for developing and planning instruction, provides an early read on a student's performance on state-mandated tests, and reports key accountability data on student progress throughout the academic year. See also Section III. C below for more information. It is expected that the school will use this benchmark assessment for K-8 students. However, benchmark assessments may change as the school progresses through the term of its charter.

- ***Learning Coach:*** Parents or other parent-designated caring adults will serve as Learning Coaches and play an active role in the learning process, providing input, and communicating regularly with teachers. CalCA North Bay will promote this significant role of parents by providing a wide array of resources for parents and multiple avenues for communication. Learning Coaches initially complete an online orientation designed to familiarize them with the important role they play in supporting their student as a learner. As part of the California Connections Academy program, the school then offers multiple types of ongoing supports for Learning Coaches. See also the Learning Coach below.
- ***LiveLesson Session:*** A real-time web conferencing tool, LiveLesson sessions allow teachers to work synchronously and directly with individuals or groups of students using voice-over IP, chat, electronic whiteboard, and shared web surfing based on Adobe® Connect. LiveLesson sessions can be recorded for students to watch later as well.
- ***Multi-tiered Instruction:*** The school employs a multi-tiered instruction framework based upon the Response to Intervention (RTI) model that deeply links curriculum, standards, assessments, and interventions that have a direct impact on student mastery and resulting standardized test performance. The RTI model targets essential skills/standards by subject/grade level, uses specified assessments within the curriculum to measure student mastery of these skills and standards, provides tiered interventions for non-mastered skills and standards, and then tracks students' response to the implemented interventions by skill/standard. Through this model every student has access to the resources they need to be successful: Tier I Core Curriculum with Differentiation, Tier II Supplemental Instructional Supports (two to three times per week), and Tier III Supplemental Instructional Supports (four to five times per week). Student Support teams (SST) meet regularly to develop an intervention plan and strategies for improvement for students who are in need of additional support. More information about the Multi-tiered model can be found in Section II. E and Section II. F.
- ***Personalized Performance Learning™ (PPL):*** This instructional process creates a unique learning experience for each student. During enrollment, academic placement advisors and/or School Counselors review students' past records and performance to properly place them in the school. A Personalized Learning Plan (PLP) is then developed collaboratively by the teacher, Learning Coach, and student to maximize achievement and to tailor curriculum and instruction. Throughout the year, teachers monitor students'

progress and adjust their learning programs to focus on areas where students need to improve and areas in which they can build on their strengths. For example, when a teacher completes a CBA assessment (see above), the teacher updates the student's PLP (see Exhibit A for an example of a PLP) with any information gathered as a result of these conversations. This allows teachers to further personalize a student's educational program by providing additional support as needed, and to be able to track and monitor progress to make sure students are mastering concepts where they previously had difficulty.

- ***Progression Plan:*** Within Connexus, there is a Progression Plan tool which will assist teachers, administrators, and school counselors with the implementation of a plan which defines and tracks requirements and ensures students are on target for graduation, meeting their college and career goals.
- ***Scantron Performance Series® (SPS):*** Students in grades 9–11 are currently assessed with the Scantron Performance Series. The Scantron assessment is a valid and reliable test that measures student proficiency in reading and mathematics and provides a scaled score that can be used to measure academic growth. It therefore serves as a useful tool in assessing student curricular needs. The online test is a computer-adaptive assessment that automatically adjusts to each student's ability level, generating more difficult questions if the student is answering correctly and easier ones if the student is answering incorrectly. It provides a valid and reliable scale score in math and reading so that student learning growth can be tracked over time. The version that CalCA North Bay currently uses is aligned with the California Common Core State Standards and provides teachers with reports and information to address individual student needs. See also Section III.C for more information.
- ***StarTrack™:*** This integrated rating system allows every student, Learning Coach, and teacher to rate each lesson in which they engage from a low of one star to a high of five stars and give detailed feedback. Ratings and comments are used by the curriculum staff to ensure continuous feedback and to identify areas of needed improvement as well as curriculum approaches that work especially well.
- ***Student Status/Escalation Process:*** The school tracks and reports ongoing student progress based on the objective quantitative data generated by Connexus. Staff members analyze attendance, participation, performance, assessment submissions, and teacher contact. The student status is displayed on the home page for instant identification of potential problem areas. The Escalation Process goes into effect when students are in statuses other than "On-Track" in order to ensure students continue to gain the full benefits of this educational option through this unique school choice. More details about the escalation process are included in Section II.E, "Escalation Process."
- ***Synchronous Contact:*** In a virtual school setting, synchronous contact is defined as a live interaction occurring in real time between teachers and students. This type of communication helps to build a relationship between teachers and students. Teachers

schedule LiveLesson sessions, in addition to other synchronous interaction (e.g., phone calls), for students.

Teachers document all synchronous contact with a student within the student's Log in Connexus. Students must contact teachers in accordance with school policy and the Master Agreement (see also Exhibit C and Section III.C below.)

- ***Teacher:*** The school employs fully qualified, California-credentialed teachers, as required by applicable law, who are also specially trained in online delivery and personalized instruction. Teachers primarily work remotely to deliver instruction to an online classroom of students and work one-on-one with students through highly interactive, technology-facilitated communication tools. Teachers maintain a one-on-one relationship with each student.
- ***Teacher Feedback Notification:*** This feature in Connexus sends auto-generated WebMail notifications to students and their Learning Coaches when teachers enter feedback in all assessments. Automatic WebMail notifications direct students and Learning Coaches to the specific assessments for which the feedback is provided creating a continuous loop of communication on student learning.
- ***Teachlet® Tutorials:*** Teachlet tutorials are proprietary, interactive, asynchronous graphic/video/audio tutorials, and are incorporated into lessons to provide students a dynamic, fun, and engaging way to learn the concepts they need in order to master learning objectives and standards.
- ***WebMail System:*** This proprietary email system is securely located within Connexus. Students, Learning Coaches, and teachers use it to communicate with each other, protecting them from spam, contact from those outside of Connexus, and other mainstream email issues.

What is an "educated person" in the 21st century?

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

Students, including many who have not thrived in the traditional classroom, engage in a challenging learning program tailored to their individual needs and focused on equipping them for success in the 21st century. The curriculum and instructional programs fulfill all of the frameworks put forth by the Partnership for 21st Century Learning[11] which are:

[11] The Partnership for 21st Century Skills, "Framework for 21st Century Learning," May 2015, http://www.p21.org

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

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

How does learning best occur?

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

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

Personalized Learning Plan

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

The PLP is built from a combination of baseline assessments of both academic skills/knowledge and learning modalities, information gathered from the Learning Coach, and input directly from the student. Learning needs that go beyond the purely academic (such as study habits and

interpersonal skills) are addressed in the PLP as well. The PLP then guides the student's course through the California Common Core State Standards-based Connections curriculum. All daily lessons are provided to students and families online.

Learning Coach Guides are provided digitally for grades K-5. Lessons direct students step-by-step through use of the comprehensive set of textbooks, trade books, manipulatives, and consumables that are shipped to them or provided online (see Exhibit A for examples of a PLP).

Key Facets of Instructional Model

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

1) ***The Learning Triad*:** The Connections instructional model relies on the support of a) fully qualified teachers, b) supportive Learning Coaches, and c) a high-quality, standards-aligned curriculum. The Learning Triad, consisting of these three elements, is illustrated in Figure 11. Each student has a staff of experts, including California-certified teachers, working together to leverage the school's myriad resources —technological, instructional, and interpersonal —for success. Learning Coaches are also encouraged to, and typically function as, an integral part of the student's learning team.

   a) **Fully Qualified Teachers** —Student learning benefits from committed educators who, in collaboration with parents, provide total support. Each student has certified California teachers specially trained in teaching in an online environment, the Connections curriculum, and specific instructional methods. In each of the elementary grade levels or secondary level ~~core~~ subjects, students are taught by a certified teacher with expertise in a particular grade level or content area. Teachers work closely with each student on a one-on-one basis using innovative technology tools. The teacher is responsible for teaching, evaluating assignments and work products, providing instructional assistance, assigning and scoring assessment activities, and providing feedback on the student's performance. Based on a student's demonstrated mastery of the material, teachers add, expand, or replace assignments; they also grade students in each subject for the Grade Book, and make promotion or retention decisions. Depending on the needs of the learner, teacher direct contact —via telephone, LiveLesson session, and/or WebMail —with the student and Learning Coach may be as frequent as several times a day, and at minimum twice per month. In order to be in compliance with the requirements of the school, every student must have direct contact with one or more of their teachers at least every two weeks. Every contact between a student and teacher is documented in Connexus. Many students have more frequent contact than this and teachers are accessible and responsive to students. The Master Agreement (see Exhibit C) also states that "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." Teachers view the student's attendance, participation, and performance on a daily basis via the Connexus teacher's home page. Teachers do not wait to be contacted; they are proactive participants in their students' learning plans. Teachers in virtual schools often comment that they understand their students better in the virtual environment than in a traditional classroom since they work with students one-on-one.

b) **Supportive Learning Coaches** —Each student has a Learning Coach who is encouraged to work in person with the student. Typically, a Learning Coach helps keep students motivated and on track and regularly communicates with the students' California-certified teachers. At the high school level, the Learning Coach is less involved with daily instruction but is encouraged to continue serving in an important supervisory role for the student. The Learning Coach does not replace the teacher(s) but rather provides an important supportive role.

c) **A high quality, standards-aligned curriculum** —The California Connections Academy curriculum is aligned to the California Common Core State Standards and Next Generation Science Standards. The developmentally appropriate curriculum increases its integration of technology as students advance through the grades. A sample of the curriculum and instructional materials can be viewed within the Program Guide. Additional information about the curriculum is provided in Section II.E, Overview of Curriculum, Technology, and Materials as well as in supplementary materials provided.

Figure 11. Learning Triad.

2) **Counseling Support:** Students in high school are assigned a credentialed school counselor who provides an extra layer of monitoring for the whole student. This educator, in collaboration with the Learning Coach, develops progression plans for high school students, and closely tracks students' overall academic progress. Counselors work with students via the phone, WebMail, and LiveLesson sessions to help students overcome non-academic barriers to learning and to create and implement postsecondary plans. Student academic progress can be tracked on a daily basis via online discussions, quizzes, tests, science labs, and portfolio items to ascertain mastery of the material. Other parameters of student success, such as attendance and participation, are also tracked regularly. The school counselors can also provide support in non-academic areas, such as social-emotional support, to help ensure student success. Counseling support is also available to students in grades K-8 on a referral and/or consultative basis. For students in middle school, an Advisory teacher is assigned who develops the PLP and then monitors

student progress and attendance regularly. At the elementary level, the student's primary teacher is known as the homeroom teacher and fulfills these responsibilities in addition to their role in instruction in core subject areas.

3) **Student Motivation**[12]: Teachers are trained to apply three engagement strategies to their instruction to create a motivational online learning environment: 1) making instruction fun and engaging, 2) providing a safe way to respond, and 3) helping students succeed.
   - **Make Instruction Fun and Engaging:** Teachers are trained to make synchronous learning sessions fun and engaging by using games, music, and virtual collaboration tools (e.g., virtual whiteboard, polls, and breakout rooms).
   - **Provide a Safe Way to Respond:** Teachers are shown how to create a welcoming and safe online environment where students can feel free to express their ideas and needs without being judged. The more comfortable the student feels, the more productive and engaged he or she will be.
   - **Help Students Succeed:** It is incredibly rewarding for teachers to witness their students succeed! They know firsthand how gratified a student feels when he or she grasps a challenging concept or subject, or does well on an assignment. Celebrating student success and achievement increases student motivation.

Asynchronous Model with Synchronous Support

CalCA North Bay utilizes the California Connections Academy program which provides an asynchronous model that uses synchronous support.[13] In synchronous learning, students and teachers work together at the same time in the same virtual place (e.g., LiveLesson sessions). Typical synchronous instruction involves teacher-facilitated lessons, targeted small group lessons to teach difficult concepts, group projects, and class discussions. CalCA Monterey Bay provides opportunities for daily or weekly synchronous instruction, based on the student's grade level. In asynchronous learning, students work at their own pace and place, completing coursework within defined time limits. Students and instructors are not necessarily interacting in real time. Schoolwork that students perform on their own time typically includes:

- Viewing pre-recorded online classroom sessions[14] at home;
- Reviewing course materials online or offline;
- Completing lessons and course assessments; and
- Collaborating with other students via secure message and discussion boards.

Some students thrive with one-on-one attention while others crave the space to work through problems independently at their own pace. Offering a combination of the two learning

[12] http://www.connectionsacademy.com/blog/posts/2015-02-11/The-Fundamentals-of-Online-Classroom-Motivation.aspx
[13] http://www.connectionsacademy.com/blog/posts/2014-09-26/Real-Time-or-Anytime-Learning-Synchronous-and-Asynchronous-Learning-Explained.aspx
[14] https://www.connectionsacademy.com/online-school/technology/classroom-demo

approaches allows virtual schools to create a more personalized learning experience[15] that supports different learning styles.

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

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

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

- Students to demonstrate their knowledge and practice their communication skills;
- Students to ask questions to deepen their understanding;
- Students to build relationships with their teacher and fellow classmates;
- Teachers to engage students in discussions, problem solving, and group projects;
- Teachers to focus class time on bridging skills gaps; and
- Teachers to build one-on-one relationships with students.

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

Learning Coaches

Parents or other parent-designated caring adults serve as Learning Coaches and play an active role in the learning process, providing input, and communicating regularly with teachers. CalCA North Bay promotes the significant role of parents by providing a wide array of resources for parents and multiple avenues for communication. Learning Coaches initially complete an online orientation designed to familiarize them with the important role they play in supporting their student as a learner, and to introduce all the ongoing resources and support systems made available to help Learning Coaches and students succeed. The school, through the services of the Learning Coach Support Team, offers supports for Learning Coaches through an online resource that is available to Learning Coaches 24/7. The school also provides teachers who specialize in family support and Learning Coaches can make one on one appointments. Throughout the year, teachers are able to refer Learning Coaches to this extra layer of support when needed. The Learning Coaches also have access at any time to a toll-free number to speak with a technical support representative. This support is available for help with initial set up and for troubleshooting.

[15] http://blog.connectionsacademy.com/the-secret-of-individualized-education/

Support for Learning Coaches

- **Get Started!** - Enrolling with a new school raises many questions—Get Started! offers both assistance and reassurance by providing extensive information about online education. The program helps families prepare for a successful school year through such resources as the Learning Coach Central website, teacher welcome calls, an orientation course for Learning Coaches, in-person orientation gatherings, and the Learning Coach Success Series.
    - **Learning Coach Success Series** Onboarding Sessions – To prepare for their new role as Learning Coach and the school year, new Learning Coaches can "Get Started" by participating in this onboarding series of live, webinar-style sessions. In addition to open Q&A sessions, this series helps families plan, organize, and gain confidence as they prepare for their first days of school.

      Sessions include *Virtual School Basics*, *Getting Ready for the First Day*, *First Days: What to Expect*, and *Beyond the First Days: Tips for Success*.
- **Get Coaching!** The program is dedicated to the ongoing support of Learning Coaches by helping them understand their role, providing them with easy access to resources, and ensuring that they are equipped with the tools and strategies needed to motivate and assist their students.
    - **Learning Coach Central** – This award-winning website, accessed from the Learning Coach Home Page in Connexus, provides multiple resource documents, tutorials, video Quick Clips, and helpful links that support Learning Coaches in their role and providing instructional support to their student.
    - **Learning Coach Link** – This online monthly communication is sent to Learning Coaches with articles on instructional best practices, Connexus updates, tips and strategies, and information about upcoming Learning Coach Success Series sessions.
    - **Learning Coach Success Series** – These synchronous online learning sessions are designed to not only support new Learning Coaches through the Get Started! program, but also provide strategies for all Learning Coaches to work with and support their students. Sample session topics include the curriculum, online clubs and activities, motivation, learning principles, college and career, and the exceptional learner. Sessions are also recorded so that Learning Coaches can view them later if they are unable to attend, and so that they can review what they learned.
- **Get Connected!** - This program assists students and parents who are interested in finding opportunities to connect with other school families. In addition to in-person field trips and online clubs and activities, this program offers socialization tips for online school families, increased opportunities for students to interact online with classmates and teachers, and

in some areas, private Facebook groups where parents and Learning Coaches can “meet” to arrange study groups and other informal gatherings.

- **Learning Coach Link –** Caretakers and Learning Coaches can stay connected through the monthly *Learning Coach Link* communication which provides information about upcoming Learning Coach Series sessions, instructional support topics and strategies, and special event announcements.

- **Learning Coach Message Boards –** Message boards offer the Learning Coach and student access to valuable information and the ability to communicate with each other. Teachers often post course information for their students in sections message boards, including guides, sessions and recordings, while Learning Coach message boards can be used to for Learning Coaches to communicate and share information.

- **Monthly Newsletters –** Learning Coaches receive monthly newsletters from CalCA North Bay which includes articles to support them as they coach their students, and information regarding upcoming learning sessions to provide continuous support for Learning Coaches and students. Teachers also send out weekly reminders to remind all Learning Coaches about upcoming sessions and resources which are available to them.

- **Scheduling Tools –** CalCA North Bay provides online scheduling tools for Learning Coaches to easily schedule lessons for each subject and combine family and school activities. The Learning Coach can also monitor attendance and ensure that students attend state examinations as required.

- **Family Relationship Team—**CalCA North Bay hires California-based Family Relationship Coordinators, all of whom are California-credentialed teachers, to provide additional support for the new parent/Learning Coach transition into the unique virtual environment. The primary focus of the Family Relationship team is on non-academic related issues such as navigation of the educational software , procedures for taking attendance within the guidelines required by the school, how to find information about socialization opportunities and more. Family Relationship Coordinators have been trained by the school in attendance taking procedures and are able to provide detailed instructions to new parents as well as reach out to parents who are having difficulty. The team provides all new parents with one on one personalized support as needed. Learning Coaches can set up these meetings using online scheduling tools. Teachers are able to refer families to the Family Relationship team when they identify additional support may be needed. The team also provides documents to new families, such as an FAQ that goes over the most common questions a new Learning Coach might have. Establishment of the Family Relationship team has resulted in improvement in the family experience and results in a higher level of parent involvement at the school.

II.C HIGH SCHOOL PROGRAMS

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

Commented [A1]: All Ed Code references throughout will be updated for final version submitted to authorizer

As required by law, CalCA North Bay notifies parents annually, via the School Handbook (See Exhibit B), of the transferability of courses to other high schools as well as the eligibility of courses to meet college entrance requirements. Parents will also be notified annually that the school's courses are transferable via a webmail message or a substantially similar method of communication.

Since CalCA North Bay is accredited by WASC, all of its high school courses are considered transferable to other California high schools. CalCA North Bay is listed as an online charter school by the University of California Office of the President on the UC Doorways website, following their extensive process to receive approval for online programs. CalCA North Bay has received "a-g" approval for the majority of the high school course list, offering more than 100 courses in all core content areas, including electives, which are already approved through the Connections course provider approval process.[16] Connections Academy has previously been approved as an online course provider, and each course is pre-approved and then can be added to the school's approved course list.

Most courses are also approved through the National Collegiate Athletic Association (NCAA) through a rigorous approval process to meet requirements for initial-eligibility for college athletes. The NCAA Eligibility Center has certified more than 80 of the Connections high school core and elective courses as meeting NCAA Eligibility Center requirements. Because the school has partnered with Connections and follows the Connections Academy instructional model, and is included in the Connections Academy "district" with the NCAA, it is able to offer these courses to its student athletes.[17]

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

II.D STUDENTS TO BE SERVED

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

CalCA North Bay's virtual educational model serves students in grades K–12 who reside throughout Lake, Napa, Sonoma, Mendocino, Glenn, Colusa, and Yolo counties. Enrollment for

[16] https://www.connectionsacademy.com/Portals/4/ca/documents/pdfs/NCAA-Approved-Course-List-CA-POBL-iNACA-2017-18-FINAL-082817.pdf

[17]

the start of the 2019-20 school year is expected to be just over 200 students and the school plans to continue to grow steadily but responsibly in subsequent years. Enrollment targets notwithstanding, CalCA North Bay makes every effort to serve as many students as possible who apply.

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

Since its model has broad appeal among mainstream California families — and yet offers a very different learning experience for those already exploring the virtual charter option — CalCA North Bay's demographics typically mirror both the region's and state's school-age population. The grade distribution and demographic makeup of the current CalCA schools was previously shown in Figures 3 and 4.

CalCA North Bay's families include many of modest means (with approximately 38% meeting the federal income guidelines for free- or reduced-price meal benefits) as well as single parent/dual-working parent households who participate in this program. For more information about tracking demographic data, see Section VI.B.

II.E CURRICULUM AND INSTRUCTIONAL DESIGN

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

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

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

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

Supporting Research for the Personalized Performance Learning Model

Support for the need to expose students to online learning is evident in the 2015 article, *The Effectiveness of Online Learning: Beyond No Significant Difference and Future Horizons*, when Tuan Nguyen states "…. about 92% of all distance and online education studies find that distance and online education is at least as effective, if not better, than traditional education."[18]

High-quality Teaching: Teachers are equipped with skills and technology to maximize student learning. Research, focusing on online learning, echoes the critical importance of teacher quality and preparation. In November 2015, Mary F. Rice, Theron (Bill) East and Daryl F. Mellard published a study (*Teacher Preparation and Promising Practices in Online Learning*[19]*)* which analyzed effective teacher preparation and practice for the online learning environment. In the study, "...administrators indicated teacher preparation and ongoing support (e.g., coaching and professional development) was very critical. In fact, they agreed this topic was one of the most critical of all topics covered in the forum. Administrators considered teacher preparation and support very important because they believed that teachers are the most important component of successful online learning once devices are in students' hands and working properly."

Through an award-winning Professional Learning model,[20] teachers have gained an understanding of their role as facilitator, distinguishing changes to the online environment and its impact on student learning, and adapting to those changes while transitioning to their role as an online instructor at CalCA North Bay. Throughout each level of professional learning, teachers engage in reflection opportunities and share their reflections with colleagues and school leaders. According to Rick DuFour and Douglas Reeves in their article, *Professional Learning Communities Still Work (If Done Right)* (October 2015),[21] educators "...prefer professional development that helps them plan and improve their instruction, is teacher-driven, includes hands-on strategies relevant to their classrooms, is sustained over time, and recognizes that teachers are professionals with valuable insights." Teachers are most satisfied when they are part of a learning community focusing on lesson planning, using data to personalize instruction, designing engaging content, and ensuring that all curriculum is aligned to state and national standards.

Timely and Actionable Feedback: The unique ability of an online teacher to communicate one-on-one with students and offer timely and actionable feedback is key to student success in an online learning environment. According to a 2014 study,[22] 77% of students view face-to-face comments as "very" or "extremely effective." Whether the teaching is online or face-to-face, as described in this study, feedback is a critical element in supporting student learning. Professional

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

[19] http://centerononlinelearning.org/wp-content/uploads/Superintendent_Topic_7_Summary_November2015.pdf

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

[21] http://www.edweek.org/tm/articles/2015/10/02/professional-learning-communities-still-work-if-done.html

[22] Turnitin.com (2014). Instructor Feedback Writ Large: Student Perceptions on Effective Feedback

learning topics delve deeply into ways that teachers can reach students individually at CalCA North Bay, so that they are receiving timely and actionable feedback. Teachers at CalCA North Bay use collaboration in professional learning to discuss topics such as "...the main purpose of feedback is to improve the student's ability to perform tasks he or she has not yet attempted...In other words, we need to start from where the learner is, not where we would like the learner to be. We need to use the information we obtain from looking at the student's work—even though that information may be less than perfect—and give feedback that will move the student's learning forward."[23] In his 2012 article, *Seven Keys to Effective Feedback*, Grant Wiggins notes, helpful feedback is goal-referenced; tangible and transparent; actionable; user-friendly (specific and personalized); timely; ongoing; and consistent."[24] These qualities and instructional strategies are characteristic of the type of feedback that teachers provide to students.

Personalized Instruction: Students clearly benefit from instruction that is personalized in terms of pace, content, sequence, and style. In a study published in 2016,[25] students in a developmental math class experienced between a 13% and 27% increase in course completion using personalized learning in a digital platform. Robert Marzano and Michael D. Toth explain that "Within classrooms, there should be ample evidence of students wrestling with new content as they build the stamina required to reach higher levels of thinking. Without the opportunity to struggle with a problem or decision, for instance, students may attain surface-level knowledge of a concept, but be unable to utilize that knowledge in meaningful ways."[26] A goal of personalization via online instruction is for the student to demonstrate increased content knowledge and critical thinking. Instruction is personalized for every student, every day and professional learning supports teachers in implementing instructional practices that maximize student performance. Students work together on collaborative projects as well.

Data-Driven Instruction: Research on data-driven decision making states "…educators should consult and factor in multiple sources and types of student data to get a more complete view of student progress or achievement. These additional sources of data may be formal (e.g., chapter tests, class projects, or performance assessments) or informal (e.g., class discussions, homework assignments, or formative assessments). Looking at a broader array of data can help teachers avoid putting too much weight on a single measure of student performance and, therefore, reduce the risk of making inaccurate and invalid decisions about student learning and teaching effectiveness."[27] Training and professional development guide teachers through this process and continuously seek ways to ensure teachers are comfortable with the importance of using data to personalize instruction. At CalCA North Bay, teachers are provided with tools and clear guidance on how to analyze and use student performance data to provide targeted instruction, intervention, lesson modifications, remediation, and enrichment.

[23] http://www.ascd.org/publications/books/111001/chapters/Setting-Objectives-and-Providing-Feedback.aspx
[24] http://www.ascd.org/publications/educational-leadership/sept12/vol70/num01/Seven-Keys-to-Effective-Feedback.aspx
[25] "Using personalized learning, a developmental math professor increases her course passing rate". Website blog. Pearson Education Blog. Pearson Education, 2016.
[26] www.marzanocenter.com/files/Teaching-for-Rigor-20140318.pdf
[27] Mertler, Craig A. Introduction to Data-Driven Educational Decision Making (2014), http://www.ascd.org/publications/books/sf114082/chapters/Introduction_to_Data-Driven_Educational_Decision_Making.aspx

Parent Involvement: According to the 2015 study *Parent and Student Perceptions of Parent Engagement at a Cyber Charter High School*,[28] Borup and Stevens identify five primary types of parental engagement: nurturing relationships and interactions (with both their students and the teachers); advising and mentoring; organizing; monitoring and motivating; and instructing. The study also provides several examples of how parent engagement can be enhanced in a virtual school setting, especially when parents are given the additional tools to help reinforce the engagement. CalCA North Bay provides Learning Coaches with tools (e.g., orientations, tutorials, synchronous webinar-type sessions, recordings, and more) to better engage with their students. Based on the intimate knowledge parents have of their students, they are better able to offer their students a continuum of assistance, as needed in varying degrees, and be more strategic in how to help and engage with them.[29]

Curriculum and Instructional Design Principles

The CalCA North Bay research-based[30] curriculum uses the following proven instructional principles:

- Curriculum fosters breadth and depth of understanding in subject areas;
- Content is aligned to the California Common Core State Standards, and the Next Generation Science Standards;
- Curriculum is supported by quality, reputable, recently published textbooks and/or proven instructional resources and materials;
- Content and assessments are accurate and unbiased;
- Content is current, relevant, and provides real-world applications;
- Content is appropriate for the learner (age, ability, background, reading level, style);
- Instructional design is adaptable and flexible to meet individual needs;
- Instructional design provides students opportunities to improve learning skills using technology (virtual labs and instruments, Teachlet tutorials, business software, online calculator);
- Navigation is intuitive and age-appropriate;
- Scope of course is appropriate with regard to amount of content, length of course and lessons, and course requirements;
- Lesson introduction is effective and presents lesson objectives, accesses prior knowledge, sets expectations, and motivates;
- Background information prepares students to access new content, skills, and strategies;
- Curriculum includes opportunities for developing problem-solving and critical thinking

[28] http://files.eric.ed.gov/fulltext/EJ1085792.pdf

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

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

skills and real-world applications, collaboration and independent study, and developing oral and written communication skills;

- Curriculum incorporates ongoing formative assessment and provides timely and appropriate feedback to students and teachers; and
- Curriculum promotes active learning through interactive elements in each course (including online and/or offline interaction) that address diverse learning styles and preferences, including textual, visual, auditory, and/or hands-on.

Curriculum Development Framework

ADDIE, a five-phase interactive curriculum development model consisting of Analysis, Design, Development, Implementation, and Evaluation is used to guide and inform curriculum development and maintenance as shown in Figure 12.

Figure 12. ADDIE – Curriculum Development Framework

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

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

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

qualified, specially trained professional teachers.[31] In addition, the National Standards for Quality Online Teaching[32] focus on teacher use of assessments, data, and ongoing communication to bring out the best in each unique online learner.

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

Input from students, parents, and teachers is gathered on an ongoing basis via StarTrack for lessons. On every lesson in the curriculum, and on the home page for each Learning Coach, is a StarTrack box inviting ratings on a five-star scale and an opportunity to provide text feedback. Data gathered from this feedback is examined carefully and acted upon by school staff and by Connections. Since the StarTrack tool was launched, parents and students in schools supported by Connections have provided millions of lesson ratings. For the 2017-18 school year, 1,017,974 lesson ratings were submitted by parents and students attending schools supported by Connections Academy, with an average rating of 4.31 out of 5 stars.

Overview of Curriculum, Technology, and Materials

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

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

CalCA North Bay offers a comprehensive educational program that utilizes researched-based resources and strategies to focus on student learning and to give students opportunities for extending their learning. Over the past several years, the AVID program has been developed and extended to all grades 6-12. These courses are supports to ensure that students are college and

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

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

career ready. The AVID program is showing success and AVID strategies are being implemented even more broadly to support more students.

For a comprehensive description of the courses and materials, please see the Program Guide, pages 24-48, found at the following URL:
http://mydigimag.rrd.com/publication/?m=1702&l=1#%22{%22

Student facing lesson plans, teacher supports, and supports for Learning Coaches are all contained within the course and platform and can be accessed digitally. A listing of course offerings and a sample course guide for ELA grade 1 has been provided per request of the District. Please note that in the sample, interactives, videos and links are not operable but a demonstration of the way the courses and lessons work, including the interactive materials, can be done at any time upon request.

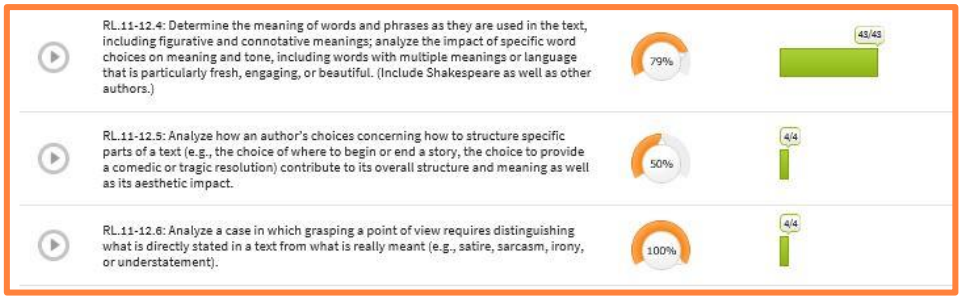
The tools and strategies used to meet the needs of all learners are outlined above under Section II.B Educational Philosophy. Data tools, such as AOPR (Assessment Objective Performance Report) put data at the hands of teachers so they are able to differentiate their instruction to meet the needs of their students. The AOPR report currently contains the following data:

- Real-time student performance data on each objective aligned to California standards
- Number of assessment items tagged/aligned to each objective
- Number of assessment items completed by each student
- Average percentage of accuracy for each of the skills and standards

Teachers use the AOPR as a data point to examine which students are mastering essential skills and standards and which students are in need of re-teaching or reinforcement. The report can also assist teachers with targeted and small group instruction.

In Figure 13, the standards are noted for English 12 and individual student mastery of those standards is noted by percentage. The bar to the right of the percentage is progression of the student in completing assessment items that align to the standard.

Figure 13. English 12 Standards.



By clicking the arrow, a teacher can see the location of and number of questions that assess the standard. This is instrumental in aiding the teacher in targeted instruction to ensure students have the appropriate supports in optimal places throughout the course. Additionally, teachers have the ability to look at an individual student's progression, or use the tool to run reports of an entire section. The report allows teachers to group students for targeted instruction around specific skills that align to standards, as shown in Figure 14.

Figure 14. Individual Student Progression.

Unit/Lesson	Lesson Name	Questions
U 1 L 3	Romantic Poetry: Blake	1 question
U 1 L 10	The Romantic Period (1798–1832) Unit Test	6 questions
U 2 L 1	Frankenstein	3 questions
U 2 L 2	Frankenstein	2 questions
U 2 L 3	Frankenstein	3 questions
U 2 L 4	Frankenstein	5 questions
U 2 L 5	Frankenstein	2 questions
U 2 L 6	Frankenstein	9 questions
U 2 L 8	Frankenstein	1 question
U 2 L 10	Frankenstein Unit Test	2 questions
U 4 L 8	The Victorian Age (1832–1901) Unit Test	4 questions
U 5 L 2	William Butler Yeats	2 questions
U 5 L 5	T. S. Eliot	2 questions
U 5 L 8	Graham Greene	1 question

This data informs the personalized plan for each student. As noted in Section II.F., intervention indicators are displayed in Connexus on the teacher's homepage to facilitate a teacher's identification of students who may be in need of additional instruction or intervention in math, reading, or both. These indicators are data-driven codes and are the first step of multi-tiered instruction. The indicators facilitate teachers' abilities to ensure that all students learn at high levels of achievement. Intervention indicator codes are used to identify students who may be at-risk of failure, assist teachers in determining and implementing appropriate instructional interventions, and monitor the effectiveness of interventions.

Students who are working below grade level based on performance on mandated assessments also benefit from intervention programs that focus on building proficiency in reading and math skills. Parents are notified if their student would benefit for these additional online supplemental instructional support programs which are assigned and monitored by their teachers. Students may also be asked to attend more frequent LiveLesson sessions with their teacher focusing on areas needing improvement.

Multi-Tiered Instruction

Data from Connexus is used by teaching staff throughout the year to implement a structured system of instructional supports, similar to a Response to Intervention (RtI) model. These supports include curriculum that is based on state and national standards, a high quality core

instructional program, use of universal screeners, data-based decisions, tiered supports and services, involvement and engagement of Learning Coaches, and ongoing professional learning.

Students who are struggling with the evidence-based and standards-aligned core curriculum are able to be identified by teachers as early as possible so that differentiated activities can be assigned and student progress can be monitored closely. For students demonstrating a more intensive need (Tiers II and III), the tiered approach allows for more instructional support and increased progress monitoring. Decisions regarding students in Tiers II and III are made in cooperation with the school's Student Support Team (SST). The SST will be part of the multi-tiered system of support.

Tier I

Tier I is the first level of a multi-tiered approach to a system of instructional and behavioral supports. The core curriculum refers to the Connections research-based core reading and math curriculum that is aligned with the California K-12 Academic Standards. The core curriculum includes teacher use of differentiated instruction that meets 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 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. The vast number of approved instructional tools allows teachers to fill in skill gaps and extend learning while providing additional evaluative data on student achievement.

Differentiation refers to the variety of instructional strategies and lesson modifications that teachers use with students with distinct learning needs or who temporarily need extra support to master a particular skill or concept. On a regular basis, teachers plan and implement instruction that is differentiated and personalized. Through the use of varied instructional strategies and practices, teachers are able to engage all students while still holding them accountable for mastering the essential skills and standards. Differentiation involves thoughtful planning for the following:

- Instructional practice used to deliver instruction to students;
- Instructional design used to deliver content to students;
- Assessment used to evaluate student learning;
- Lesson content used to support and extend concepts and skills; and
- Instructional groups to meet the needs of small groups of students.

The goal of differentiation is to make sure all students master essential skills and standards—but teachers may use different instructional methods to help students meet those expectations.

Teachers have access to multiple data points to monitor student performance and mastery of standards. These include the Grade Book, formative assessment results, standardized test scores,

student engagement metrics, and the Assessment Objective Performance Report (AOPR). When data indicate that a student may need a more intensive level of support, the teacher makes a recommendation to the Student Support Team (SST). The SST evaluates the strategies that have already been used to support the student, along with student performance data, to determine whether the student should receive Tier II level intervention(s).

Tier II

When students do not make progress despite differentiated instruction within the core curriculum, teachers consider Tier II support. When moving a student from Tier I to Tier II, teachers may consult with the school's Student Support Team (SST). Areas where students struggle at the Tier I level and require Tier II support may include reading fluency, reading comprehension, math fluency, math computation, and behavior. Tier II begins after a general education teacher has tried a variety of instructional supports and differentiation strategies over a four-week time frame and has documentation showing that the student is not responding successfully.

Tier II instructional support can use many of the same instructional strategies and/or research-based programs that were 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 is explicit, systematic, and targeted to the greatest area of student learning needs. Frequent and formal logged progress monitoring is a critical part of the implementation of this tier.

Tier II intervention focuses on the greatest area of need so data collection must be detailed, clear, and only regarding one area from baseline (first probe of performance) to progress monitoring. Targeting multiple areas in an intervention cycle makes it difficult to understand the source of learning challenges and collect precise data. Tier II instructional support is typically provided two to three times a week for 20–30 minutes per session. The support comes from a research-based intervention that is explicit, systematic, and targeted to the student's greatest area of learning needs. Tier II behavior support is provided with the same frequency in cooperation with the Learning Coach.

Students participating in Tier II intervention may be assigned a research-based supplemental instructional support (SISP) program that provides them with instruction and practice with the foundational skills needed to improve their performance in grade level work. For example, students in elementary school may participate in school approved SISPs, such as Study Island, Reading Eggspress, SuccessMaker® Reading, Math-Whizz®, WritetoLearn™, and Imagine Math (previously known as Think Through Math). Teachers are provided with training to support students in using these programs, and analyzing the reports available to assist them in monitoring student progress.

Tier III

Tier III includes the most intensive and frequent level of instructional support and is the next step in the multi-tiered approach for students who have not yet experienced success in the core curriculum that includes differentiation activities and Tier II supplemental interventions. Tier III

interventions are facilitated and monitored by the general education teacher who increases the occurrence of synchronous direct instruction through the extensive use of LiveLesson sessions and other instructional strategies and research-based programs that are explicit, systematic, and targeted to specific student learning needs.

Students enrolled in the Tier III level of intervention receive at least two additional days of 20–30 minutes of instruction for a total of four to five 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. Lessons may need to be skipped and assessments in the language arts or math course may need to be dropped to ensure the student has sufficient time to participate in Tier III intervention activities. Tier III behavioral support is also provided at increased frequency and intensity. As needed, additional resources such as counseling staff are engaged. Focused, specific data collection related to behavioral antecedents is used to inform any referrals for behavioral evaluations.

Tier III teachers increase focus on core curricular content and incorporate additional resources to assess and monitor student performance and address students' instructional needs. Tier III fosters a strong foundation in basic academic and behavioral skills and increases self-confidence as the student progresses through the program.

Elementary and Middle School Curriculum

The program of instruction for students in grades K–8 has the ability to be individualized, personalized, and delivered in a non-traditional environment to give students the best pathways to success. The high-quality proprietary curriculum integrates textbooks, instructional activities, and other content from a variety of leading publishers (see Program Guide[33] for more details). In addition to high-quality virtual and print textbook resources, the curriculum features technology-based content. The school uses a variety of multimedia and interactive practices to reinforce standards for language arts and math at each grade level. The proprietary and highly effective online Teachlet tutorials, which introduce challenging topics and provide interactive practice, are also included along with proprietary interactive online tools and simulations. Depending on grade level, these may include a virtual rock and mineral kit, pan balance, geoboard, and interactive math practice activities. LiveLesson sessions provide for real-time direct instruction with individuals and small groups of students using voice-over IP, chat, electronic whiteboard, and shared web surfing. These sessions allow teachers and students to interact with one another in real time in an online classroom. This is one way in which students are provided with opportunities for daily live interaction for the purposes of maintaining school connectedness. In addition, LiveLesson sessions may be recorded and saved for students to revisit at a later date if they had scheduling conflicts or want to refresh themselves on the topics covered.

CalCA North Bay focuses on developing and nurturing a culture of math acceptance and empowerment. With a focus on student engagement and learning, activities and practices

[33] http://mydigimag.rrd.com/publication/?m=1702&l=1#%22{%22

combine to create an awareness of and appreciation for math in the students' everyday lives; make math more approachable for students, parents, and teachers; build pride and confidence in math effort and achievements; and make math connections with college and career planning. Specific activities include student reflection and goal setting activities in math courses, certificates of effort and achievement, resource sessions, teacher training sessions, and highlighting math connections in everyday school and life activities.

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

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

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

A popular elective amongst elementary school students is music. Available for different grade and experience levels, this elective is aligned to the National Core Arts Standards. With audio, visual, and interactive technologies, the K–8 music courses provide a unique and advanced learning experience. Students use critical listening skills to analyze music while participating in interactive experiences. This elective expands the student's knowledge of the foundations of music. (See also CalCA North Bay Course list provided in supplemental materials for the list of current courses offered.)

In accordance with Ed Code Sections 51931-51939, under the newly enacted AB 2601, CalCA North Bay will offer a course in comprehensive sexual health education and human immunodeficiency virus (HIV) prevention education at least once during middle school. Instruction, materials and teacher training will be in compliance with the relevant sections of Education Code and parents will receive the required opt out notice.

Gifted and Talented Courses (Grades 3-8)

CalCA North Bay also offers a selection of Gifted and Talented (GATE) courses in math, science, and language arts. With individualized lessons, special GATE courses, and specialized teachers, an environment is created where talents are nurtured and potential is realized. The gifted and

talented experts also create programs for "twice-exceptional" students, those who are gifted but also have special education needs.

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

High School Curriculum

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

CalCA North Bay provides a comprehensive program with four levels of academic coursework: Foundations, Standard, Honors, and Advanced Placement. While all levels are designed to meet standards and provide students rigorous courses, the different levels enable differentiation based on student needs and college and career goals. Students work with their school counselor to determine proper course level placement. The high school curriculum currently consists of approximately 250 courses, including a wide variety of electives, any courses required by law, and intensive world language instruction from Spanish to Mandarin Chinese. (See also CalCA North Bay Course list provided in supplemental materials for the list of current courses offered.)

In accordance with Ed Code Sections 51931-51939, under the newly enacted AB 2601, CalCA North Bay will offer a course in comprehensive sexual health education and human immunodeficiency virus (HIV) prevention education at least once during high school. Instruction, materials and teacher training will be in compliance with the relevant sections of Education Code and parents will receive the required opt out notice.

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

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

Honors and Advanced Placement® (AP) courses are also available for high school students. High school students have access to rigorous college preparatory courses and are able to choose from

dozens of Honors courses and more than 15 College Board–approved online AP courses. By enrolling in these demanding college-level courses, students demonstrate their commitment to higher education, which may give them a competitive advantage during the college application process.

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

Course Selection and Credit Transfer

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

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

Instructional Delivery and Scheduling

CalCA North Bay students who enroll in the K–8 program and elect to continue into high school will notice that the high school introduces increased structure and a pacing system that encourages all the students in a single class to move forward at a similar speed. The high school program includes a significant amount of computer-facilitated learning. While hardcopy textbooks[34] are provided in some courses (generally along with an enhanced online version of the text as well), students may also take several courses that are completely online. Unlike the K–8 program which is largely asynchronous/user scheduled (parents set the schedule and lessons can be done in any sequence and pace), in high school the pacing for core courses may follow an asynchronous/fixed schedule (the schedule is fixed and students all move at a similar

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Link for Grades K-8 2018-19 textbook materials: https://www.dropbox.com/s/n3my86l235ymdww/Grades%20K-8%20Textbook%20Materials.xlsx?dl=0
Link for Grades 9-12 2018-19 textbook materials: https://www.dropbox.com/s/k5kiva764i088qw/Grades%209-12%20Textbook%20Materials.xlsx?dl=0

pace). This does not take away the ability of teachers to personalize the curriculum for students; however, it does add accountability, structure, and significant peer interaction that is necessary for a quality high school program.

Area and Subject Requirements

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

Promotion, Graduation, and Passing Grades

Students in grades 9–12 are typically enrolled in at least five credits over the course of the school year, as the CalCA North Bay program is a full-time public school program (see the School Handbook Supplement in Exhibit B for more information.) A typical high school student has six courses or the equivalent of six credits per academic year. To stay on track for graduation in four years, prior to grade 10, students should have earned (or transferred) a minimum of 5 credits, prior to grade 11 students should have earned (or transferred) a minimum of 10 total credits and prior to grade 12 students should have earned (or transferred) a minimum of 16 total credits. Students only receive credit for classes passed with a grade of "D" or better. To graduate and receive a diploma from CalCA North Bay, a student must be enrolled during the semester immediately prior to graduation, must have earned 2.5 credits in a school supported by Connections, 1.5 of which are in the semester immediately prior to graduation, and must have met any applicable state requirements for a diploma. Each student should successfully complete a minimum of 22 credits to graduate.

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

Technology and Socialization

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

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

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

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

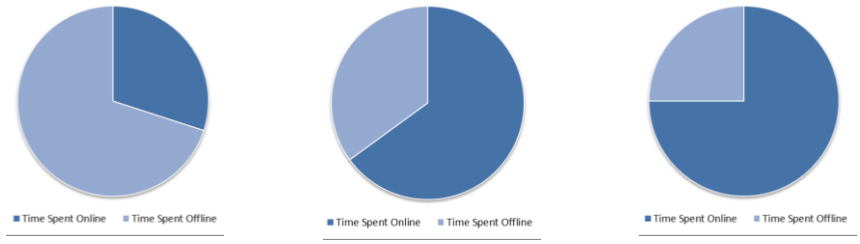
Given the balance of modes and media for learning at CalCA North Bay, actual time spent working online for students varies according to each student's developmental level, learning needs, and learning styles.

Figure 15. Time Spent Online by Grade Span.

Grades K-5 | **Grades 6-8** | **Grades 9-12**

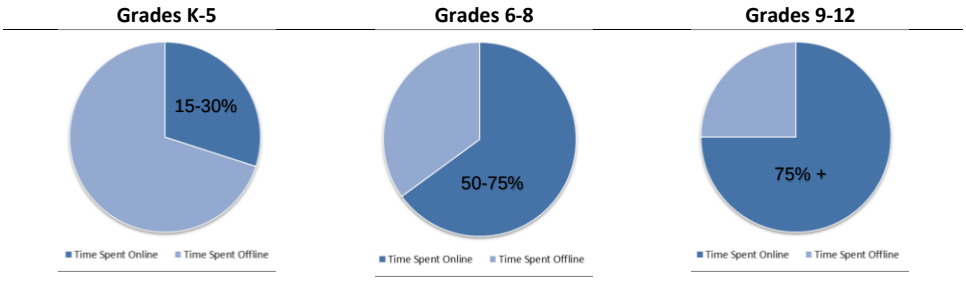
~~Figure 15. Time Spent Online by Grade Span.~~

~~Grades K-5~~ | ~~Grades 6-8~~ | ~~Grades 9-12~~



As illustrated in Figure 15, students in grades K–5 may spend 15-30% of their school day online; students in grades 6–8 may spend about 50-75% of their school day online; and students in grades 9–12 may spend 75+% of time online.

Figure 15. Time Spent Online by Grade Span.



Clubs and Activities

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

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

The following provides a sampling* of some of the clubs we offer:

- **Art Club** is designed to spark a student's creativity by exploring two-dimensional and

three-dimensional art, photography, and graphic design through techniques and styles associated with each medium. Students have the opportunity to create original designs and artwork, share their artwork with peers, learn about appropriate critique guidelines, and provide feedback to other club members. (Grades: 6–12)

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

- **ePals** provides a classic way to build friendships. Students develop their skills in letter or WebMail writing and written expression, and, in some cases, penmanship while making friends with other students across the country. (Grades: K–12)

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

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

**Specific club offerings are subject to change.*

Connexus, the Education Management System

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

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

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

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

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

California-Credentialed Teachers

Each student is assigned at least one California-credentialed program teacher specially trained in the California Connections Academy curriculum and instructional methods. In elementary grade levels TK-5 each student has one credentialed 'homeroom' teacher who oversees and teaches multiple subjects. In the elementary grades, teachers may support each other through team teaching across different subjects and so students may be assigned to additional teachers. In the secondary grades, each student is typically assigned to more than one fully qualified subject teacher depending on the courses taken. These teachers are responsible for evaluating assignments and work products, providing instructional assistance, assigning and scoring assessment activities in the program, and providing feedback on the student's performance. Middle and high school students are also assigned to a "homeroom" or "advisory" teacher, a credentialed teacher who provides additional support and coaching, and who also oversees awarding the attendance credit for the student each month. Based on a student's demonstrated mastery of the material, teachers can add, expand, or replace assignments; they also grade students in each subject for the student report cards and make promotion or retention decisions.

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

Even though teachers are not working within a physical classroom setting, but rather in a virtual classroom, the overall teacher caseloads are generally comparable to teachers in a brick and mortar setting. Elementary teachers have a smaller group of students who they work with in multiple subject areas, whereas secondary teachers have more students assigned but only in the subject area they are teaching. While any given teacher may have more or fewer students than the average, the overall student to teacher ratio is kept below 25:1. (See also this Section II.E., "Independent Study," for more information on student to teacher ratio.)

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

School Day, School Calendar, and Instructional Minutes

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

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

Escalation Process

California Connections Academy North Bay is an independent study-based school with content delivered virtually. Students, therefore, are expected to log in and complete work on a regular basis. The Master Agreement (see Exhibit C), based on Board approved Independent Study Policy, lays out the requirements for participation in the program. Based on the regulations for independent study and this board policy, the school must make a determination of whether independent study is an appropriate educational setting for the student. The Escalation Process is the method by which this is implemented. This may also be referred to as "tiered re-engagement".

When students begin to extend beyond five days of non-participation, they are monitored through an increasing process of checks and balances. After the first five days of non-participation, teachers attempt to contact students at least three times. The purpose of the call is to ensure students are properly supported to be successful in the school. It is the teacher's main objective to help motivate the student and remove barriers that fall within the teacher's sphere of influence. For example, the teacher may agree to connect with the student on a weekly basis to increase support. If the student continues to go beyond 10 days of non-participation, progress monitoring is intensified. Depending on the student's grade level and specific needs, they may be called by additional staff, including administrators, or there may be a formal meeting. The intended outcome of this next stage of this progress monitoring is similar to the initial teacher phone call, which is to identify and remove barriers that fall within the school's sphere of influence. The student's school record is reviewed for the purpose of barrier identification and parent and student input are also solicited. The plan to assist the student is documented and may include such services as intervention, guidance counseling support, extra time for assignment completion, one-on-one tutoring, and other services. If a student persistently does not participate or stops all contact with the school, then additional steps are taken per Board policy and the Master Agreement which may culminate in withdrawal in compliance with state law.

Independent Study

CalCA North Bay adheres to all applicable California Independent Study Regulations in accordance with CCR Title 5, Sections 11700-11705. This includes creating and executing Master Agreements (see Exhibit C for a sample Master Agreement), creating and adopting Governing Board policies regarding independent study, the geographic limitations on the place of residence of the pupils, appropriately maintaining work products, attendance procedures utilizing "time value" credit, and staffing that complies with the required pupil to teacher ratios under independent study regulations. . The current state requirement for the student to teacher ratio for charter schools is 25:1 (see also Section VII.A. below for more details). Historically, the school has had a ratio averaging approximately 22.5:1, and the ratio each year of operation has been below 25:1. In addition, CalCA North Bay complies with California

Education Code provisions regarding Independent Study, as amended from time to time, including section 51747.3, and therefore does not provide any "thing of value" to pupils that a school district could not legally provide to its pupils. The various requirements for an independent study program are audited each year by the school's independent auditor per the state's Audit Guide (see also Section VII.G. for more information.)

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

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

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

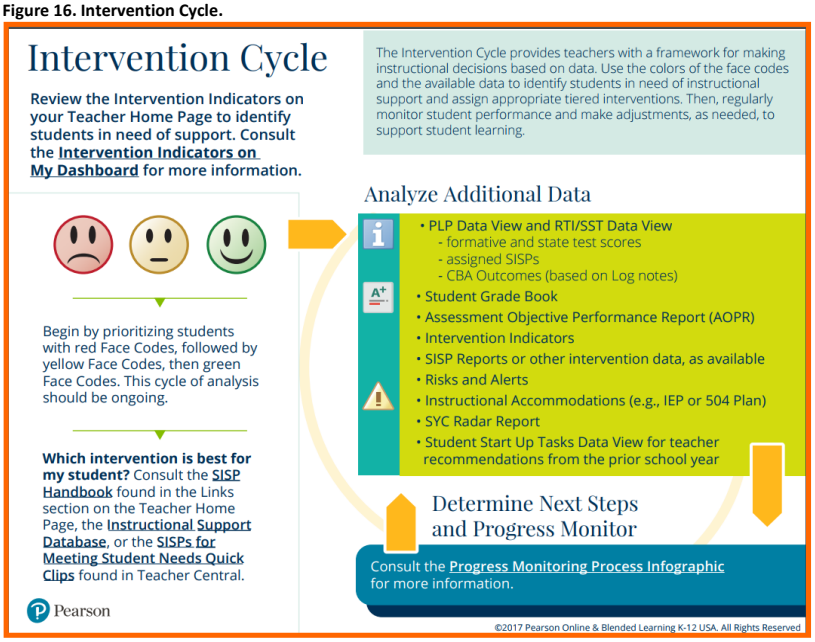
Teachers also implement a Response to Intervention (RTI) Model, a systematic approach to instruction, ensuring that all students receive the necessary level of instructional and behavioral supports throughout the learning process. Beginning with identified essential skills and standards based on the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

Intervention Indicators

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

Figure 16 illustrates the Intervention Cycle and explains the "face codes" used to communicate a student's status. The Intervention Indicator face codes are updated during each school year, based on formative pre and post assessments.

Figure 16. Intervention Cycle.

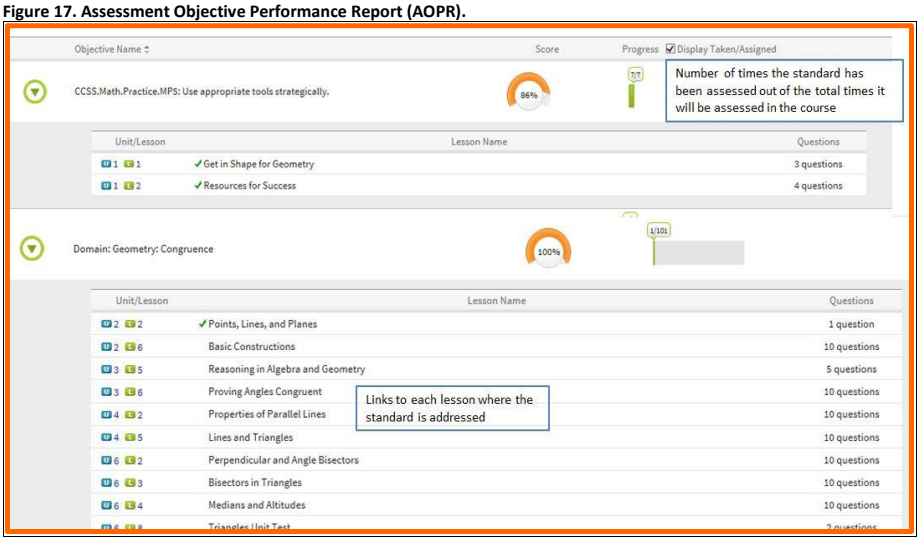


In addition, at both the section and individual student levels for students in grades 6-12, Assessment Objective Performance Reports (AOPR), as shown in Figure 17, can be generated displaying not only the essential skills and standards for a course but also exactly where in the curriculum each of these is assessed and how a student is performing on the standards. Real-time student performance on each of the essential skills and standards is displayed based upon individual assessment items that measure standards-based objectives that students should master by the end of that grade level. Data can be sorted to identify students who have mastered or not mastered specific objectives. Teachers can run this report as frequently as they like to see exactly how students are progressing with regard to each of the skills and standards for that subject and grade. This method accomplishes the following:

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

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

Figure 17. Assessment Objective Performance Report (AOPR).



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

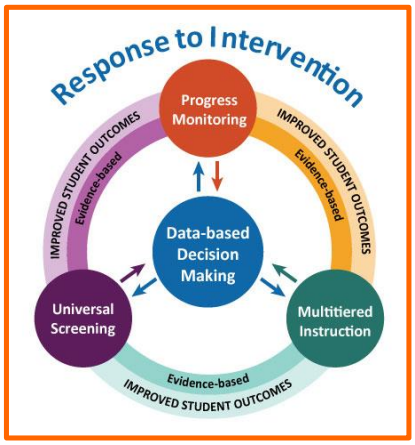
Response to Intervention (RTI)

CalCA North Bay uses a multi-tiered intervention approach, in alignment with an RTI framework, which ensures that individual students receive the support they need. Data is used throughout the school year to implement this. Students who are struggling with the curriculum are identified by teachers and provided Tier I support (differentiation within the core curriculum), Tier II interventions (more intensive instruction with frequent progress monitoring), or Tier III interventions and support (most intensive and frequent level of instructional support). (See also Section II.E, “Multi-Tiered Instruction,” above for more information on the tiers.) The provision of Tier II and III interventions are decisions made in the cooperation with the school’s Student

Support Team (SST). This team typically consists of the student's teacher, RTI specialist(s), administrator(s), and parent(s) (when possible). The SST meets regularly, with the frequency based on student need, to evaluate student progress and make additional recommendations. If the SST determines the student is in need of Tier III support, a special education teacher becomes part of the team to assist with interpreting data, making recommendations, and possibly recommending a referral for an assessment.

The SST is part of the RTI process that is illustrated in Figure 18. Connexus provides teachers with real-time data and reports to implement a multi-tiered instruction model in language arts and/or math so that every student has access to the resources they need to be successful using Tier I Core Curriculum with Differentiation, Tier II Supplemental Instructional Supports, and Tier III Supplemental Instructional Supports with increased frequency and intensity. The process of identifying student intervention needs, assigning interventions, tracking their success, and communicating with parents, is ongoing. All efforts are made to meet each student's needs within the general education program.

Figure 18. Response to Intervention.



A sample of the visual information available for the Intervention Indicators is provided in Figures 19 and 20.

Figure 19. Visual of the Intervention Indicators.

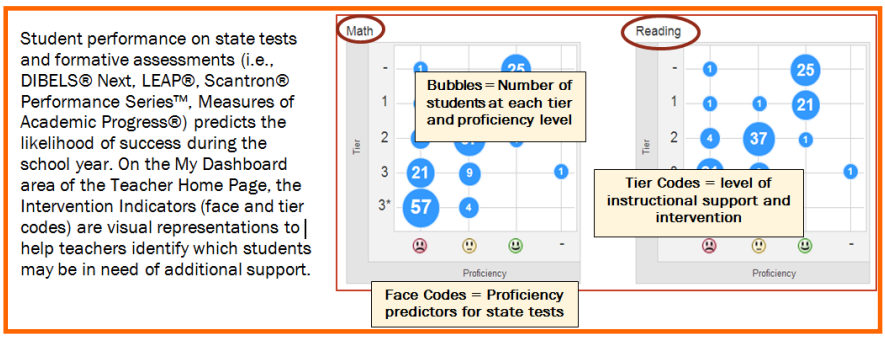


Figure 20. Additional Information Provided for Multitiered Intervention Area.

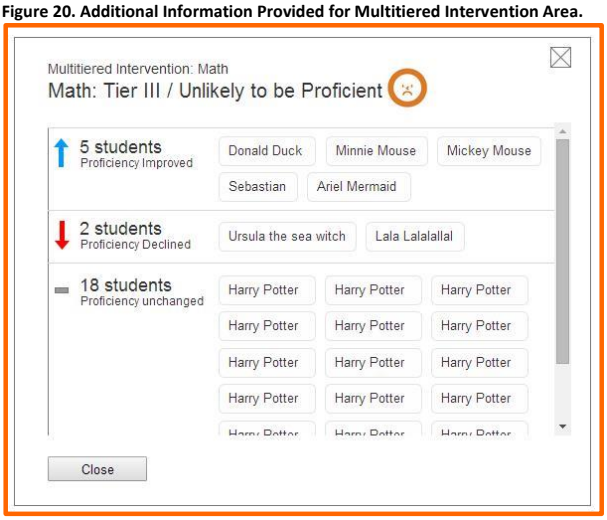


Figure 21 provides an explanation of codes teachers see in the Intervention Indicator display.

Figure 21. Explanation of Codes.

The face and number codes listed in the Multitiered Intervention section indicate the following information:

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

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

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

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

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

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

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

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

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

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

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

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

The high school program offers a rigorous college preparatory curriculum that provides an opportunity for students to enroll in Honors/AP courses. High school students may choose from dozens of Honors/AP courses. Honors courses offer advanced students opportunities to participate in extension projects, investigations, and activities that require integrated skills application and higher-level thinking. Counselors carefully review each student's transcript to determine when an Honors or AP course is appropriate.

Course selection is made in close consultation with students and their parents. Administrators monitor the success of intellectually gifted students by reviewing and assessing performance on state assessments, internal assessments, AP exams, ACT/SAT tests, and by tracking college applications and acceptances of high school seniors.

II.H PLAN FOR ENGLISH LEARNERS

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

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

In a virtual school, students with special learning needs, including English Learners, enjoy individualized instruction without being isolated from the mainstream curriculum or their peers. The individualized pace of the program allows students to move more quickly through subjects where language is less of a factor and spend more time on reading and writing activities. An EL specialist with ESL/LEP/EL training works with CalCA North Bay teachers, Learning Coaches, and students to adapt the core material for EL students. The instructional framework known as the Sheltered Instruction Observation Protocol (SIOP) framework is used to instruct ELs, and EL teachers also provide appropriate supplemental resources, including various technologies that can facilitate language acquisition while supporting academic advancement.

CalCA North Bay offers credit bearing courses for EL students in high school to further assist the older EL students, including students categorized at Long Term English Learners (LTEL), to be reclassified as fluent in English while earning high school credit.

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

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

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

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

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

II.I PLAN FOR SPECIAL EDUCATION

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

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

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

CalCA North Bay has elected the option under California Education Code section 47641 to be deemed an LEA for Special Education purposes. The school has provided verifiable assurances of its ability to fulfill all obligations in this capacity, as well as assurances that it participates in the El Dorado Charter SELPA which is approved by the State Board of Education. CalCA North Bay is a member of the El Dorado Charter SELPA as an LEA. CalCA North Bay reserves the right to request membership in another SELPA if it deems that a different SELPA would better serve the needs of the students and the school.

CalCA North Bay enrolls all students who meet admission requirements as stated in this charter. The school does not deny admission to students on the basis of disability; any student with an IEP who otherwise qualifies for enrollment eligibility may apply and be enrolled. CalCA North Bay complies with and follows California Education Code § 51745 (c) which states that an individual with exceptional needs shall not participate in independent study unless the student's Individualized Education Program (IEP) indicates that independent study is an appropriate educational setting. Therefore, the IEP team, including parents, may need to meet to discuss, determine, and document placement in a virtual independent program as appropriate based on student need, which may include amending the student's IEP to reflect independent study. Similarly, if an enrolled student's existing IEP does not provide for independent study, CalCA North Bay will convene an IEP meeting to discuss the student's needs and determine whether independent study is appropriate.

Since CalCA North Bay is a program focused on individualization, flexibility, and personalization, it is often a good fit for students with special needs. Thus, CalCA North Bay can be an appropriate setting for students with special needs by providing:

- Individualized instruction;
- A team of adults focused on student success;
- Ongoing consultation with educators, credentialed teachers, and curriculum specialists to assist with adapting and modifying assignments to meet specific student needs;

- Personalized Learning Plans;
- A safe and directed environment;
- Reduced environmental distractions;
- Frequent progress checks, evaluations, and reports;
- Flexible schedule that allows for students to move at their own pace;
- Ability to separate academics from socialization;
- Recommendations for/provision of software (e.g., keyboarding or speech recognition software) or other technology to facilitate communication, organization and skill development and to address special needs; and
- Supplemental, research-based online reading and math programs to address skill deficit areas at the student's instructional level.

When a student enrolls, CalCA North Bay secures the additional services required including, but not limited to designated instructional services (DIS) service providers near the individual students' home. The school works with the SELPA and local counties, districts, and other agencies when needed to secure these services.

As a public school, CalCA North Bay, through its policies and procedures, complies with all applicable state and federal laws in serving students with disabilities, including, but not limited to AB 602, the Individuals with Disabilities Education Improvement Act, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and any other civil rights enforced by the U.S. Department of Education Office of Civil Rights (OCR). As its own LEA, CalCA North Bay, not the authorizing district, is responsible for the charter school's compliance with all applicable state and federal laws. To support enrolled students with IEPs, CalCA North Bay:

- Holds Annual Reviews of the IEP including a review of student progress within the existing IEP, creation of new IEP goals, and obtains parent consent for and approval of new IEP.
- Employs a Director of Student Services who is a qualified administrator to oversee all elements of the Special Education program.
- Conducts Triennial Reviews, in which students may be formally reassessed, or, if no new data is needed, then a review of the records may take place.
- Holds IEP meetings when a student has received an initial assessment; when a student demonstrates a lack of anticipated progress; or when a parent or teacher requests a meeting to develop, review, or revise a student's IEP.
- Conducts an IEP meeting within 30 days of enrollment when a student identified with disabilities transfers into CalCA North Bay.
- Invites appropriate SELPA staff and/or staff from the student's resident district to participate in this process, when needed.

- Provides and/or arranges for related services per the IEP.
- Provides training and professional development for teachers and administrators regarding identification and support of students with IEPs.

Referring Students for Special Education Services

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

- The program teacher consults with the school's student services team and implements suggested accommodations, modifications, lesson adaptations, and alternative instructional strategies. The program teacher documents all accommodations and modifications and the student's level of success with each. The parent of any student suspected of needing or qualifying for special education services may also make a referral for an evaluation at any time.
- The student is then referred to the Student Support Team (SST) to brainstorm and implement additional RTI strategies for student success and to monitor the progress of those interventions. The school's SST meets and discusses what interventions have been tried, what worked, what didn't, and what new interventions should be implemented. If deemed appropriate by the team and a disability is suspected, the SST invites a member of the student services team (or designee) to the meeting to discuss their concerns. If the student is making good progress and responding well to the interventions, the general education program and appropriate supports remains in place with further suggested interventions.
- If CalCA North Bay concludes that an assessment is appropriate, parental consent for the student evaluation is requested via an assessment plan. Parents are sent a copy of Procedural Safeguards. Assessments to determine eligibility are performed only upon receipt of written parent permission. When the assessment plan is returned, the appropriate evaluations based on suspected student need are arranged. Assessment procedures are conducted in the student's primary language, and an interpreter is provided if needed. The parent is invited to the IEP team meeting to review the assessment results. The team determines if the student has a disability and whether the student requires supports and services in the Least-Restrictive Environment (LRE).
- The IEP team, including the parent, develops goals to meet student need, determines corresponding services, and agrees upon an offer of Free Appropriate Public Education (FAPE). After IEP goals are formulated and service time is determined, the IEP is implemented. A copy of the IEP is given to the parent in accordance with state laws and SELPA policies.

- If a parent requests a special education evaluation, the process typically occurs concurrently with the SST/RTI process in order to support the student in the greatest area of need.

Special Education services are provided in several ways including, but not limited to consultative services by phone or videoconference, direct instruction via LiveLesson session, collaboration utilizing our general education staff and Education Specialists together in LiveLesson sessions, and DIS services which may be provided online or in person depending on what is appropriate and available near the student. All Special Education services are typically provided by CalCA North Bay's Special Education team or by contracted DIS providers as appropriate. The Director of Student Services oversees all DIS service providers and ensures that student needs are being met and services are being delivered.

CalCA North Bay places each student with an IEP in the Least Restrictive Environment to maximize the student's time within the general education setting and with typical peers. Education Specialists partner with identified general education teachers and collaborate to ensure accommodations and service minutes are delivered to students with IEPs in a supported environment with their general education peers. Students may also receive additional service minutes directly from their special education teacher in a small group or one-on-one setting according to the students' IEP.

In order to make efficient use of staff resources, IEP meetings are generally conducted using teleconferencing or through LiveLesson sessions in order to allow all parties to participate. IEP meetings may also be held at the school office or another location. Specific arrangements are made on a case-by-case basis and are in accordance with all applicable law. CalCA North Bay maintains responsibility for tracking and implementing IEP timelines and requirements as per the appropriate laws and regulations for charter schools and in accordance with SELPA policies.

CalCA North Bay, in association with the SELPA, provides FAPE to students with disabilities including, but not limited to, identifying, evaluating, planning educational programs, and implementing placements in accordance with applicable federal and state laws.

Services under Section 504

CalCA North Bay is solely responsible for compliance with Section 504 of the Rehabilitation Act of 1973 (Section 504) and the Americans with Disabilities Act (ADA) with respect to eligible students. CalCA North Bay develops, maintains, and implements policies and procedures to ensure identification of and service to students who may require Section 504 accommodation(s)/ modification(s), and/or placement and related services. The school uses teachers to act as Section 504 Coordinators, and includes teachers, administrators, and other specialists when needed on the Section 504 team. Parents are also an integral part of the Section 504 team. Parents are provided documentation and Procedural Safeguards regularly and after each meeting. CalCA North Bay also provides professional development to assist teachers with identification and support of students with Section 504 plans.

Additional details of the Special Education and Section 504 programs can be included in the MOU with MUSD (See Exhibit G) as necessary.

III. ASSESSMENT AND USE OF DATA

III.A MEASURABLE STUDENT OUTCOMES

Describe the measurable student outcomes that will be used by the charter school. "Student outcomes," for the purposes of this part, means the extent to which all students enrolled in the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school's educational program. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, Describe the annual goals for the charter school for all students and for each subgroup of students identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, and specific annual actions to achieve those goals. ~~*or the nature of the program operated, by the charter school.*~~ *[Ref. California Education Code § 47605 (c~~b~~)(5)(B) and 47605 (c~~b~~)(5)(A)(ii)]*

A crucial part of CalCA North Bay's plan for overall excellence is the establishment of clear academic and related goals for each student and for the school, as well as clear ways to measure progress toward those goals. The outcomes and goals described herein are intended to be achieved over the term of the charter. The school tracks progress towards these long term goals. Recognizing that California is still undergoing a major change in assessment and accountability, CalCA North Bay complies with all new regulations and expectations regarding the Local Control and Accountability Plan (LCAP). The required components are substantially addressed by CalCA North Bay in this charter and in the school's day-to-day operations and planning.

In addition, the school's LCAP was developed to be consistent with current state guidelines and requirements, including the legal requirements in California Education Code section 47606.5 and associated regulations, for both content, public hearing and approval process, and timing, and is updated annually. The LCAP describes further detail on annual goals for student achievement, among other things. However, the LCAP and its annual updates does not require a material amendment to the charter, as the required state priorities applicable to CalCA North Bay are integral parts of this charter. More information about the annual performance goals for each academic outcome, as well as the actions designed to achieve the following goals can be found in the annual LCAP for the school.

Academic Outcomes: CalCA North Bay has established several core academic goals, measurements, and performance criteria. These are in alignment with the state's pupil achievement priorities as well as the mission and purpose of the school.

Goal I: School Performance

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

Goal I: Aligns with State Priority 4 and 2018-19 LCAP Goals 1 and 2

Goal I: Measurement: CalCA North Bay expects and encourages students to participate in all state-mandated testing, including the standardized assessments based on the California Common Core State Standards, known as the California Assessment of Student Performance and Progress (CAASPP). Participation in standardized testing is addressed in the Parent/Legal Guardian (Caretaker) Acknowledgment (see Exhibit D) and/or the Master Agreement (see sample in Exhibit C).

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

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

Goal II: Student Progress

Based on a value-added model of academic growth, each student should demonstrate a year of academic growth for each year in school. While not every student starts or ends the year at the same place on the ladder, all students should climb the same number of rungs during the time they are with our school. Students master a set of learning objectives in the core subject areas outlined for each grade level and aligned with California Common Core State Standards. Students reach this level of achievement with a mastery loop approach—that is, when students do not meet initial performance targets, CalCA North Bay intervenes and provides additional support until an acceptable level of achievement is reached.

Goal II: Aligns with State Priority 4 and 2018-19 LCAP Goals 1 and 2

Goal II: Measurement: Students enrolled in the applicable grade levels for two consecutive calendar years of state testing (enrolled by October 1 or on the October state census date of the first year and enrolled through testing the second year) are measured by review of their performance bands on the state's standardized assessments.

Goal II: Performance Criteria: CalCA North Bay actively works towards meeting the goal of having more than 75% of its students, including each numerically significant pupil subgroup, demonstrate a year of academic growth on an annual basis. A year of academic growth can be

defined as movement up at least one performance band (e.g., from "Standard Not Met" to "Standard Nearly Met") on the state's standardized assessments (in the grades for which comparisons are possible). Students who do not improve at least one performance band but who have either "Met Standard" or "Exceeded Standard" are also considered to have achieved a year of academic growth. For subgroup calculations, this performance measure only applies to subgroups that are numerically significant as defined in California Education Code section 52052 (or its successors).

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

Goal III: Graduation and Post-Secondary Plans

Based on Post-Secondary Plans, students are prepared to pursue educational/career opportunities after graduation.

Goal III: Aligns with State Priorities 7 and 8 and 2018-19 LCAP Goal 4

Goal III: Measurement: CalCA North Bay works to ensure that full academic year students in grade 12 (students who are enrolled in CalCA North Bay by the October state census date) who are no more than two classes behind in credits are qualified for — and actually apply to — one or more two- and/or four-year colleges or universities, and/or accredited vocational schools, and/or military service branches. Developing a post-secondary plan that is tailored to the circumstances of the student will help demonstrate this career and college readiness.

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

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

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

Goal IV: Attendance

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

Goal IV: Aligns with State Priority 5

Goal IV: Measurement: CalCA North Bay integrates multiple methods for tracking attendance, including instructional days completed, time-on-task, teacher contact, lesson completion, and

completed work products. Attendance is monitored by teachers regularly via a parent attendance log in Connexus and teachers then make a final determination of attendance credit for each student each school month. Final attendance credit is determined based on verification of both daily attendance as well as "time value" of the work done over the school month. Intervention strategies are implemented if a student's attendance falls below the expected target. Different grade bands have different attendance rates, with attendance rates typically decreasing as the students enter high school.

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

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

Goal V: High-Quality Teaching

CalCA North Bay provides its students with excellent teaching by teachers who are dedicated to a specific teaching task and who work closely together to ensure the success of students.

Goal V: Aligns with State Priority 1

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

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

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

Goal VI: Parent Satisfaction

CalCA North Bay parents and students are satisfied with their school experience, community, and culture.

Goal VI: Aligns with State Priority 3

Goal VI: Measurement: In order to understand the perception of parents and students and to include their input in making decisions for CalCA North Bay each year, families participate in a

parent satisfaction survey administered by an independent, third-party firm with results reported to all stakeholders.

Goal VI: Performance Criteria: CalCA North Bay works to ensure that families report an average of 85% or more positive responses across the 21 Parent Satisfaction Survey questions that are most directly affected by school staff. These 21 questions are included each year as part of an annual, independent parent satisfaction survey.

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

III.B ACADEMIC ACCOUNTABILITY SYSTEM

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

CalCA North Bay complies with all applicable state laws regarding academic accountability for public schools, including the CAASPP standardized assessments which are based on the California Common Core State Standards. California has a new accountability system that is based on multiple measures. The state has selected these measures as a way to determine the charter school's progress toward meeting the needs of its students. The measures are based on factors that contribute to a quality education, including high school graduation rates, college/career readiness, student test scores, English Learner (EL) progress, suspension rates, and parent engagement. With the implementation of the new California School Dashboard (the Dashboard), CalCA North Bay receives ratings on multiple areas each year based on the status and growth of any given measure, and based on both state and local indicators for any student group with large enough numbers. The performance on the state indicators is determined by the California Department of Education (CDE). CalCA North Bay participates in all assessments and reports all data needed to generate the Dashboard results.

Part of each year's evaluation of the school program by the Governing Board, in coordination with school leadership, includes information on whether CalCA North Bay attained its stated accountability targets. The staff of teachers, education specialists, and administrators annually evaluate whether the CalCA North Bay program needs to make any adjustments in order to meet its targets. For example, in recent years additional math support has been added, a more robust credit recovery program has been implemented, and high school changed its structure to a homeroom model for purposed of attendance and student engagement. A report is presented annually to the school's Governing Board regarding student performance on state standardized testing as well as the Dashboard results and other relevant metrics. Based on the results, the school leadership team creates school goals for the upcoming year and presents those goals to the Governing Board as part of the School Improvement Cycle. Following approval or modification, this plan is then implemented for the upcoming school year. The annual update for the LCAP is also considered part of the School Improvement Cycle, and LCAP goals and actions are developed using results from an analysis of school needs. Through the School Improvement Plan (as well as the WASC Action Plan) annual performance goals are set and monitored which align

with the state priorities, the state's Dashboard metrics, the LCAP goals and the charter's student outcomes which are designed to be more long term.

III.C METHOD(S) OF ASSESSMENT

Describe the proposed method(s) by which student progress in meeting the desired student outcomes will be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card [Ref. California Education Code §47605(b)(5)(C)] The school's plan should describe a variety of assessment tools that are appropriate to the grade level, subject matter, skills, knowledge, and/or attitudes being assessed, including, at a minimum, tools that employ objective means of assessment that are frequent and sufficiently detailed enough to determine whether students are making satisfactory progress. Assessments should include annual results from the California Assessment of Student Performance and Progress (CAASPP) program and any other statewide standards or student assessments applicable to students in non-charter public schools, including, but not limited to, the California English Language Development Test or English Language Proficiency Assessments for California (ELPAC), and the physical performance test. [Ref. Criteria for Review; CCR-5 §11967.5.1(f)(2)(A), §11967.5.1(f)(3)(A-B) and California Education Code §47605(c)(1) and §47605(b)(5)(B)].

Student Assessment Strategies

CalCA North Bay adheres to the same accountability measures, administers the same state assessments, and follows the same proficiency measures as all public charter schools in California, in addition to using its own internal assessment tools. CalCA North Bay's various assessments combine with top-quality curriculum and instruction to improve student achievement and maintain a high level of accountability.

CalCA North Bay's assessment efforts begin with a thorough placement process and progress review, including online placements tests, where indicated, which help to customize the student's academic program and formulate the Personalized Learning Plan. CalCA North Bay also utilizes ongoing online and offline assessments to measure student progress on the curriculum and a technology-based assessment tool to measure student gains over the school year. The following describes the specific assessments CalCA North Bay uses to evaluate the progress of students.

- **Assessment Objective Performance Report (AOPR):** This report provides real-time student performance data on essential skills and standards based upon individual math, language arts, and science assessment items. The report identifies the objectives students should master by the end of identified grade levels based upon the California Common Core State Standards and displays students' performance against the objectives. Data can be sorted to identify students who have or have not mastered specific objectives. Teachers will use this data to determine which students need more help with a particular objective. They may complete individual or small group tutoring virtually with these students targeting specific skills. Currently, the AOPR supports secondary courses.

- **Placement:** During enrollment in the program, each new student takes part in a placement process that includes review of previous school records and assessment results, review with parents, and use of placement tests as needed. High school students

are then typically placed by grade-level as determined by their cohort year.

- **Yearly Progress:** Two internal assessments help identify academic growth during the school year. LEAP (currently used for students in grades K–8) provides essential diagnostic information for developing the PLP and planning instruction. It provides an early predictor of performance on mandated state tests and reports key accountability data on progress throughout the academic year. It is also helpful for assessing students who are either significantly ahead of or behind their grade level peers. CalCA North Bay currently uses the SPS assessment (or Scantron--see below) for students in grades 9-11 for pre- and post-testing. Connections has conducted an internal analysis of the relationship between academic growth, as assessed by LEAP and the SPS, and state test proficiency. Results indicated that growth as assessed by both assessments displayed a statistically significant relationship (through a logistic regressions analysis) with state test scores. For both reading and math, the presence of growth during the year on LEAP and SPS was associated with proficiency on state assessments in the spring. (Note: The school may replace the LEAP or SPS tests with a comparable pre- and post-assessment of student progress if a superior assessment tool is found.)
- **Longitudinal Evaluation of Academic Progress®**
  The Longitudinal Evaluation of Academic Progress®, or LEAP, is Connections Education's proprietary benchmark assessment that is administered to Connections Academy students twice times during the school year and used to help individualize instruction for each student. Students are assigned the tests that are aligned with the courses in which they are enrolled. The LEAP Reading assessment is administered to students in grades 2-8 and the LEAP Math Assessment is administered to students in grades K–8.
  - **Development of LEAP Assessments** - The criterion-referenced LEAP assessments are aligned with the Connections Academy curriculum as well as with state and national learning standards. LEAP was initially developed in 2008 using a test bank developed by Let's Go Learn™, a test development company with extensive experience in the development of Reading and Math tests at the elementary and secondary levels. In 2012, as states began to adopt and implement the Common Core State Standards (CCSS) in Math and English Language Arts (ELA), Connections Education decided to redesign the LEAP tests to align with the CCSS. This process was developed over the course of the 2012-13 school year and the new version was implemented for the 2013-14 school year.

    Face and construct validity of the new LEAP assessments were first established by creating and using content standard-aligned test plans for each grade level. Test plans were created for Math and Reading by grade level that aligned with the CCSS, as well as next generation state assessment blueprints, such as the Partnership for Assessment of Readiness for College and Careers (PARCC) assessments and the Smarter Balanced Assessment Consortium (SBAC) assessments. Content validity was then established by using a research-based test bank obtained from Pearson. In

addition, the Manager of Assessment at Connections worked closely with the Connections curriculum team using the same criteria above.

Reliability for these assessments was determined by using Alternate-Form Reliability and Test-Retest Reliability. Three forms of the test were created using the same test plans. Starting in Spring 2014, a different form was administered as the Posttest to compare the assessments to ensure they were reliably testing the same information at the same difficulty level. In the summer of 2015, a comparison analysis of the first two forms was conducted utilizing the Item Response Theory method. Although the scores vary slightly, there is no statistically significant difference in performance at each grade level between the two assessments. Therefore, we have evidence that the expected student outcomes on these assessments are reliable and equivalent. LEAP is regularly reviewed and updated for the appropriateness of questions and responses. Questions with a p-value of .4 or below are marked for review and replacement.

- **Data Supporting LEAPS' Effectiveness** - During the 2017-2018 school year, the Hanover Group conducted an external, predictive validity analysis of LEAP as it relates to state test performance. The analysis found a positive, statistically significant relationship between students' LEAP results and their proficiency level on the state assessment at the end of the school year. Note that the negative accuracy rates (the proportion of those who were "Unlikely to Succeed" in the LEAP assessment and ultimately "Below Proficient" in the state assessment) were higher than the positive accuracy rates (the proportion of those who were "Likely to Succeed" in the LEAP assessment and ultimately "Proficient" in the state assessment), indicating that the LEAP assessment is more effective at predicting students who will not be proficient than those who will be proficient. Overall (for students in all grades), negative accuracy rates range from 72 percent to 82 percent, while positive accuracy rates range from 55 percent to 76 percent for specific subjects and tests.

- **Scantron® Performance Series™ Assessments**
  The Scantron ® Performance Series™, or Scantron as it is commonly refer to it, tests are computer adaptive, norm-referenced tests produced by Global Scholar. The Scantron assessments align with the Connections Academy curriculum as well as state learning standards. High school students, in grades 9–11, are given these tests twice during the school year: once in the fall and once in the spring. There are separate tests for reading and math. Students are assigned the tests that align with their enrolled curriculum.

  Detailed information on the development and effectiveness of the assessment can be found in the Scantron Performance Series Web-Based Diagnostics Technical Report, 14th Edition (July 2017).

  As with the LEAP assessment, SPS results are available to teachers through Connexus as students complete the assessment. Teachers have access to students' overall scores, scores within content areas, and information based on the student's overall score that highlights the extent to which a student is at-risk for struggling academically.

- **Ongoing Information Assessments:** Students engage in several formative assessments that tap into all levels of student learning such as scored daily assignments, daily checks for understanding which require students to apply and integrate new skills in a thoughtful manner. Other more subjective assessment activities include written journal responses and group discussions.
- **Unit Assessments and Offline and Online Portfolio Assignments:** Throughout each logical unit of study, students are required to complete a series of offline and online assessments. Offline assessments include written compositions, science lab reports, essays, book responses, and a variety of work samples. These assessments require direct teacher evaluation. Online assessments include quizzes and unit tests. While the quizzes are brief and frequent (occurring after every third or fourth lesson), the more comprehensive unit tests occur at the end of an entire unit. Online assessments provide students and families with immediate objective feedback while offline assessments provide valuable reflection, feedback, and expertise from credentialed teachers. Student progress reports and grades include a combination of quizzes, tests, work samples, and teacher feedback.
- **Curriculum-Based Assessments:** CalCA North Bay uses curriculum-based assessments (CBAs) as a quick and effective way to gather additional information on students' understanding of concepts through telephone conversations, in one on one or small group LiveLessons, or even face to face. Diagnostic curriculum-based assessments (DCBAs) pinpoint strengths and weaknesses in student mastery of concepts and are usually performed when a student scores a C or below on an assessment. The DCBA is used to "diagnose" areas of weakness. The teacher may discover that the student is missing an important concept or needs additional support or intervention in order to lean and master the concept. Verified curriculum-based assessments (VCBAs) authenticate student learning of concepts previously graded as completed with scores of B or higher. The CBAs are an integral way that teachers can tell whether students are doing their own work in the online learning environment and mastering the concepts within their lessons.
- **Baseline Achievement Data:** Whenever possible, standardized test results are integrated into an incoming student's basic information in Connexus. Likewise, results for the state's standardized tests that students take while enrolled at CalCA North Bay, which are proctored face-to-face at a physical location, are included in Connexus along with internal pre- and post-test data. This data is used to track student progress from year to year and within the year and to inform course placement and instructional needs of students.
- **State-mandated assessments:** CalCA North Bay is dedicated to meeting and exceeding all of California's goals and grade level requirements. At in-person, proctored locations, CalCA North Bay students participate in proficiency (CAASPP) tests and all other assessments required by California. Results of these annual assessments is reported

through the CDE as well as communicated directly to parents when required. Participation in the state testing program allows for comparisons between schools statewide. Because the tests must currently be administered face to face, and because a significant percentage of parents exercise their right to opt out their students, participation rates in state testing can be a challenge for the school. In order to improve test participation, the Master Agreement (see Exhibit C) states that "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." Participating in the state assessment fulfills this requirement.

School Assessment Policies

Responsibility for monitoring, evaluating, adjusting, and adhering to the school's assessment policies and practices follows a traditional model. Teachers have primary responsibility for administering assessments and providing feedback to administrators.

The Executive Director and Principals oversee the assessment program and work with the Leadership Team as well as education specialists in evaluating and making recommendations for changes.

Connections also evaluates the assessment component and makes recommendations to the Executive Director and the Governing Board. The Governing Board has ultimate responsibility for ensuring that the school is fulfilling the expectations and obligations under charter school law, the charter, and approved school policy.

CalCA North Bay's assessment program utilizes solid baseline security, as described below, and integrates a variety of forms of assessments – offline as well as online, qualitative as well as quantitative, direct and indirect, informal and formal. The school has multiple opportunities to ensure that students are doing their own work and are not being inappropriately helped by a parent or other family member.

Basic security is provided by the Parent/Legal Guardian (Caretaker) Acknowledgement (see Exhibit D) which requires signed assurances of academic integrity, and also through a unique user name and password provided to each student, distinctive from that of parents and Learning Coaches, which assures proper access to online assessments. Students are instructed about the school's Honor Code, as laid out in the School Handbook (see Exhibit B), and are reminded of and acknowledge their agreement to submit original work at the start of each online assessment.

CalCA North Bay uses plagiarism-prevention tools like CheckMyWork, a plagiarism-checking tool (based on UniCheck™) to help teachers and students identify and correct inappropriate re-use of content. Following established guidelines, students may be required by their teacher to run their essays and other authentic assessment documents through CheckMyWork before submitting these assignments to the teacher and attaching the CheckMyWork report URL to their

submissions. This gives students an opportunity to correct any unintentional plagiarism and allows teachers to see at a glance where academic integrity issues may exist.

The variety of assessment forms also promotes security. A student's work at CalCA North Bay begins with a placement process, providing the teacher with a solid baseline against which to compare online assessments to follow. Frequent online quizzes, periodic online and offline unit tests, (some of which are randomized and/or timed), CBAs, and the standardized pre-and post-tests are compared against the student's portfolio samples to detect any mismatches. Teachers are specially trained in telephone and WebMail message questioning techniques to evaluate student mastery of concepts.

Students and parents suspected of inappropriate assessment behavior are confronted immediately and subjected to standard disciplinary action as specified in the School Handbook (see Exhibit B). All students are required to sign the school Honor Code indicating their understanding of the expectations of academic honesty. Cheating, plagiarizing, or other acts of academic dishonesty are directly counter to the principles of academic excellence and harm most those students who engage in such activities — they cheat themselves of the opportunity to fully develop their intellectual abilities. The Honor Code serves to reinforce students' commitment to academic excellence, and all students must sign this Honor Code.

School-wide Assessment Strategies

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

School self-assessment/evaluation: CalCA North Bay has very specific and measurable objectives for success, based upon the academic progress of its students and the school's performance on several non-academic measures. The school administration uses Connexus to watch each of these variables very closely to monitor the school's overall success. The Executive Director, in collaboration with the staff and with the school Leadership Team, develops a list of measurable annual school goals that are designed to ensure continuous school improvement. The Governing Board approves these school goals.

Teacher and administrator evaluation: The purpose of the performance evaluation system is to create a high performance school by encouraging staff to put forth their best effort, focusing everyone on the school's main goals (as determined by the school leadership in collaboration with the Governing Board and based on the school's charter), rewarding and retaining staff based on outcomes/results, and providing continuous feedback for professional development.

Teachers and administrators normally receive a formal mid-year review in December or January, and a formal end-of-year review in May or June. They also receive periodic feedback both formally and informally from their manager throughout the school year.

Teachers and administrators are evaluated based on competencies. The professional competencies align with the core standards for teaching, and may vary by type of teaching position (e.g., Special Education) or administrative position (e.g., Principal). Competencies are reviewed with staff and are available for viewing and comment throughout the school year.

The core teaching competencies typically include the following (additional competencies may be assigned based on position, responsibilities, and job level):

- Ensure high quality instruction;
- Personalize students' programs;
- Monitor student performance and provide timely feedback and intervention;
- Monitor student participation;
- Communicate frequently;
- Conduct and document all required contacts; and
- Collaborate and develop professionally.

Competencies are evaluated in the context of the school's goals, which evaluate student growth and achievement metrics, and observations of a teacher's or administrator's proficiency within each competency are evaluated using various methods including parent and student feedback, observations of lessons and interactions, and review of relevant documentation and data. Competencies are evaluated using a standardized scale and include comments from the supervisor. The scale currently in use has the following levels of performance:

- Highly Effective
- Effective
- Needs Improvement
- Ineffective

Teachers and administrators may receive an Overall Individual Rating on the end-of-year review based on evaluation of the competencies and goals. All compensation increases, after an initial salary offer, are based on performance. Teachers and administrators may receive an annual merit increase and may be eligible for an annual bonus incentive, both based on evaluation of competencies, and the Overall Individual Rating, as well as the school's overall achievement of its performance goals.

The outcome of an individual's evaluation may affect future decisions regarding staff retention, promotional opportunities, or disciplinary action and termination decisions. A teacher or administrator needing improvement is placed on an individualized Performance Improvement Plan (PIP) and given opportunities for professional development, specifically in the areas requiring improvement.

III.D USE AND REPORTING OF DATA

Outline the plan for collecting, analyzing, and reporting data on student achievement to school staff, parents, and guardians. Also describe the plan for utilizing the data continuously to monitor and improve the charter school's educational program.

Connexus captures all needed data about students, including information about their participation and their performance. This data is accessible for viewing by school staff, teachers, and parents/guardians on a moment-by-moment, day-by-day basis. In addition, this data is used for formal reporting to various stakeholders on the students' - and the school's - instructional progress.

Grade Books and Data Tools

Both Learning Coaches and teachers have access to an electronic Grade Book that tracks all results and serves as the basis for changes in the student's learning plan. A key aspect to assessments is the detailed feedback provided by the teachers beyond the simple right/wrong grading of many traditional assessment vehicles. CalCA North Bay also utilizes a variety of advanced data visualization tools that provides students, parents, teachers, school administrators, district partners, regulators, and researchers with views of how students are performing**.**

In addition to formal graded assignments, teachers continuously monitor student work via Connexus. Teachers note performance on computer-graded quizzes and checks for understanding. Teachers may also reach out to students via synchronous telephone or LiveLesson session based CBAs to verify student work and/or diagnose difficulties in mastering discrete skills and concepts. Connexus tracks teacher response time and teacher-student/teacher-parent communications. Connexus provides the school leader with rich, actionable data on this key aspect of teacher performance.

Also, a feature in Connexus sends auto-generated WebMail notifications to students and their Learning Coaches when teachers enter feedback in all assessments. Automatic WebMail notifications direct students and Learning Coaches to the specific assessments for which the feedback is provided, creating a continuous loop of communication on student learning.

Figure 22 is the teacher's homepage where they can track whether or not students are on target. In a more detailed view of the class, shown in Figure 23, teachers can see if students have overdue lessons and are falling behind. Figure 24 shows a specific student's Grade Book.

Figure 22. Teacher's Homepage.

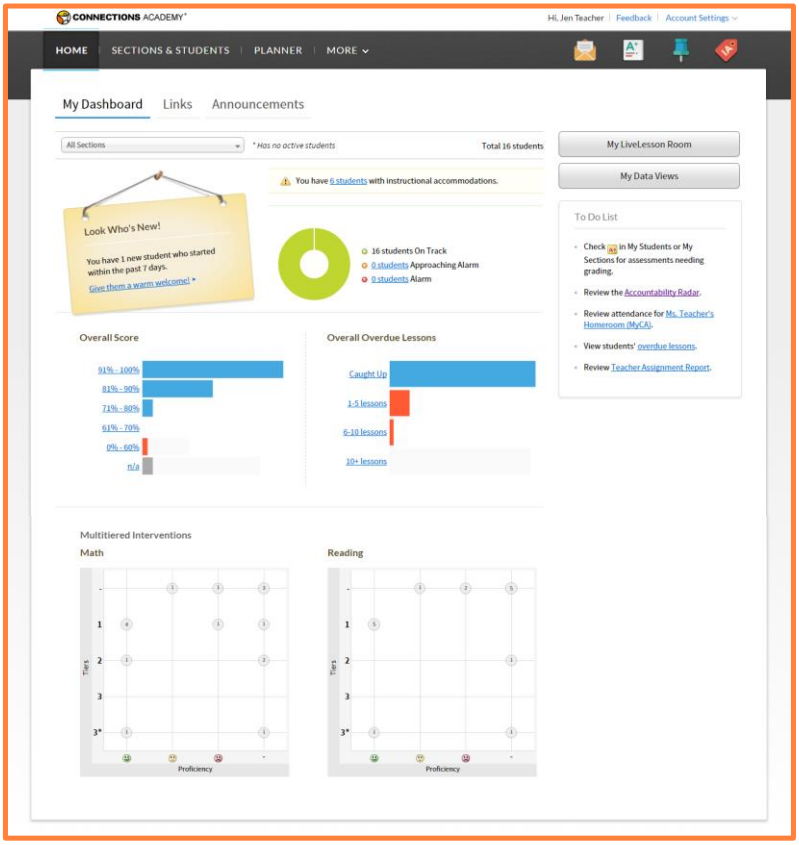


Figure 23. Students with Overdue Lessons.

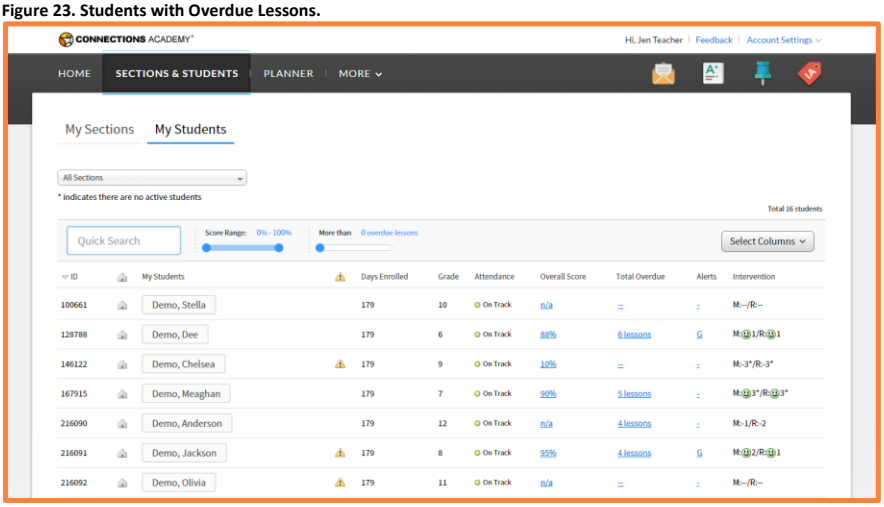
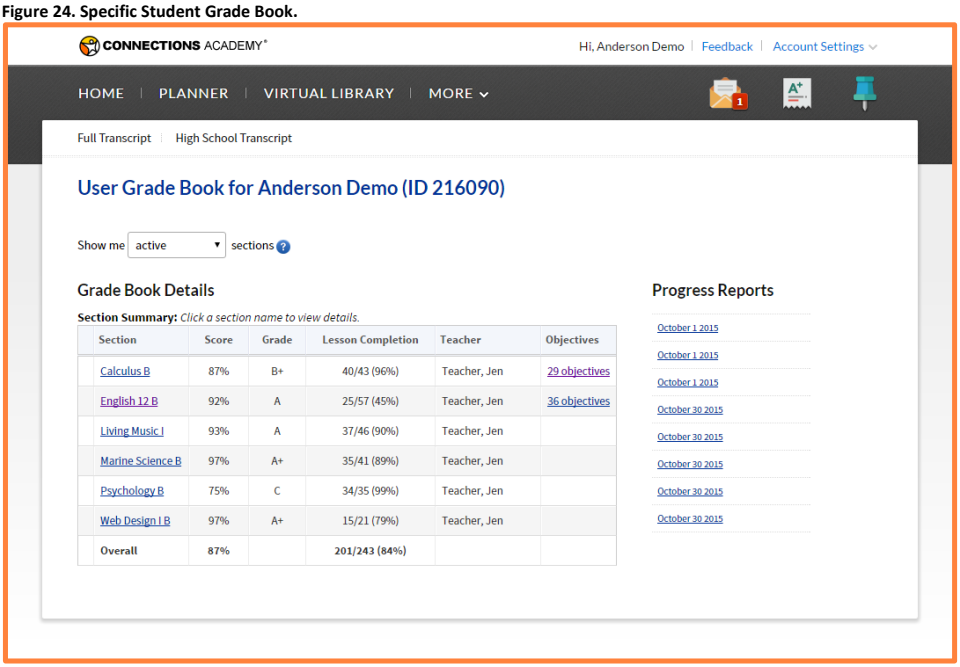


Figure 24. Specific Student Grade Book.



Local Control and Accountability Plan (LCAP)

Annually, in accordance with the legal and regulatory requirements for charter schools, the school accounts for its progress against its performance measures to its stakeholders through updates to the Local Control and Accountability Plan (LCAP), submitted to the charter school Governing Board for input at a public hearing and approval, and then to MUSD and the Lake County Office of Education (see also Sections III.A and VIII.A). The agenda for the public hearing is posted at least 72 hours in advance of the meeting.

The LCAP provides annual performance goals and reports on progress towards those goals each year.

All Required Reports

Connexus is fully customizable to meet school, district, county, state, and federal reporting needs in the form best suited for integration with existing information systems. By using Connexus, school leaders can gather, monitor, analyze, and report more granular data about the virtual school's effectiveness than most traditional, brick-and-mortar schools find necessary.

Connexus was designed specifically for a full-time virtual school and is intended to provide 360-degree accountability through comprehensive data collection, analysis, and reporting to all stakeholders.

For example, the School Accountability Report Card (SARC) is developed annually by CalCA North Bay staff using data collected from Connexus and is then made available to the Governing Board, parents, district staff, and members of the public through a posting on the school and state public websites.

In addition, the school reports student data to CALPADS (California Longitudinal Pupil Achievement Data System) as required, using a state approved student information system which is populated with data from Connexus. CalCA North Bay fully complies with its CALPADS obligations, submitting information independently of the District.

The school maintains student records in accordance with state, local, and federal requirements. All student record information is the sole property of the school and subject to applicable law. Student cumulative files are maintained both electronically and at the school office and are processed in accordance with applicable legal requirements and school policies.

CalCA North Bay fully complies with the requirements of the Family Educational Rights and Privacy Act (FERPA), a federal law that gives parents/legal guardians and students certain rights regarding the student's education records. Included is the right to the protection of a student's personally identifiable information in their education records from unauthorized disclosure. In addition to the requirements of FERPA, the Individuals with Disabilities Education Act (IDEA) may provide additional privacy protections for students who are receiving special education and related services. Part B of the IDEA incorporates and cross-references FERPA. CalCA North Bay is aware of the cooperation between FERPA and IDEA and adheres to the applicable requirements

of both. CalCA North Bay complies with the Protection of Pupil Rights Amendment (PPRA) and the Children's Online Privacy Protection Act of 1998 (COPPA).

IV. GOVERNANCE

Describe the planned governance structure of the charter school, including the process to be followed by the charter school to ensure the involvement of parents and guardians on behalf of the charter school's students. [Ref. California Education Code §47605(c~~b~~)(5)(D)] and Ref. Criteria for Review; CCR-5, §11967.5.1(f)(4)] Specifically illustrate how the school will be organized – and how that structure is designed to support student success. Describe respective roles of the board and administration, the domains for which each will be responsible, and how their relationship will be managed. In addition, provide details of how the charter school's board will be developed, in terms of supplementing necessary skills and providing training in effective board practices.
Describe how the design of the governance structure reflects a seriousness of purpose necessary to ensure that: (1) the charter school will become and remain a viable enterprise; (2) there will be active and effective representation of interested parties, including, but not limited to parents and/or guardians; and (3) the educational program will be successful. Evidence of the organization's incorporation should be provided as an Attachment, as necessary. [Ref. Criteria for Review; CCR-5, §11967.5.1(f)(4)]

IV.A GOVERNANCE STRUCTURE

Corporate Status

Pursuant to California Education Code section 47604(a), CalCA North Bay is operated by California Online Public Schools (CalOPS)[35], a California non-profit public benefit corporation. CalOPS, shall comply with all provisions of the charter petition, as approved by MUSD, with respect to all activities and operations of the charter school. CalOPS may, consistent with its Articles of Incorporation and charitable purposes for which it was formed, carry out other activities which are complementary with, supportive of and not inconsistent with its charter school's operations.

The Articles of Incorporation, the Bylaws, and applicable law allow CalOPS the ability to govern multiple charter schools. CalOPS will oversee and operate at least four other charter schools, with additional schools possible in the future. CalOPS is an organization determined to be tax exempt under Section 501(c)(3) of the Internal Revenue Code (See Exhibit E) for the California Online Public Schools Articles of Incorporation, Bylaws, and IRS affirmation letter regarding the corporation's tax exempt determination). CalOPS bylaws provide a full description of the organization of the corporation.

[35] In August of 2018, three existing non-profit corporations were merged to form California Online Public Schools, which now governs all the California Connections Academy Schools.

Roles and Responsibilities

The Governing Board governs the charter school.[36] The Board sets policy and is responsible for assuring that all aspects of the financial and programmatic accountability systems fulfill CalCA North Bay's charter with MUSD as well as its obligations to the California Department of Education. MUSD shall not be responsible or liable for the operations of CalOPS. The school will be governed pursuant to this charter (current Bylaws and Articles of Incorporation are attached in Exhibit E). The Governing Board adopts all policies as required for the independent study program of CalCA North Bay.

The roles and responsibilities of the Governing Board include, but are not limited to:

- Protecting the legal interests of the charter school;
- Determining the vision/mission of the school;
- Setting Board policy;
- Managing and governing the operations of the school;
- Exercising sound legal and ethical practices and policies;
- Managing liabilities wisely;
- Advocating good external relations with the community, school districts, media, neighbors, parents, and students;
- Hiring and evaluating the Executive Director (also referred to as the Lead School Administrator);
- Providing oversight and/or approval of major contracts as consistent with the Governing Board's responsibilities and the school's policies and procedures;
- Complying with state and federal reporting requirements;
- Practicing strategic planning;
- Approving an annual budget and interim reports as required by law;
- Ensuring adequate resources and managing them effectively; and
- Assessing the organization's performance.

The Board has contracted with Connections to provide certain services to the school under the terms of a "Statement of Agreement." The contract was designed to have a term that coincides with the term of the charter, consequently, following charter approval, the Board plans to proceed with negotiation of a Statement of Agreement with Connections for the next five years, consistent with California law under AB 406. The current draft of the updated Statement of Agreement is included as Exhibit F. The Board is responsible for ensuring the performance of

[36] In this document, use of the term "Board" or "Governing Board" refers to the California Online Public School (CalOPS) Governing Board (the school's Board) unless otherwise specifically indicated as the MUSD Board (the district's Board).

Connections or its successor in accordance with its obligations under the Statement of Agreement. Further information about the Statement of Agreement is provided in Sections IV.C and VII.I.

The Board currently holds nine regular meetings per school year. The Board meetings are posted and typically held telephonically in compliance with the Ralph M. Brown Act and Education Code § 47604.1~~California Government Code section 54953~~. The CalOPS Board continues to seek out training and review best practices for charter school Board meetings. The Board annually reviews its meeting schedule to be sure that the business of the organization can be effectively carried out. In addition, adjustments to the meeting schedule may be made in order to comply with any new regulations for charter schools. The Board has procedures to call a Special Meeting as needed and in accordance with the open meeting rules. The Board also periodically plans Board retreats for strategic planning, training, and other important organizational needs.

Pursuant to the Ralph M. Brown Act, the agenda for regular meetings are publicly posted at least 72 hours in advance of the meeting, including a public posting on the school website[37]. The public may directly address the Board at meetings, and members of the public, including parents, are also able to attend Board meetings via teleconference upon request or from any teleconference location. Special meetings or retreats are also noticed and held in compliance with open meeting rules.

CalCA North Bay shall provide to the District Superintendent (or designee) copies of all of its Governing Board and Board Committee agendas (including open session backup materials at the time they are available to the Governing Board) as respects the operation of the school at or before the time required for posting of such agendas in compliance with the Ralph M. Brown Act.

Board Composition

The members and officers of the Governing Board are selected in compliance with the Bylaws. The Governing Board, in selecting future Board Members, strives to ensure potential members are committed to the school's mission, are willing to actively support and promote the organization (both the corporation and any of its charter schools), and are dedicated to its educational endeavors.

In addition, the Board evaluates the potential members' credibility and integrity within the community. The Governing Board actively recruits Board Members who have professional skills that complement or add to the existing Board composition. The Board endeavors to appoint at least one board member who is a representative of each charter school operated by the

[37] CalCA North Bay purchases web hosting services from Connections. , CalCA North Bay school information is found at https://www.connectionsacademy.com/california-online-school/about/northbay. The website contains information about the school, its learning approach, and its curriculum. The site also contains a regularly updated set of Frequently Asked Questions and their answers. The site includes enrollment information and procedures, required postings such as the LCAP and a link to the SARC, and many useful tools for prospective students and their families. The CalCA North Bay website is part of the website for the California Connections Academy network of charter schools, and does have links that go back to general information about the Connections Academy program as well.

corporation, such as someone who resides in the local area and/or a county served by that charter school, as well as a community leader in an area served by the school(s) operated by the corporation. The Board also considers members' professional, educational, and practical experience. The Board also makes an effort to appoint someone with expertise in education. In order to ensure parental involvement in the governance of the school, the Board also makes efforts to recruit a qualified parent of a current or former student who is/are/were enrolled in a charter school operated by the corporation to serve as a Board member. One board member may satisfy multiple categories. CalOPS will comply with Education Code § 47604.2 regarding the inclusion of a student member on the Governing Board in response to a petition for student representation.

As per the Bylaws, the Board members vote to fill positions with new or continuing Board Members, with a majority vote required. The sponsoring district of any charter governed by the Governing Board may add a representative to the Board (reference California Education Code section 47604(c~~b~~)). MUSD may choose instead to select a Board liaison who would be included in all meeting notifications, meeting agendas and open session materials, and who may also have time allocated on the agenda to provide MUSD updates to the charter school Board.

Any current employee of CalCA North Bay, or any current employee of any of the other charter schools governed by the corporation, are not eligible to serve on the Governing Board. No current employees of Connections are eligible to serve on the Governing Board. All Board members are completely independent and serve on a volunteer basis.

Board Training

In order to ensure smooth operations and effective Board practices, the Governing Board members may participate in various training sessions in state (Annual California Charter Schools Conference) and national (National Charter Schools Conference and National School Boards Association) conferences, as well as other training opportunities provided by the Charter Schools Development Center (http://www.chartercenter.org/) and California Charter Schools Association (http://www.ccsa.org/). In the recent past, the Board participated in two in-person retreats, a training in December 2017, and a strategic planning session in March 2018. Additional sessions such as these are planned periodically.

Training topics include charter school basics, non-profit management, conflict of interest, budgeting and financial oversight, effective meetings, policy development and human resources oversight. In addition, when Board Members participate in the California and National Charter School conferences and workshops, they are able to network with other charter Board members and access additional resources in order to further their development as effective Board members.

Compliance with Corporate Law

The Board adheres to all applicable laws for non-profit public benefit corporations operating charter schools including, but not limited to the Political Reform Act, the Public Records Act, and Government Code section 1090 *et seq*., as they may be amended from time to time ~~the laws regarding interested parties and conflict of interest~~. In addition, since the Governing Board assumes responsibility for a public charter school, the Board agrees to conduct its business in compliance with the relevant sections of the Ralph M. Brown Act. CalOPS shall conduct all operations of CalCA North Bay including Board meetings in accordance with applicable sections of the Ralph M. Brown Act as set forth in California Government Code § 54950, *et seq*. and applicable provisions of the Education Code.

The Board has adopted and regularly updates a Conflict of Interest Code (see Exhibit E) consistent with the Political Reform Act which reflects CalCA North Bay's full commitment to financial transparency and service. The Conflict of Interest Code requires Board members and designated employees to annually file financial disclosure statements (known as the Form 700).

CalOPS' Conflict of Interest Code adopts the California Fair Political Practices Commission's Model Code and is approved and periodically updated by the CalOPS Board and is also sent to the Fair Political Practices Commission (FPPC) for final approval. Updates will be submitted to the District Superintendent or designee following approval by the FPPC.

CalCA North Bay and CalOPS shall be subject to the Political Reform Act of 1974 (Government Code § 87100, et seq., the "PRA") and any attendant regulations as they may be amended from time to time, and all conflict of interest laws and prohibitions applicable to California non-profit corporations and/or California charter schools.

Operating Structure

The operating structure of the school is similar to a traditional educational environment with school principals who supervise an administrative staff and teachers. The school principals act according to the policies and procedures as approved by the Board. The principals also act in an information and advisory capacity to the Board, and are responsible for implementing Board policies in the day-to-day operation of the school. The day-to-day management of the principals is the responsibility of the Executive Director who reports to the Board.

IV.B PARENTAL AND STUDENT INVOLVEMENT IN DECISION-MAKING

To promote student success, CalCA North Bay strives for a high level of parental involvement. This extends beyond the central role parents play in their own children's day-to-day learning and allows parents/guardians to also be integrally involved in shaping CalCA North Bay and making certain that it fulfills its overall mission. Parents have the opportunity to serve on the Governing Board. Parents, staff, and students may also serve in ad hoc work groups and committees as

needed to advise the Board or the school administration on specific matters of interest and concern, including through their membership in Club Orange, a parent support organization for schools supported by Connections. While parental involvement is highly encouraged and critical to student success, parental involvement is not a requirement for acceptance, or continued enrollment at, CalCA North Bay.

In keeping with the state's new accountability strategies under the Local Control Funding Formula, CalCA North Bay engages the school community in the development and review of the school's LCAP. This process includes soliciting feedback from parents. One route for parent feedback is the annual Parent Satisfaction Survey (more information is provided in Section VIII.A).

Since the school's goal is to provide all parents with the opportunity to be informed about and participate in school level decision-making, information about the Board meetings, agendas, and activities is readily available to all families. For example, all agendas as well as contact information for Board members, are posted on the school website. In addition, CalCA North Bay provides for ongoing interaction with parents via electronic feedback tools and regular parent surveys. The Governing Board typically holds its meetings telephonically to ensure that the community has the ability to easily attend meetings. Parents and members of the public can attend the Board meetings via teleconference. Regular meetings of the Board are held according to the schedule adopted by the Board, and the agenda for regular meetings is posted on the website and at any physical location (as well as teleconference locations, if required) where the meeting will be held at least 72 hours in advance. Board meetings are recorded and the recordings are posted on the school's website in accordance with requirements of Education Code § 47604.1.

Additional details of the various ways that parents participate in CalCA North Bay, include:

- **Parents Involved in Planning the School:** Parents are represented on the School Advisory Committee, which is designed to gather input from parents on key school issues such as the Local Control and Accountability Plan, as well as the specialized academic programs such as the English Learner and academic intervention programs.
- **Parent Representation on the Board:** The bylaws provide for position to be held by a parent. The parent position could be a parent or guardian of a student currently enrolled, formerly enrolled, or intending to enroll at the school. These parent members benefit from intensive Board training geared toward making them optimally effective representatives of parent interests. Parent Board members are encouraged to seek officer positions and may be appointed to provide close review/feedback on key documents such as the School Handbook, Parent/Learning Coach Agreements, and other materials for parents before full Board action.
- **Public Comment:** Parents (as well as other members of the public) may attend and make public comments during the public portions of all Board meetings.
- **Parent Volunteers:** The school may create volunteer positions for parents called Community Coordinators. In either this more formal volunteer role, or through informal engagement between families, parent volunteers play a critical role in the school by developing a vibrant and active school community to serve the needs of families

distributed across a wide geographic region. In addition to facilitating family get-togethers and participating in formal field trips, the parent volunteers and/or Community Coordinators serve as an important communication link between families and the school, ensuring that school staff are attuned to parent community needs and vice versa. Volunteering is never a requirement for any parent.

- **Parent Club:** Parents can also join an exciting club that brings together parents of prospective and enrolled students who reach out to their local communities to spread the word about CalCA North Bay and provide support and encouragement to parents. This Parent Club has similarities to a Parent Teacher Organization (PTO) in a traditional school setting.
- **StarTrack and Course Ratings:** As mentioned previously, parent input is gathered on an ongoing basis via StarTrack ratings for lessons and courses. On every lesson in the curriculum, and on the home page for each Learning Coach, is a StarTrack rating box inviting ratings on a five-star scale and an opportunity to provide text feedback. Parent surveys are administered annually by an outside third-party vendor.

IV.C SCHOOL SERVICES CONTRACT

CalCA North Bay contracts with Connections for certain services. A new Statement of Agreement, for this renewal charter term, will be negotiated consistent with California law under AB 406. The updated draft of the Statement of Agreement is attached as revised Exhibit F. CalOPS, the non-profit Board, operates the charter school and maintains responsibility for ensuring that the charter school program meets all educational, fiscal, and programmatic goals laid out in this charter.

The non-profit Board regularly reviews Connections' services to ensure it is meeting the required accountability standards. CalOPS is not operated by or affiliated with Connections except in a vendor capacity as stated in the parties' written agreement. The non-profit Board is a completely independent entity from Connections. The IRS conducted a rigorous review of the organization in order to make the decision to award tax exempt status to the charter school corporation (see Exhibit E).

By conferring this status to the non-profit Board, the IRS validated the independence of the school and its Governing Board from Connections.

CalCA North Bay will provide the District with the final executed version of the Statement of Agreement within thirty calendar days of the Board's approval of the final agreement.

IV.D GOVERNANCE FOR SUCCESS

The governance structure was designed to ensure success for CalCA North Bay. The non-profit Board is the legal entity that holds the charter. This independent non-profit Board has overall governance authority over the charter school. The Board adds additional members based on the criteria outlined in the Bylaws. The Board Members embrace the roles and responsibilities

of an effective charter school Board. The Governing Board represents a diverse array of experiences and qualifications including parents, educators, business and community leaders who are committed to deliver high-quality, highly accountable virtual schools in California.

The Board ensures that the school receives input in decision making from all stakeholders: the district, parents, staff, and other community members.

CalCA North Bay has provided a stable high quality virtual educational choice for families in Lake County and the surrounding counties and seeks to continue to do so under this renewal charter.

V. HUMAN RESOURCES AND SAFETY

V.A QUALIFICATIONS OF SCHOOL EMPLOYEES

Describe the standards that will be used in hiring teachers, administrators, and other school staff, including, but not limited to the general qualifications for the various categories of employees the school anticipates hiring and the desired professional backgrounds, depth of experience, and other qualities to be sought in their selection. [Ref. California Education Code §47605(b)(5)(E)] Show how those qualities will help the school implement its vision, and how they will satisfy any requirements for fully qualified teachers under state or federal law. The qualifications should be sufficient to ensure the health and safety of the school's faculty, staff, and students. Identify positions that will be regarded as "key" in each category and specify the additional qualifications expected of individuals assigned to those positions.
Include an assurance that all requirements for employment set forth in applicable provisions of law will be met, including, but not limited to credentials. [Ref. Criteria for Review; CCR-5, §11967.5.1(f)(5)]

CalCA North Bay strives to offer a work environment that provides opportunities for each employee to maximize their potential and meet the highest performance standards. Incorporated in this organizational culture are core values:

- We value creativity in all aspects. We expect and support employees to be creative with their ideas, their work environment, and their approach to their jobs.
- We value the health and comfort of our employees.
- We recognize and reward exceptional performance.
- We are available to answer questions or take suggestions from any employee.
- We appreciate employees' ideas. We firmly believe the person doing a job is in the best position to think of ways of doing it more easily, efficiently, and effectively.
- We value and support education and expect everyone to undertake life-long learning.
- We expect everyone to work very hard, but we value family above all else. We will always work to make sure that we provide the flexibility and support in our work environment so that our employees can attend to family emergencies and educational needs.

Teacher Certification

The school employs teaching staff who hold appropriate California teaching certificates, permits, or other documents issued by the Commission on Teacher Credentialing, as required by state law for charter schools. The school also monitors and, when required, adheres to California's implementation of federal qualification guidelines for teachers under Every Student Succeeds Act (ESSA) or its successors. ~~These teachers teach the core academic courses in mathematics, language arts, science, and history/social studies.~~ These teachers are responsible for overseeing

the students' academic progress in the core subjects and for monitoring grading and matriculation decisions as specified in the school's operational policies. Credentialed teachers are also responsible for determining and recording students' attendance each month based on school policies and procedures.

All credential documents are maintained on file at all times and are available, upon authorizer request, for inspection.

In limited circumstances, such as when a student or small group of students select a course that does not warrant a full-time teacher, CalCA North Bay may utilize the teaching resources of International Connections Academy (iNaCA), a fully accredited online private school. The school may also employ non-California-credentialed instructional support staff in any case where a prospective staff member has an appropriate mix of subject matter expertise, professional experience, and the demonstrated capacity to work successfully in the virtual environment. ~~Instructional staff without California credentials may assign grades and evaluate student progress in non-core or non-college preparatory courses and activities, such as some electives, or if retained as a short term substitute. In addition, I~~instructional support staff may provide support for a credentialed teacher~~, such as when implementing in person lab instruction~~. All staff members possess experience and expertise appropriate for their position within the school, as outlined in the school's staffing plan and the school's adopted personnel policies.

Staff Recruitment

The school recruits staff through a variety of channels, including traditional methods for posting job opportunities, plus networking with area colleges, charter schools, and charter school organizations; outreach via enrolled families; and special outreach to teachers and administrators who are seeking a more flexible or alternative environment.

Human Resource Issues

In accordance with the law and in keeping with its goals of providing exceptional talent in the service of California children and their families, CalCA North Bay assures adherence to clear guidelines regarding such human resource issues as equal opportunity employment, harassment, personnel files, and other legally required issues. All of these issues are documented in the Employee Handbook that is available to staff as part of the hiring process as well as available at any time through Connexus.

Staff Qualifications

CalCA North Bay has set the following experience and qualifications standards for personnel:

- **Principal and/or Site Administrator –** This professional should hold an advanced degree and an administrative credential. He or she should have a minimum three years management or administrative experience; a former principal or teacher is ideal. This professional must be technology literate and have good communication skills. He or she

must be able to build consensus and inspire teachers to teach, students to learn, and parents to engage in their child's learning while following the mission of the school.

- **Teaching Staff –** Teachers ~~in core or college preparatory subjects~~ hold an active California teaching credential (or other document issued by the California Commission on Teacher Credentialing) as required by state law for charter schools. Teachers must have a Bachelor's degree. The school prefers to hire teachers with teaching experience, ideally three or more years. Teachers must be skilled at teaching a standards-based curriculum and incorporating innovative approaches to instruction. Teachers should demonstrate good communication skills and be technology literate. The school pays special attention to applicants who have experience in individualized instruction, virtual teams, and distance education. Teachers responsible for providing Special Education services ~~have experience and/or~~ hold a valid California certification in Special Education. Additionally, EL teachers are qualified to teach EL students, as required by applicable state law, and have experience teaching EL students. EL teachers are also sought who are bilingual.
- **Administrative Support Staff –** These staff members are responsible for daily administrative tasks such as answering phones and emails, receiving visitors, entering data into the online student information system, scheduling appointments, generating reports, performing enrollment, attendance and registrar duties, executing state reporting duties, assisting administrators and teachers with administrative tasks, filing, and other duties as assigned. These staff members have excellent communication and interpersonal skills and work well as part of a team.

Virtual Education Support Center

Teachers have access to a variety of curriculum and instructional resources and support staff through Connections' virtual Education Support Center (also known as the Education Resource Center or ERC). This support system includes a mix of dedicated and shared-use personnel who deliver support to CalCA North Bay. These individuals all receive specialized training in the skills and techniques required for effective virtual education and geographically dispersed teams. This support not only provides the CalCA North Bay community with unparalleled level of educational expertise and experience, but also enables CalCA North Bay to expand support for students and parents beyond the traditional school day.

The array of services includes:

- School support helpdesk to answer teacher questions regarding the platform, curriculum, assessments, or general instructional support questions;
- Curriculum consultation for reading, mathematics, science, language arts, social studies, physical education, the arts, and poetry;
- Instructional consultation to address multiple learning styles, effective instructional approaches, behavior management and student motivation;
- Special needs consultation to assist students with disabilities, English Learners, or gifted students, or to deploy assistive technology;

- Instructional consultation support for teachers in personalizing learning, implementing multi-tiered instruction, using supplemental instructional support programs, engaging and motivating students, and differentiating instruction; and
- Assessment support services including assistance with the selection of testing instruments, test creation, test preparation strategies, and the analysis and use of test data.

Staffing Plans

CalCA North Bay has developed staffing plans and recruits and hires sufficient staff so that the school can meet the legally required student-to-teacher ratios in California under Ed Code Section 51745.6 (e). The projected budget is developed each year based on the required student-to-teacher ratio. While the annual budget is developed to be sure the school will be in compliance with this requirement, staffing may need to be adjusted to hire additional Full-Time Equivalent (FTE) staff during the year as additional students enroll, in order to maintain a compliant ratio. The ratio currently set by the state for charter schools is 25:1, and the school has historically averaged a ratio of 22.5:1 (see also Section VII.A for more details about student teacher ratio). The school also complies with any applicable California regulations regarding the student-teacher ratio. The staffing plans also identify how many administrative and support positions are available at the school each year and lays out the allocation of staff between all of the California Connections Academy schools for that year.

Staff Training

Prior to the opening of school each year, CalCA North Bay, with support from Connections, provides a complete training program for program teachers, the school Leadership Team, and other staff who have direct contact with students. Training topics include the curriculum, technology, monitoring student performance, and virtual school instructional techniques. Throughout the year, staff members have multiple opportunities to participate in professional development activities for the school, as well as opportunities to collaborate with teachers at other schools supported by Connections nationally. Teachers have daily access to curriculum specialists for “just-in-time” training on particular curriculum issues.

Since various groups of teachers and administrators work closely together in teams, they are also able to provide their own informal ongoing professional development, such as during regular department meetings or annual planning retreats. Additional training in health and safety areas may be included as needed to comply with the school’s health and safety policies and/or applicable law. School staff members may also access outside professional development opportunities, with approval of the school leadership.

Onboarding and Ongoing Training

CalCA North Bay's newly hired teachers participate in a series of synchronous and asynchronous sessions to transition from teaching in a brick-and-mortar school to teaching in a virtual school. During the synchronous sessions, teachers learn about the school year cycle and associated tasks, and become familiar with instructional tools, reports, and resources in Connexus® that are used to engage and support learners. Returning teachers have courses assigned to them that provide updates on tools and resources, and engage them in deeper learning about how to be an effective teacher in an online school environment. The Curriculum Course, designed for new and returning teachers, serves as an asynchronous handbook available throughout the year, providing teachers with deeper learning about effectively facilitating instruction in an online school environment.

Ongoing Professional Learning

Research on effective professional learning indicates that it must be intensive, ongoing, and connected to practice. Teachers need to try out new ideas and strategies with their students and to reflect on the results of these strategies. Intensive professional learning, especially when it includes application of knowledge to planning and instruction, has a greater chance of influencing teaching practices, and in turn, leading to gains in student learning.

Professional learning is:

- **Intensive** – Participants identify the purpose of educational practices and examine how they can be implemented in the virtual environment. Participants collaboratively discuss strategies that can be implemented with students.
- **Ongoing** – New instructional strategies and the latest learning science research are connected to topics presented and discussed in prior sessions to demonstrate how specific educational practices form the "big picture" of effective instruction. Further discussion and exploration at the school level strengthens these connections.
- **Connected to Practice** – Following each session, participants apply what they have learned to their professional practice. They integrate precise, targeted strategies into their planning and instruction, and reflect on the outcomes through the Teacher ePortfolio data view, a virtual portfolio which allows them to document their attendance and upload resources related to their professional learning.

CalCA North Bay teachers are provided with ongoing professional learning activities throughout the year, delivered by the Connections' Academic Training team. Teachers are required to attend monthly sessions virtually on topics such as:

- Implementing specific research-based instructional strategies;
- Using effective teaching practices and communication skills for a virtual environment;
- Utilizing the state and national standards to inform instruction;

- Using technology to engage students in collaborative learning activities; and
- Using data to guide instruction.

The school's Leadership Team also develops a systematic plan to approach professional learning for all staff. Topics for professional learning are selected based on school goals, student performance data, national initiatives in education, legal requirements, and research-based best practices.

All professional learning sessions include an opportunity for feedback and evaluation to ensure that session content and resources are relevant and useful. Additionally, audits, evaluations, and in person meetings are used to gauge the effectiveness of all training and to ensure initiatives are implemented with high fidelity.

The program takes a "flipped learning" approach to professional learning which requires teachers to view a video and/or read an article or complete a pre-session activity prior to attending the synchronous session. This "flipped model" approach provides teachers with background on the session topic so that the actual session can focus on practice and application of new skills and concepts. After each session, teachers upload an "artifact" to their professional learning e-Portfolio demonstrating how they are using their professional learning to personalize instruction, implement new instructional strategies, make data-driven decisions, and reflect on their teaching practices. The e-Portfolio requires teachers to provide evidence of their learning, based on the objectives of the professional development session. School leaders and supervisors provide teachers with feedback on their artifacts following the sessions.

Descriptions of Professional Learning Sessions (PL 100, PL 200 and PL 300)

Second year teachers participate in Connections' Professional Learning (PL) 100 series which focuses on:

- Making data-driven instructional decisions;
- Identifying risk factors that may require more intensive instructional interventions;
- Monitoring student performance based on data available at different points in the school year; and
- Providing teachers with strategies for giving effective feedback to students and evaluating evidence of learning.

Sessions emphasizes the "instructional shifts" required to support the level of rigor demanded by the California Common Core State Standards, Next Generation assessments, and college and career readiness expectations. During these sessions, teachers are placed into virtual groups (e.g., chat pods, breakout rooms) for discussion and application activities with grade level/subject area teachers, when possible.

After completing PL 100, teachers and administrators participate in the Professional Learning (PL) 200 series. The PL 200 series focuses on the learning sciences—deliberate practice, meaningful feedback, student engagement and motivation, multi-tiered intervention, and the role of mastery and transfer. PL 200 sessions engage teachers in thinking more critically about the topics presenting during the PL 100 sessions and provide additional opportunities for application of skills and strategies that impact student achievement across all grade levels and subject areas.

In the PL 300 series, teachers are grouped for professional learning by content area or grade level bands: Grades 6-12 are grouped by grade band; grades K-2 and 3-5 are grouped by subject area instead, since most teachers in these grades are teaching all subject areas. CalCA North Bay also provides time during the PL 300 sessions to focus on specific content areas. A facilitator is able to guide discussions by asking targeted questions for content areas such as math and science. Teachers discuss research and strategies for topics such as: providing feedback, engagement, developing grit, and motivating students.

In addition to these required professional learning sessions, CalCA North Bay takes advantage of a number of "Optional Professional Learning sessions" offered by Connections. These sessions are made available to all teachers who seek to expand their professional knowledge. Each topic is designed for specific content area teachers and grade level teams and includes strategies for effectively and actively engaging students in the learning process. These sessions are delivered synchronously, but are recorded and available to any teachers who are not able to attend the session during the scheduled time.

Facilitating Learning

Teaching in a virtual environment offers flexibility and allows for a greater level of professional learning throughout the school year. Teachers have multiple opportunities for seeking assistance and support with instructional strategies for engaging students and families, making decisions based on data, and completing school year cycle tasks in a timely and efficient manner. CalCA North Bay receives multiple levels of support from the Connections team, including the School Support Teacher Help Desk. A team of specialists is dedicated to meeting the needs of the school on a daily basis.

Professional Learning Communities (PLCs)

As a continuation of synchronous online professional learning sessions, CalCA North Bay implements school-based Professional Learning Communities (PLCs) through which teachers are expected to continue the conversation within their vertical and horizontal teams. This allows for true application of new strategies and resources as teachers strive to personalize instruction and make data-driven decisions.

In addition to the systematic approach toward onboarding, training, and professional learning, the school has a virtual, robust portal called Teacher Central which lists professional development opportunities, information about recorded LiveLesson sessions, shared resources, and more. The portal is dedicated to shared values and vision, collaboration, shared decision-making, collective

creativity, and supportive and shared leadership. Teachers connect to the latest educational conferences, webinars, online courses, professional organizations, and research/education updates. Teachers follow pertinent school news and announcements through weekly issues from the Human Resources' Communications team.

Additional Instructional Resources

During the school year, ongoing professional development sessions are also offered based on teacher feedback from surveys completed after professional learning sessions, and other needs as identified by the School Leadership Team at CalCA North Bay. In addition, the following resources are available to all school staff to support their professional goals and growth plans:

- **The School Interactive Program Handbook:** The Program Handbook is a resource for teachers and school personnel to use all year. It contains policies, procedures, and "how to" components that aid the teachers on a day-to-day basis. These "how to" components also have accompanying on-line tutorial segments that visually demonstrate each process.
- **Teacher Central**: Teacher Central is a website that is easy to navigate and serves as a one-stop shop for teachers and staff to find guidance on instructional practices, professional learning, and training resources. Each section contains links to resources to support teacher effectiveness, best practices, and tools designed to personalize the learning experience for students.
- **Shared Content:** Shared Content is a collection of libraries sorted by content area that contain teacher-created instructional resources. These resources are tagged by course, grade, unit title, lesson title, key words, and other relevant data so teachers can easily upload or download them for implementation with students.
- **Instructional Support Database:** The Instructional Support database provides teachers with resources that provide students with additional practice with the skills and standards covered in the curriculum. These resources can be used with students at any intervention level when skill deficiencies become evident in English Language Arts/Reading, Math, Science, and Social Studies.
- **The Scoop:** All teachers receive a weekly electronic newsletter that highlights improvements to the curriculum and Connexus, teacher tasks associated with the School Year Cycle, new procedures, shared tips, and community-building activities.

Additional training in health and safety areas may be included as needed to comply with the school's health and safety policies and/or with state law.

V.B COMPENSATION AND BENEFITS

Provide an explanation of how the school will structure employee compensation. Describe the manner by which staff members of the charter school will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, and/or federal social security; or how the school will create a system of its own to accommodate employees' retirement funding. Include the specific positions to be covered under each system and the staff designated to ensure that appropriate arrangements for that coverage are made. [Ref. California Education Code §47605(b)(5)(K) and Criteria for Review; CCR-5,§11967.5.1(f)(11)]

The Governing Board regularly approves a compensation plan for teaching staff. The plan includes the base salary and may also include additional compensation incentives. A salary range for the various teaching positions is determined and re-evaluated regularly based on research of market compensation and financial considerations. Employment offers are based on specific criteria including years of experience, education, and other relevant skills/qualifications. After the initial hire, compensation increases are based on the factors described herein.

The staffing plan is approved annually as part of the budget, and, in addition, the Board also reviews and ratifies changes to the staffing plan as necessary.

Teaching Positions

Teachers may receive an annual salary increase and incentives contingent upon performance of the individual and the school. The Board has the ability to adjust annual increase percentages in the event that the school does not meet financial expectations, state allocations are reduced, or required spending targets are not being met.

Teachers can also apply for the following career ladder roles annually. The career ladder levels which earn additional compensation are currently as follows:

- Coordinator Teacher – base plus 4%
- Lead Teacher – base plus 9%
- Specialist Teacher—base plus 12%
- Master Teacher – base plus 15%

Non-Teaching and Administrative Positions

A salary range for non-teaching positions is determined and re-evaluated regularly based upon research of market compensation and financial considerations. Initial employment offers are based on specific criteria, including years of experience, education, and other relevant skills/qualifications. After the initial hire, compensation increases and incentives are based upon performance.

Shared Services

The Board employs a wide range of staff, who may be shared across its other schools as needed. All staff costs are allocated to each school on a pro-rata basis in order to accurately allocate costs to each charter school operated by the corporation for the appropriate amount for staffing. Under this arrangement, staff serving CalCA North Bay students may be located outside of the counties served by CalCA North Bay, since staff members primarily interact with families virtually. This maximizes the school's ability to offer a wide range of online offerings and to employ the highest quality, geographically diverse and experienced staff. Administrators routinely travel between the schools. This staffing plan maximizes quality, increases course offerings, maximizes resources, allows flexibility in staffing, and assures the financial stability of the school.

Retirement

The Board has elected to participate in the State Teachers' Retirement System (CalSTRS) for credentialed staff, including credentialed teachers and credentialed administrative positions which support the instructional program (eligibility for participation in CalSTRS is based on CalSTRS guidelines). The Board and administration coordinate such participation, as appropriate, with the social security system or other reciprocal systems. For participation in the CalSTRS systems, CalCA North Bay makes appropriate arrangements with a county office of education to ensure proper reporting and pay that county office a reasonable fee for the provision of such services. The Orange County Department of Education currently handles CalSTRS reporting for all of the California Connections Academy schools.

The current option for other staff at CalCA North Bay is participation in the federal Social Security system. This option may be required by law for any staff members who are not eligible to participate in a state retirement system that is a replacement for social security (such as CalSTRS). Staff members may also have access to other school-sponsored retirement plans according to policies developed by the Board and adopted as the school's employment policies. The Board retains the option to elect participation in the Public Employees' Retirement System, but has no plans to do so at this time.

The school and Board also retain the right to create its own retirement system, within the parameters allowed by law, to provide equivalent retirement benefits to its employees.

The Board ensures that there is a process to identify which staff qualify for which retirement systems and ensures that all staff members are fairly covered.

Benefits

CalCA North Bay provides an extensive benefits package which may include benefits such as:

- Comprehensive health benefits (medical, dental, vision, prescription drug coverage);
- Health Care Flexible Spending Account and Dependent Care Flexible Spending Account;

- Employer paid life insurance, accidental death and dismemberment insurance, short term disability insurance, long term disability insurance, and business travel accident insurance;
- Paid time off;
- Employee Assistance Program (resources for seniors, emotional well-being, parenting and child care, and pet care among other resources);
- Retirement savings plan with an employer match;
- Tuition reimbursement programs (currently up to $5,250 per calendar year);
- Identity theft program; and
- Health advocate (a resource for employees to find health specialists, help transfer medical records and explain coverage among other services).

This robust benefits package is provided to eligible full time teachers and administrative staff. Other benefits for employees are detailed in the Employee Handbook and Benefits Guide, published annually. The Board retains the right to review and revise the benefits offered to its employees as may be necessary and/or appropriate from time to time.

V.C RIGHTS OF SCHOOL DISTRICT EMPLOYEES

Provide, as applicable, a description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school. [Ref. California Education Code §47605(b)(5)(M) and Criteria for Review; CCR-5, §11967.5.1(f)(13)]

Return Rights

If an employee leaves district employment to work at the charter school, the collective bargaining agreements and Board policies of that district will govern the return rights of such employees.

CalCA North Bay may negotiate with a district to “loan” employees who would then retain their status and benefits through the district, but who would work under CalCA North Bay’s employment policies. Neither the district nor the charter school are obligated to agree to such a loan, but may do so if mutually agreeable. If a district employee is working at CalCA North Bay, the school will notify the district prior to March 15 of each year, if any such employee is not going to be re-employed by the school the following year.

Exclusive Public Employer

The non-profit corporation, California Online Public Schools (CalOPS), which operates CalCA North Bay is deemed the exclusive public school employer of the employees of the charter school for the purposes of Educational Employment Act [Chapter 10.7 (commencing with section 3540) of Division 4 of Title 4 of Title 1 of the Government Code] [Ref. California Education Code section 47605(b)(6)].

V.D HEALTH AND SAFETY

Describe the procedures that the school will follow to ensure the health and safety of students and staff, including how the school will provide for proper immunization, as well as vision, hearing, and scoliosis screening for students; the development of a school safety plan, which shall include the safety topics listed in subparagraphs Education Code § 32282(a)(2)(A)-(J); *and the steps the school will take to ensure that criminal background checks are collected from all school personnel. [Ref. California Education Code §47605(c~~b~~)(5)(F) and Criteria for Review; CCR-5, §11967.5.1(f)(6)]*
Describe how the school will maintain safety on the school campus, including, but not limited to, disaster preparedness, visitor procedures/security and emergency drills. Also describe how the school will maintain a learning environment free of sexual harassment in accordance with applicable federal requirements. If district facilities will be requested for use by the charter school, include a statement that the school will require that all students and parents comply with school district safety policies on the school campus, and that the school will enforce the policies to the full extent possible. Describe how staff will receive training and how safety-related information will be communicated to parents and students.

The Governing Board for CalCA North Bay has adopted a comprehensive set of health, safety, and risk management policies, which have been implemented by the school. These policies are reviewed regularly by the Governing Board to ensure they meet the needs of the school.

The policies and procedures address and/or include, but are not limited to, the following topics:

- A requirement that all enrolling students provide records documenting immunizations to the extent required for enrollment in an independent study program of a California public school;
- Policies and procedures for response at the school office facility to natural disasters and emergencies, including fires and earthquakes;
- Policies relating to preventing contact with blood-borne pathogens and providing training to employees on such prevention;
- A policy regarding staff requirements and training in CPR, first aid and/or emergency response;
- Policies relating to the administration of prescription drugs and other medicines;
- A policy that if the school has a permanent facility, it will have received state Fire Marshal approval and will have been evaluated by a qualified structural engineer who

has determined that the facilities present no substantial seismic safety hazard, and that the school will maintain appropriate facility compliance documents on file;

- A policy establishing that the school functions as a drug, alcohol, and tobacco free workplace;
- A requirement to comply with the employee criminal background check requirements for employees, contractors, and volunteers, per California Education Code sections 44237, 45125.1 and 35021.1;
- A policy regarding health screenings for students, such as vision, hearing, etc.;
- Policies regarding visitors to any school facility and/or school activities, and other school security issues;
- Policies to ensure the school is in compliance with federal sexual harassment prevention guidelines and is maintaining a learning and work environment that is free from sexual harassment, which are posted on the school's website, which are posted on the school's website;
- ;
- Policies regarding safe student use of the Internet and prevention of cyberbullying; and
- A policy requiring mandatory annual training for school staff, and other persons working on behalf of the school who are mandated reporters, on child abuse, which shall occur within the first six weeks of each school year, or within the first six weeks of a person's employment if employed after the beginning of the school year, in accordance with the requirements of AB 1432 and per California Education Code section 44691.

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These policies have been incorporated, as appropriate, into the school's student and staff handbooks and are reviewed on an ongoing basis in the school's staff development efforts and Governing Board policies. Staff members receive regular training regarding safety issues, including Internet safety, child abuse, and harassment prevention.

Pursuant to AB 1747 (2018), CalCA North Bay will develop a school safety plan, which will include the topics listed in California Education Code section 32282(a)(2)(A)-(JH) and procedures for conducting tactical responses to criminal incidents. The school safety plan will be reviewed and, if needed, updated by March 1 of every year by CalCA North Bay.

The Health and Safety Policies are available at any time from the school upon request. CalCA North Bay posts information about Title IX on its website, per Education Code Section 221.6. In addition, the Governing Board has adopted a Suicide Prevention Policy, which is also posted on the website along with all other applicable information required under Education Code § 234.6..

V.E DISPUTE RESOLUTION

Provide a description of the procedures to be followed by the charter school and the entity granting the charter chartering authority to resolve disputes relating to provisions of the charter. Describe how the costs of such a dispute resolution process, if needed, will be funded. [Ref. California Code

§47605(c~~b~~)(5)(N) and Criteria for Review; CCR-5, §11967.5.1(f)(14)]

Disputes with the Authorizer

In the event of a dispute between CalCA North Bay and MUSD regarding the terms of this charter or any other issue regarding the school and district relationship, both parties agree to apprise the other, in writing, of the specific disputed issue(s). In the event the initiating party believes the dispute relates to an issue that could potentially lead to revocation of the charter, CalCA North Bay requests that this will be specifically noted in the written dispute statement.

Within 30 days of sending written correspondence, or longer if both parties agree, the Executive Director of CalCA North Bay and the MUSD Superintendent, or their designees, will meet and confer in an attempt to resolve the dispute. The designees must be identified and confirmed in writing ahead of time, and the parties' initial responses to the dispute should be included in this written correspondence. If this joint meeting fails to resolve the dispute, the charter representative and the district representative will meet again within 15 days, or longer if both parties agree, to identify a neutral, third party mediator to assist in dispute resolution. The mediation will incorporate informal rules of evidence and procedure unless both parties agree otherwise. Unless jointly agreed, the process involving assistance of a third party mediator will conclude within 45 days from commencement.

All mediation costs and all other costs associated with dispute resolution will be shared equally by CalCA North Bay and MUSD, except that each party will bear and be solely responsible for all of its own attorney costs and fees. The school is entitled to receive funds throughout the term of the charter. In the event of a dispute between the school and MUSD, MUSD will not be permitted to withhold, as a remedy or otherwise, any funds received on behalf of the charter school.

In the event the third-party mediation process does not result in resolution of the dispute, both parties agree to continue good faith negotiations. If the district indicates in writing that the violation constitutes a severe and imminent threat to the health and safety of the school's pupils, the district is not required to be referred to mediation, but reserves the right to take any action it deems appropriate to ensure the safety of students. The school reserves the right to seek legal redress for any such actions under the law.

This dispute resolution process may be clarified as needed. Any and all necessary additional details may be included in the Memorandum of Understanding (MOU) with MUSD (see Exhibit G).

Internal Disputes

In addition to these processes, the Governing Board, has developed, adopted, and maintained updated policies and procedures for resolving internal and external disputes. These procedures are included in the School and Employee Handbooks. The school has adopted a Uniform Complaint Procedure, the school's formal complaint procedure, which is posted on the school website and referenced in the School Handbook (see Exhibit B).

MUSD agrees to refer all complaints regarding the school's operations to the CalCA North Bay staff and/or Governing Board for resolution in accordance with the school's adopted policies.

All disputes or complaints that are not resolved by the school in accordance with its complaint procedures and which are related to the school's provision of Special Education services, including complaints regarding the initial placement or enrollment of students with disabilities in the school, will involve the school's SELPA, which is currently the El Dorado Charter SELPA.

VI. STUDENT ADMISSIONS, ATTENDANCE, AND SUSPENSION / EXPULSION POLICIES

VI.A STUDENT ADMISSION POLICIES AND PROCEDURES

Describe the policies and procedures the school will develop and implement for the admission and enrollment of students, including any proposed timetable or calendar and the extent to which the school will develop a random lottery process, where applicable. Include assurance that the charter school will be nonsectarian in its programs, admission policies, employment practices, and all other operations, and will not charge tuition nor discriminate against any student based on ethnicity, national origin, gender, or disability. [Ref. California Education Code §47605(c~~b~~)(5)(H), §47605(e~~d~~) and Criteria for Review; CCR-5, §11967.5.1(f)(8)]

Outreach and Recruitment

CalCA North Bay actively recruits families that represent the full cultural, demographic, and socioeconomic range of California communities. In order to leverage the additional visibility of other CalCA schools and to address the mobility of 21st century families, the school may use the name "California Connections Academy" or "CalCA" for outreach purposes. In order to best inform parents, the school may also use a geographical reference such as (but not limited to) "Northern California" or "North Bay" along with the California Connections Academy name.

CalCA North Bay uses a variety of means to inform families about its services and provide them an opportunity to enroll including:

- **Website:** Connections, as one of the services provided to the school, maintains a website (www.connectionsacademy.com) with a special link to CalCA North Bay school information (https://www.connectionsacademy.com/california-online-school/about/northbay). The website contains information about the school, its learning approach, and its curriculum. The site also contains a regularly updated set of Frequently Asked Questions and their answers. The site includes enrollment information and procedures, required postings such as the LCAP and a link to the SARC, and many useful tools for prospective students and their families. CalCA North Bay purchases web hosting services from Connections. The CalCA North Bay website is part of the website for the California Connections Academy network of charter schools, and does have links that go back to general information about the Connections Academy program as well.

- **Telephone/e-mail information service:** CalCA North Bay, through its contract with Connections, maintains a toll-free information line (800-382-6010) and an email information service to answer parents' questions about the charter school.
- **Information Sessions:** CalCA North Bay conducts multiple parent-led virtual information sessions, as well as in-person and/or online information sessions for families throughout the counties served to assure that families from a variety of communities are able to attend. Some or all of these Information Sessions may be virtual, meaning that families attend the session from home via their computers. CalCA North Bay uses these sessions to provide a complete array of information about its program including its curriculum, teaching methods, technology resources, and testing requirements.
- **Direct outreach:** CalCA North Bay may conduct direct mail campaigns announcing the charter school to families with children throughout Lake County and its contiguous counties. In a typical mailing, CalCA North Bay sends out a postcard inviting parents to attend parent-led virtual sessions, as well as virtual and/or in-person information sessions, visit the website, and/or contact the call center. CalCA North Bay also uses email to communicate with people who approach CalCA North Bay and request information. CalCA North Bay may also use email to supplement or replace its physical mail campaign. Email correspondence includes valuable information to help prospective families understand if the program is right for them.
- **School district referrals and outreach:** CalCA North Bay takes every opportunity to brief school district administrators and guidance personnel on CalCA North Bay as an alternative for students who might benefit from individualized instruction in a non-classroom setting.
- **Media outreach:** CalCA North Bay makes use of paid media, including broadcast announcements, and/or digital and/or print advertisements. The school also takes full advantage of the local media's interest in raising awareness of California Connections Academy schools, celebrate the accomplishments of the students and teachers.
- **Referrals and/or Word of Mouth:** As CalCA North Bay grows, it anticipates that an increasing number of families who come to the school enroll due to positive feedback received from their friends, community members, traditional school leaders and family. More than 94% of CalCA North Bay parents reported that they recommend the program to other parents they know.
- **Digital Media:** CalCA North Bay will link to leading internet search engines with local reference capability to help families looking for a virtual school option to find this high-quality school. The school will benefit from Facebook, Twitter, and other social media campaigns to interact with families with an interest in learning from home.

Nondiscrimination in Admissions

CalCA North Bay 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 North Bay does not charge tuition or any fees that are prohibited. CalCA North Bay 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 North Bay's 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 his or her 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 only eligible to attend if they provide evidence of residency within the counties served by the school. Students are eligible to enroll in CalCA North Bay if they reside in one of the following counties: Lake, Napa, Sonoma, Mendocino, Glenn, Colusa, and Yolo counties.

Admission Methods and Eligibility Criteria

Through its recruitment/marketing and application guidance activities, CalCA North Bay regularly discloses full details about its program and encourages families to carefully consider its academic rigor and practical implications before applying. CalCA North Bay also provides tools (such as an online self-quiz, contact with other parents and contact with a CalCA counselor if desired) to help parents decide whether CalCA North Bay 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.

Parents must agree to and uphold ~~Admissions requirements include the expectation that parents complete all enrollment and placement activities in a timely and complete fashion. This includes signing and upholding~~ all necessary school-family agreements (such as an Independent Study Master Agreement as shown in Exhibit C and/or the PLCA in Exhibit D). Students are subject to the age and geographic restrictions for California public school admission and funding. The school's policies regarding age eligibility are included in the School Handbook (see Exhibit B).

CalCA North Bay 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 North Bay is able to accommodate all eligible students who may wish to attend.~~ 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 North Bay enrollment team assists parents in completing the required enrollment tasks and in meeting 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, i~~If anticipated 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 (e~~d~~)(2)(B). The Board also would address any applicable federal requirements for the lottery process.

In accordance with California Education Code section 47605 (e~~d~~)(2)(A) and section 47605 (e~~d~~)(2)(C), CalCA North Bay, in partnership with MUSD, 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~~s~~ a lottery process, ~~it will~~ conforms to all applicable federal and state requirements regarding how to weight or exempt various types of applicants and how to hold the lottery. ~~There has not been a need to conduct a lottery in any past years and it is not expected that this will be needed in the near future.~~ 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 Middletown Unified School District

Once a student starts attending CalCA North Bay~~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 school ~~supported by Connections~~CalCA 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 of racial and ethnic students, special education students, and English learner students, including redesignated fluent English proficient students, as defined by the evaluation rubrics in Section 52064.5 ~~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(c~~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~~demographic balance, and CalCA North Bay actively works to do the same. Through extensive community outreach and full disclosure about the school's program, CalCA North Bay 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 North Bay 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 North Bay provides parents with a clear and accurate picture of the CalCA North Bay learning experience so they can make the most appropriate choices for their children.

CalCA North Bay 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. 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, MUSD, and the California Department of Education. It may also be used to evaluate and modify the school's outreach and recruiting strategies when necessary.

VI.C PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

As applicable, describe the public school attendance alternatives for students in the district who choose not to attend the charter school. At a minimum, specify that the parent or guardian of each student enrolled in the charter school will be informed that the students have no right to admission in a particular school of any local education agency as a consequence of enrollment in the charter school, except to the extent that such a right is extended by the local education agency. [Ref. California Education Code §47605(b)(5)(L) and Criteria for Review; CCR-5, §11967.5.1(f)(12)]

District students who choose not to attend the charter school may attend other district schools or may pursue an inter-district transfer in accordance with existing district enrollment and transfer policies. More information about district attendance alternatives is available from the district administrative offices. No MUSD student is required to attend CalCA North Bay.

If a pupil who is subject to compulsory full-time education pursuant to Education Code § 48200 leaves the charter school without graduating or completing the school year for any reason, CalCA North Bay notifies the Superintendent or designee of the school district of the pupil's last known address within 30 days, and shall, upon written request, provide that school district with a copy

of the cumulative record of the pupil, including a transcript of grades or report card, and health information.

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

VI.D SUSPENSION/EXPULSION PROCEDURES

Describe the procedures by which students can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:
(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present ~~his or her~~the pupil's side of the story.
(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:
(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.
(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.
(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii). [Ref. California Education Code §47605(b)(5)(J)] Include a preliminary list of the offenses for which students in the charter school must (where non-discretionary) and may (where discretionary) be suspended or expelled, respectively. Identify the procedure by which students can be suspended or expelled and the process by which parents/guardians and students will be informed about the reasons for any such actions and their due process rights. Explain how the charter school will take into account the rights of students with disabilities in regard to suspension and expulsion. Outline how policies and procedures regarding suspension and expulsion will be periodically reviewed and, when necessary, modified. Outline the process for notifying the school district in the case of suspension or expulsion of a student. [Ref. Criteria for Review; CCR-5, §11967.5.1(f)(10)]

CalCA North Bay has established suspension and expulsion policies. As part of the enrollment process, and annually thereafter, parents/guardians check a box confirming they have been

provided access to and agree they are bound by the terms of the handbooks, including suspension/expulsion procedures.

Handbooks (general and supplement applicable to CalCA North Bay—see Exhibit B) are available in Connexus and updated as needed. The policies may be modified at any time, as necessary, by action of the Board. The school's discipline, suspension, and expulsion policies are in accordance with students' rights and with applicable law.

As a charter school, the delineated suspension and expulsion offenses contained in California Education Code section 48900 et. seq. are not applicable to the school. However, the Board has reviewed those sections of California Education Code and utilized similar guidelines when they were deemed appropriate to the desired disciplinary environment of the school.

Code of Conduct

Appropriate conduct is expected of all students. The student's code of conduct is explained in the School Handbook (see Exhibit B) and includes steps to be followed in the event of misbehavior.

Academic Honesty

The school regards academic honesty as key to its mission, and academic honesty is essential in the virtual environment. Academic Honesty is detailed in the General Handbook and California Connections Academy Schools Handbook Supplement (see Exhibit B). It is expected that students adhere to the Honor Code throughout the year and that all schoolwork submitted in order to meet course or class requirements represents the original work of the student.

All individuals involved with the school are important contributors to upholding the academic honesty of the school and are held accountable for violations of the principles of academic integrity. Any form of academic dishonesty may cause a student to be subject to disciplinary action. The following principles are critical to maintaining academic honesty:

- Students must not submit work of any kind that is not their own work.
- Students must not plagiarize in any work (written, multimedia, oral, creative, etc.).
- Students must not post assessments, assignments, answers to assessments or assignments, or any other Connections curricular materials on any media that can be seen by other students or other third parties.
- Students must not give or receive unauthorized assistance on assessments.
- Learning Coaches must not give excessive assistance on assessments.
- Students must not present any forged document or signature to the school.
- Learning Coaches must not present any forged document or signature to the school.

Board Policies

CalCA North Bay follows formal due process procedures to deal with the discipline of students. Students are guaranteed due process of law as required by the Fourteenth Amendment to the Constitution. The discipline policies have been developed to identify the types of conduct subject to discipline, to offer an opportunity for a hearing in which the student may present evidence to defend his/her actions, and to ensure due process for the student. The School Handbook (see Exhibit B) including the discipline policies has been approved by the Board and is reviewed regularly. The Board reviews the policies to be sure they are within all current legal guidelines and that they are consistent with the school's mission and educational program.

CalCA North Bay does not discipline pupils protected under Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. 794 (sec. 504), the Individuals with Disabilities in Education Act, 20 U.S.C. 1400 et. seq. (IDEA), the American with Disabilities Act, 42 U.S.C. 12101 et. seq. (ADA) unless CalCA North Bay complies with the requirements of those acts.

Suspensions or expulsions for children designated as exceptional follow all appropriate state and federal policies, regulations, and laws. If a student with a disability violates a code of conduct, they will be disciplined according to the discipline measures described herein. Upon subsequent violations that result in suspensions that exceed 10 days per school year or upon any recommendation for expulsion, the school determines if the behavior manifested from the student's disability. If the school determines that the violation is not a manifestation of the student's disability, the school will apply the discipline procedures to the student in the same manner and for the same duration as the procedures would be applied to students without disabilities. However, if it is determined that the violation manifested from the student's disability, the school will conduct a functional behavior assessment and develop a behavior plan to address the behavior violation so that it does not recur.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student, but does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff, or other persons or to prevent damage to school property.

Suspension (not more than nine days)

The Executive Director or grade level principal, following the due process protocol, may suspend students for up to nine days. A suspension consists of removal or restriction of access to school activities including access to Connexus. The student is expected to continue their schoolwork during this time. Violations that may lead to suspension include, but are not limited to the following breaches of conduct, whether committed electronically or in person:

- Violation of academic honesty code;
- Unexcused absence due to truancy;
- Bullying or harassment;
- Abusive or threatening language or conduct;

- Vandalism;
- Theft and robbery;
- Harassment or sexual harassment;
- 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 his/her 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 student, the school shall provide access, either directly or indirectly, to a student who has been suspended from school for two or more schooldays for disciplinary reasons, the assignments that the student would otherwise have been given during that time period. If an assignment that is requested and turned in by the student according to the school's procedures, either upon the student'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 student's overall grade in the class.

Commented [A2]: This is added as a result of new law specifying this process

Expulsion

For more serious violations (see below) or for conduct that warrants suspension of ten or more days or expulsion, the following process is used. A student may be expelled by the Executive Director after providing an opportunity for a hearing before a neutral school official appointed by the school's Governing Board (the "Hearing Officer"). At a minimum, the Hearing Officer will comply with the "neutral officer" requirements under Education Code section 47605(c~~b~~)(5)(J)(ii)(II). Suspensions or expulsions for children designated as exceptional will follow all appropriate state and federal policies, regulations, and laws.

Violations that may lead to expulsion include, but are not limited to any behavior that indicates that a student is a serious threat to the safety of others in the school, including possession of

firearms, dangerous weapons, bombs, or explosives, criminal behavior, arson, possession of or sale of controlled substances or paraphernalia at the school (including through online communication) or at any school-sponsored event.

The due process protocol for expulsions as described here has been incorporated in the School Handbook. The process starts with the grade level principal. If the grade level principal believes that a student has committed an offense that may lead to expulsion, the principal may suspend the student for up to nine days pending further proceedings and/or a hearing. During this time, the principal will refer the case to the Executive Director, who may then request a hearing by the Hearing Officer to discuss the possible expulsion of the student. Upon a recommendation for expulsion, the Executive Director or grade level principal will determine whether the suspension should be extended while the expulsion process continues.

If the Executive Director determines that a student's conduct may warrant expulsion, the Executive Director will provide timely written notice to the parent/caretaker of the student of its determination and an explanation of the student's basic rights, including the right to a hearing.

Such notice includes:

(1) the date, time and location of hearing;

(2) a description of the incident(s) and charge(s) that is are subject of the hearing;

(3) a description of student's right to a fair opportunity to present their version of the incident(s), present testimony and evidence, call witnesses, cross-examine witnesses and be represented by counsel or an advocate;

(4) notice that the student and/or Caretaker have a right to review the student's school records prior to the hearing; and

(5) a description of the hearing process, which shall be adjudicated by a neutral officer, and explanation of the consequences of an expulsion.

At this hearing, the allegations and supporting evidence will be reviewed. As described in the above notice, at the hearing, the student will have the right and a fair opportunity to present their version of the incident(s), present testimony and evidence, call witnesses, cross-examine witnesses and be represented by counsel or an advocate.

The Hearing Officer, through the Executive Director, will provide notification to the student and parent/caretaker of the Hearing Officer's decision and discipline determination. The decision of the Hearing Officer is final.

The exact protocols to ensure due process for expulsions are subject to change via changes to the Board-approved School Handbook and/or Board-approved discipline policies.

Due Process

The School Handbook (see Exhibit B) and Board policies lay out the due process for students with disciplinary issues. The discipline process has three levels: Warning, Suspension, and Expulsion. A

warning is issued when a student has demonstrated a breach of conduct that is not as serious as those listed for suspension or expulsion. A warning ultimately results in written documentation. Due process for suspensions and expulsions includes informing students and parents of the charges, of their rights, and of the due process protocols, holding hearing(s) with appropriate persons/parties, allowing the student and parents to present their version of the occurrence, and written documentation of the results. Examples of the current due process protocols are described previously in this application.

In compliance with Education Code § 47605(b)(5)(J), no student shall be involuntarily removed (e.g., disenrolled, dismissed, transferred, or terminated) by the school unless the parent or guardian of the pupil has been provided written notice of intent to remove at least five school days before the effective date of the action. The written notice shall inform him or her of the right to request a hearing before the effective date of the action. If a hearing is requested, the student will remain enrolled until the school issues a final decision.

Notification

The Board is notified, in closed session or confidential correspondence as appropriate, of any expulsion decisions. Designated school district staff is notified in a timely way of any expulsions by a designated member of the CalCA North Bay staff. In addition, the school includes data regarding suspensions and expulsions in reports to the state. Documentation of student discipline is maintained in the student's school records.

VII. FINANCIAL PLANNING, REPORTING, AND ACCOUNTABILITY

VII.A BUDGETS

Provide a detailed proposed first-year operational budget, including startup costs, that includes:
Reasonable estimates of all anticipated revenues and expenditures necessary to operate the school – including special education;
Budget notes that clearly describe assumptions or revenue estimates, including, but not limited to the basis for average daily attendance estimates and staffing levels, including salary and benefit assumptions.
Also provide cash flow and financial projections for the first three years of operation; and plans for establishment of a reserve. [Ref. California Education Code §47605(h~~g~~) and Criteria for Review; CCR-5, §11967.5.1(c)(3)(B)]

CalCA North Bay annually develops a budget which is submitted each year of operation to MUSD and the Lake County Office of Education by the deadline established by the state. This deadline may be earlier if mutually agreed to between the charter and district in order to allow adequate time for review, but in no case will it be later than July 1 each year, in accordance

with California Education Code section 47604.33. CalCA North Bay adheres to the charter school requirements of the state's Local Control Funding Formula (LCFF) statutes including compliance with LCAP requirements (see also Section VIII.A.).

Budget Development

The Executive Director, working with the school's Director of Business Services, prepares and submits a proposed budget for the upcoming fiscal year to the Governing Board at a public meeting. The Board reviews and modifies the budget as needed. Following Board approval, this preliminary budget is submitted to MUSD staff in keeping with timelines outlined in the MOU and any legally required timelines. A copy of the preliminary budget is also submitted to the County Office of Education following approval by the Governing Board. A revised school budget is typically developed, adopted, and submitted to MUSD following the start of the new school year.

Fiscal Year

The fiscal year for CalCA North Bay is July 1 through June 30, as stated in the corporation Bylaws (see Exhibit E).

Budget Highlights and Assumptions

The attached three-year budget, which starts with the 2019-20 school year, demonstrates a school with sound financial planning (see Exhibit H).

Cash Inflows and Reserves

Revenue is based on conservative estimates of available ADA funding and conservative attendance estimates. Enrollment figures are based on the projections for school growth based upon enrollment history for CalCA North Bay, enrollment history for other California Connections Academy schools, and thorough market analysis.

Under the state Local Control Funding Formula, the general purpose revenue includes three sources: the Education Protection Act funds, the state aid portion, and the local in-lieu of property tax payments. The LCFF revenue amount for the 2019-20 school year budget has been derived from the current projections for per pupil funding rates, any future cost of living adjustments, and the school's projected demographics.

Estimates of the rates and the methods of calculation of LCFF revenue are obtained from agencies such as the California Department of Education, the California Charter School Association, the Fiscal Crisis and Management Assistance Team, and School Services of California. Lottery funds are estimated conservatively. CalCA North Bay is eligible for Federal Title funds and can access these programs annually. When federal funds are received, CalCA

North Bay then insures compliance with any applicable portions of the Every Student Succeeds (ESSA) Act. Since the school is a member of the El Dorado Charter SELPA, the school receives state and federal special education revenue directly from the SELPA. If other state categorical programs are available, the school will apply for those whenever eligible. Current funding sources outside of LCFF revenues are included in the budget (see Exhibit H).

A cumulative reserve has been projected based on the current financial status of the school and the projected budgets for future years. The beginning fund balance is estimated based on the most recent financial projections. The Board, per the fiscal policies, keeps all reserve funds as "undesignated/unassigned" to insure maximum flexibility. The reserve amounts are in line with the levels recommended for school districts by the CDE.[38] The reserve, as projected, would start at approximately 5% and is projected to stay at 5 to 6% over the term of the charter, assuming the revenue amounts are stable through that time period. This level ofreserve is in line with the Board approved fiscal policies, and is designed to help buffer any changes in revenue that may occur in future years.

Use of Funds

General purpose entitlement funding under LCFF received by the charter school shall be used exclusively for public school purposes determined by the Governing Board per Education Code § 47633(c). Public funds received by the charter school from the State of California shall be used in a manner consistent with the provisions of Article 16, section 6 of the California Constitution and the charitable purposes of the corporation.

Cash Outflows

Expenditure distributions are designed to ensure that the majority of funds are spent on instruction related costs, and therefore meet the requirements for full funding.

The program provides for the following:

- ***Teaching and administrative staff:*** Staff budgets and staffing numbers are prepared to meet requirements for full funding. This budget provides for a student to teacher ratio in alignment with past years, which has been less than 25:1[39], the state requirement for charter school pupil-to-teacher ratio for an independent study program. Should these ratios require that an adjustment be made, the Governing Board reserves the right to apply for a waiver with the appropriate agencies. Complete benefit packages are assumed at approximately 25% of salary. Payroll taxes and CalSTRS contributions are also included, using the state's STRS contribution rate chart. The costs for teaching and administrative services, including salary and benefits, are allocated as appropriate with

[38] https://www.cde.ca.gov/fg/fi/ss/distbudgetcsfy1718.asp

[39] See supplemental materials for details of the historical pupil to teacher ratios.

CalCA North Bay's sister schools through the employment arrangements.

- ***High quality instructional program including materials and technology tools:*** Costs for these items are determined through the Statement of Agreement with Connections and the annually adopted budget. A number of the school's expenses are directly drawn from the fee schedule. The fee schedule includes fees for all of the instructional materials. In addition to complete lesson plans provided for every subject, additional materials are provided, which may include such items as high-quality electronic textbooks, online licensed content, interactive lesson components, synchronous instruction tools, science and art kits, and state of the art technology training, test preparation and assessment tools (see also the Program Guide for details of the instructional materials provided). Note that due to fluctuations in available funding in California and funding allocation requirements, certain adjustments may have to be made to the regular Connections program. These are determined by agreement between the Governing Board and Connections. Connections provides Connexus that includes, among other things, a student information system, lesson scheduling tools, accountability tools, webmail, instant messaging, chat, video and audio streaming for selected lessons and a school and local activities message board/forum.

- ***Facility:*** The school does not currently have a local office, however, some administrative functions, including housing of student records, take place at an office in Ripon, CA. Most teachers work from locations other than an office in accordance with the school's work at home policy. The Northern California administrative office facility includes work spaces for administrative staff. California Connections Academy provides Internet access and technical support for staff while they are working from the office, as well as laptop computers that can be used from the office or from home. The lease costs, which are the school's portion of pro-rated facility costs, are shown in the budget along with all utilities, including phone and Internet, which are budgeted separately due to the higher cost of these services in a virtual school.
- ***Special Education:*** The CalCA North Bay budget includes expenditure items to provide for special education staff and services to fully meet the needs of students with disabilities. The charter is an LEA in the El Dorado Charter SELPA and works with that SELPA regarding fiscal arrangements and reporting.
- ***Administrative costs****:* The school has a full range of administrators and administrative support staff as employees, and in addition, the school contracts with Connections for administrative services. These services are shown in categories in the budget and include such general administrative services as enrollment, records management, human resources, payroll services, accounting, facility management, regulatory reporting support, marketing services, financing services, student and parent satisfaction assessment, Board support and resource services, authorizer liaison services, etc. In addition to the high-quality, turn-key educational program, Connections offers a wide range of administrative support services to assist the school. Examples of items covered in

the educational administrative services are: education program design, analysis, and revision; curriculum planning and selection services; school handbook development; professional development planning; school leader development; and so forth.

- ***Other operational costs:*** The school budgets for many other expenses necessary for school success such as teacher professional development, copier costs, student testing and assessment, loaned technology for students, technology support costs, insurance, audit fees, legal fees, banking costs, dues and memberships, STRS reporting fees, Board training, district oversight fees, and so forth. Each of these is shown in detail on the budget. The audit fees include the cost of annual tax filing for the non-profit corporation.
- ***Oversight fees:*** Expenses related to the sponsoring District include the 1% District oversight fee. The details of the fiscal arrangement and the distribution of responsibilities are included in the MOU with MUSD (see Exhibit G), along with any District services that may be agreed upon on a fee-for-service basis. The District shall charge CalCA North Bay for supervisory oversight of CalCA North Bay, up to any maximum permitted by law (currently described and limited in Education Code § 47613), currently set at 1% of LCFF revenue.

CalCA North Bay acknowledges that the District's actual costs in conducting its oversight obligations could meet or exceed the maximum percentage permitted by law and the District shall not be required to submit documentation of its actual oversight costs.

The budget is prepared to maximize cost efficiency and to leverage the resources available through CalCA North Bay's relationship with Connections as its primary vendor, as well as through the relationship with the other California Connections Academy schools, with the goal of maximizing the amount of funds that are spent on items that directly support student learning.

All items in the budget are directly linked to essential elements of the educational program described in this charter and are components of a successful virtual school model. The majority of the school's resources are directed to the places where they have the most impact on students (i.e., applied to the teaching staff and to the curriculum).

Overall Cash Flow

CalOPS contracts with Connections as a vendor providing various products and services for California Connections Academy North Bay, as laid out in the Statement of Agreement. Connections invoices CalOPS on a monthly basis for products and services provided in accordance with SOA and the school budget. The CalOPS Board Treasurer and Director of Business Services review the invoices, and those invoices are then also approved by the Governing Board as an open session agenda item prior to payment to Connections.

In accordance with the SOA, CalOPS may defer/delay payment of any invoices owed to Connections if the school is experiencing cash flow issues. Therefore, due to this favorable arrangement between CalOPS and this service provider, any additional delays in state payments, such as have been imposed in the past by California on all public schools, has limited negative effect on the charter school and the school is able to maintain positive cash balances at all times. As noted above, the school has also built and will maintain a sufficient reserve.

Due to potential variability of state and federal funding and the annual expenditures of the charter school, CalOPS and Connections agree to negotiate, in good faith, a reduction in the fees, as needed. If the school's expenditures are projected to exceed its funding and would result in a cumulative net asset deficit on its audited financial statements, with the negotiated reduction in fees, the school will maintain overall positive net assets. Any reduction in fees is limited to the year for which such reduction is negotiated, except if otherwise noted.

Funding Determination

As is required of all non-classroom-based programs, CalCA North Bay continues to submit a funding determination application to the California Department of Education (CDE) by the mandated deadlines. CalCA North Bay requested a multi-year funding determination by the Advisory Commission on Charter Schools, which initially gave a two-year funding determination for the new school, and which allowed for full funding for the first two years of operation. During the second year in operation, the school applied for a funding determination and

received approval for an additional three years. The current Funding Determination expires at the end of the 2018-19 school year, but an updated request has been submitted and is expected to be approved prior to June of 2019. The budgets are always prepared to meet or exceed all of the tests required for full funding. In the event that full funding is not granted at any point, the school will work with the California Advisory Commission on Charter Schools and the CDE staff to modify the budget so that the school can receive full funding.

Alternatively, the school may modify its revenue and/or expenditure assumptions to ensure a balanced budget. In the event that full funding is not granted, CalCA North Bay will submit a revised budget to MUSD for approval by July 1 for the following fiscal year. The CalCA North Bay educational program, as outlined in the charter petition, is of the highest quality. CalCA North Bay is committed to providing this full program to its students and also to ensuring that funds are spent to carry out the mission of the school.

VII.B FINANCIAL REPORTING

Describe the systems and processes by which the school will keep track of financial data and compile information needed for the annual statement of receipts and expenditures that is due to the school district.

Financial Reports

CalCA North Bay's Director of Business Services provides regular financial reports to the Board. Following review by the Board, financial data is reported to the District and the County Office of Education in a manner and timeline detailed in the MOU and in accordance with existing charter school law and district and state policy. CalCA North Bay submits all documents, reports, and information to the District and Lake County Office of Education as required by law, including but not limited to, all reports required pursuant to Education Code § 47604.33.

In accordance with current legally mandated timelines, the first interim report, which reports on budget and actuals through October 31, is submitted annually to the District and the County Office of Education no later than December 15 each year. The second interim report, which reports on budget and actuals through January 31, is submitted annually to the District and the County Office of Education office no later than March 15 each year. An annual update of certain school expenditures is provided on or before July 1 as part of the LCAP, in accordance with California Education Code sections 47605.33(a) and 47606.5.

As per California Education Code section 42100, on or before September 15 of each year, the Board will approve, in the format prescribed by the State Superintendent of Public Instruction, an unaudited annual statement of all receipts and expenditures for the preceding fiscal year. This statement is then filed with MUSD and the Lake County Office of Education by September 15 and sent to the California Department of Education following certification by MUSD.

Financial data for the charter school is reported to the state via the District, except in cases where the law requires charter schools to report directly to the state. For example, the year-

end unaudited actual financial report is approved by the Board and submitted by CalCA North Bay to MUSD and the County Office of Education by the agreed upon deadlines each year, who in turn submit it to the state. In other situations, such as the annual independent audit, the school submits copies directly to the District, the County Office of Education, and the California Department of Education, among other parties, as required by law.

School financial records are accessible to MUSD as the authorizing agency at any time, upon request. The school responds promptly to such requests.

Fiscal Policies

The Board has adopted and regularly review its fiscal policies, including adequate internal control policies, and requires that Connections maintain adequate internal control policies and practices. In order to ensure responsible fiscal management, CalCA North Bay consults with its independent auditor and reviews charter school best practices when reviewing these policies. As part of the Board's responsibilities, oversight over these policies and the internal controls occurs.

Attendance Accounting[40]

Accurate attendance accounting is crucial to the fiscal well-being of an independent study charter school. CalCA North Bay maintains accurate and current written records that document all pupil attendance and makes these records available for audit and inspection. Each year during the school's annual audit, the attendance procedures and attendance records are audited for compliance and accuracy, and have always been found to be in full compliance with state law and the audit guide. The attendance records are maintained for at least three years.

In order to minimize risks to the school's revenue, CalCA North Bay utilizes accurate and sophisticated systems for documenting student attendance. CalCA North Bay's attendance accounting procedures comply with California Independent Study requirements, which require that independent study charter schools verify both daily contemporaneous attendance, as well as the overall "time value" of the work completed by the student. The staff prepares and records the attendance monthly using the timelines set out by the board approved attendance calendar. The school uses an attendance log within Connexus as the starting point, where parents/Learning Coaches take responsibility for recording if the student was completing school work on each day school is in session. The School Handbook (see Exhibit B) had detailed information for parents regarding their role in the attendance process, and in addition, training and support is provided by school staff. At the end of each attendance month, the credentialed teacher assigned to determine attendance for each student (a homeroom or advisory teacher) reviews a variety of documentation contained within Connexus, including but not limited to the parent log, the assessments taken, the work submitted over the course of the month, the log of student activities, the student planner and the contacts made between the student and

[40] See also supplementary materials for samples of attendance procedures and documents.

his/her teacher(s). The assigned teacher makes a final determination of the attendance credit which can be awarded to the student for that month based on both the daily attendance as well as the "time value" of the student work, using the school's Monthly Work Record form, and then signs the forms. These forms are then reviewed and attendance is entered into the state approved attendance accounting system (currently Aeries) by the administrative support staff responsible for attendance. The school has developed processes for review and oversight of the attendance at each step, and provides extensive training to staff. Student assessments are stored in Connexus and are used as the representative work samples required for backup to the independent study attendance. Once the final attendance has been entered for each student into the attendance accounting software, the school is able to generate the data required for the state's Principal Apportionment Data Collection forms. These reports (commonly referred to as the P1, P2 and P3 reports), including backup details, are certified by the school and sent to the district for review and certification before being submitted to the state. If the school chooses to use a different attendance accounting software in the future, it will consult with the district before making a change.

VII.C INSURANCE

Agree that the school will acquire and finance general liability, workers compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance, and provide evidence that the cost and availability of such insurance has been researched by the petitioners. [Ref. Criteria for Review; CCR-5, §11967.5.1(c)(3)(C)]

Insurance

The school maintains the following levels of coverage, among others:

- Commercial General Liability: $1,000,000 per occurrence, $2,000,000 aggregate;
- Automobile: $1,000,000;
- Excess umbrella liability: $5,000,000;
- Worker's Compensation: Complies with current statutory limits in accordance with California Labor Code;
- Employer's Liability:
  - Bodily Injury by Accident – Each Accident: $1,000,000;
  - Bodily Injury by Disease – Policy Limit: $1,000,000;
  - Bodily Injury by Disease – Each Employee: $1,000,000; and
- Educator's Legal Liability (Professional Liability): $1,000,000 aggregate.

The Board has obtained a Director's & Officer's Liability policy that provides $1,000,000 in coverage. The certificate of insurance is included in Exhibit I.

Note that annually MUSD will also be issued a certificate of insurance as an additional insured, if required through the MOU (see Exhibit I for a sample of the current certificates of insurance). Additional details of insurance coverage may also be addressed in the MOU and updated there as needed.

CalCA North Bay and its vendors will continue to maintain and keep in force such insurance, or self-insurance, as Worker's Compensation, Liability and Property Damage, as will protect it from claims under Worker's Compensation Acts and also such insurance, or self-insurance as will protect CalCA North Bay from any other claims for damages for personal injury, including death, and claims for damages to any property of CalCA North Bay, or of the public, which may arise from school operations, whether such operations be by CalCA North Bay or by any subcontractor or anyone directly or indirectly employed by any of them

VII.D ADMINISTRATIVE SERVICES

Describe the structure for providing business/administrative services (including, at a minimum, personnel transactions, attendance accounting; accounting, and payroll) that reflects an understanding of school business practices and expertise needed to carry out administrative services or a reasonable plan and timeline to develop and assemble such practices and expertise. For any contract services planned to serve the school, describe the criteria and procedures for the selection of contractors. [Ref. California Education Code §47605(g) and Criteria for the Review; CCR-5, §11967.5.1(c)(3)(A)]

The Executive Director, with the assistance of Principals, manages the school's day to day operations as its administrative manager, including supervising certificated and non-certificated personnel. The Director of Business Services and the Board Treasurer manage budgeting and accounting for the school. The CalOPS administrative team may utilize contracted data management technology and related services from Connections, as consistent with the Statement of Agreement.

VII.E FACILITIES

Describe the types and potential location of any facility/ies needed to operate the size and scope of educational program proposed in the charter. If (a) specific facility/ies has/have not been identified, provide evidence of the type and projected cost of the facility/ies that may be available in the location of the proposed charter school(s). Facilities plans must reflect reasonable costs for the acquisition or leasing of facilities to house the charter school. [Ref. California Education Code §47605(g) and Criteria for Review; CCR-5, §11967.5.1(c)(3)(D)]

As a virtual charter school, CalCA North Bay does not require a physical facility for day-to-day learning. Students can work from the setting of their families' choice, such as the home or a supervised community location. The school may also arrange for the use of temporary facilities for short term face to face activities, such as state testing. As a non-classroom-based charter, the school is not eligible to request facilities from the District under Proposition 39 regulations.

Staff members log in and work to support students in a variety of ways, using a combination of both office based as well as home based support. It is anticipated that most staff members will continue to work from remote locations.

Administrative support may be provided from various locations in accordance with various contracts for administrative services. Funds for administrative facilities and services are incorporated into the school budget.

The CalCA North Bay budget includes funds for lease and operations of its shared costs for an administrative office facility, based on the current lease agreement.

If CalCA North Bay needs to open a new office facility at some point in the future, it would plan to locate such a facility in accordance with the applicable geographic and site limitations of California Education Code section 47605.1 and other relevant provisions of the Charter Schools Act.

In the future, the school reserves the right, under the terms of California Education Code section 47605.1(c), to open resource centers if there is a need for them as determined by input of staff and families, and if allowable by law. CalCA North Bay will provide all required notification to the district and county of all facilities that it operates.

VII.F TRANSPORTATION

Provide a description of the arrangements, if any, to be made for transportation of students, including expected level of need, proposed contracts, and adequate types and levels of insurance.

Students at CalCA North Bay do not require transportation services for regular school activities. While the school helps facilitate local extracurricular and recreational activities among CalCA North Bay students and their families, the families is responsible for providing their own transportation for these activities. The school assists families with arranging transportation to the greatest extent possible, and complies with all legal requirements that may apply for transportation for students with special needs in order to access special education services. The only school event that requires students to report somewhere other than their home or immediate neighborhood is state- or school-mandated examinations, which students must take at proctored locations.

If CalCA North Bay provides transportation for any special event, school administrators will assure that such transportation meets all applicable safety standards and bears any motor vehicle insurance required under California state law. Any parent or guardian (or their designee) transporting students in their car to school organized events will sign appropriate waivers/release forms if required by school policy. The School Handbook (Exhibit B) also discusses parental responsibility for transportation to school events.

VII.G AUDITS

Describe the manner in which annual, independent financial audits, as required by law, will be

completed by December 15 following the close of each fiscal year, and the anticipated timeline in which audit exceptions and deficiencies (if any) will be resolved to the satisfaction of the school district. [Ref. California Education Code §47605(b)(5)(I) and Criteria for Review; CCR-5, §11967.5.1(f)(9)] Additionally, describe who will be responsible for contracting and overseeing the independent audit, including a specification that the auditor will have experience in education finance. Outline, as applicable, the process for providing audit reports to the State Board of Education, California Department of Education, or other agency as the State Board of Education may designate. [Ref. Criteria for Review §11967.5.1(f)(9)]

Annual Independent Audit

CalCA North Bay is audited annually by an independent, certified public accounting firm according to the guidelines applicable to public charter schools in California.

The Board commissions the audit and engages an auditor with experience in public school finance. The cost of the independent audit is borne by CalCA North Bay. Copies of the audit are submitted to the District, the County Office of Education, the state controller's office, the California Department of Education, and any other agency as required by law within 180 days of the end of the fiscal year and in no case later than December 15 of each year. The Governing Board may appoint a standing or ad hoc Audit Committee to engage the auditor, review the audit, and make decisions on resolving any audit findings.

Audit Exceptions and Deficiencies

The California Connections Academy schools have not historically had audit findings, exceptions, or deficiencies. A copy of the annual audit, including any auditor's findings is forwarded to the Board, or if appointed, to a standing or ad hoc Audit Committee of the Governing Board. The Audit Committee (if appointed) and/or the Governing Board would review any audit exceptions or deficiencies and then report to the Governing Board with recommendations on how to resolve them. This report would include timelines and deadlines for resolving the exceptions or deficiencies. The Board then would report to MUSD regarding how the exceptions and deficiencies have been or will be resolved. Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process contained in Section V.E. The District may elect, at its own cost and expense, to have its accountants review the audit exceptions and deficiencies.

VII.H CLOSURE PROTOCOL

Provide a detailed description of the procedures to be used in the case of a decision by School District or State Board of Education to revoke the school's charter, a decision by the school district not to renew the charter, or a decision by the school voluntarily to close, including plans for a final audit of the school; disposition of net assets; communication of the closure to parents and staff; and maintenance and transfer of student records. [Ref. California Education Code §47605(b)(5)(O)]

In the event that CalCA North Bay ceases operation for any reason, CalCA North Bay and its Governing Board are responsible for school closure procedures and will cooperate with MUSD and the California Department of Education to the extent necessary to provide an orderly return of the students to their local schools or a school of choice. CalCA North Bay follows the charter school closure procedure regulations from the California Department of Education [*CCR-5 §11962]*.

In the event of school closure, all assets of the school, including but not limited to all leaseholds, personal property, intellectual property, and all ADA apportionments and other revenues generated by students attending the school, remain the sole property of CalOPS. If for any reason CalOPS was dissolved, the disposal of any net assets remaining after the liabilities of all of its charter schools have been paid or otherwise addressed shall occur in accordance with applicable law and the corporation's Articles of Incorporation and Bylaws."

All grant funds and restricted categorical funds shall be returned to their source as required by the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports.

Any donated materials and property shall be returned in accordance with any conditions established when the donation of such materials or property was accepted.

The decision on distribution of the school's assets will be made by the Governing Board. If CalCA North Bay does not have sufficient assets to pay all of its bills at the time it ceases operation, neither MUSD, the Lake County Office of Education, nor will the CDE be responsible for its unpaid bills.

Other Closure Procedures

- The decision to close the charter school will be documented by an official action of the school's Governing Board. The action will identify the reason for closure. A notice of school closure will be sent to parents/guardians, MUSD, the California Department of Education, the County Office of Education, the school's SELPA, and any retirement systems in which the school's employees participate (*e.g.*, the State Teachers' Retirement System), the accrediting body WASC, the University of California a-g office, the NCAA, as well as all other agencies as required.

  This notice will contain all relevant and required information, including, but not limited to the effective date of closure; the name and contact information for the person reasonable for responding to inquiries regarding the closure; the students' school districts of residence; and the manner in which parents/guardians may obtain copies of student records, including specific information on completed courses and credits that meet graduation requirements.

- Parents/guardians and students will be notified in writing and will be provided with or have access to student information or records necessary to facilitate transfer to another

school.

- Other school districts that may need to provide services to the charter school students may be notified in writing.
- The school's Governing Board or its designee shall create a list of students in each grade level and the classes they have completed, together with information on the students' district of residence, and will provide the list to the person/entity responsible for closure activities.

- A process for transfer of student records, state assessment results and any special education records will be established and followed. In addition, a plan for the maintenance of school and student records for a reasonable period of time following the closure will be made. All student records will be turned over to the students' district of residence, when known, unless otherwise agreed in the adopted plan. Personnel records will be transferred or maintained as required by law.
- An independent audit of the school will be completed as quickly as feasible, but not later than six months following closure of the school, and will include at least the following:
    - An accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value.
    - An accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation.
    - An assessment of the disposition of any restricted funds received by or due to the charter school.
- Any required final financial or other reports will be submitted to the CDE and other applicable agencies.
- Copies of all financial and attendance records will be provided to the sponsoring district according to state and federal requirements, unless otherwise agreed upon by both the Board and MUSD's Governing Board.
- If financial liabilities are incurred during the closure procedures, CalCA North Bay will be fully responsible for payment of these, according to the Board adopted financial plan.

This closure protocol shall survive the revocation, expiration, termination, cancellation of this charter or any other act or event that would end CalCA North Bay's right to operate as a charter school pursuant to this charter or cause CalCA North Bay to cease operation

VII.I SCHOOL SERVICES CONTRACTS

The revised draft of the Statement of Agreement with Connections, is provided in revised Exhibit F, and includes, as some examples:

- Licensing of Connections' curriculum for use by CalCA North Bay;
- Access to resources and assistance designed to enhance teacher effectiveness in creating Personalized Learning Plans for each student, as required to meet or exceed any educational standards established by the State of California or otherwise required by the authorizer;
- Access to student assessment tools;
- Access to assignment management and tracking tools, including Connexus;

- Communication via multiple technologies, including phone, webmail, and chat;
- Access to technology tools for students, teachers, and other school staff;
- Training materials for Learning Coaches and teachers;
- Student record management tools; and
- Support regarding special needs accommodations of the curriculum.

CalOPS intends to negotiate a new Statement of Agreement with Connections to cover the term of this renewal charter, consistent with California law under AB 406.

Financial Reporting and Controls

The school's budget is developed and managed by CalCA North Bay staff and approved by the school's Governing Board.

Connections provides some administrative and fiscal support services. CalCA North Bay staff, plus the Board Treasurer and Board are responsible for reviewing, evaluating, managing, and/or approving these items, and for providing them (through their designees) to the appropriate state and local agencies (see also Section VII.B.).

Term, Termination, and Renewal

Detailed language regarding termination and renewal is included in the Statement of Agreement. The term of the Statement of Agreement is intended to cover the five years of the renewal charter term.

While termination is not desirable, the current Statement of Agreement provides for several different reasons that termination could occur. For example, the Board may terminate its agreement with Connections if it determines Connections has not performed as expected or if it determines that Connections has failed to provide educational services that meet California independent study requirements. Connections may terminate the agreement if CalCA North Bay does not meet its financial obligations to Connections. Either party may terminate if there is breach of contract. The breaching party would be given an opportunity to respond and cure, and written notification is required at all times. In addition, both parties can terminate if they agree in writing to do so. In order to minimize disruption of students and staff, any termination would be planned to occur at the end of an academic year if possible.

Payments

Payments are made by the charter school to Connections under the terms of the Statement of Agreement. Currently, payments are made to Connections on a periodic basis, and while invoices are typically due within 30 days of approval by the Governing Board, the actual payment timeline may be extended to account for the timing of receipt of revenue by the charter school from state, local, and private agencies.

The determination of fees includes: disclosure between the charter school and Connections of estimated revenues and expenditures, development and approval of budgets, and an annual negotiation of fees due to Connections Academy. Payments are made to Connections on a periodic pro-rated basis, and the payment timeline is tied to receipt of revenue by the charter school from state, local and private agencies.

VIII. CHARTER SCHOOL ACCOUNTABILITY, RENEWAL AND REVOCATIONS

Include a statement reflecting the conditions under which the charter may be revoked and/or may not be renewed. [Ref. California Education Code §47607]

VIII.A ACCOUNTABILITY REPORTS

In order to ensure adequate progress towards renewal of the charter, CalCA North Bay compiles and provides a Local Control and Accountability Plan to MUSD as well as to any other required agencies as required by law (currently found in California Education Code section 47606.5). The format and evaluation of the report or plan adheres to state laws (currently laid out in California Education Code sections 52064, 52064.1, and 52064.5). Additional information regarding the LCAP is found in Section III.A. The LCAP includes any state required elements, including a summary of progress towards the goals developed for the LCAP, and may include other optional data, such as:

- Summary data showing student progress toward the goals and outcomes specified in Section III.A from the assessment instruments and techniques in Section III.C.;
- An analysis of whether student performance is meeting the goals specified in Section III.A. This data may be displayed on both a school-wide basis and by subgroups, which are disaggregated by numerically significant racial and ethnic and other categories. Additional accountability measures related to the charter school's performance are listed herein and may be included in the SARC, the California School Dashboard, and/or other accountability reports;
- Data on the level of parent involvement in the school's governance (and other aspects of the school, where applicable) and summary data from an annual parent and student satisfaction survey;
- Data regarding the number of staff working at the school and their qualifications;
- Information on the racial, ethnic, and socioeconomic composition of the school, and a demonstration of whether the school implemented the means listed in charter Section VI.B to achieve a racially and ethnically balanced student population;
- Information regarding the school's outreach and admissions practices during the year and

data regarding the numbers of students enrolled;

- Data on the number and resolution of disputes and complaints under the school's Uniform Complaint Procedures;
- Other information regarding the educational program and the administrative, legal, and governance operations of the school relative to compliance with the terms of the charter generally; and
- The annual audit and other relevant financial information.

In addition to meeting any requirements of the state, in particular for the LCAP, CalCA North Bay works with MUSD to jointly develop content, evaluation criteria, timelines, and process for any additional accountability reports.

When needed, these arrangements are laid out in the MOU with MUSD.

The school and District may also jointly develop an annual site visitation process and protocol to enable the District to conduct its oversight responsibilities, gather information needed to confirm the school's performance and compliance with the terms of this charter.

VIII.B TERM OF THE CHARTER

The term of the charter will be five years, commencing on the first day of the fiscal year following the date that the charter is approved by the MUSD Governing Board, and expiring five school years later, unless renewed. This charter is not intended to expire prior to the end of the fifth school year following the approval. Notwithstanding the above, as provided for by Education Code 47607.4, the term of the charter shall be extended by two years, and thus shall expire on June 30, 2026.

VIII.C OVERSIGHT AND RESPONSE TO INQUIRIES

MUSD may inspect or observe any part of the school at any time, but will provide reasonable notice to the Executive Director or Site Administrator, to the extent practicable prior to any observation or inspection. MUSD will provide such notice at least three working days prior to the inspection or observation unless the school's Governing Board or Executive Director agrees otherwise. Inspection, observation, monitoring, and oversight activities may not be assigned or subcontracted to a third party by MUSD without the consent of the Governing Board, which shall not be unreasonably withheld.

The school agrees to promptly respond to all reasonable inquiries, including requests for financial records, from the District, County Office of Education, or the California Department of Education. CalCA North Bay agrees to permit the District to inspect and receive copies of all records relating to the operation of the charter school, including financial, personnel, attendance accounting, and pupil records, subject to FERPA and employee privacy laws. CalCA North Bay shall promptly comply with all reasonable inquiries from the District in accordance with Education Code § 47604.3. CalCA North Bay shall be subject to the California Public Records Act.

VIII.D REVOCATION

Prior to commencement of revocation proceedings, MUSD and CalCA North Bay may first endeavor to resolve any dispute under the dispute resolution process set forth in Section V.E. If, following the completion of that process, the Governing Board of the District believes it has cause to revoke this charter, the District agrees to notify the Governing Board of the school in writing, noting the specific reasons for which the charter is in danger of being revoked, and grant the school reasonable time to respond to the notice and take appropriate corrective action. In accordance with California Education Code section 47607(c)(1) and 47607.3, the following items may be considered violations that could lead to revocation or non-renewal of the charter:

- A material violation of any of the conditions, standards, or procedures set forth in the charter;
- Failure to meet or pursue the pupil outcomes identified in the charter;
- Failure to meet generally accepted accounting principles;
- Fiscal mismanagement; and
- Violation of the law.

CalCA North Bay and MUSD agree to follow the interventions explained in California Education Code section 47607.3 regarding failure to meet established criteria for one or more student subgroups~~pupil outcomes~~. If the charter school disputes the cause(s) for revocation, the dispute procedures listed in Section V.E will apply. Notwithstanding any other provision of this charter, the District shall comply with applicable laws and regulations regarding revocation proceedings.

All attempts will be made to avoid school closure due to revocation in the middle of a school year. In the event that the school is closed, the closure protocols and processes as described in Section VII.H will be followed.

VIII.E RENEWAL AND AMENDMENT PROCESS

The Governing Board of CalCA North Bay may request from the MUSD Governing Board a renewal or material revision of the charter at any time prior to expiration. However, renewal requests ideally should be presented by the school to the district no later than 120 days prior to the expiration of the charter. It will be the goal of CalCA North Bay to submit the necessary documentation for each renewal request any time between July and December of the final year of operations approved hereunder. This timing provides CalCA North Bay and the District an adequate opportunity to focus on the renewal request, while taking into account all years of performance. Such renewal request shall include, but is not limited to, a complete charter that has been revised and updated to meet all legal requirements and reflect the current status and practices at CalCA North Bay, including an electronic version of the revised charter and attachments thereto, and printed versions upon request of the District. The school will work with MUSD to follow District policy regarding charter renewals.

The MUSD Governing Board agrees to hear and render a renewal decision pursuant to the charter petition review timelines and processes as specified in the California Education Code section 47605(b) and CCR Title 5, Section 11966.4.

Renewals will be for the term length required by law~~a period of five years~~, as is currently specified in California Education Code sections 47607 and 47607.2. ~~(a)(1).~~

The charter may be materially revised at any time using a process similar to the renewal process. Any material revision of the charter requires an amendment that must be approved by the Governing Board of the charter granting authority prior to taking effect. Non-material amendments to the charter may occur by approval of the charter school Governing Board and notification to and review by MUSD staff.

CalCA North Bay and MUSD must agree on whether an amendment is material or non-material. The charter school agrees to contact the District Superintendent when any amendment, either material or non-material, is proposed. The charter school and MUSD do not anticipate that language regarding student performance, student outcomes, school finances or any other elements of the LCAP or its annual updates will constitute or create material revisions to the charter. The school will work with MUSD to follow District policy regarding charter amendments.

IX. IMPACT ON THE CHARTER AUTHORIZER

Provide information regarding the potential effects of the charter school on the school district, including, but not limited to, the facilities to be utilized by the charter school, the manner in which administrative services of the charter school are to be provided, and potential civil liability effects. [Ref. California Education Code §47605(g)]

IX.A MUSD's MISSION

MUSD's mission states that "the District is committed to creating a community of knowledgeable and responsible, lifelong learners through challenging learning experiences and mastery of a standards-based curriculum."[41]

CalCA North Bay supports and enhances this mission by providing each student with a Personalized Learning Plan which challenges individual students to excel and succeed through a differentiated educational path. When students work at a challenging but realistic level that fits their educational needs and goals, they develop academic confidence, feel positive about their school experience, and in turn realize their potential and are empowered in their success. This

[41] https://cb7c3453-a-0ec0da9d-s-sites.googlegroups.com/a/middletownusd.org/musd/home/board-of-education/other-documents/MUSDGovernanceHandbook.pdf?attachauth=ANoY7crtdOtdV6UI-B0I3rRi-VzI2_VBRoKaR2SjFzKWzU5XpmpD7S5OK9QBpVNlwAdPCQBlK076qGYnW8iJ5Zkbx4gnMujGdequhHz_qllEP05a5oEljLkRhceoegSC6dFVcCDpAUe84PQFyBTghp-ybqA3Ojg00BkWfhi6soDMNJE5OT9wZp0pIniVzD3SWfDrHo9ggwTNewntd_zxgOEOJr9z8qllpK2UVMdOTUjGIglRZFLoxukV2aJnsWpX0RaVo5CKEJdY8_4HijBd57KDaU1dTVbITw%3D%3D&attredirects=0

allows students to become contributing citizens in a diverse and global society. CalCA North Bay also promotes strong parent partnerships and offers a safe learning environment for all students. In addition, the strong foundation in technology that students receive in a virtual school help to prepare them for a rapidly changing world.

IX.B BENEFITS

There are many benefits that MUSD receives through sponsoring CalCA North Bay. One of the most significant benefits is being able to serve students who were underserved or not being served within the community. Providing access for students to fully qualified teachers and to innovative, interactive 21st century curriculum meets the goals and mission of MUSD. It also provides an opportunity for MUSD to reengage students in a charter sponsored by MUSD who may have chosen other virtual or charter opportunities.

The school district and community benefit from the teaching and administrative positions that are created at CalCA North Bay. This has an economic impact on the local community.

The District provides supervisory oversight as required by law, in exchange for an oversight fee of up to 1% of the portion of the charter school's annual public revenue, as defined in California Education Code section 47613 (f).

CalCA North Bay represents an outstanding virtual educational choice for families in Lake County and contiguous counties and this builds awareness of MUSD's innovative approach to learning. Increased awareness of MUSD is of benefit to MUSD's own community outreach efforts.

IX.C FACILITIES

CalCA North Bay has no negative impact on the district with respect to facilities. As a non-classroom-based program, CalCA North Bay is not eligible for facilities under Proposition 39. The school agrees to comply with all applicable laws related to jurisdictional limitations to the locations of its facilities and any legally required notices regarding school sites.

IX.D ADMINISTRATIVE SERVICES

CalCA North Bay staff cooperate fully with District staff in the preparation and reporting of all required data and financial information. The District and the charter school may enter negotiations during the MOU process to provide services to the charter school. Neither party is obligated to provide or accept such services, but may do so by mutual agreement. The Superintendent or designee of the District is authorized to negotiate and enter into an agreement to provide services to the charter school.

IX.E CIVIL LIABILITY EFFECTS

Since the school is operated by a non-profit public benefit corporation, CalCA North Bay is legally independent from MUSD. In addition, CalOPS maintains adequate insurance coverage to further limit liability of the district. Internal dispute processes are in place to decrease the incidence of legal disputes. CalCA North Bay and CalOPS have retained services of attorneys familiar with charter school legal issues to prevent legal problems from arising.

The charter school shall work diligently to assist the District in meeting any and all oversight obligations under the law, including annual meetings, reporting, or other District requested protocol. CalOPS and its employees will institute appropriate risk management practices and health and safety policies and practices.

Debts and Obligations

CalOPS shall be solely responsible for all costs and expenses related to this charter and its operation, including but not limited to, costs of insurance, reserves, staff and operations.

Independent Entity

CalOPS and its officers, board members, employees and volunteers, shall operate and provide the school services pursuant to this charter as a wholly independent entity. The District and CalOPS shall not in any way or for any purpose become or be deemed to be agents, partners, joint venturers, or a joint enterprise. The District shall not be liable for the actions or liabilities of CalCA North Bay and/or CalOPS.

Contracting

CalOPS shall have no authority to enter into contracts for or on behalf of the District and the District shall have no authority to enter into contracts for or on behalf of CalOPS. Any contracts, purchase orders, or other documents which are not approved or ratified by MUSD's Governing Board as required by law, including but not limited to, Education Code § 17604, shall be unenforceable against the District and shall be CalOPS' sole responsibility.

X. ASSURANCES

Governing Law, Construction, and Compliance with Law

This Charter shall, in all respects, be governed by the laws of the State of California applicable to agreements executed and to be wholly performed within the State of California. Nothing contained herein shall be construed so as to require the commission of any act contrary to law.

This assurances page is intended to be signed by a duly authorized representative of the applicant and submitted with the full charter application.

As the authorized representative of the applicant, I hereby certify that the information submitted in this application for a charter renewal for California Connections Academy North Bay, is true to the best of my knowledge and belief; and further I understand that if awarded a renewal of the charter, the School:

1. Will meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. California Education Code Section 47605(d~~c~~) (1)].
2. The California non-profit public benefit corporation which operates California Connections Academy North Bay will be the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act [chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code.] [Ref. California Education Code Section 47605(c~~b~~)(6)]
3. Will be nonsectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. California Education Code Section 47605(e~~d~~)(1)]
4. Will not charge tuition or other prohibited fees. [Ref. California Education Code Sections 47605(e~~d~~) (1) and 49010 et seq.].
5. Will admit all eligible students who wish to attend the school, and who submit a timely application, unless the school receives a greater number of applications than there are spaces for students, in which case each applicant will be given equal chance of admission through a random lottery process in accordance with admissions preferences as laid out in the charter. [Ref. California Education Code Section 47605(e~~d~~)(2)]
6. Will comply with all laws establishing the minimum and maximum age for public school enrollment and funding. [Ref. California Education Code Section 47612(b), 47610(c)]
7. Will not discriminate against any student on the basis of ethnic background, national origin, immigration status, gender, gender identity, gender expression, disability, or any other basis protected by law. [Ref. California Education Code Section 47605(e~~d~~)(1)].
8. Will not discourage a student from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the student or because

the student exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii). [Ref. California Education Code Section 47605(e)(4)(A)].

9. Will not request a student's records or require a parent, guardian, or student to submit the student's records to the school before enrollment. [Ref. California Education Code Section 47605(e)(4)(B)].
10. Will not encourage a student currently attending the charter school to disenroll or transfer to another school for any reason, including, but not limited to, academic performance of the student or because the student exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii). This paragraph shall not apply to actions taken by the charter school pursuant to the procedures by which student can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. [Ref. California Education Code Section 47605(e)(4)(C)].
11. Will comply with Education Code Section 47605(e)(4)(D) by posting the appropriate notice on the charter school's website and providing a copy to a parent or guardian as required.

8.12. Will adhere to all provisions of federal law relating to students with disabilities, including the IDEA, Section 504 of the Rehabilitation Act of 1974, and Title II of the Americans with Disabilities Act of 1990, that are applicable to it.

9.13. Will notify the superintendent of the school district of the pupil's last known address within 30 days if a pupil is expelled or leaves the school without graduating or completing the school year for any reason, and the school shall, upon written request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. California Education Code § 47605(ed)(3)].

10.14. Will, on a regular basis, consult with its parents and teachers regarding the school's education programs. [Ref. California Education Code § 47605(de)(2)]

11.15. Will meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary [Ref. Criteria for Review, section 11967.5.1(f)(5)(C)] and including the criminal record background check and summary required by Ed Code 44237.

16. Will ensure that teachers in the school hold a California Commission on Teacher Credentialing certificate, permit, or other document required for the certificated assignment.equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers (as defined in this charter). [Ref. California Education Code Section 47605(l)] The school will also insure that copies of these credentials will be kept on file at the school and available for inspection upon request. The school may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in accordance with all of the requirements of the applicable statutes or regulations in the same manner as a governing board of a school district, and shall have authority to request an emergency permit or a waiver

from the Commission on Teacher Credentialing for individuals in the same manner as a school district. Teachers employed by charter schools during the 2019–20 school year shall have until July 1, 2025, to obtain the certificate required for the teacher's certificated assignment.

~~12.~~

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~~13.~~17. Will at all times maintain all necessary and appropriate insurance coverages.

~~14.~~18. Will comply with any applicable jurisdictional limitations and requirements set forth in the Education Code. [Ref. California Education Code §§ 47605 & 47605.1]

~~15.~~19. Will submit an annual accountability plan to the authorizer as laid out in California Education Code § 47606.5.

~~16.~~20. Will follow any and all other federal, state, and local laws and regulations that pertain to the operation of the charter school.

~~17.~~21. Will comply with all regulations regarding independent study programs that are applicable to charter schools.

~~18.~~22. Will comply with all state audit and other state reporting requirements for charter schools.

~~19.~~23. Will comply with all applicable portions of the Elementary and Secondary Education Act and the Every Student Succeeds Act.

~~20.~~24. Will comply with the Public Records Act.

~~21.~~25. Will comply with the Family Educational Rights and Privacy Act.

~~22.~~26. Will ensure that meetings of the Governing Board for the school shall comply with the applicable sections of the Ralph M. Brown Act and Education Code Section 47604.1.

~~23.~~27. Will maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. California Education Code Section 47612.5(a)]

~~24.~~28. Will respond to all inquiries regarding records, both financial and other, and will provide access to the district to such records.

~~25.~~29. Will comply with Education Code section 47604, as amended by AB 406.

_____ _____

Signature Date

Dr. Richard Savage_____

Printed Name

Executive Director_____

Title

EXHIBITS

A Personalized Learning Plan (Sample)

B General School Handbook 2018-19 & California Connections Academy School Handbook Supplement

C Master Agreement (Sample)

D Parent/Legal Guardian (Caretaker) Acknowledgement (PLCA) (Sample)

E California Online Pubic Schools (CalOPS) Documents

F Statement of Agreement (Draft)

G Memorandum of Understanding (Draft)

H Business Plan, including Budgets and Cash Flow Narrative

I Insurance Certificates (Sample)

CALIFORNIA CONNECTIONS ACADEMY
~~@RIPON~~NORTHERN CALIFORNIA

CHARTER RENEWAL

(formerly known as California Connections Academy @ Ripon)

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Approved by

RIPON UNIFIED SCHOOL DISTRICT

on February 20, 2017

CHARTER FIRST APPROVED in JANUARY 2012
And RENEWED on FEBRUARY 20, 2017
Non-material amendment approved on June 26, 2018
Non-material amendment approved on June 23, 2020

As amended December 14, 2021

Dr. Richard Savage, Executive Director
California Connections Academy ~~@Ripon~~Northern California
rsavage@calca.connectionsacademy.org

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THE 15+ ELEMENTS OF A CHARTER PETITION

Education Code section 47605 requires petitioners to provide a "reasonably comprehensive description" of the 15+ elements outlined in the Education Code[1] and listed in Figure 1.

Figure 1. 15+ Elements of a Charter Petition

16 Elements Outlined in the Education Code	Location in the Renewal Petition
A. The educational program, including descriptions of the students to be served, "educated person" in the 21st century, how learning best occurs, annual school goals to achieve state and school priorities, and supporting school actions to achieve school goals.	Section II, especially II.B, II.C, and II.E
B. Measurable pupil outcomes, including the extent to which all pupils demonstrate that they have attained the skills, knowledge, and attitudes specified as goals for schoolwide and subgroups and as aligned to state and school priorities.	Section III – III.A – III.D
C. Method for measuring outcomes, aligned to state priorities and consistent with the way information is reported on a school accountability report card.	Section III.D
D. Governance structure, including, but not limited to, the process to be followed by the school to ensure parental involvement.	Section IV
E. Employee qualifications.	Section V.A
F. Health and safety procedures, including criminal background checks.	Section V.D
G. Means to achieve ~~racial and ethnic~~demographic balance reflective of the general population of the school district.	Section VI.B
H. Admissions requirements.	Section VI.A
I. Annual financial audit processes, including exceptions and deficiencies resolutions.	Section VII.G
J. Suspension and expulsion policies.	Section V.D
K. Employee benefits, specifically how/if employees will be covered by STRS and PERS, or social security.	Section V.B
L. Attendance alternatives.	Section VI.C
M. Return rights of employees.	Section V.C
N. Dispute resolution procedures, specifically between the district and the charter.	Section V.E
O. Procedures for closing, including final audit, plans for disposing of any net assets and for the maintenance and transfer of pupil records.	Section VII.H
Additional Required Information	
1. Budget and cash flow projections, including start-up costs, three-year operational budget and three years of cash flow statements	Section VII.A
2. Legal assurances, including a declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees.	Section VIII, V.C
3. Description of founding team	Section I.A
4. Facilities plan	Section VIII.A
5. Potential impact on the authorizer	Section IX

[1] http://www.ccsa.org/starting/petition/

EXECUTIVE SUMMARY

California Connections Academy~~@Ripon~~Northern California (formerly known as California Connections Academy @Ripon and abbreviated herein as CalCA~~@Ripon~~NorCal) is setting the standard for virtual K-12 education excellence in California. Students benefit from a top-quality curriculum that meets all California Content Standards and Common Core State Standards. Each student has a Personalized Learning Plan and one or more fully qualified California-credentialed teachers working with expert curriculum specialists to tailor the curriculum to meet that student's individual learning needs.

Commented [FS1]: Will insert a footnote here explaining that in some places in the document, the old name may appear when in specific reference to testing or other data. In all other places, the new school name will appear.

More than an online school, CalCA~~@Ripon~~NorCal is a virtual learning community that connects students, teachers, and families through unique technology tools as well as synchronous and one-on-one interaction. Students and their families receive sophisticated support for their curriculum, technology, special education, and digital learning platform needs. Students and families use an educational management system that combines learning management, student information, and content management systems. This allows students and families to maintain a focus on achievement. Consistent with the law, CalCA~~@Ripon~~NorCal serves students in grades K-12 from Alameda, Amador, Calaveras, Contra Costa, Sacramento, San Joaquin, ~~Santa Clara,~~ and Stanislaus counties.

CalCA@Ripon ~~has~~ met the threshold for charter renewal under California Education Code section 47607 and 52052(e)(4). California Education Code section 47607(b) sets out standards for charter renewal:

"*A charter school shall meet at least one of the following criteria before receiving a charter renewal pursuant to paragraph (1) of subdivision (a):*

(1) Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years both schoolwide and for all groups of pupils served by the charter school.

(2) Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.

(3) Ranked in deciles 4 to 10, inclusive, on the API for a demographically comparable school in the prior year or in two of the last three years.

(4) (A) The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.

(B) The determination made pursuant to this paragraph shall be based upon all of the following:

(i) Documented and clear and convincing data.

(ii) Pupil achievement data from assessments, including, but not limited to, the Standardized Testing and Reporting Program established by Article 4 (commencing with Section 60640) of Chapter 5 of Part 33 for demographically similar pupil populations in the comparison schools.

(iii) Information submitted by the charter school.

(C) A chartering authority shall submit to the Superintendent copies of supporting documentation and a written summary of the basis for any determination made pursuant to this paragraph. The Superintendent shall review the materials and make recommendations to the chartering authority based on that review. The review may be the basis for a recommendation made pursuant to Section 47604.5.

(D) A charter renewal may not be granted to a charter school prior to 30 days after that charter school submits materials pursuant to this paragraph.

(5) Qualified for an alternative accountability system pursuant to subdivision (h) of Section 52052"

After the State's suspension of standardized testing and API scores, California Education Code section 52052(e)(4) sets out a new additional renewal standard:

"Any school or school district that does not receive an API calculated . . . shall use one of the following:

(A) The most recent API calculation.

(B) An average of the three most recent annual API calculations.

(C) Alternative measures that show increases in pupil academic achievement for all groups of pupils schoolwide and among significant subgroups."

California Education Code section 47607(a)(3) further provides that for renewals:

"The authority that granted the charter shall consider increases in pupil academic achievement for all groups of pupils served by the charter school as the most important factor in determining whether to grant a charter renewal."

The school meets the specific renewal criteria under both California Education Code section 47607(b)(2) as well as California Education Code section 47607(b)(3) since the school exceeded the minimum statewide ranking and also achieved a similar schools ranking of 10—the highest possible ranking—in the last year for which an API score was available. The school has demonstrated pupil academic achievement over its charter term, both schoolwide and by subgroup.

Over the four school years since the charter school opened in 2012, the school has grown significantly. The school opened with approximately 200 students and grew to serve 1,058 students in grades K-12 at the start of the 2016-17 school year (see Figure 2). Another significant achievement is high parent satisfaction ratings, for example 94% of ~~CalCA@Ripon~~CalCA NorCal families report that their child/children are satisfied with the program and 95% report that the curriculum is high quality.

~~CalCA@Ripon~~CalCA NorCal represents an outstanding virtual K-12 educational choice for families in San Joaquin county, as well as Alameda, Amador, Calaveras, Contra Costa, Sacramento, ~~Santa Clara,~~ and Stanislaus counties. ~~CalCA@Ripon~~CalCA NorCal is an integral part of Ripon Unified School District's (RUSD) innovative approach to learning. As a result of its effective and innovative educational approach, ~~CalCA@Ripon~~CalCA NorCal was recently re-accredited by the Western Association of Schools and Colleges (WASC), receiving a six-year term of renewal in spring of 2015.

One of the most significant benefits the school provides is being able to serve students who are underserved or not being served within the larger community. Students benefit from instruction that is individualized, personalized, and flexible. ~~CalCA@Ripon~~CalCA NorCal is tailor-made for a diverse array of students who benefit from a quality alternative to the traditional brick-and-mortar classroom.

These include:

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

The Governing Board[2] of ~~CalCA@Ripon~~CalCA NorCal partners with Connections Education LLC, (referred to in this charter renewal application as Connections) a leading virtual school provider for curriculum, technology, and school support services,~~.~~ all of which are performed at the direction of the school's Governing Board and for which the Governing Board retains ultimate decision-making authority.

Connections was an independent company formed in October 2001 to serve schools and students in the emerging K-12 virtual school market. In November 2011, the company was acquired by Pearson Education, Inc., a subsidiary of the public company Pearson PLC.

~~CalCA@Ripon~~CalCA NorCal partners with Connections to provide a variety of educational services, including:

[2] In this document, use of the term "Board" or "Governing Board" refers to the California Online Public Schools (CalCA~~@Ripon~~Northern California's Board of Directors), unless otherwise specifically indicated as the RUSD Board (the authorizing district's Board).

- Curriculum,
- Curriculum support personnel,
- Connexus®, a comprehensive Educational Management System (EMS),

- Professional development,
- Student, parent, and teacher technical assistance, and
- Additional consulting and support.

In the 2016–17 school year, Connections will support 34 full-time virtual public schools in 28 states. Four virtual charter schools in California partner with Connections to offer the Connections curriculum and instructional program that have proven successful in California and other states and communities. Connections is accredited by AdvancED,[3] and was re-accredited in June of 2015. With the overall scores exceeding AdvancED's average score for all of the schools and corporations they accredit, AdvancED reviewers noted that "Connections Education's quality assurance processes and data-driven culture leads to systemic, systematic, and sustainable continuous improvement."

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

The developmentally appropriate curriculum increases its integration of technology as students advance through the grades. Each Connections course includes active learning elements, including online and/or offline activities that address diverse learning styles and preferences, ranging from textual, visual, auditory, and/or hands-on. Connections' courses include 1,800 Teachlet® proprietary instructional movies and more than 1,000 primary source and instructional videos. Integrated "i-text" electronic textbooks are licensed from a variety of leading publishers including Pearson®, Perfection Learning, and others, while non-proprietary technology-based content is licensed from "best-of-breed" providers such as Grolier Online™, Houghton Mifflin Harcourt, and Discovery Education.® The instructional design includes interactive LiveLesson® sessions and threaded discussions.

The highly trained and experienced teachers are integral to student and school success. Fully qualified, California-credentialed teachers are a key part of the program. Teachers are in regular contact with students via WebMail (Connections' proprietary, closed-system email program), telephone, LiveLesson® sessions, discussion boards, message boards, and other channels. Teachers instruct, motivate, monitor and evaluate student progress, personalize the curriculum, intervene as needed to ensure student success, lead field trips, and clarify the curriculum for the students. ~~CalCA@Ripon~~CalCA NorCal provides integral tools to help teachers ensure students are successful including ongoing and comprehensive professional development in online learning pedagogy, curriculum with a focus on Common Core instructional shifts, data-driven instructional decisions, and Connections' own *Core Competencies for Facilitating Student Learning*. Additional California-

[3] Accreditation agency serving 32,000 public and private schools and districts http://www.advanc-ed.org/

focused professional learning events are also offered throughout the year.

The ~~CalCA@Ripon~~CalCA NorCal program integrates school, community, and home. One critical factor for this integration is the Learning Coach, usually a parent or guardian. The Learning Coach works with the student to ensure successful engagement in the program by providing motivation, collaboration, scheduling, and record keeping. Other links between home, school, and the community are created via both asynchronous and synchronous online activities. In addition, school staff members or Community Coordinators facilitate enriching in-person community activities and field trips to round out the comprehensive learning experience.

Students also have access to more than 20 clubs and activities that encourage students to explore interests beyond the classroom, develop leadership skills, and make friends within their school and with students from other schools supported by Connections. The school has also established chapters of the National Honor Society and National Junior Honor Society, providing students with additional opportunities for developing social, leadership, and community involvement skills.

HISTORY AND ACCOMPLISHMENTS

HISTORY

~~CalCA@Ripon~~California Connections Academy Northern California (under the name California Connections Academy @ Ripon) was first chartered in January of 2012 by the Governing Board of Ripon Unified School District. The school opened in the fall of 2012, serving over 200 students in grades K-12 during its first year of operation. The school has been growing at a steady rate since then, with steep enrollment growth initially, and with more recent growth of over 25% for the past two years. This is the first charter renewal for the school.

Commented [FS2]: May repeat footnote about use of school names here as well

ENROLLMENT AND DEMOGRAPHICS

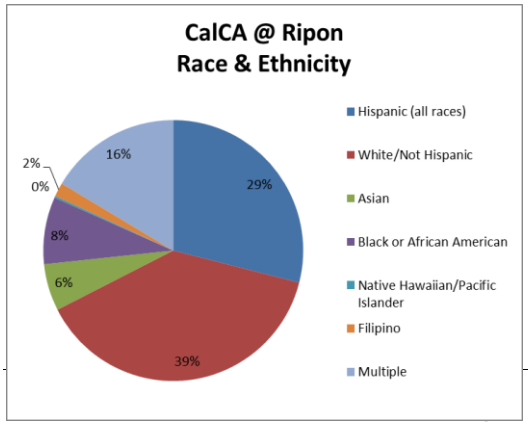
Since opening, the virtual K-12 school has drawn students from throughout the Alameda, Amador, Calaveras, Contra Costa, Sacramento, San Joaquin, Santa Clara, and Stanislaus counties. ~~CalCA@Ripon~~CalCA NorCal has experienced a steady and sometimes steep increase in enrollment every year since inception. CalCA@Ripon ~~now serves~~served 1,058 students in grades K-12 in the 2016-17 school year. Figure 2 demonstrates the growth trends since the charter began.

School Year	October CBEDS (Fall 1) Count
2012-2013	203
2013-2014	513
2014-2015	685
2015-2016	879
2016-2017	1058

Figure 2. Enrollment Growth

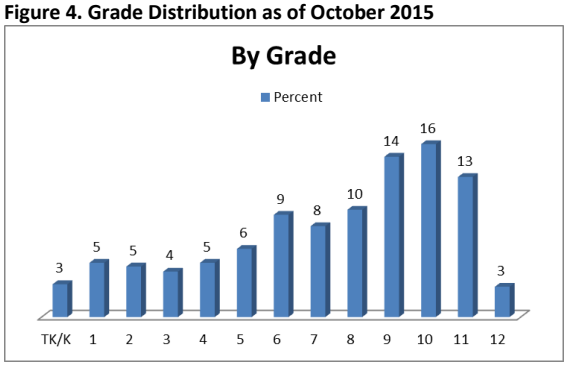
~~CalCA@Ripon~~CalCA NorCal serves a diverse population. Figure 3 provides information on the racial and ethnic composition of the student body for the 2015-16 school year.

Figure 3. Student Body Composition of CalCA@Ripon in 2015-16



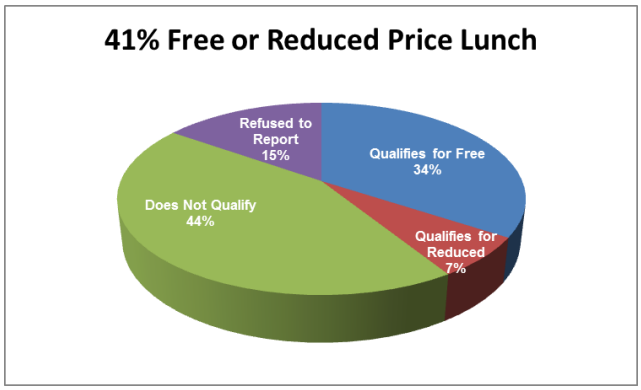
The students are approximately 43% male and 57% female. Figure 4 illustrates the grade distribution as of October, 2015. Students in grades 9 through 11 represent the largest percentage of students.

Figure 4. Grade Distribution as of October 2015



In addition, approximately 40% of the students served are socioeconomically disadvantaged, measured by family income eligibility meeting federal guidelines for free or reduced lunch, as illustrated in Figure 5.

Figure 5. Students Qualifying for Free and Reduced Price Lunch in 2015-16

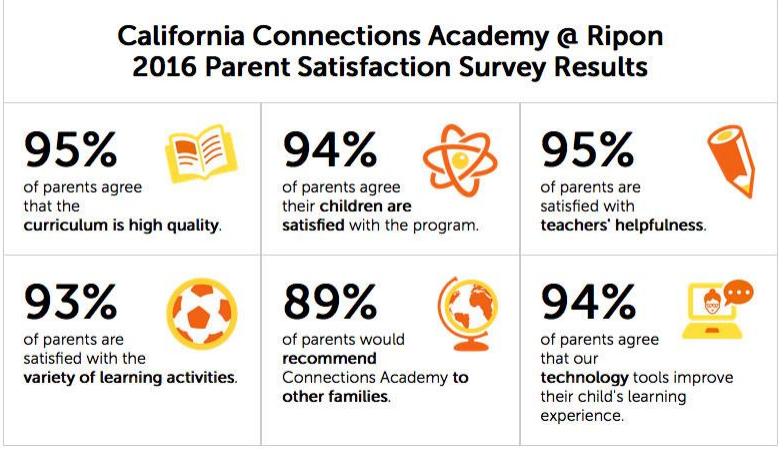


~~CalCA@Ripon~~CalCA NorCal also serves special populations through Individualized Educational Programs (IEP), Section 504 plans, and GATE programs. The Special Education population is approximately 8% to 10% of the total student population while Section 504 students represent an additional 5%.

PARENT SATISFACTION

~~CalCA@Ripon~~CalCA NorCal has consistently received high ratings on annual parent surveys. Parents are surveyed annually; the results are compiled by an independent third-party research firm, and presented to the school staff and Governing Board. Parent surveys provide quantifiable data by which the school leadership can work towards improving various aspects of the school. It also provides a valuable source of parent input into the planning process for school improvement, such as the development of the Local Control and Accountability Plan. Over the past several years, the percent of parents who have responded to the survey has varied from 35% to 50%. Therefore, these results are considered reflective of the overall experience of the ~~CalCA@Ripon~~CalCA NorCal families. More detailed results from parent surveys are included in annual reports to the Governing Board and are always available upon request.

Figure 6. Parent Satisfaction Survey Results for 2015-16



The following testimonials are from California Connections Academy families about teachers employed at ~~CalCA@Ripon~~CalCA NorCal. The testimonials were unsolicited and represent a sample of the kudos that the teachers and school receive on an ongoing basis.

Personalized Attention from Teachers.

I just wanted to let you know how much my child[4] and I appreciate Natasha. She is amazingly available to (my child) and helping her stay on top of things. In all of my child's school years, public or private, with all the learning disability issues, Connections Academy stands far above any other institution. Natasha is one of the main contributors to that positive experience for us.

Connections Exceeds Expectations.

This is my son's second online school experience. Connections far exceeded our expectations. The quality of teachers, the feedback and response time, and the ability to track my son's progress is outstanding. As a fellow educator I appreciate the structured format that allows my son take responsibility for his education. I am able to see what he is doing and give him feedback on how he can better himself. Thank you for developing a comprehensive program.

Connections Academy is Great!

I feel compelled to reach out and let you know that I believe Connections Academy is a great school. When my students were enrolled in a "credited public school" that was being recognized for their academics, my student was not being challenged to excel.

Since enrolling my first child, my family has grown. I now have had all four of my children attend Connection's Academy from K-9, my youngest being in first grade. My oldest son who is a junior in high school is taking college courses at CalPoly which is adjacent to his high school. Your program has allowed my children to have the time to train in Jujitsu from the age of 6. Now at the ages of 16 and 14 my older two sons are physically fit and well educated enough to be Fire Explorers and give back to their community. Your program has allowed them to learn time management that has hugely impacted the way they run their lives. These things will not show up on a state test.

Teacher Kristi Wyant Supports her Students.

I wanted you to know that you've been an excellent support for my son as his music instructor. Also, the music class curriculum was beyond excellent. However, my son has expressed interest in trying out another elective for next semester. So, I have asked the counselor to move him out of music into another elective class. He is trying to find his interests and passions, and for now, although the music instruction was excellent, he feels the need to try something else. I hope you can understand. And again, I wanted to share with you what a great job you did. I am thankful to you for your encouragement

[4] Name removed for privacy purposes.

Brandi Atilano is a Great Communicator.

My son had an exceptional first year with Connections Academy!! His teacher was such a wonderful communicator and informed me of all the ins and outs so I didn't feel like I was as intimidated as I thought I was going to be as a learning coach. Her guidance and little tips to help with the learning process was greatly appreciated!! We love Connections Academy

Students Appreciate the ~~CalCA@Ripon~~CalCA NorCal Teachers.

Dear Teachers Hi! I'm in 7th grade. I just wanted to say thank you for all your hard work this year! You are the ones that make learning possible for all of us students :). All that diligent effort of correcting tests and holding LiveLessons has played off, and we are prepared to move on to the next grade, thanks to you! You are all real great! Thank you so much for helping me this year and to help me learn new things that will help so much in the future! I really appreciate all the work you go through, like going to college for many years to help us, correcting 45 question tests, and helping us to understand the material that is not familiar to us. Thank you!

Students Receive a Personalized Experience with ~~CalCA@Ripon~~CalCA NorCal Teachers .

Mrs. Christensen,
YAYY! Today is the last day of school!
Honestly I am so proud of myself for all that I have done.
It is also so hard and amazing to believe that I will be in MIDDLE SCHOOL!!
I am over the max excited! But I am also very glad that Ms. Caseri put me in your class because I had some amazing feedback. You were a great teacher! Thank you for always giving me courage and confidence when I do my work! Have a fun summer and a lovely day!

ACCOMPLISHMENTS

Academic and Educational Achievements

- Connections is a University of California (UC) approved provider, and ~~CalCA@Ripon~~CalCA NorCal has over 50 courses on the approved "a-g" course list, covering all four core content areas as well as many electives. In 2014, California Connections Academy schools, including ~~CalCA@Ripon~~CalCA NorCal, were able to integrate in-person wet labs into science courses, thereby meeting the a-g requirements for lab science courses.

- During the first two years of operation, CalCA@Ripon's students in grade 10 achieved a passage rate for the English Language Arts (ELA) California High School Exit Examination (CAHSEE) of 79% in 2013-14 and 87% in 2012-13. For math CAHSEE, students in grade 10 earned a passage rate of 72% in 2013-14 and 89% in 2012-13. These scores demonstrate a passage rate higher than both state and county averages in 2012-13 and equal to the county rate for ELA in 2013-14. In 2014-15, the last year that CAHSEE was administered prior to suspension of the test in the 2015-16 school year, CalCA@Ripon's students in grade 10 earned a CAHSEE passage rate of 94% for ELA and 83% for math. Of particular interest in the 2014-15 results is the performance of socio-economically disadvantaged students. That subgroup of students achieved a 96% for ELA, exceeding the school average passage rate. Overall, the passage rates exceeded the passage rates for the county and were significantly higher in ELA than the state average.

- CalCA@Ripon launched and implemented new program enhancements such as three Talent Networks for middle and high school students who excel and compete in the arts, sports, and science and technology. The networks provide activities to enrich student learning and gain networking opportunities to nurture their talents.

- CalCA@Ripon earned a high Academic Performance Index (API) score of 807 during its first year of operation, for the 2012-13 test administration. After that, the API was suspended so no further scores are available. [*Education Code sections 47607(b)(2) and 52052(e)(4)(A) and (B)]*

- CalCA@Ripon earned the highest possible Similar Schools Ranking of 10 out of 10 in 2013, the last year that the state made these rankings available. That same year, the school's statewide ranking was 8 out of a possible 10. [*Education Code sections 47607(b)(3) and 52052(e)(4)(A) and (B)]*

- In 2014-15, during the first administrations of the new California Assessment of Student Performance and Progress (CAASPP), students in CalCA@Ripon performed relatively well. Overall in ELA, approximately 60% of the students tested met or exceeded the standard. Proficiency was most pronounced for students in grades 6-11, with 66% of the grade 7 students meeting or exceeding the standards. In math, approximately 33% of all of the students tested met or exceeded the standard, while for students in grade 4 and grade 7 this percentage was even higher, at approximately 48% and 51%, respectively. For the science California Standards Test (CST), 60% of students in grades 5, 8, and 10 were Advanced or Proficient. While these results are preliminary as this was the first administration of CAASPP, the school demonstrated that it performs well compared to other public schools, either meeting or exceeding state and county averages.

- In the 2015-16 administration of the CAASPP testing, overall students in CalCA@Ripon showed improvement in their scores compared to the previous year. In ELA, the overall percentage of students who met or exceeded the standard remained approximately 60%. However, all grade levels improved from 2014-15 with the exception of grades 4 and 7. All grade levels also exceeded the state averages with the exception of grade 4. Most notably, 71% of 11th graders met or exceeded the standard. In math, over 33% of all CalCA@Ripon students tested met or exceeded the standard, and students in grades, 5, 6, 7, and 8 met or exceeded the state averages. All grade levels except grades 4 and 7 made gains between 2015 and 2016. In science, students in grade 5 far exceeded the state at 75% scoring Proficient or Advanced, while students in grade 8 met the state average.

- ~~CalCA@Ripon~~CalCA NorCal successfully administered all mandated state testing, including the new online CAASPP testing, the science tests, fitness testing, CAHSEE (until suspended), and California English Language Development Test (CELDT). ~~CalCA@Ripon~~CalCA NorCal faces logistical challenges of administering these tests to students who live in a large geographical area and do not attend school at a traditional school site.

- Seventy-nine courses offered at ~~CalCA@Ripon~~CalCA NorCal meet National Collegiate Athletic Association (NCAA) approval.

- As a Local Education Agency (LEA) in the El Dorado Charter Special Education Local Plan Area (SELPA), ~~CalCA@Ripon~~CalCA NorCal implements a quality Special Education program in a virtual environment, which includes having a Special Education Director and multiple Education Specialists on the school staff.

- ~~CalCA@Ripon~~CalCA NorCal successfully implements and has expanded programs for Gifted and Talented students (GATE) as well as English Learners.

- ~~CalCA@Ripon~~CalCA NorCal has begun implementation of an Advancement Via Individual Determination (AVID) program to support middle school students and students in grades 9 and 10 in order to further prepare them for college and other post-secondary options.

- ~~CalCA@Ripon~~CalCA NorCal implements and continuously improves instructional materials, methods, strategies, technology, and course offerings in the virtual setting.

- ~~CalCA@Ripon~~CalCA NorCal hires, retains, and promotes excellent staff with all teachers meeting state and federal credentialing requirements.

- ~~CalCA@Ripon~~CalCA NorCal has increased offerings and effectiveness of staff training and professional development.

- The graduating class grew from six graduates in June 2013 to over 70 graduates in June 2016.

- The school enrolls many high school students who are credit deficient or who have been out of school altogether for a period of time. While this creates a group of student who are off their cohort for graduation, the school is able to successfully support many of these students so that they are ultimately able to graduate. While the school's cohort graduation rate can continue to be improved, the five and six year cohort rates, once calculated, are expected to meet the state's growth targets.
- Students who graduated from ~~CalCA@Ripon~~CalCA NorCal have been accepted at colleges such as:
  - Wake Forest University
  - Boston College
  - Carnegie Mellon University
  - Georgetown University
  - Kenyon College
  - New York University
  - Reed College
  - Santa Clara University
  - Swarthmore College
  - University of Michigan
  - University of Notre Dame
  - University of Southern California
  - University of California, Santa Cruz
  - University of California, Davis
  - University of California, Riverside
  - University of California, Santa Barbara
  - University of California, Merced
  - California State University, Monterey Bay
  - California State University, Stanislaus
  - California State University, Sacramento
  - California State University, Los Angeles
  - California State University, Fullerton
  - California State University, Long Beach
  - California State University, Santa Cruz
  - California State University, Chico
  - California State University, East Bay
  - California State Polytechnic University, Pomona
  - Humboldt State University
- ~~CalCA@Ripon~~CalCA NorCal students have been awarded $1,074,836 in scholarships since 2013.

Other Achievements

- ~~CalCA@Ripon~~CalCA NorCal (under the name California Connections Academy @Ripon) was granted a six-year term of accreditation by the Western Association of Schools and Colleges (WASC) in the spring of 2015.

- School climate and culture are strong at ~~CalCA@Ripon~~CalCA NorCal. Multiple indicators, aligned with the state's educational priorities, demonstrate this. For example, both staff members and families report a very a positive experience with the school. Annual surveys show that ~~CalCA@Ripon~~CalCA NorCal earns a high level of parent, staff, and student satisfaction.

- School suspension rates are very low — in some years there are no suspensions for disciplinary reasons — and there have been no expulsions since inception.

- ~~CalCA@Ripon~~CalCA NorCal serves a socioeconomically, racially, ethnically, and geographically diverse student population.

- ~~CalCA@Ripon~~CalCA NorCal builds a strong school community through both face-to-face and virtual interactions.

- ~~CalCA@Ripon~~CalCA NorCal enjoys a strong partnership with its three California Connections Academy non-classroom-based "sister" charter schools located in other areas of the state, which allows the allocation of various resources to maximize access for all students to a comprehensive, full service program, while minimizing fiscal impact.

- ~~CalCA@Ripon~~CalCA NorCal hosts in-person graduation ceremonies each year for graduates for grades 8 and 12.

- ~~CalCA@Ripon~~CalCA NorCal is an active member in the Ripon Chamber of Commerce and has been a frequent participant in Ripon's annual Main Street Day celebration. The school has partnered with such organizations such as the city of Modesto, the Environmental Council of Sacramento, and the city of Stockton in conjunction with their annual Earth Day Festivals. Other organizations the school has partnered with include the San Jose Giants, City of Pleasanton, East Bay Women's Conference, Silicon Valley Comic-Con, Oakdale Chocolate Festival, and the Bay Area Book Festival in Berkeley. The school has also collected and distributed food donations to the San Joaquin Food Bank.

- ~~CalCA@Ripon~~CalCA NorCal has active chapters of the National Honor Society (NHS) and National Junior Honor Society (NJHS) to further enhance opportunities for both students as well as the communities served by the school.

- ~~CalCA@Ripon~~CalCA NorCal has increased the number, location, and type of field trips offered to families each year. During the 2015-16 school year, there were over 25 events and over 1,000 family members attended.

- ~~CalCA@Ripon~~CalCA NorCal has increased and expanded student and family engagement opportunities since the charter was first approved. Families have attended multiple school functions, such as picnics and celebrations. High school students have the opportunity to attend a senior prom and Grad Night at Disneyland.

- Outstanding ~~CalCA@Ripon~~CalCA NorCal student success stories have been featured in publications in Ripon, Tracy, Pleasanton, Dublin, Livermore, Sunnyvale and other communities. Fox 40 serving Sacramento, Stockton, and Modesto aired a segment featuring students and a teacher demonstrating a science lesson. Students excel in the performing arts, philanthropy, leadership roles in NHS, Future Farmers of America, 4H, and more.
- School staff members routinely speak at conferences on online learning as well as other charter school topics. For example, administrators from the school presented at several conferences recently, including the Educating for Careers conference and the International Conference on Learning.
- ~~CalCA@Ripon~~CalCA NorCal is fiscally stable as evidenced by balanced budgets, adequate cash flow, and a small but stable reserve balance.
- Each of the annual audit reports since inception has been completed with no findings.
- The California Department of Education (CDE) has allocated 100% funding to the school each year of the initial charter term and the current Funding Determination approved for 100% funding is in place through the 2016-17 school year as well.
- ~~CalCA@Ripon~~CalCA NorCal has implemented thorough attendance accounting procedures to allow accurate recording of student attendance in a non-classroom based school.
- ~~CalCA@Ripon~~CalCA NorCal complies with the requirements of state and federal law as applicable to charter schools.
- ~~CalCA@Ripon~~CalCA NorCal complies with the terms of the charter including, but not limited to such areas as Governing Board composition and Governing Board policy, health and safety, human resources, financial reporting, insurance, audits, educational offerings, academic outcomes, and so forth.

ACADEMIC ACCOUNTABILITY

~~CalCA@Ripon~~CalCA NorCal is fully accredited by the Western Association of Schools and Colleges (WASC) and following its initial accreditation term as a new school, received a six year accreditation from WASC in 2015.

Academic Performance on the API

CalCA@Ripon experienced high achievement results on the state's API during its first year in operation, with an overall API score of 807. The school earned an 8 out of 10 statewide ranking and an impressive 10 out of 10 ranking when compared to schools with similar demographics.

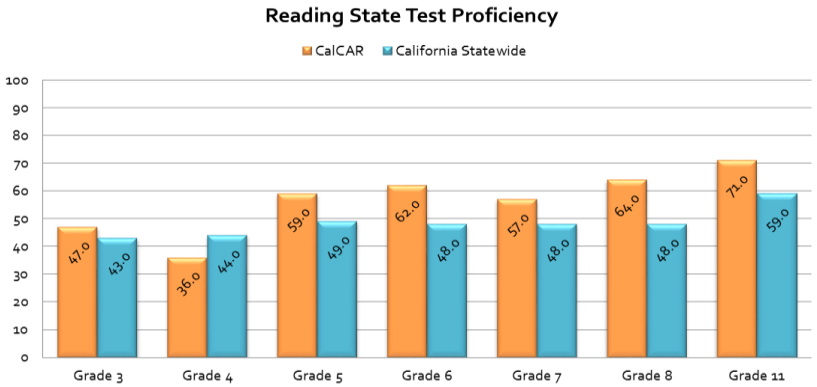
Figure 7 provides more detail on the performance for the school on the API under the state's past accountability system.

Figure 7. Academic Performance on API

CalCA@Ripon	API[5]
2012-2013	**807**
Asian	984
Hispanic/Latino	769
White	800
Socioeconomically disadvantaged	775

State Test Performance 2015-16

Figure 8. Reading: Connections vs. State

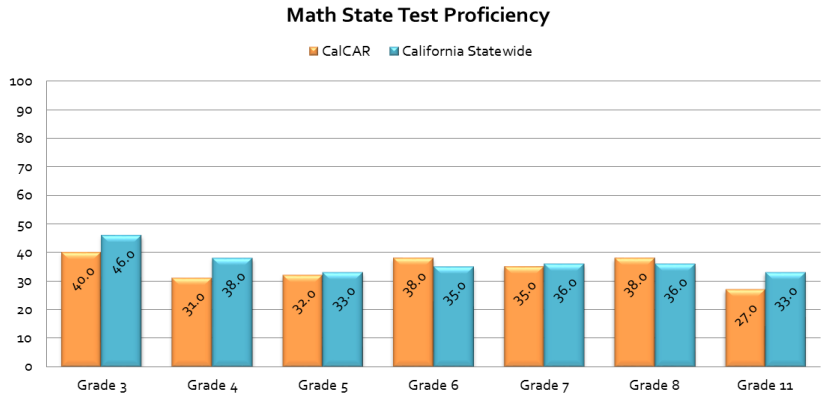


Grades Tested		Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
CalCAR	N	30	39	37	50	77	72	111
	%	47.0	36.0	59.0	62.0	57.0	64.0	71.0
CA Statewide	N	455796	470823	462277	458667	456591	449940	433920
	%	43.0	44.0	49.0	48.0	48.0	48.0	59.0

CalCA@Ripon maintained or improved proficiency rates in all grades except 4 and 7. CalCA@Ripon outperformed California Statewide in grades 5, 6, 7, 8, and 11 and performed comparable in grade 3. However, the state outperformed CalCA@Ripon in Reading in grade 4.

[5] http://dq.cde.ca.gov/dataquest/

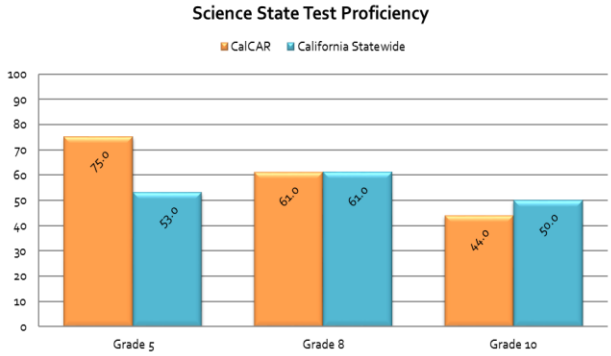
Figure 9. Math: Connections vs. State



Grades Tested		Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
CalCAR	N	30	39	37	49	77	70	110
	%	40.0	31.0	32.0	38.0	35.0	38.0	27.0
CA Statewide	N	457540	473184	464150	460064	458138	451198	432108
	%	46.0	38.0	33.0	35.0	36.0	36.0	33.0

In 2015-2016, CalCA@Ripon maintained or improved rates of proficiency across all grades except 4 and 7. However, the state outperformed CalCA@Ripon in grades 3, 4, and 11.

Figure 10. Science: Connections vs State



Grades Tested		Grade 5	Grade 8	Grade 10
CalCAR	N	36	71	129
	%	75.0	61.0	44.0
CA Statewide	N	445039	437523	461270
	%	53.0	61.0	50.0

CalCA@Ripon outperformed California Statewide in grade 5 and performed comparable in grade 8. CalCA@Ripon was outperformed by California Statewide in grade 10.

It is important to note that standardized test scores may fluctuate from year to year. Student mobility and the school's growth rate are important factors in analyzing academic performance. Many students and families choose a virtual school program to serve a unique need for a particular period of time, e.g. medical reasons, sports or performing arts/acting, a family move, bullying, and so forth. Their intent is to solve a family issue and enroll in a virtual school for a limited time. As a result, virtual schools experience student turnover both during the year as well as from year to year. Due to the initially small size of ~~CalCA@Ripon~~CalCA NorCal, as well as the growth over the past few years, enrollment fluctuations may have a significant impact on academic performance data.

Another factor to consider is how the school is performing relative to other schools that serve similar populations of students. There are not many schools which serve students in all grades K-12 (and therefore which would have student scores from grades 2-11 included in the calculations of academic achievement). One method to use to analyze how the school is doing relative to other schools is the state's Similar Schools Ranking. CalCA@Ripon was initially rated the highest possible rank: 10 out of 10.

The California Charter Schools Association (CCSA) also prepares an annual report that focuses on charter accountability and renewal. The CCSA Accountability Framework has been updated recently to incorporate the new state standardized tests and other accountability measures. As additional data becomes available, CCSA plans to track charter school academic growth over time. In the initial release of their new framework, CCSA measures three elements of a school's performance: a "status" measure looking at student test scores compared to the expected proficiency levels, a "post-secondary" measure, looking at "a-g" course completion rate for schools serving high school students, and a "demographic" measure where they provide a comparison to similar student populations (Similar Students Measure or SSM). Schools that meet at least one of the criteria are recommended for renewal by CCSA. In the most recent report available, CalCA@Ripon met two of the three alternative internal CCSA criteria: the status measure and the Similar Students Measure.

Figure 11. CalCA@Ripon CCSA Minimum Criteria for Renewal*

CCSA Minimum Criteria for Renewal	
Category	**School Result 2015-16**
Status Measure (statewide rank)	6 out of 10
Similar Students Rank	9 out of 10
SSM Performance Band	Above Predicted
Above or Below Minimum Criteria?	**ABOVE**
Definition of CCSA Minimum Criteria for Renewal: Schools that meet any of the three initial filters or pass the MULTIPLE MEASURE REVIEW are "above minimum criteria" and are eligible for CCSA's support for renewal or replication. *Learn more about CCSA's accountability framework at www.ccsa.org/accountability*	

Student academic achievement is the highest priority for ~~CalCA@Ripon~~CalCA NorCal. Over the past several years, ~~CalCA@Ripon~~CalCA NorCal has put in place several significant interventions and enhancements to ensure that student performance exceeds the growth targets, especially among the subgroup populations. These include:

- Ongoing in-depth assessment data on individual students, which is now even more readily available to teachers and school leadership at the click of a button;
- Targeted intervention courses for students who are underperforming, and Gifted, Honors, and Advanced Placement® (AP) courses for advanced students;
- Addition of specialized staff dedicated to providing intervention type instruction;
- Addition of fully qualified and trained teaching staff to teach AP courses;
- Expansion of the existing intervention programs;
- Expansion of the credit recovery options for students who enter the school credit deficient;
- Expansion and enhancement of the English Learner support program;
- Development of Professional Learning Communities (PLCs) within the faculty;
- Additional targeted professional development for teachers aimed at areas of greatest student need; and
- Addition of academic resources and supplemental materials for students who are struggling, especially in math.

Formative Assessment Performance (LEAP and Scantron Performance Series) 2015-16

~~CalCA@Ripon~~CalCA NorCal measures student achievement gains during the school year through the use of two formative assessments—the Longitudinal Evaluation of Academic Progress (LEAP), an assessment developed at Connections Education used in grades K-8 for math and grades 2-8 for reading, and the Scantron Performance Series (SPS) assessment from Global Scholar used in grades 9-12 for math and reading.

Performance on each test window for the LEAP assessment is presented as the average percent of items correct. During the 2015-16 school year, CalCA@Ripon students moved from an average reading pre-test score of 65% correct to 69% correct at the end of the year. In math, gains were more pronounced with students scoring 50% correct in the fall and 68% correct in the spring.

Performance on each test window for the SPS assessment is expressed as the percent of students scoring at either a High Average or Above Average value for their scale score (these values are based on the location of a student's scale score relative to normative interquartile ranges of scores maintained by Global Scholar for the SPS assessment). Students have displayed growth in performance if they score at a High Average or Above Average on the post-test or improve by at least one level of normative scores from pre-test to post-test. Among CalCA@Ripon high school

students, 71% showed growth in reading and 63% showed growth in math.

The regular evaluation of the academic performance of students, the use of student performance data to drive changes and improvements to the school program, the increasing use of Professional Learning Communities (PLCs), and the development of annual goals and plans to increase student academic achievement all demonstrate a dedication and focus on student performance.

I. FOUNDING GROUP

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

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

I.A GOVERNING BOARD

~~CalCA@Ripon~~CalCA NorCal is governed by the California Online Public Schools (CalOPS). The Governing Board has extensive experience functioning as a charter school governing board as well as expertise in business, education, technology, and finance. The Governing Board currently consists of the following individuals:

- **Mr. Michael Henjum, Board President:** Mike Henjum is a life-long educator, serving in various private schools in Orange County for the past 24 years as a teacher, coach, and principal. He is currently the Head of Advancement at Saddleback Valley Christian Schools in San Juan Capistrano. Mr. Henjum earned his Bachelor of Arts degree from Vanguard University, his Master's in Educational Leadership from Grand Canyon University, and has completed additional post-graduate work at Portland State University and UC Irvine. Mr. Henjum chose to join the Board because he is dedicated to supporting schools that provide a rigorous, college-prep curriculum to students. He believes that school choice is an effective way to improve student achievement, with charter schools being one of the most effective vehicles to accomplish this goal.

- **Mr. Jamin Brown, Board Treasurer:** Jamin Brown is currently employed at Lockheed Martin Corporation, where he serves as an engineering program leader and aerospace program manager. He earned a Bachelor's degree in Electronics Engineering Technology, a Master's Degree in Systems Engineering and a Master's of Business Administration. Mr. Brown's passion for education and commitment to service led him to this Board, serving as a member since inception.

- **Ms. Elaine Pavlich, Board Secretary:** Elaine Pavlich is a Parent Member of the Board. She serves as Learning Coach for her daughter, Wynnter, who has been a California Connections Academy student since grade 2, and will be graduating next school year. Her prior work experience includes over ten years in the retail industry as a manager. She has also held leadership roles in her daughter's former school, on both the PTA and School Site Council. In addition to her current role as Learning Coach, she provides business services for her extended family and also volunteers as a liaison for new parents, communicating with both newly enrolled as well as families interested in enrolling with California Connections Academy so that they can learn from the perspective of an experienced Learning Coach.

Ms. Pavlich is dedicated to supporting the school through her role on the Board, where she can bring the perspective of the parent body to board discussions.

- **Ms. Veronica Schreiver, Board Member:** Veronica Schreiver earned her Bachelor of Science degree from Keene State College in Keene, New Hampshire. She started her career in banking on the East Coast, and then moved to E*TRADE in California, where she worked over seven years as an Active Trading Manager and Options and Trading principal. She then moved on to Fidelity Investments where she has been for nine years as a Financial Consultant, Vice President working directly with high net worth clients.

  Ms. Schreiver chose to serve on the Board to use her expertise in business to help make the school the best it can be.

- **Mr. Paul Hedrick, Board Member:** Paul Hedrick is a public high school math teacher who has been in education for over 15 years. He graduated from Brigham Young University with a Bachelor's degree in Mathematics and then earned a California teaching credential through Chapman University. He earned a Master's degree in Education with an emphasis on Educational Technology from National University. He has previously worked in the Natomas Unified School District and has been employed in the San Juan Unified School District for the past 10 years. Paul has participated in textbook adoptions and with various leadership groups, including WASC accreditation teams, as part of his educational career. His service on the Board derives from his belief that students need multiple options in regards to education.

I.B SCHOOL LEADERSHIP

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

- **Dr. Richard Savage, Executive Director:** Dr. Savage is the Executive Director for all four California Connections Academy schools. Prior to joining the organization, he served as a Principal for three years at Calistoga Junior-Senior High School (CJSHS), a small rural school located at the northern end of the Napa Valley for students in grades 7-12. At CJSHS, Dr. Savage coordinated a Distinguished School Award, a successful six-year Accreditation from WASC, and a school-wide Project Based Learning implementation. CJSHS had an 80% Free and Reduced Lunch and 50% limited English proficient (LEP) student population. Dr. Savage taught high school Spanish and coached soccer and volleyball for five years. He served as a Vice Principal at an urban socioeconomically challenged high school in Southern California for six years. Dr. Savage earned his Bachelor's degree in Spanish Secondary Education with a minor in Physical Education and Coaching at Brigham Young University.

  He earned a Master's degree in Education Administration at California State University

Bakersfield and earned a Doctorate Degree in Organizational Leadership at the University of Laverne.

- **Kara Mannix, High School Principal:** Ms. Mannix serves as the High School Principal for all four California Connections Academy schools. Her background in education is diverse, with teaching experience in grades 3-12, and administrative experience at elementary, middle, and high school levels. She began her teaching career with Teach for America, and served as a high school Spanish teacher in rural Louisiana. Upon returning to California, Ms. Mannix taught grade 3 in East Palo Alto. She was a middle school math teacher and later an administrator with KIPP Bay Area Schools, and most recently served as the Vice Principal in Calistoga at both the high school and elementary level. She earned her Bachelor's degree in psychology from University of California, Davis and her Master's degree in educational psychology from Columbia University.
- **Amy Hunt, High School Assistant Principal and School Site Administrator:** In addition to her responsibilities as High School Assistant Principal, Ms. Hunt serves as the School Site Administrator for ~~CalCA@Ripon~~CalCA NorCal. Ms. Hunt graduated from California State University, Chico, where she earned a Bachelor's degree in Recreation Administration with a minor in Human Resources Management, and studied Resort and Lodging Management. She earned her teaching credential from National University in Sacramento and her Administrative Services Credential at California State University, Stanislaus. She has an extensive background in education including four years teaching experience in Kindergarten and grades 1 and 2. In addition, Ms. Hunt coordinated a math and reading intervention program for four years in El Dorado Hills, substituted in grades K-12 in Manteca, was a Learning Center Supplemental Teacher in Salida and taught a PreK class out of her house for two years.
- **Leslie Dombek, High School Assistant Principal:** Ms. Dombek serves as one of the High School Assistant Principals for California Connections Academy. She has been part of the school organization for over a decade. She began her teaching career at California Connections Academy@Capistrano in Southern California in 2005 as an elementary school teacher, teaching grades K-5, and has held several leadership roles within the school, including master teacher. She was also previously an Assistant Principal for grades K-8. She earned a Bachelor of Arts degree and her teaching credential from the University of California, Riverside.
- **Heather Tamayo, Middle School Principal:** Ms. Tamayo is the Middle School Principal for all four California Connections Academy schools. Prior to joining the organization, Ms. Tamayo spent the previous seven years working at the middle school level with Palm Springs Unified School District. In that time, she worked largely with English Learners of every stage in language acquisition. She found herself in many different roles, her most treasured one being in the classroom with the students, forming relationships with them and watching them become fluent English speakers. She has earned a Bachelor's degree in History, a Master's degree in Educational Administration, and a Master's degree in Cross-Cultural Education.

- **Tracy Pinckney, Middle School Assistant Principal:** Ms. Pinckney started her career as a High School English and AVID teacher as well as a coach in Fresno. From there, she transitioned into administration, holding several positions such as Dean of Curriculum and Instruction and Student Activities Director, and then most recently as a High School Assistant Principal for five years in Northern California. She takes great pride in the work she has done helping to implement intervention programs and Professional Learning Communities within her schools. One of the most rewarding aspects of her career so far is working with the AVID program and watching students transform into college students before her eyes. Ms. Pinckney earned her Bachelor's degree in Communications from California State University at Fresno and her Master's degree in Educational Administration from National University.
- **Marcus White, Elementary School Principal:** Mr. White is the Elementary School Principal for all four California Connections Academy schools. He was principal of Burton Elementary School in California's Central Valley for three years where he worked to improve student test scores on the California state tests by 20%. He also led his staff to develop a systematic benchmark testing process and provided software training in data analysis to his staff. Mr. White also served as a Vice Principal for two years and was an elementary classroom teacher for three years. In addition, he coached youth sports for six years. Mr. White earned his Bachelor's degree in Social Science from Chapman University before earning a teaching credential. He earned a Master of Arts degree in Teaching from Chapman to more effectively drive student achievement.
- **Marissa Carter, Elementary School Assistant Principal:** Marissa Carter recently joined the California Connections Academy leadership team as the Elementary Assistant Principal. Ms. Carter started her teaching career at a blended school in San Diego County and was hired as a teacher with CalCA@Capistrano in 2009. As a California Connections Academy teacher, Ms. Carter taught grades 4 and 5, taught the PACE (Program for All Children to Excel) program for language arts and math, served as an Elementary Master Teacher, and was the California Connections Academy's Director of State Testing. Ms. Carter has been impressed with the opportunities teachers at California Connections Academy have to support students and families on an individual basis, and to form strong relationships with them. Ms. Carter earned her Bachelor of Arts degree in Library Arts from San Diego State University and her Multiple Subject Teaching Credential from National University.

- **Mia Hardy, Director of Counseling Services**: When Ms. Hardy joined ~~CalCA@Ripon~~CalCA NorCal, she brought extensive school counseling experience at every level: elementary, middle, high school, and post-secondary education. She earned a Master of Science degree in Educational Counseling and Guidance and in support of her degree she earned a P.P.S. credential. Ms. Hardy takes proactive therapeutic approaches in order to promote academic, social, and behavior development among all students. She is skilled in working with students of diverse backgrounds including underrepresented student populations such as African American students, Native American students, and Hispanic/Latino students from elementary school through undergraduate levels of education. She specializes in program planning and implementation, college readiness, and group counseling.
- **Dr. Emi Koga, Director of Student Services (Special Education/504/English Learners):** Dr. Emi Koga has worked in the field of mental health at residential facilities, prisons, nonprofits, and state and federal government level providing services in the area of substance abuse, military family support, veteran assistance, trauma, as well as in school-based behavioral and emotional support services. In the field of education, she has been a guidance counselor, health education teacher, preschool teacher, and a Director of Student Support Services at an arts integrated charter school in North Los Angeles. She earned a Bachelor of Arts from San Francisco State University, a Master of Science from San Francisco State University, and a Doctorate Degree in Educational Leadership from the University of Southern California.
- **A.J. Schultz, Assistant Director of Student Services:** A.J. Schultz became engaged in the field of Special Education very early, at the age of 16, working with an autistic cousin. He went on to earn his Bachelor of Arts degree from San Bernardino State University, and a Master's degree in Special Education from Azusa Pacific University. Over the course of his career, Mr. Schultz has held many positions in the Special Education field including Applied Behavior Analysis case manager, special education teacher, special education preschool teacher, Resource Specialist Program teacher, Special Day Class teacher, and Intervention Program Specialist. Just prior to joining the staff of California Connections Academy, he was a SELPA coordinator in Los Angeles County. Mr. Shultz also earned a Master's degree in Educational Leadership from Azusa Pacific and is currently working on a Doctorate in Educational Leadership at Cal Poly Pomona. His philosophy of special education is that each individual with a disability is entitled to the support necessary to maximize their potential. He encourages all students to understand and celebrate the differences that make each individual special. He believes that understanding diversity is an important skill not only as part of a classroom, but also as part of a community and as a citizen of the world.

- **Dr. Frances Sassin, Director of Business Services:** Before joining California Connections Academy Schools, Dr. Sassin performed financial and compliance consulting work for over ten years for four charter schools, including the California Connections Academy schools. Dr. Sassin began her professional career as a veterinarian. After becoming a parent, however, she began directing her energy into the field of education and has been working with charter schools for over 17 years. Dr. Sassin was one of the founders of the first start-up charter school in Orange County, and was subsequently employed as the school's Business and Operations Manager for two and a half years.

  She also served several terms on the Board of Directors of that charter, including terms as President and Treasurer. Dr. Sassin earned her Bachelor's degree from the University of California, San Diego and a Doctor of Veterinary Medicine (DVM) degree from the University of California, Davis and continues to provide veterinary services to her community through volunteer activities.

I.C CONNECTIONS LEADERSHIP

The Governing Board partners with Connections to deliver the virtual school program and other services. Connections provides services and products that promote academic and emotional success for students in non-traditional settings. Connections started as an independent company formed in October 2001 to serve schools and students in K-12 virtual schools. In November 2011, the company was acquired by Pearson Education, Inc., a subsidiary of the public company Pearson PLC. Being a part of Pearson not only brings Connections an incredible source of curriculum and instruction products and services, but it also provides it with the financial resources to support its growth, the schools, and students.

The team from Connections includes:

- **Dr. Steven Guttentag, President and CEO**: Dr. Guttentag began his career as a classroom teacher and has spent the last 20 years designing and deploying technology solutions to improve K–12 education. In addition to his classroom experience, Dr. Guttentag has held several senior school district administrative positions with responsibilities in the areas of technology, facilities, special education, policy analysis, labor relations, budgeting, restructuring, and grants management. A co-founder of Connections Academy, he also helped develop the company's institutional business, Connections Learning by Pearson, the Nexus Academy blended learning schools, and the global private school, International Connections Academy (iNaCA), where he remains the Headmaster and Board President. More recently he has played a strategy role at Pearson, creating a plan to support schools around the globe. Previously, he led KPMG Consulting's Midwest education practice, and was the Chief Education Officer for Education Networks of America, a provider of complete, managed Internet-access solutions to the education community.

  His academic credentials include a Bachelor's degree from the University of Michigan, a Master's degree in Education in Teaching and Curriculum from Harvard University, and a

Doctorate Degree in Policy and Administration from the University of Pennsylvania.

- **Dr. Patricia Hoge, Executive Vice President of Curriculum and Instruction and Chief Academic Officer:** Prior to joining Connections in 2006, Dr. Hoge served as Executive Director of Curriculum and Instruction for Catapult Learning, overseeing the development of their K-12 instructional and teacher training programs. Additionally, she was Executive Director of Education for eSylvan, where she directed the development of the curricula for synchronous online delivery. Dr. Hoge spent over 15 years in public schools as a speech-language pathologist, curriculum developer, and supervisor of reading/language arts. As a certified speech-language pathologist, she provided services to PreK-12 students.

  Dr. Hoge has served as a clinical supervisor and adjunct faculty member at Loyola College and adjunct faculty member at Towson University, and serves on several K-12 and higher education school boards and advisory councils including the Towson University Board of Visitors. She has co-authored numerous resource materials for teachers and speech-language pathologists. Dr. Hoge earned a Bachelor's degree in Speech Pathology and Audiology, Master's degree in Speech Pathology, and a Doctorate degree in K-12 Educational Leadership.

- **Shawn Soltz, Senior Director of Charter School Financial Services:** Mr. Soltz is a Certified Public Accountant who joined Connections Education in 2009. He brought experience in both the private and public accounting serving customers within multiple industries. Having worked for both local and national accounting firms, he has provided tax, consulting and audit services to large not-for-profit organizations including prestigious charitable organizations, schools, and government assistance programs. Mr. Soltz also has extensive experience working with federal program audits conducted in accordance with governmental auditing standards and federal circular requirements. Mr. Soltz currently leads a financial services department comprised of 16 professionals (including CPA's and CFE's) providing financial services to public charter schools in 20 states.

  Mr. Soltz earned his Bachelor's in Theological Law from Ner Israel College. He also has his Certified Public Accountant license and has completed the required coursework in finance and accounting as specified by the Maryland State Board of Accountancy.

- **Jay W. Ragley, Senior Vice President State Relations:** Mr. Ragley has 14 years of experience in the educational and public policy arenas. As Senior Vice President of State Relations, he oversees a team focused on online learning policy, external stakeholder relationships, legislative activities, as well as partnership with districts, state departments of education, and other entities across the country. Prior to joining Connections in 2013, Mr. Ragley served as the Director of Legislative and Public Affairs for the South Carolina Department of Education as well as the Owner of Ragley Public Affairs, among his many and varied positions. He earned his Bachelor's degree in Economics from Clemson University.

- **Dr. Brian Rosta, Director of Schools:** As the West Coast Director of Schools, Dr. Rosta supports virtual schools in California, Nevada, New Mexico, and Colorado. He recently served as Principal of Arizona Connections Academy. He has over 20 years of experience in education fulfilling several key roles including teacher, dean, assistant principal, principal, and director. He is a certified teacher in Biology, Chemistry, and Physics. In 1997, Dr. Rosta was named the Best Teacher in the Chicago Public Schools. He previously served as the Initial Director of the International Baccalaureate program for the Chicago Public School System and was the first Principal for the Gilbert Classical Academy (Gilbert, AZ), the model 1:1 Computing School for the State of Arizona. He is also an Adjunct Professor for Grand Canyon University School of Education. Dr. Rosta earned a Bachelor's degree in Secondary Education and a Bachelor's degree in Biological Sciences from DePaul University, a Master's degree in School Administration and Leadership from Northwestern University, and a Doctorate degree in K-12 School Leadership from the University of Florida.

I.D OTHER SUPPORT

Assisting the ~~CalCA@Ripon~~CalCA NorCal Governing Board is the legal team at Procopio, Cory, Hargreaves and Savitch, a law firm with extensive experience in charter school law:

- **Greg Moser, Esq., Attorney, Procopio, Cory, Hargreaves and Savitch, LLP:** Mr. Moser and the other attorneys at Procopio have many years of experience in public agency law as well as non-profit corporation law. In addition Mr. Moser is one of the foremost charter school attorneys in the state. He has been a legal advisor to the California Charter Schools Association since its inception. He leads a team of attorneys who specialize in charter school law and who provide expert assistance on a wide variety of matters that affect the school.

II. EDUCATIONAL PHILOSOPHY AND PROGRAM

II.A MISSION

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

The mission of California Connections Academy ~~@Ripon~~Northern California is to educate and empower compassionate global citizens by leveraging~~e~~ 21st century education resources on behalf of students who need a more personalized approach to learning to maximize these students' potential and meet the highest performance standards.

This mission is accomplished through a uniquely individualized learning program that combines the best in virtual education with real connections among students, family, teachers, and the community to promote academic and emotional success for every learner. Every student has a Personalized Learning Plan and an entire team of experts committed to the student's successful fulfillment of that plan. ~~CalCA@Ripon~~CalCA NorCal is a high-quality, high-tech, high-interaction virtual "school without walls" that brings out the best in every student through Personalized Performance Learning.

II.B EDUCATIONAL PHILOSOPHY

Describe the educational program of the proposed charter school:

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

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

Commented [FS3]: All Ed Code references will be updated in final version submitted to authorizer

Definition of Terms and Elements: ~~CalCA@Ripon~~CalCA NorCal's instructional methods, educational philosophy, and program include unique elements from Connections. Connections provides specific educational products and services, always with the oversight and approval of the Governing Board. The following section contains a description of ~~CalCA@Ripon~~CalCA NorCal's unique elements that explains how the needs of the student population are met and also explains some of the organization's terminology.

Connections is committed to continual improvement. Accordingly, Connections' systems and techniques are routinely updated to incorporate best practices and lessons learned. Connections will continually improve its offering to ensure the needs of students and families will be met.

- ***Assessment Objective Performance Reports (AOPR)***: These reports provide real-time student performance data on essential skills and standards based upon individual math, language arts, and science assessment items. They identify the objectives students should master by the end of that grade level based upon the California Content Standards, Common Core State Standards, and the Next Generation Science Standards and display students' performance against the objectives. Data can be sorted to identify students who have or have not mastered specific objectives.

- ***Curriculum-Based Assessments:*** Teachers use curriculum-based assessments (CBAs), via telephone conversation, as a quick and effective way to gather information on students' understanding of concepts. Diagnostic curriculum-based assessments (DCBA) pinpoint strengths and weaknesses in student mastery of concepts. Verification curriculum-based assessments (VCBA) gauge authentic student learning of concepts previously graded as successfully completed with scores of B or higher.

- ***Connexus® Education Management System (EMS):*** Connexus is the platform for organizing and supporting the school's entire educational environment. This proprietary, web-based software delivers assignments and track activities (whether conducted online or offline) while monitoring the completion of individual lessons as well as mastery of discrete skills and knowledge, all under the watchful eye of administrators, teachers, and Learning Coaches. Connexus operates within a secure, robust technology infrastructure protecting data from loss and intrusion while maintaining a safe environment. Students, teachers, administrators, and Learning Coaches access Connexus to organize, document, and interact, ensuring an unprecedented level of time-on-task documentation. All new releases and updates of Connexus are automatically provided.

- ***Interactive Reviews:*** Interactive reviews are additional practice opportunities that are embedded in the curriculum and serve to give students targeted feedback on concepts and skills.

- ***Intervention Indicators:*** Intervention Indicators are displayed on the teacher home page in Connexus to facilitate teachers' ability to identify which of their students may be in need of an instructional intervention in math, reading, or both. These indicators are data-driven codes and are the first step of multitiered instruction. These indicators facilitate teachers' abilities to ensure that all students learn at high levels of achievement. These codes are used to identify academically at-risk students, determine and implement appropriate instructional interventions, and monitor the effectiveness of interventions.

- ***Longitudinal Evaluation of Academic Progress (LEAP)***: This formative assessment tool, used for students in grades K-8 is a technology-facilitated pre-, mid-, and post-test. It provides essential diagnostic information for developing and planning instruction. It provides an early read on a student's performance on state-mandated tests and reports key accountability data on student progress throughout the academic year.

- ***Learning Coach:*** A parent, extended family member, or other adult designated by the parent/guardian works in-person with the student as a Learning Coach under the guidance of the credentialed teacher. The Learning Coach and student interact with the teacher via telephone, WebMail message, LiveLesson sessions, and in-person meetings. The school provides a unique login and ongoing training, support, and resources to help the Learning Coach carry out this important role while making optimal use of the available technology tools and professional teacher support.

- ***LiveLesson® Session:*** A real-time, interactive web conferencing tool, LiveLesson sessions allow teachers to work synchronously and directly with individuals or groups of students using voice-over IP, chat, electronic whiteboard, and shared web surfing based on Adobe® Connect™.

- ***Multitiered Instruction:*** The school employs a multitiered instruction framework that provides teachers with additional guidance in implementing the "intervention" and "response" components of **S**kills, **St**andards, **A**ssessment, **I**ntervention, and **R**esponse (SSTAIR) so that every student has access to the resources they need to be successful: Tier I Core Curriculum with Differentiation, Tier II Supplemental Instructional Supports (two to three times per week), and Tier III Supplemental Instructional Supports (four to five times per week). Student Support and IEP teams meet regularly to develop an intervention plan and strategies for improvement for students who are struggling.

- ***Personalized Performance Learning™ (PPL):*** This instructional process creates a unique learning experience for each student. During enrollment, academic placement advisors and School Counselors review students' past records and performance to properly place them in the school. A Personalized Learning Plan (PLP) is developed collaboratively by the teacher, Learning Coach, and student to maximize achievement and to tailor curriculum and instruction. Throughout the year, teachers monitor students' progress and adjust their learning programs to focus on areas where students need to improve and areas in which they can build on their strengths.

- ***Progression Plan:*** As students advance to higher grade levels, teachers begin using Progression Plans. A Progression Plan, automated in Connexus, defines and tracks requirements that must be accomplished to meet a goal. Teachers and counselors use four-year academic progression plans for students to ensure they are on target for graduation and for meeting their college and career goals.

- ***Scantron Performance Series® (SPS):*** Students in grades 9-12 are currently assessed with the Scantron Performance Series. The Scantron assessment is a valid, reliable, current test that measures student proficiency in reading and mathematics and provides a scaled score that can be used to measure academic growth. It therefore serves as a useful tool in assessing student curricular needs. The online test is a computer-adaptive assessment which automatically adjusts to each student's ability level, generating more difficult

questions if the student is answering correctly and easier ones if the student is answering incorrectly.

It provides a valid and reliable scale score in math and reading so that student learning growth can be tracked over time. The version that ~~CalCA@Ripon~~CalCA NorCal uses is aligned with the California Content Standards and Common Core State Standards and provides teachers with reports and information to address individual student needs.

- ***SSTAIR™:*** The Skills, Standards, Assessment, Intervention, and Response (SSTAIR) instructional model deeply links curriculum, standards, assessments, and interventions that have a direct impact on student mastery and resulting standardized test performance. The SSTAIR model targets essential skills/standards by subject/grade level, uses specified assessments within the curriculum to measure student mastery of these skills and standards, provides tiered interventions for non-mastered skills and standards, and then tracks students' response to the implemented interventions by skill/standard. SSTAIR is a component of the core model and is reinforced through professional development.

- ***StarTrack™:*** This integrated rating system allows every student, Learning Coach, and teacher to rate each lesson in which they engage from a low of one star to a high of five stars and give detailed feedback. Ratings and comments are used by the curriculum staff to ensure continuous feedback and to identify areas of needed improvement as well as curriculum approaches that work especially well. Learning Coaches are able to rate their overall school experience using a similar system.

- ***Student Status/Escalation Process:*** The school tracks and reports ongoing student progress based on the objective quantitative data generated by Connexus. Staff members analyze attendance, participation, performance, assessment submissions, and teacher contact. The student status is displayed on the home page for instant identification of potential problem areas. The Escalation Process goes into effect when students are in statuses other than "On-Track" in order to ensure students continue to gain the full benefits of this educational option and are being educated appropriately through this unique school choice.

- ***Synchronous Contact:*** In a virtual school setting, synchronous contact is defined as a live interaction occurring in real time between teachers and students which allows for real communication and helps to build a relationship between teachers and students. Teachers schedule LiveLesson sessions, in addition to other synchronous interaction (e.g., phone calls), for students. Teachers document all synchronous contact with a student within the student's log in Connexus.

- ***Teacher:*** The school employs fully qualified, California-credentialed teachers, as required by law, who are also specially trained in online delivery and personalized instruction. Teachers work from either a California Connections Academy school office location and/or work remotely to deliver instruction to an online classroom of students and work one-on-one with students through highly interactive, technology-facilitated communication tools. Teachers maintain a one-on-one relationship with each student.

- ***Teacher Feedback Notification:*** This feature in Connexus sends auto-generated WebMail notifications to students and their Learning Coaches when teachers enter feedback in all assessments. Automatic WebMail notifications direct students and Learning Coaches to the specific assessments for which the feedback is provided creating a continuous loop of communication on student learning.

- ***Teachlet® Tutorials:*** Teachlet tutorials are proprietary, interactive, asynchronous graphic/video/audio tutorials, and are incorporated into lessons to provide students a dynamic, fun, and engaging way to learn the concepts they need to master learning objectives and standards.

- ***WebMail:*** This proprietary email system is securely located within Connexus. Students, Learning Coaches, and teachers may only use it to communicate with each other, protecting them from spam, contact from strangers, and other mainstream email issues.

What is an "educated person" in the 21st century?

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

Students, including many who have not thrived in the traditional classroom, engage in a challenging learning program tailored to their individual needs and focused on equipping them for success in the 21st century. The curriculum and instructional programs fulfills all of the recommendations recently put forth by the Partnership for 21st Century Skills[6] which:

- **Emphasize core subjects:** Students master the timeless fundamentals such as reading, writing, mathematics, science, and social studies.

- **Emphasize learning skills:** Students develop the essential skills required for lifelong, continuous learning, such as communication, information, problem-solving, and self-directional skills.

- **Use 21st century tools to develop learning skills:** As the partnership recommends, students develop proficiency in an array of digital information and communication tools.

- **Teach and learn in a 21st century context:** Learning takes place beyond the "four walls of the classroom" and integrates the community, parents, and fellow learners connected by technology, as the partnership recommends.

[6] The Partnership for 21st Century Skills, "Learning for the 21st Century," June 2003, http://www.21stcenturyskills.org.

- **Teach and learn 21st century content:** The Partnership stresses global awareness, economic literacy, and civic literacy among other topics, which the ~~CalCA@Ripon~~CalCA NorCal curriculum integrates throughout the grades through both technology-based and project-based learning activities.

- **Use 21st century assessments that measure 21st century skills:** As the partnership recommends, ~~CalCA@Ripon~~CalCA NorCal uses both standardized testing and ongoing, curriculum based assessments (CBAs), including portfolios of student work and online assessment activities. These integrate with teacher data analysis tools to allow for sophisticated instructional decision-making by parents, students, and school staff.

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

How does learning best occur?

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

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

The centerpiece of instruction at ~~CalCA@Ripon~~CalCA NorCal is the Personalized Learning Plan (PLP) which provides for individualized instruction tailored to the learning needs of each student. The PLP is an extensive document that is developed at the beginning of the school year by the California- credentialed program teacher in consultation with the student and the student's Learning Coach (usually the parents/guardians). The PLP is built from a combination of baseline assessments of both academic skills/knowledge and learning modalities, information gathered from the Learning Coach, and input directly from the student. Learning needs that go beyond the purely academic (such as study habits and interpersonal skills) are addressed in the PLP as well. The PLP then guides the student's course through the California Content Standards-based Connections curriculum. All daily lessons are provided to students and families online. Learning Coach Guides are delivered both online and in print for grades K-5. Lessons direct students step-by-step through use of the comprehensive set of textbooks, trade books, manipulatives, and consumables that are shipped to them or provided online. (See Exhibit A for examples of a PLP).

An individualized and supported educational program facilitates the development of self-direction and personal responsibility among its students. ~~CalCA@Ripon~~CalCA NorCal implements the Connections instructional model which incorporates key facets such as 1) the Learning Triad (teachers, Learning Coaches, and curriculum); 2) Advisory Teacher/Counselor; and 3) Student Motivation.

1) ***The Learning Triad*:** The Connections instructional model relies on the support of a) fully qualified teachers, b) supportive Learning Coaches, and c) a high-quality, standards-aligned curriculum. The Learning Triad, consisting of these three elements, is illustrated in Figure 12. Each student will have a staff of experts, including California-certified teachers, working together to leverage the school's myriad resources —technological, instructional, and interpersonal —for success. Learning Coaches are also encouraged to, and typically function as an integral part of the student's learning team.

   a) Fully Qualified Teachers —Student learning benefits from committed educators and involved parents who provide total support. Each student will have certified California teachers specially trained in teaching in an online environment, the Connections curriculum, and specific instructional methods. In each of the elementary grade levels or ~~high school~~secondary level ~~core~~ subjects, students will be taught by a certified teacher with expertise in a particular grade level or content area. Teachers will work closely with each student on a one-on-one basis using innovative technology tools. The teacher will be responsible for teaching, evaluating assignments and work products, providing instructional assistance, assigning and scoring assessment activities, and providing feedback on the student's performance. Based on a student's demonstrated mastery of the material, teachers will add, expand, or replace assignments; they will also grade students in each subject for the Grade Book, and make promotion or retention decisions. Depending on the needs of the learner, teacher direct contact —via telephone, LiveLesson session, and WebMail —with the student and Learning Coach may be as frequent as several times a day, and at minimum twice per week. Teachers view the student's attendance, participation, and performance on a daily basis via the Connexus teacher's home page. Teachers will not wait to be contacted; they will be proactive participants in their students' learning plans. Teachers in virtual schools often comment that they understand their students better in the virtual environment than in a traditional classroom since they work with students one-on-one.

   b) Supportive Learning Coaches —Each student will have a Learning Coach (a parent, extended family member, or trusted adult designated by the parent/guardian) who is encouraged to work in person with the student. Typically, a Learning Coach helps keep students motivated and on track and regularly communicates with the students' California -certified teachers. At the high school level, the Learning Coach is less involved with daily instruction but is encouraged to continue serving as an important supervisory role for the student.

   c) A high quality, standards-aligned curriculum —The Connections curriculum is fully aligned to the California Content Standards. The developmentally appropriate curriculum increases its integration of technology as students advance through the grades.

Figure 12. Learning Triad

2) **Advisory Teacher/Counselor:** Each student is assigned an advisory teacher and/or counselor (providing an extra layer of monitoring for the whole student), who, in collaboration with the Learning Coach, assists in developing a PLP for each student and closely tracks their overall academic progress. Advisory Teachers and Counselors work with students via the phone, WebMail, and LiveLesson sessions to help students overcome nonacademic barriers to learning and to create and implement postsecondary plans. Student academic progress is tracked on a daily basis via online discussions, quizzes, tests, science labs, and portfolio items to ascertain mastery of the material. Advisory teachers also track other parameters of student success, such as attendance and participation, while counselors provide support in non-academic areas to help insure student success. At the elementary level, the advisory teacher may also be known as the homeroom teacher and may provide instruction in core subject areas in addition to the advisory role.

3) **Student Motivation**[7]: Teachers are trained to apply three basic classroom engagement strategies to their instruction to create a motivational online learning environment: 1) making instruction fun and engaging, 2) providing a safe way to respond, and 3) helping students succeed.
   - ✓ **Make Instruction Fun and Engaging:** Teachers are trained to make synchronous learning sessions fun and engaging by using games, music, and virtual collaboration tools (e.g., virtual whiteboard, polls, and breakout rooms).
   - ✓ **Provide a Safe Way to Respond:** Teachers are shown how to create a welcoming and safe online environment where students can feel free to express their ideas and needs without being judged. The more comfortable the student feels, the more productive and engaged he or she will be.
   - ✓ **Help Students Succeed:** It is incredibly rewarding for teachers to witness their students succeed! They know firsthand how gratified a student feels when he or she grasps a challenging concept or subject, or does well on an assignment. Celebrating student success and achievement increases student motivation.

The Connections program provides an asynchronous model that uses synchronous support.[8] In synchronous learning, students and teachers work together at the same time in the same virtual place (e.g. LiveLesson sessions). Typical synchronous instruction involves teacher-facilitated lessons, group projects, and class discussions. CalCA NorCal provides opportunities for daily or weekly synchronous instruction, based on the student's grade level. In asynchronous learning, students work at their own pace and place, completing coursework within defined time limits. Students and instructors are not necessarily interacting in real time. Schoolwork that students perform on their own time typically includes:

[7] http://www.connectionsacademy.com/blog/posts/2015-02-11/The-Fundamentals-of-Online-Classroom-Motivation.aspx

[8] http://www.connectionsacademy.com/blog/posts/2014-09-26/Real-Time-or-Anytime-Learning-Synchronous-and-Asynchronous-Learning-Explained.aspx

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

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

There are several benefits to synchronous learning. Interactivity is the key to synchronous instruction, online or face-to-face, allowing:

- Students to demonstrate their knowledge and practice their communication skills,
- Students to ask questions to deepen their understanding,
- Students to build relationships with their teacher and fellow classmates,
- Teachers to engage students in discussions, problem solving, and group projects,
- Teachers to focus class time on bridging skills gaps, and
- Teachers to build one-on-one relationships with students.

Teachers can record class discussions and instructional sessions, making them available as asynchronous materials to reinforce learning or accommodate student scheduling conflicts.

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

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

Together, these two approaches provide teachers and students the best of real-time and any-time learning.

Learning Coaches

Learning Coaches play an active role in the learning process, providing input and communicating regularly with teachers. ~~CalCA@Ripon~~CalCA NorCal promotes the significant role of parents by providing training for parents and multiple avenues for communication. Learning Coaches are

asked to complete an online training designed to familiarize them with the important role they play in supporting their student as a learner.

As part of a commitment to the entire family, Connections carefully researched the factors that contribute to success in virtual school. Based on this research, a three-part family support program was designed to make the learning experience more engaging and rewarding for students, parents, and Learning Coaches.

Each part of the program focuses on one key factor in online school success. Get Started! is geared toward helping families start strong and adjust smoothly to the online academic environment. Get Coaching! supports adults in learning how to be effective Learning Coaches. Get Connected! provides assistance for parents who wish to meet other enrolled families and get involved with the school community. These programs will continue to grow as Connections and the school develop new resources and receive feedback from families.

Get Started!

Enrolling with a new school raises many questions—Get Started! offers both assistance and reassurance by providing extensive information about virtual education. The program helps families prepare for a successful school year through such resources as the 'Prepare for Success' website, teacher welcome calls, orientation courses for Learning Coaches, in-person orientation gatherings, access to the school's Family Relationship Coordinators, and the Learning Coach Success Series, a series of live webinar-style sessions that start before the beginning of each school year and are led by currently-enrolled parents who help families prepare for their first days of school. In addition to open Q&A sessions each week, five different topics are addressed: Virtual School Basics, Roles and What to Expect, Schedules and Routines, Getting Acquainted with Connexus, and Tips and Tricks for Success.

Get Coaching!

Becoming a Learning Coach for the first time can initially feel overwhelming—and occasionally, even an experienced Learning Coach needs support. The Get Coaching! program is dedicated to helping Learning Coaches understand their role, providing them with easy access to resources, and ensuring that they are equipped with the tools and strategies to motivate and assist their students.

The program includes:

- **Learning Coach Central** – A website specifically for Learning Coaches that can be accessed from the Learning Coach's home page. It provides multiple resource documents, tutorials, video Quick Clips, and helpful links that support Learning Coaches in their role and that provide instructional support to their student.

- **Learning Coach Link** – An online monthly communication sent to Learning Coaches with articles on instructional best practices, Connexus updates, tips and strategies for motivating reluctant learners, and information about upcoming resource sessions.

- **Learning Coach Resource sessions** – These cyber sessions are designed to assist Learning Coaches with an understanding of their role and responsibilities, and provide strategies for working with and supporting their student. Sample session topics include: Effective Questioning Techniques to Assess Learning, Improving Student Writing Skills, Providing Valuable Feedback, Nurturing Student Motivation and Engagement, and Unlocking Math in a Virtual World.

Get Connected!

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

II.C HIGH SCHOOL PROGRAMS

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

~~CalCA@Ripon~~CalCA NorCal notifies parents annually, via the School Handbook, of the transferability of courses to other high schools as well as the eligibility of courses to meet college entrance requirements.

Since ~~CalCA@Ripon~~CalCA NorCal is accredited by WASC, all of its high school courses are considered transferable to other California high schools. ~~CalCA@Ripon~~CalCA NorCal has been approved by the University of California Office of the President following the extensive process for online and independent study programs. ~~CalCA@Ripon~~CalCA NorCal also has received "a-g" approval for more than 50 courses in all core content areas, including electives.

As required by law, the school notifies students and parents of the current status of the curriculum regarding transferability and eligibility. The school determines the actual method by which it notifies its high school parents of the transferability of courses. Notifications are currently completed via the School Handbook (See Exhibit B).

Many courses are also approved by the National Collegiate Athletic Association (NCAA) Eligibility Center through a rigorous approval process to meet requirements for initial-eligibility for college athletes.[9,10]

[9] http://www.connectionsacademy.com/Libraries/PDFs/NCAA_Approved_Course_List.pdf
[10] https://web3.ncaa.org/hsportal/exec/hsAction?hsActionSubmit=searchHighSchool

II.D STUDENTS TO BE SERVED

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

~~CalCA@Ripon~~CalCA NorCal's virtual educational model serves students in grades K-12 who reside throughout San Joaquin County and adjacent (contiguous) counties. Enrollment for the start of the 2016-17 school year was 1,058 students, as of the most recent October (Fall 1) census count, and the school plans to continue to grow steadily but responsibly in subsequent years. Enrollment targets notwithstanding, ~~CalCA@Ripon~~CalCA NorCal makes every effort to serve as many students as apply.

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

Since its model has broad appeal among mainstream California families — and yet offers a very different learning experience for those already exploring the virtual charter option — ~~CalCA@Ripon~~CalCA NorCal's demographics typically mirror both the region's and state's school-age population (as previously displayed in Figure 3, Figure 4, and Figure 5).

~~CalCA@Ripon~~CalCA NorCal's families include many of modest means (with approximately 40% meeting the federal income guidelines for free- or reduced-price lunch) as well as single parent/dual-working parent households who participate in this program. Sixty-four percent of the students were previously in traditional public schools but in need of a more personalized alternative and 17% of the students who attend ~~CalCA@Ripon~~CalCA NorCal were previously home-schooling or attending private school. Based on the most recently reported enrollment counts, the school has approximately 49% of its population in grades 9-12, approximately 24% in grades 6-8 and approximately 26% in grades K-5. For more information about tracking demographic data, see Section VI.B.

II.E CURRICULUM AND INSTRUCTIONAL DESIGN

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

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

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

~~CalCA@Ripon~~CalCA NorCal utilizes an independent study format, providing a learning environment that is well-supported by both the Learning Triad and by a sophisticated technology component. This basic foundation is further enhanced by a proven curriculum, a focus on high-quality teaching, and ongoing staff training and professional development opportunities.

Supporting Research for the Personalized Performance Learning Model

Students learn best in a safe, positive environment in which they are respected, accepted, valued, and nurtured as unique individuals and are challenged to achieve their full potential. From this, it follows that students learn best when the instruction is tailored to their unique needs and when they are supported by adults who are committed to their success. Education research has shown that the touchstones of the Personalized Performance Learning (PPL) instructional model — high quality teaching, personalized instruction, and parental involvement — have been directly correlated to top student achievement. In 2009, the U.S. Department of Education published a meta-analysis of evidence-based studies of K-12 and postsecondary online learning programs.

The study reported that, "Students who took all or part of their class online performed better, on average, than those taking the same course through traditional face-to-face instruction."[11] Online education improves learning opportunities for students by increased access to high-quality teachers, large-scale customization and optimization, increased flexibility, improved flexibility for

[11] Barbara Means, Yukie Toyama, Robert Murphy, Marianne Bakia, and Karla Jones, "Evaluation of Evidence-Based Practice in Online Learning: A Meta-Analysis and Review of Online Learning Studies," U.S. Department of Education, May 2009, at http://www.ed.gov/rschstat/eval/tech/evidence-based-practices/finalreport.pdf (November 16, 2009).

teachers, improved productivity and efficiency, and innovation.[12]

High-quality teaching: Each teacher is equipped with the skills and technology they need to bring out the best in every student. In his landmark study correlating test data with teacher quality, Harold Wenglinsky[13] of the Educational Testing Service showed a direct link between good teaching and higher test scores. While past research on the impact of good teaching occurred before online schools were available as study sites, more recent research focusing specifically on online learning echoes the critical importance of teacher quality.

In April 2009, John Watson and Butch Gemin on behalf of the International Association for K-12 Online Learning (iNACOL) published the *Management and Operations of Online Programs* as part of the series Promising Practices in Online Learning. The authors noted, "Most programs agree that new online teachers must 1) put their role as a facilitator of student learning above other aspects of teaching, 2) have the ability to adapt and manage change, 3) have a high level of content mastery, and 4) be ready to make the shift to online instruction."[14] For example, 2005's *A Synthesis of New Research on K-12 Online Learning*[15] shows that the unique ability of an online teacher to communicate one-on-one with students and offer personalized feedback, as teachers do at ~~CalCA@Ripon~~CalCA NorCal, is key to student success in an online learning environments.

Personalized instruction: Students clearly benefit from instruction that is personalized in terms of pace, content, sequence, and style. According to Michael Abell's article, "Individualizing Learning Using Intelligent Technology and Universally Designed Curriculum," published in the *Journal of Technology, Learning, and Assessment*, "A learning environment such as this should emulate the unique learning style of the individual student."[16]

In their 2010 article, "Learning Styles in the Age of Differentiated Instruction," authors Timothy Landrum and Kimberly McDuffie note, "Matching the skills and strengths children bring to bear with their life, vocational, and independent living goals provides a framework for planning an instructional program… To summarize, instruction is individualized when (a) it is planned in a way that builds on what individual students currently know and can do and targets meaningful goals regarding what they need to learn next; and (b) accommodations and modifications to teaching and testing routines are made in order to provide students with full and meaningful access to the

[12] Lips, D. "How Online Learning is Revolutionizing K-12 Education and Benefiting Students." Backgrounder, The Heritage Foundation, January 12, 2010.
[13] Wenglinsky, Harold, How Teaching Matters: Bringing the Classroom Back Into Discussions of Teacher Quality, Educational Testing Service, 2000.
[14] Watson, J. and Gemin, B., (April 2009) Promising Practices in Online Learning: Management and Operations of Online Programs: Ensuring Quality and Accountability. Evergreen Consulting Associates, iNACOL http://www.inacol.org/research/promisingpractices/iNACOL_PP_MgmntOp_042309.pdf
[15] NCREL Synthesis of New Research on K-12 Online Learning, 2005, North Central Regional Education Laboratory/Learning Point Associates. www.ncrel.org/tech/synthesis
[16] Abell, M. (2006). Individualizing learning using intelligent technology and universally designed curriculum. Journal of Technology, Learning, and Assessment, 5(3). Retrieved [date] from http://www.jtla.org

content they need to learn."[17]

[17] Timothy J. Landrum & Kimberly A. McDuffie (2010): Learning Styles in the Age of Differentiated Instruction, Exceptionality: A Special Education Journal, 18:1, 6-17 http://dx.doi.org/10.1080/09362830903462441

Dorraine Fenner, Sueha Kayyal Mansour, and Natalie Sydor noted in their 2010 *Action Research Project* submitted to the Graduate Faculty of the School of Education at Saint Xavier University in Chicago that, "Applying differentiation to leveled learners allowed students to grow academically… Using modified activities according to their own learning style allowed students to progress. Differentiation provided students with different options, which allowed students to improve. Students enjoyed the amount of control they were given pertaining to the assignment… Differentiated assignments allowed students to grow academically according to their ability level."[18]

A goal of personalization via online instruction is for the student to demonstrate increased content knowledge and critical thinking. At ~~CalCA@Ripon~~CalCA NorCal, instruction is personalized for every student, every day.

Parent involvement: Decades of research show that parent participation in education is very closely related to student achievement.[19] In an article published in 2010, titled "Parent Involvement and Student Academic Performance: A Multiple Mediational Analysis," in the *Journal of Prevention & Intervention in the Community*, authors David R. Topor, Susan P. Keane, Terri L. Shelton, and Susan D. Calkins noted that, "Parent involvement in a child's education is consistently found to be positively associated with a child's academic performance. Results indicated a statistically significant association between parent involvement and a child's academic performance, over and above the impact of the child's intelligence."[20]

Carrie A. Semke and Susan M. Sheridan researched the effects of parental involvement on student academic achievement in their working paper published in 2011, *Family-School Connections in Rural Educational Settings: A Systematic Review of the Empirical Literature*, and found, "Parental participation and cooperation in their child's educational affairs is related to several outcomes deemed important in educational arenas: increased student achievement and academic performance, stronger self-regulatory skills, fewer discipline problems, better study habits, more positive attitudes toward school, improved homework habits and work orientation, and higher educational aspirations..."[21]

[18] Fenner, D., Mansour, S., and Sydor, N. (2010). The Effects of Differentiation and Motivation on Students Performance. School of Education at Saint Xavier University, Chicago IL

[19] Fan, X., & Chen, M. (2001). Parental involvement and students' academic achievement: A meta -analysis is. Educational Psychology Review, 13, 1, 1-22.

[20] Topor, David R., Keane, Susan P., Shelton, Terri L., & Calkins, Susan D. (2010). Parent Involvement and Student Academic Performance: A Multiple Mediational Analysis, Journal of Prevention & Intervention in the Community, 38:3, 183-197 http://dx.doi.org/10.1080/10852352.2010.486297

[21] Semke C. A., & Sheridan, S. M. (2011). Family-School Connections in Rural Educational Settings: A Systematic Review of the Empirical Literature (R2Ed Working Paper No. 2011-1). Retrieved from the National Center for Research on Rural Education website: http://r2ed.unl.edu

There are multiple ways for parents to be involved in education. In the virtual learning model, parents often act as the Learning Coach and are therefore directly involved in their child's education. A Stanford study points out one avenue of parent involvement and its impact. The study found that using parents as tutors brought significant and immediate changes in student's I.Q. scores. Another study showed that parental involvement increased students' motivation to learn including school engagement, goal achievement, and even motivation to read.[22] At ~~CalCA@Ripon~~CalCA NorCal, parents are closely involved in their child's education in partnership with their child's teacher.

Literacy: In March 2012, the National Association for the Education of Young Children (NAEYC) and the Fred Rogers Center for Early Learning and Children's Media at Saint Vincent College release a joint position statement regarding *Technology and Interactive Media as Tools in Early Childhood Programs Serving Children from Birth through Age 8.* The statement expresses a key message: "When used intentionally and appropriately, technology and interactive media are effective tools to support learning and development."[23] The report reviewed the research and stressed the importance of the appropriate use of technology with learners of young ages and how its usage can promote digital literacy skills, an important skill for the 21st century.

Curriculum and Instructional Design Principles

The ~~CalCA@Ripon~~CalCA NorCal research-based[24] curriculum uses the following proven instructional principles:

- Curriculum fosters breadth and depth of understanding in subject area.
- Content is aligned to the California Content Standards, the Common Core State Standards, and the Next Generation Science Standards.
- Curriculum is supported by quality, reputable, recently published textbooks and/or proven instructional resources and materials.
- Content and assessments are accurate and unbiased.
- Content is current, relevant, and provides real-world applications.
- Content is appropriate for the learner (age, ability, background, reading level, style).
- Instructional design is adaptable and flexible to meet individual needs.
- Instructional design provides students opportunities to improve learning skills using technology (virtual labs and instruments, Teachlet tutorials, business software, online calculator).

[22] Gonzalez-DeHass, A. R., Willems , P. P., & Doan Holbein, M. F. (2005). Examining the relationship between parental involvement and student motivation. Educational Psychology Review, 17, 2, 99- 123.
[23] http://www.naeyc.org/content/technology-and-young-children
[24] American Psychological Association's Learner-Centered Psychological Principles: A Framework for School Reform and Redesign http://www.apa.org/ed/governance/bea/learner-centered.pdf

- Navigation is intuitive and age-appropriate.
- Scope of course is appropriate with regard to amount of content, length of course and lessons, and course requirements.
- Lesson introduction is effective and presents lesson objectives, accesses prior knowledge, sets expectations, and motivates.
- Background information prepares students to access new content, skills, and strategies.
- Curriculum includes opportunities for developing problem-solving and critical thinking skills and real-world applications, collaboration and independent study, and developing oral and written communication skills.
- Curriculum incorporates ongoing formative assessment and provides timely and appropriate feedback to students and teachers.
- Curriculum promotes active learning through interactive elements in each course (including online and/or offline interaction) that address diverse learning styles and preferences, including textual, visual, auditory, and/or hands-on.

Curriculum Development Framework

Connections utilizes ADDIE, a five-phase curriculum development model consisting of Analysis, Design, Development, Implementation, and Evaluation (Figure 13), to guide and inform curriculum development and maintenance.

Figure 13. ADDIE – Curriculum Development Framework

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

- *Analysis* – During analysis, the curriculum team identifies the goals and objectives, the audience's needs, existing knowledge, and any other relevant characteristics. This step also considers the learning environment, any constraints, the delivery options, and the timeline for the project.
- *Design* – During this systematic process of specifying learning objectives, detailed storyboards and prototypes are often made and the look and feel, graphic design, user-

interface, and content are determined.

- *Development* – In this step, production and actual creation of the content, assessments, and learning materials based on the Design phase occurs. A backwards-mapping content design approach is used which includes the identification of key assessed concepts followed by the development of units, lessons, and activities that support student mastery of these concepts.
- *Implementation* – During implementation, the plan is put into action and a procedure for training the learner and teacher is developed. Materials are delivered or distributed to the student group. After delivery, the effectiveness of the training materials is evaluated.
- *Evaluation* – This phase consists of (1) formative and (2) summative evaluation. Formative evaluation is present in each stage of the ADDIE process. Summative evaluation consists of tests designed for criterion-related referenced items and providing opportunities for feedback from the users. Revisions are made as necessary.

~~CalCA@Ripon~~CalCA NorCal's curriculum and instructional design is in close keeping with leading research and national standards on effective online instruction. The research underscores the importance of integration of tools for student-to-teacher and student-to-student interaction and the central role of fully qualified, specially trained professional teachers.[25] In addition, the National Standards for Quality Online Teaching[26] focus on teacher use of assessments, data, and ongoing communication to bring out the best in each unique online learner. ~~CalCA@Ripon~~CalCA NorCal's curriculum and instructional design accommodates the range of learning styles and is designed for individualized pacing, balanced with optimum interaction. The rigorous program includes both fundamental skills and higher-order thinking, which together prepare students for further education as well as lifelong, independent learning.

Input from students, parents, and teachers is gathered on an ongoing basis via StarTrack for lessons. On every lesson in the curriculum and on the home page for each Learning Coach is a StarTrack box inviting ratings on a five-star scale and an opportunity to provide text feedback. Data gathered from this feedback is examined carefully and acted upon by school staff and by Connections. Since the StarTrack tool was launched, parents and students in schools supported by Connections have provided more than one million lesson ratings. For the 2015-16 school year, 917,405 lesson ratings were submitted by parents and students attending schools supported by Connections with an average rating of 4.24 out of five stars.

[25] Smith, Rosina, Clark, Tom, and Blomeyer, Robert, *A Synthesis of New Research on K-12 Online Learning,* Learning Point Associates/North Central Regional Educational Laboratory; Naperville, IL; 2005.

[26] The National Standards for Quality Online Teaching, International Association for K-12 Online Learning (iNACOL), http://www.inacol.org/, 2011.

Overview of Curriculum, Technology, and Materials

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

The curriculum is updated regularly, based on a rigorous analysis of student performance on state standards as measured by state testing results and internal assessments. The Governing Board annually reviews and approves the major elements of and changes to the curriculum. The curriculum as described herein represents the most recent curriculum developed for the 2016-17 school year.

Elementary and Middle School Curriculum

The program of instruction for students in grades K-8 has the ability to be individualized, personalized, and delivered in a non-traditional environment to give students the best pathways to success. The high-quality proprietary curriculum integrates textbooks, instructional activities, and other content from a variety of leading publishers. In addition to high-quality virtual and print textbook resources, the curriculum features technology-based content. The school uses a variety of multimedia and interactive practices to reinforce standards for language arts and math at each grade level. The proprietary and highly effective online animated Teachlet tutorials, which introduce challenging topics and provide interactive practice, are also included along with proprietary interactive online tools and simulations. LiveLesson sessions, which provide for real-time direct instruction with individual and small groups of students using voice-over IP, chat, electronic whiteboard, and shared web surfing, allow teachers and students to interact with one another in real time in an online classroom. This is one way in which students are provided with opportunities for daily live interaction for the purposes of maintaining school connectedness.

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

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

The technology literacy courses for students in grades K-8, Educational Technology and Online Learning, provides not only a comprehensive set of technology skills ranging from basic productivity tools to web page development, but also reinforce national and local academic standards, online study skills, and Internet safety.

Students in grades K-8 can also use creative tools such as MediaChalk™ which provides fun and interactive ways for students and teachers to tell digital stories. The platform allows teachers to teach a concept through the use of digital story-telling and create engaging movies through the use of music, voice narration, and a library of images all available within the program. Digital storytelling supports communication, creative thinking, reading, writing, and comprehension.

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

~~CalCA@Ripon~~CalCA NorCal provides online state assessment preparation through a Skills for Success course to students in grades 3-8. This course uses Study Island® a state-specific assessment preparation and standards-based learning program. Each topic supports the California Content Standards and Common Core State Standards and contains multiple assessment questions and practice. Students can choose either traditional tests or interactive games in order to go through the material. Teachers then have access to real-time progress reports that analyze deficiencies and help target assignments. In addition, teachers can assign Study Island topics to students in grades 9-12 who need extra practice or reinforcement with specific learning objectives.

High School Curriculum

~~CalCA@Ripon~~CalCA NorCal provides a balanced, challenging high school experience focused on students pursuing paths that lead to success, whether via college or an immediate career choice. A student's personalized path is monitored along the way by the student, parents, teachers, and school counselors. ~~CalCA@Ripon~~CalCA NorCal provides a comprehensive program with four levels of academic coursework: Foundations, Standard, Honors, and Advanced Placement. While all levels are designed to meet standards and provide students a rigorous curriculum, the four levels enable differentiation based on student needs and college and career goals. Students work with an academic placement advisor or their school counselor to determine appropriate course level placement. The high school curriculum currently consists of approximately 250 courses, including a wide variety of electives, any courses required by law, and intensive world language instruction from Spanish to Mandarin Chinese.

The high school includes both teacher- and student-directed instruction, with feedback and support through asynchronous and synchronous e-learning tools. The high school curriculum integrates digital and/or print versions of textbooks from major publishers with enhanced multimedia, interactive materials and resources, discussions, and communication/conferencing tools. In addition, students have offline assignments, projects, novels, and practice work.

High school courses include extensive use of Teachlet tutorials, the highly interactive, asynchronous tutorials that incorporate graphics, video, and audio to engage students with the concepts and ideas they need to complete the lessons. In addition, the high school courses incorporate graded asynchronous online discussions which are required for all students. This assessment creates important opportunities for collaboration and interaction among students, increases problem solving skills, and provides opportunities for a "real-world" audience.

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

Course Selection and Credit Transfer

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

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

Instructional Delivery and Scheduling

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

Area and Subject Requirements

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

Promotion, Graduation, and Passing Grades

Students in grades 9-12 are typically enrolled in at least five credits over the course of the school year, as the ~~CalCA@Ripon~~CalCA NorCal program is a full-time public school program. (See the School Handbook Supplement in Exhibit B for more information.) A typical high school student will have six courses or the equivalent of six credits per academic year. To stay on track for graduation in four years, prior to grade 10, students should have earned (or transferred) a minimum of 5 credits, prior to grade 11 students should have earned (or transferred) a minimum of 10 total credits and prior to grade 12 students should have earned (or transferred) a minimum of 16 total credits. Students only receive credit for classes passed with a D- grade or better. To graduate and receive a diploma from ~~CalCA@Ripon~~CalCA NorCal, a student must be enrolled during the semester immediately prior to graduation, must have earned 5 credits in a school supported by

Connections, 1.5 of which are in the semester immediately prior to graduation, and must have met any applicable state requirements for a diploma, such as any required state exit exam. Each student must successfully complete a minimum of 22 credits to graduate.

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

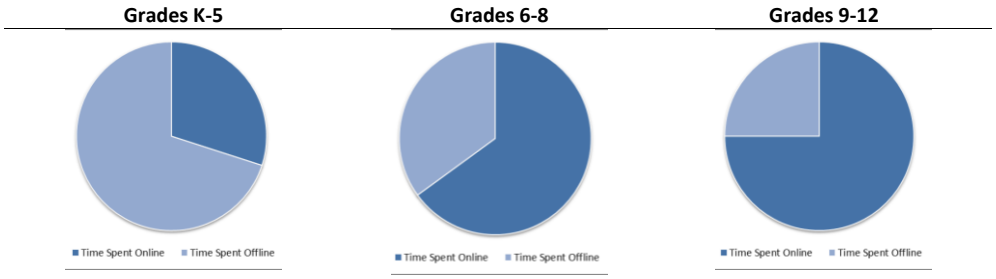
Technology and Socialization

In addition to working with the curriculum materials, students have the opportunity to participate regularly in both face-to-face and virtual community activities. Face-to-face activities include field trips and community outings facilitated by both ~~CalCA@Ripon~~CalCA NorCal faculty and parent volunteers such as Club Orange members. Club Orange brings together parents of students attending schools supported by Connections across the country who reach out to engage with their local communities. The counseling team implements weekly national LiveLesson sessions for high school students focused on academic achievement, personal/social growth and college and career readiness topics throughout the school year. These are also offered monthly for middle school students. Nationally, several other college and career readiness-focused LiveLesson sessions are offered; there is always time before and after for socialization via chat pods. ~~CalCA@Ripon~~CalCA NorCal's technology-based activities include online bulletin boards/forums (such as "Math Problem of the Week); book chats; teacher-led small-group discussions using real-time "groupware" technology that integrates electronic whiteboard and voice-over IP; learning-focused WebMail; and student communication through WebMail regarding virtual group projects. All of the collaborative online activities and communications tools are restricted for use only by members of the California Connections Academy community; parents can feel comfortable that their children are experiencing this technology safely within the protected environment of ~~CalCA@Ripon~~CalCA NorCal.

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

Given the balance of modes and media for learning at ~~CalCA@Ripon~~CalCA NorCal, actual time spent working online for students varies according to each student's developmental level, learning needs, and learning styles. As illustrated in Figure 14, students in grades K-5 may spend 15-30% of their school day online; students in grades 6-8 may spend about 50-75% of their school day online; and students in grades 9-12 may range from 75+% of time online.

Figure 14. Time Spent Online by Grade Span



Clubs and Activities

As an integral part of the academic program, students are also offered access to over 20 clubs and activities through which they can explore interests beyond the classroom, develop leadership skills, and make friends within their program and with students from other schools supported by Connections.

The clubs participate in events similar to a brick-and-mortar school such as First in Math, a student-managed school newspaper, a Spelling Bee, and the Geography Bee. Some of the clubs and activities include, but are not limited to:

- **Art Club** is designed to spark a student's creativity by exploring two-dimensional and three-dimensional art, photography, and graphic design through techniques and styles associated with each medium. Students have the opportunity to create original designs and artwork, share their artwork with peers, learn about appropriate critique guidelines, and provide feedback to other club members. (Grades: 6–12)

- **Arts and Crafts** encourages students to create crafts using materials found at home and in nature. Through the topics of culture, science, and math, students work on projects such as a cotton ball lambs, piggy bottle banks, and handprint spiders. (Grades: K–8)

- **Book and Digital Storytelling Club** members read selected books and share favorite stories with each other during LiveLesson sessions. Professional writers and artists are invited to discuss themes, plots, character development, and illustrations. Students create and share original stories using a variety of digital tools. Final student work is published in the Virtual Library for the community to enjoy. (Grades: K–12)

- **Brainteasers Club** members solve puzzles, including anagrams, crosswords, and word searches, and other problems – such as crack the code, logic puzzles, and math codes – delivered to them through a weekly newsletter. Students are also encouraged to create their own brainteasers and share them on Message Boards and in student-made publications. (Grades: K–12)

- **Broadcast and Theater Arts Club** students learn about choreography, set design, and tech crew, for on- and off-Broadway productions. Working both individually and collaboratively, students are encouraged to write their own plays and musical scores. Students also learn about the history and trends in broadcast media, exploring the print, audio, and video mediums. LiveLesson sessions provide opportunities for students to share their theatrical talents as well as segments similar to those on television news magazines. (Grades: 6–12)

- **Career Club** encourages middle and high school students to learn about potential careers and explore fields that interest them. Members identify and develop skills that will help them be successful in middle school, high school, college and professionally. The club enables middle school students to enter high school with more direction in mind, making them more likely to embrace and succeed in a high school program that prepares them for pursuing their career interests. It allows high school students to better focus on their goals after high school, including applying to appropriate colleges or applying for jobs which align with their interests and goals. (Grades: 6–12)

- **Chess Clubs: Introduction and Advanced** members learn, socialize, and play in an atmosphere of friendly competition using an exclusive gaming site. After completing a tutorial, students are matched with competitors of the same skill level, and the online games begin. There are also monthly presentations by a Grandmaster from the University of Maryland, Baltimore County, and an end-of-year tournament. (Grades: K–12)

- **College Planning Club** is designed for students who are considering college. Members are guided through the college preparation and admissions process including: college planning, building and producing a resume, identifying career interests and potential majors, researching colleges, completing applications, and identifying financial aid and scholarship opportunities. Members develop a portfolio that focuses on elements sought by college admissions committees.
(Grades: 9–12)

- **Debate Club** members learn internationally-recognized debate procedures and put them into practice during weekly LiveLesson sessions. Members learn the art of public speaking and critical thinking while working in collaborative teams. Research, reasoning, and understanding opposing perspectives form the foundation for weekly moderated debates. (Grades: 6–12)

- **First-Generation Club** is for students in grades 9-12 who aspire to be the first in their families to graduate from a four-year college. This club provides mentoring, advice, and personal development activities to help members understand, plan, and prepare for the college application and admissions process. LiveLesson sessions and Message Boards support and encourage discussion. Members develop a portfolio that includes elements sought by college admissions committees. (Grades: 9–12)

- **Gaming and Computer Technology** allows students who have an affinity for technology and gaming to explore and discuss gaming styles and genres, careers in the gaming and technology industry, and share their original work in LiveLesson sessions. Individual and collaborative projects may include creating elements of video games and investigating Internet safety and virtual threats. (Grades: 6–12)

- **Leadership and Global Awareness Club** challenges students who are natural leaders in their communities to take on a leadership role at the state, national, and international levels. Students meet regularly to discuss, plan, and share service learning projects and outcomes. Additionally, students learn about various global cultures historically and currently in an effort to better prepare themselves for careers and lives in our global economy. (Grades: 6–12)

- **Math Club I**: First in Math® members take part in a math competition by playing interactive games on the First in Math® website. The online play reinforces a wide range of skills, from simple addition to solving for x- and y-variables. Students work at their own pace, and earn points as they master various concepts and practice test-prep exercises geared to appropriate grade levels. (Grades: K–8)

- **Math Club II:** Math Olympiads welcomes students in grades 4-8 to compete in the international Mathematical Olympiads. These gifted and talented math students meet twice a month: first to review high-level problem-solving strategies and techniques, and next to apply their skills in the official completion and accrue points that will determine annual winners. (Grades: 4–8)

- **The *Monitor*: Student Newspaper** is Connections' student-managed, student-staffed newspaper. The writers and editors work together to write and organize content for sections of the newspaper including news, entertainment, sports, and school happenings. (Grades: 6–12)

- **Movie Club** members learn about film genres, acting, special effects, and musical compositions around monthly themes. Student film buffs gain opportunities to demonstrate their creativity and collaborate with others to create their own movies as part of a virtual showcase. (Grades: K–12)

- **Music Club** is for students who enjoy performing, composing, or listening to music. Members explore various musical genres, lyrics, and instructions and have opportunities to collaborate and exercise their creativity by designing their own musical instruments or participating in a virtual showcase and talent show. (Grades: K–12)

- **Pen Pals** is a classic way to build friendships. Students develop their skills in letter writing, written expression, and penmanship while making friends with other students across the country. (Grades: K–12)

- ***Pens and Lens*:** Student Literary Magazine is the monthly web-based magazine which recognizes and publishes original student work. This recognition encourages and inspires others to pursue both writing and photography. (Grades: K–12)

- **Poetry Corner** allows middle and high school writers to work together in exploring the language of poetry. Weekly forums are held to share and critique work. (Grades: 6–12)

- **Quiz Bowl** members compete in weekly academic competitions, applying their knowledge of fun facts and trivia. Students with correct answers are randomly selected and recognized in the weekly newsletter and overall winners are named at the end of the school year. (Grades: K–12)

- **Robotics Club** members learn how robots are used in popular culture, scientific studies, and commercial enterprises. Students work together through LiveLesson sessions to program a robot to navigate an obstacle course. Their creativity is encouraged as they plan, design, and submit drawings of their ultimate robots. No previous computer coding experience is required, and no materials are required for participation. (Grades: K–12)

- **Science Club** students work with the scientific method by planning experiments and observing the world. Particular emphasis is placed on the environment with lessons and discussions focusing on keeping the planet clean, and various global issues such as alternative energy, recycling, and allocating limited resources. Students experiment at home and share the processes and results with their peers. They also predict outcomes and alter variables of experiments conducted in LiveLesson sessions. (Grades: 6–12)

- **Science in the Kitchen** is for elementary and middle school students who want to apply their research skills and scientific knowledge by conducting experiments using household items. Students' kitchens double as laboratories for conducting safe, simple experiments. Club members then discuss their results online with fellow students. (Grades: K–8)

- **Sports Club** students who enjoy athletics explore a variety of sporting activities. Members discuss the similarities and differences of seasonal sports and have the opportunity to learn about training techniques and fitness programs. Students also use Activity Tracker to document personal fitness habits and routines. (Grades: K–12)

Other available activities include an online yearbook through Connections, in which all students from all schools are encouraged to participate. Additionally, ~~CalCA@Ripon~~CalCA NorCal has both National Honor Society and National Junior Honor Society chapters.

Talent Networks

Students who have demonstrated outstanding talent or are actively involved in the performing arts, competitive sports, or Science, Technology, Engineering, and Math (STEM) have the opportunity to flourish in the Connections Academy Talent Networks devoted to fostering focused growth. These networks are virtually facilitated programs designed for students enrolled in grades 6-12. These networks give students the opportunity to network with other students in their fields of interest. The program also provides guest speakers, collaborative projects, activities, and competitions to help students excel in their areas of interest.

The Connections Academy Talent Networks are facilitated at a national level by Connections and include:

- Exploring college and career options;
- Specialized instruction through student-focused groups and activities;
- Networking and collaboration opportunities between like-minded students;
- Enrichment activities, including presentations by artists, athletes, professionals in the field, and subject matter experts; and
- Lettering opportunities.

Connexus, the Education Management System

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

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

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

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

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

California-Credentialed Teachers

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

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

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

School Day, School Calendar, and Instructional Minutes

~~CalCA@Ripon~~CalCA NorCal follows a traditional school year calendar that includes 180 days during which instruction is provided by school staff (surpassing the current minimum requirement of 175 days). The school calendar may be extended to allow families more flexibility in completing the year's work or to provide extra learning time for students who are at risk. The curriculum is notably rigorous, and the time commitment it requires of students is comparable to that of a traditional school day. Since learners do not face the distractions and interruptions of a typical school setting — from lining up in the hallway to waiting out the teacher's handling

of disruptive peers — they may use their learning time much more efficiently.

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

Independent Study

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

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

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

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

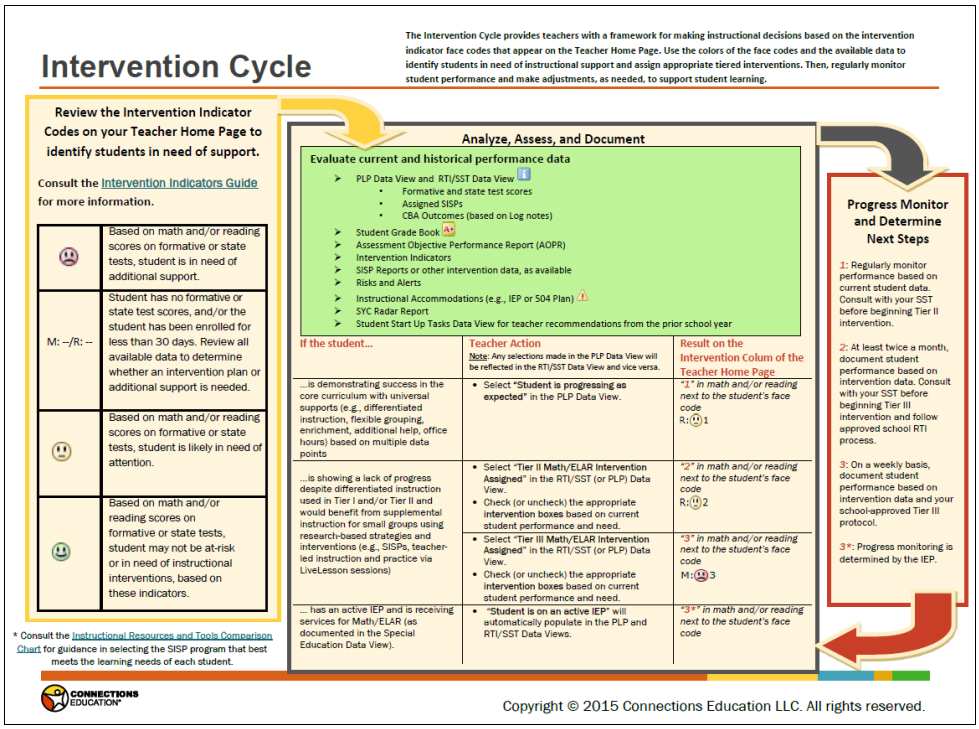
Teachers also implement the SSTAIR Instruction Model, a systematic approach to instruction, ensuring that all students receive the necessary level of support throughout the learning process. Beginning with identified essential skills and standards based on the California Content Standards, the Common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

Intervention Indicators

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

Figure 15illustrates the Intervention Cycle and explains the "face codes" used to communicate a student's status. The Intervention Indicator face codes are updated during each school year, based on formative pre, mid, and post assessments.

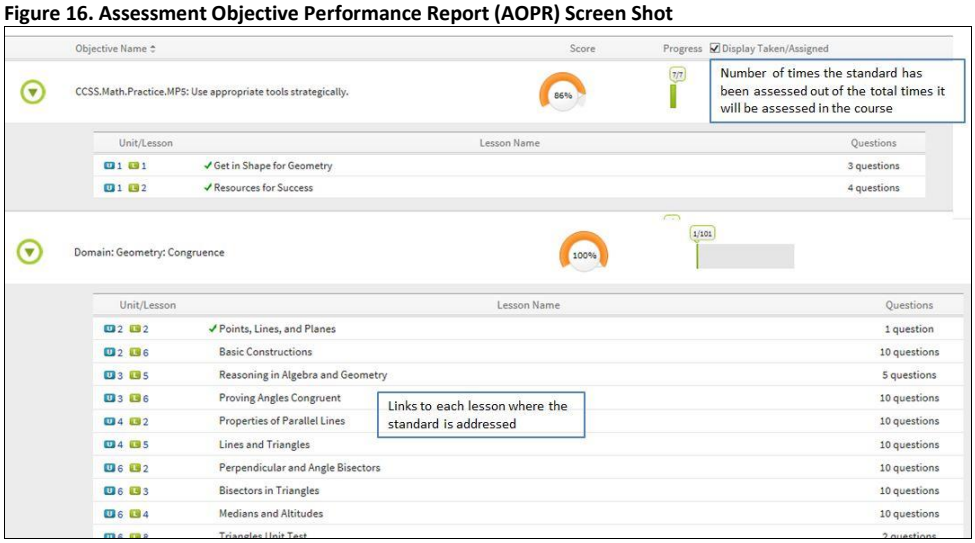
Figure 15.Intervention Cycle



In addition, at both the section and individual student levels, Assessment Objective Performance Reports (AOPR) can be generated displaying not only the essential skills and standards for a course but also exactly where in the curriculum each of these is assessed and how a student is performing on the standards. Real-time student performance on each of the essential skills and standards is displayed (see Figure 16) based upon individual assessment items that measure standards-based objectives that students should master by the end of that grade level. Data can be sorted to identify students who have mastered or not mastered specific objectives. Teachers can run this report as frequently as they like to see exactly how students are progressing with regard to each of the skills and standards for that subject and grade. This method accomplishes the following:

- Enhances the multi-tiered instruction model,
- Identifies essential skills and standards by subject/grade level,
- Identifies how and where these essential skills and standards are assessed within the program,
- Provides a Response to Intervention model,
- Provides access to and analysis of real-time data to determine mastery/proficiency,
- Incorporates data-driven decisions throughout instruction,
- Maximizes use of the instructional support programs, resources, and data,
- Identifies the need for tiered interventions for non-mastered/proficient skills and standards, and
- Identifies students' response to the implemented interventions.

Figure 16. Assessment Objective Performance Report (AOPR) Screen Shot



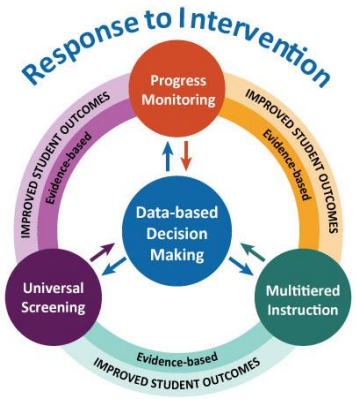
Students who are working below grade level based on performance on mandated assessments also benefit from intervention programs that focus on building proficiency in reading and math skills. Parents are notified in the fall if their students qualify for these programs, and their cooperation is secured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

Response to Intervention (RTI)

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

The SST is part of the RTI process that is illustrated in Figure 17. Connexus provides teachers with data and reports to implement a multitiered instruction model in language arts and/or math so that every student has access to the resources they need to be successful using Tier I Core Curriculum with Differentiation, Tier II Supplemental Instructional Supports, and Tier III Supplemental Instructional Supports with increased frequency and intensity. The process of identifying student intervention needs, assigning interventions, tracking their success, and communicating with parents, is ongoing. All efforts are made to meet each student's needs within the general education program.

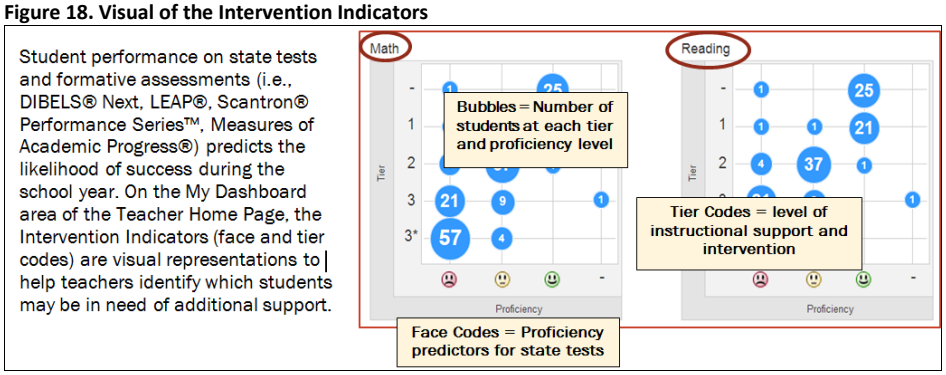
Figure 17. Response to Intervention



Making Assessment Data Actionable

Intervention Indicators, located in the My Dashboard area of the Teacher Home Page, uses student performance on state tests and diagnostic assessments to predict the likelihood of learning success during the school year. Codes are displayed to facilitate teachers' ability to identify which of their students may be in need of additional support. A sample of the visual information available for the Intervention Indicators is provided in Figure 18.

Figure 18. Visual of the Intervention Indicators



Selecting any of the numbered bubbles in the Multitiered Intervention area will open to more information about students, as shown in Figure 19.

Figure 19. Additional Information Provided for Multitiered Intervention Area

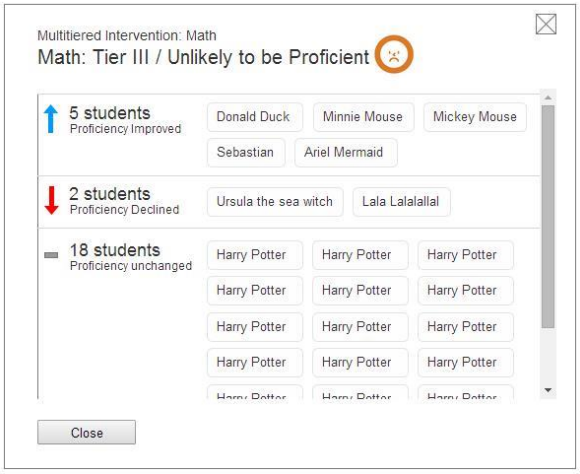


Figure 20 provides an explanation of codes teachers see in the Intervention Indicator display.

Figure 20. Explanation of Codes

The face and number codes listed in the Multitiered Intervention section indicate the following information:

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

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

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

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

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

Just as the personalized learning approach benefits struggling students, high achievers also thrive at ~~CalCA@Ripon~~CalCA NorCal. The placement process provides such learners with the most appropriate curriculum, pacing, and teaching approach from day one. Teachers work closely with curriculum specialists and Learning Coaches to ensure a steady flow of enrichment activities for students working above grade level. In a virtual environment, students are able to work significantly above grade level without fear of ostracism or other negative social repercussions that gifted students sometimes face in a more traditional school setting. ~~CalCA@Ripon~~CalCA NorCal implements the robust Connections Gifted and Talented program for students in grades 3-8 and the Honors/AP program for high school students. These programs achieved a 92.3% satisfaction rating based on the annual parent satisfaction survey conducted in February 2016 by Leo J. Shapiro

and Associates.[27]

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

The Connections Gifted and Talented program offers a great level of flexibility, as gifted students may be placed in different curriculum levels for different subjects to support a specific need. For example, a sixth grader with a high aptitude in math could be placed in Gifted and Talented Math 6 where students engage in eighth grade math content, while continuing to take sixth grade level courses in other subjects. Gifted students in grades 3-8 have the opportunity to be enrolled in specially designed gifted courses in language arts, math, and science. These courses allow students greater opportunities to interact with the teacher and other students, explore above grade-level content, and participate in extension projects that promote higher-level learning. ~~CalCA@Ripon~~CalCA NorCal also offers an exclusive online version of Junior Great Books® where students enjoy age-appropriate works and participate in online literary shared inquiry as well as discussions with other high-ability students. In addition, students are able to choose from a wide variety of electives and club activities to supplement their learning. For students identified as highly gifted through formal evaluation, whole grade acceleration, and acceleration in individual subjects may also be considered.

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

[27] http://www.connectionsacademy.com/proven-results/free-online-school-results.aspx

II.H PLAN FOR ENGLISH LEARNERS

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

~~CalCA@Ripon~~CalCA NorCal uses required criteria and procedures to identify English Learner (EL) students. All incoming students are required to fill out the California Home Language Survey. Based on the information in this form, students may be referred for further language testing to identify their specific level of English proficiency. The testing and placement occurs using tests required by California (such as the CELDT or, eventually, the English Language Proficiency Assessments for California (ELPAC)) and using trained test administrators.

In a virtual school, students with special learning needs, including English Learners, enjoy individualized instruction without being isolated from the mainstream curriculum or their peers. The individualized pace of the program allows students to move more quickly through subjects where language is not a factor and spend more time on reading and writing activities. One of the school's EL teachers and/or a Connections EL specialist with ESL/LEP/EL training works with ~~CalCA@Ripon~~CalCA NorCal teachers, Learning Coaches, and students to adapt the core material for EL students. An instructional framework, such as the Sheltered Instruction Observation Protocol (SIOP) is used, and EL teachers also provide appropriate supplemental resources, including various technologies that can facilitate language acquisition.

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

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

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

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

~~CalCA@Ripon~~CalCA NorCal conducts the required ongoing assessments of progress regarding English proficiency for its EL students. All mandated state tests for EL students are administered as required by law. Support for families of EL students includes coordinating an interpreter to act as a liaison between the school and the family in their home language when needed. In addition, per state guidelines, when 15% or more of the students enrolled in a school speak a single primary language other than English, the school will examine what additional supports need to be in place for those families, such as translation of materials.

II.I PLAN FOR SPECIAL EDUCATION

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

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

~~CalCA@Ripon~~CalCA NorCal is committed to serving students with disabilities whether such students are currently or newly identified as disabled. Through a combination of appropriate certifications among our core California-based teaching staff and our centralized Education Resource Center staff, ~~CalCA@Ripon~~CalCA NorCal effectively coordinates with its SELPA resources to meet the needs of special learners. ~~CalCA@Ripon~~CalCA NorCal does not deny admission to students on the basis of disability. ~~CalCA@Ripon~~CalCA NorCal follows California Education Code section 51745 (c) which states that an individual with exceptional needs will not participate in independent study unless the student's Individualized Education Program (IEP) indicates that independent study is an appropriate educational setting.

~~CalCA@Ripon~~CalCA NorCal has elected the option under California Education Code section 47641 to be deemed an LEA for Special Education purposes. In 2012, the school provided verifiable assurances of its ability to fulfill all obligations in this capacity, as well as assurances that it would participate in the El Dorado Charter SELPA which is approved by the State Board of Education. ~~CalCA@Ripon~~CalCA NorCal is a member of the El Dorado Charter SELPA as an LEA. ~~CalCA@Ripon~~CalCA NorCal reserves the right to request membership in another SELPA if it deems

that a different SELPA would better serve the needs of the students and the school.

Since ~~CalCA@Ripon~~CalCA NorCal is a program focused on individualization, flexibility, and personalization, it is often a good fit for students with special needs. In addition to the regular placement test, ~~CalCA@Ripon~~CalCA NorCal's Special Education Director (or appropriate designee) reviews each IEP, analyzing the level of functioning, educational needs, and suggested accommodations/modifications to determine how ~~CalCA@Ripon~~CalCA NorCal can meet the student's needs in the least restrictive environment. Thus, ~~CalCA@Ripon~~CalCA NorCal can be an appropriate setting for students with special needs by providing:

- 1:1 individualized instruction;
- A team of adults focused on student success;
- Ongoing consultation with educators, credentialed teachers, and curriculum specialists to assist with adapting and modifying assignments to meet specific student needs;
- Personalized Learning Plans;
- A safe and directed environment;
- Reduced environmental distractions;
- Frequent progress checks, evaluations, and reports;
- Flexible schedule that allows for students to move at their own pace;
- Ability to separate academics from socialization;
- Recommendations for/provision of software (e.g., keyboarding or speech recognition software) or other technology to facilitate communication, organization and skill development and to address special needs; and
- Supplemental, research-based online reading and math programs to address skill deficit areas at the student's instructional level.

These factors, along with the presence of a caring and committed adult — the Learning Coach — enable the general education program to address the large majority of special needs students. This is accomplished through the implementation of specific instructional approaches and learning strategies via a consultative service model.

Included in this group of students with disabilities who the school serves would be students with mild to moderate disabilities in the following categories:

- Vision acuity difficulties
- Auditory deficiencies
- Health concerns
- Developmental articulation
- Developmental expressive language
- Developmental receptive language
- Oral expression
- Written language
- Spelling
- Memory
- Handwriting
- Developmental arithmetic

- Gross motor skills
- Fine motor skills
- Developmental reading (dyslexia)
- Developmental writing
- Reasoning
- Emotional/Behavior
- Social communication
- Attention disorder

More serious and profound cases of these disabilities, as well as specific physical and pervasive developmental disorders (e.g., autism, Rett's Disorder, Childhood Disintegrative Disorder), neurological disorders (e.g., Multiple Sclerosis) and physical disabilities usually require virtual and/or direct Special Education services. If it is determined that Independent Study is appropriate for these students, ~~CalCA@Ripon~~CalCA NorCal secures the additional services required including, but not limited to designated instructional services (DIS) service providers near the individual students' home, and working with the SELPA and local counties and districts when needed.

~~CalCA@Ripon~~CalCA NorCal complies with all applicable state and federal laws in serving students with disabilities, including, but not limited to AB 602, the Individuals with Disabilities Education Improvement Act of 2004 (IDEIA), Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and any other civil rights enforced by the U.S. Department of Education Office of Civil Rights (OCR). As its own LEA, ~~CalCA@Ripon~~CalCA NorCal, not the district, is responsible for the charter school's compliance with all applicable state and federal laws. To support enrolled students with IEPs, ~~CalCA@Ripon~~CalCA NorCal:

- Holds Annual Reviews of the IEP including a review of student progress within the existing IEP, creation of new IEP goals, and obtaining parent consent for and approval of new IEP.
- Contracts or employs a Director of Student Services who is a qualified administrator to oversee and participate in IEP meetings and all elements of the Special Education program.
- Conducts Triennial Reviews, in which students may be formally reassessed, or, if no new data is needed, then a review of the records may take place.
- Holds IEP meetings when a student has received an initial assessment; when a student demonstrates a lack of anticipated progress; or when a parent or teacher requests a meeting to develop, review, or revise a student's individualized education program.
- Conducts an IEP meeting within 30 days of enrollment when a special education student transfers into ~~CalCA@Ripon~~CalCA NorCal.
- Invites appropriate SELPA staff and/or staff from the student's resident district to participate in this process, when needed.
- Provides related services per the IEP.

Referring Students for Special Education Services

If ~~CalCA@Ripon~~CalCA NorCal suspects that a student requires Special Education services, the following procedures are initiated. If needed, coordination with the appropriate SELPA staff may also occur.

- The program teacher consults with the school's Special Education specialist(s) and implement suggested modifications, lesson adaptations, and alternative instructional strategies. The program teacher documents all modifications and the student's level of success with each. The parent of any student suspected of needing or qualifying for special education services may also make a referral for an evaluation.

- The student is then referred to the Student Study Team (SST) to brainstorm and implement additional Response to Intervention strategies for student success and to monitor the progress of those interventions. The school's SST meets and discusses what interventions have been tried, what worked, what didn't, and what new interventions should be implemented. If deemed appropriate by the team and a disability is suspected, the SST team invites the Director of Student Services (or designee) to the meeting to discuss their concerns. If the student is making good progress and responding well to the interventions, the general education program remains in place with further suggested program modifications.

- If ~~CalCA@Ripon~~CalCA NorCal concludes that an assessment is appropriate, parental consent for the student evaluation is requested via an assessment plan. Parents are sent a copy of Procedural Safeguards. Assessments will be performed only upon receipt of written parent permission. When the assessment plan is returned, the appropriate evaluations are arranged. Assessment procedures will be conducted in the student's primary language, and an interpreter will be provided if needed. The parent is invited to the IEP team meeting to review the assessment results. The team determines if the student has a disability, whether the student requires Special Education services, and which least-restrictive special education services are required.

- The IEP team prepares an offer of Free and Public Education (FAPE), IEP goals are formulated, service time is determined and the IEP is implemented. A copy of the IEP will be given to the parent in accordance with state laws and SELPA policies.

- If a parent requests a special education evaluation, the process typically occurs concurrently with the SST/RTI process in order to support the student who is in need of academic intervention.

Special Education services can be provided in several ways including, but not limited to consultative services by phone or videoconference, direct instruction via LiveLesson session, collaboration utilizing our general education staff and Education Specialists together in LiveLesson sessions, and DIS services which may be provided online or in person depending on what is appropriate and available near the student. All Special Education services are typically provided by ~~CalCA@Ripon~~CalCA NorCal's Special Education team or by contracted DIS providers as appropriate. The Director of Student Services oversees all DIS service providers and ensures that student needs are being met and services are being delivered.

~~CalCA@Ripon~~CalCA NorCal implements the best practice known as the Least Restrictive

Environment (LRE) model which provides academic support service minutes within the general education setting. Education Specialists team up with identified general education teachers and collaborate to ensure accommodations and service minutes are delivered to students with IEPs in a supported environment with their general education peers. Students may also receive additional service minutes directly from their Special Education teacher. If this additional time is needed it is specified in the IEP.

In order to make efficient use of staff resources, IEP meetings may be held at the office, at another site, via teleconferencing or through LiveLesson sessions in order to allow all parties to participate. Specific arrangements are made on a case-by-case basis and are in accordance with all applicable law. ~~CalCA@Ripon~~CalCA NorCal maintains responsibility for tracking and implementing IEP timelines and requirements as per the appropriate laws and regulations for charter schools and in accordance with SELPA policies.

As a public school ~~CalCA@Ripon~~CalCA NorCal, through its policies and procedures, complies with all applicable requirements of the Individuals with Disabilities Education Act, 20 U.S.C. 1400 et. Seq. (IDEA), Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act. ~~CalCA@Ripon~~CalCA NorCal, in association with the SELPA, provides FAPE to students with disabilities including, but not limited to identifying, evaluating, planning educational programs, and implementing placements in accordance with these Acts.

Services under Section 504

~~CalCA@Ripon~~CalCA NorCal is solely responsible for compliance with Section 504 of the Rehabilitation Act of 1973 (Section 504) and the Americans with Disabilities Act (ADA) with respect to eligible students. ~~CalCA@Ripon~~CalCA NorCal develops, maintains, and implements policies and procedures to ensure identification of and service to students who may require Section 504 accommodation(s)/ modification(s), and/or placement and related services. ~~CalCA@Ripon~~CalCA NorCal also provides professional development to assist teachers with identification and support of students with 504 plans.

III. ASSESSMENT AND USE OF DATA

III.A MEASURABLE STUDENT OUTCOMES

Describe the measurable student outcomes that will be used by the charter school. "Student outcomes," for the purposes of this part, means the extent to which all students enrolled in the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, Describe the annual goals for the charter school for all students and for each subgroup of students identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, and specific annual actions to achieve those goals.~~*or the nature of the program operated, by the charter school.*~~*" [Ref. California Education Code § 47605 (c~~*b*~~)(5)(B) and 47605 (c~~*b*~~) (5) (A) (ii)]*

A crucial part of ~~CalCA@Ripon~~CalCA NorCal's plan for overall excellence is the establishment of clear academic and related goals for each student and for the school, as well as clear ways to measure progress toward those goals. The outcomes and goals described herein are intended to be achieved over the five year renewal term of the charter. The school tracks progress annually towards these long term goals. Recognizing that California is undergoing a major change in assessment and accountability, ~~CalCA@Ripon~~CalCA NorCal will comply with all new regulations and expectations regarding the Local Control and Accountability Plan (LCAP). The required components are substantially addressed by ~~CalCA@Ripon~~CalCA NorCal in this charter and in the school's day-to-day operations and planning.

In addition, the school's LCAP has been developed to be consistent with current state guidelines and requirements including the legal requirements in California Education Code section 47606.5 and associated regulations, for both content, public hearing and approval process, and timing, and will be updated annually. The LCAP may therefore be used to provide further detail on annual goals for student achievement, among other things. However, the LCAP and its annual updates will not require a material amendment to the charter, as the required state priorities applicable to ~~CalCA@Ripon~~CalCA NorCal are integral parts of this charter.

- **Academic outcomes:** ~~CalCA@Ripon~~CalCA NorCal has established several core academic goals, measurements, and performance criteria. These are in alignment with the state's pupil achievement priorities as well as the mission and purpose of the school.
    - **Goal I: School Performance:** ~~CalCA@Ripon~~CalCA NorCal uses standardized testing to calibrate student performance and improvement on a yearly basis. ~~CalCA@Ripon~~CalCA NorCal will be fully accountable for its students' achievement in keeping with the 1999 state API law, as updated in California Education Code section 52052, as well as in applicable federal law and any other applicable statutory achievement requirements for charter schools.
- **Goal I: aligns with State Priority 4.**
    -

Measurement: ~~CalCA@Ripon~~CalCA NorCal expects and encourages students to participate in all state-mandated testing, including new standardized assessments based on the California Common Core Standards. In the past, the results of the standardized assessments and other measurements have been calculated into the school's API (a scale of 200-1000). Participation in standardized testing is addressed in the Parent/Legal Guardian (Caretaker) Acknowledgment (see Exhibit D) and/or the Master Agreement (see sample in Exhibit C).

Performance Criteria: ~~CalCA@Ripon~~CalCA NorCal will continue to actively work to meet or exceed academic performance of demographically comparable schools, as well as to increase pupil academic achievement both schoolwide and by subgroup. In addition, ~~CalCA@Ripon~~CalCA NorCal will actively work to meet any other applicable standardized test performance targets established for charter schools.

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

- **Goal II: Student Progress.** Based on a value-added model of academic growth, and in alignment with California Education Code section 52052(e)(4)(C), students should demonstrate a year of academic growth for each year in school. While not every student starts or ends the year at the same place on the ladder, all should climb the same number of rungs during the time they are with our school. Students master a set of learning objectives in the core subject areas outlined for each grade level and aligned with California Content Standards (and Common Core State Standards). Students reach this level of achievement with a mastery loop approach—that is, when students do not meet initial performance targets, ~~CalCA@Ripon~~CalCA NorCal intervenes and provides additional support until an acceptable level of achievement is reached.

- **Goal II aligns with State Priority 4.**

Measurement: Students enrolled for two consecutive calendar years of state testing (enrolled by October 1 or on the October state census date of the first year and enrolled through testing the second year) will be measured by review of their performance bands on the state's standardized assessments.

Performance Criteria: ~~CalCA@Ripon~~CalCA NorCal will actively work towards the goal that more than 75% of its students, including each numerically significant pupil subgroup, demonstrate a year of academic growth on an annual basis. A year of academic growth is defined as movement up at least one performance band (e.g., from "Standard Not Met" to "Standard Nearly Met") on the state's standardized assessments (in the grades for which comparisons are possible). Students who do

not improve at least one performance band but who have either "Met Standard" or "Exceeded Standard" will also be considered to have achieved a year of academic growth. For subgroup calculations, this performance measure will only apply to subgroups that have sufficient numbers as defined in California Education Code section 52052 (or its successors).

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

- ~~o~~ **Goal III: Graduation and Post-Secondary Plans.** Based on Post-Secondary Plans, students will be prepared to pursue educational/career opportunities after graduation.
- o

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- **Goal III aligns with State Priorities 7 and 8.**

  - **Measurement:** ~~CalCA@Ripon~~CalCA NorCal will work to ensure that full academic year students in grade 12 (students that who are enrolled in ~~CalCA@Ripon~~CalCA NorCal by the October state census date) who are no more than two classes behind in credits are qualified for — and actually apply to — one or more two- and/or four-year colleges or universities, and/or accredited vocational schools, and/or military service branches.

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Performance Criteria: The percentage of full academic year students in grade 12 applying to one or more post-secondary options will exceed 80% or the previous year's percentage by 5% points or more.

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

- **Non-academic outcomes:** ~~CalCA@Ripon~~CalCA NorCal has also established important goals for aspects of the school that go beyond core academic learning activities but clearly support student achievement and are in alignment with the state priorities for student achievement.
  - **Goal IV: Attendance.** ~~CalCA@Ripon~~CalCA NorCal students will maintain high attendance.
- **Goal IV aligns with State Priority 5.**
  -

    Measurement: ~~CalCA@Ripon~~CalCA NorCal integrates multiple methods for tracking attendance, including instructional days completed, time-on-task, teacher contact, lesson completion and completed work products. Attendance is tracked via a parent attendance log in Connexus as well as a teacher attendance log of the final attendance credit awarded to each student each school month. Intervention strategies are implemented if a student's attendance falls below the expected target.

    Performance Criteria: ~~CalCA@Ripon~~CalCA NorCal will target an average school attendance rate of 95% over the school year.

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

  - **Goal V: High-Quality Teaching.** ~~CalCA@Ripon~~CalCA NorCal provides its students with excellent teaching by teachers dedicated to a specific teaching task and who work closely together.
- Goal V is not required to be aligned with a State Priority.

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

  Performance Criteria: ~~CalCA@Ripon~~CalCA NorCal makes every effort to hire only teachers that meet all of the qualification guidelines established by the charter. ~~CalCA@Ripon~~CalCA NorCal also makes every effort to hire teachers who meet all state credentialing guidelines for charter schools and who are assigned to teach the subject matter in alignment with their credential(s). ~~CalCA@Ripon~~CalCA NorCal sets very high standards in its evaluation of teachers. As an example, using the current system, "Effective" is an excellent rating and only a handful of teachers each year are rated "Highly Effective." ~~CalCA@Ripon~~CalCA NorCal will actively work to ensure that retention of "Effective" or "Highly Effective" teachers will meet or exceed 90% each year, and that the overall teacher performance ratings on the ~~CalCA@Ripon~~CalCA NorCal evaluation system in place that year will provide evidence of a strong teaching faculty (at least 80% of returning teachers have "Effective" or "Highly Effective" ratings on the current evaluation system).

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

- **Goal VI: Parent Satisfaction:** ~~CalCA@Ripon~~CalCA NorCal parents and students will continue to be satisfied with their school experience, community, and culture.

- **Goal VI aligns with State Priority 3.**

-

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

Performance Criteria: ~~CalCA@Ripon~~CalCA NorCal will work to ensure that families report an average of 85% or more positive responses across the 21 Parent Satisfaction Survey questions that are most directly affected by school staff. These 21 questions are included each year as part of an annual, independent parent satisfaction survey.

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

III.B ACADEMIC PERFORMANCE INDEX AND API-REPLACEMENT

Where applicable, include a plan for attaining the school's Academic Performance Index growth target. [Ref. Criteria for Review; CCR-5, § 11967.5.1(f)(2)(B)].

~~CalCA@Ripon~~CalCA NorCal complies with all applicable state laws regarding API, including the new standardized assessments based on the California Common Core Standards. ~~CalCA@Ripon~~CalCA NorCal's API scores (included previously in Figure 7) and applicable API-replacement growth targets will be developed by the California Department of Education (CDE). ~~CalCA@Ripon~~CalCA NorCal participates in all assessments and reports all data needed to generate an API score or API-replacement results.

Part of each year's evaluation of the school program by the Governing Board, in coordination with school leadership, includes information on whether ~~CalCA@Ripon~~CalCA NorCal attained its stated growth targets. The staff of teachers, education specialists, and administrators annually evaluates whether the ~~CalCA@Ripon~~CalCA NorCal program needs to make any adjustments in order to meet its targets.

A report is presented annually to the school's Governing Board regarding student performance on state standardized testing. Based on the results, the school leadership team creates school goals for the upcoming year and presents those goals to the Governing Board as part of the School Improvement cycle. Following approval or modification, this plan is then implemented for the upcoming school year.

III.C METHOD(S) OF ASSESSMENT

Describe the proposed method(s) by which student progress in meeting the desired student outcomes will be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card [Ref. California Education Code §47605(b)(5)(C)] The school's plan should describe a variety of assessment tools that are appropriate to the grade level, subject matter, skills, knowledge, and/or attitudes being assessed, including, at a minimum, tools that employ objective means of assessment that are frequent and sufficiently detailed enough to determine whether students are making satisfactory progress. Assessments should include annual results from the California Assessment of Student Performance and Progress (CAASPP) program and any other statewide standards or student assessments applicable to students in non-charter public schools, including, but not limited to, the California High School Exit Examination, the California English Language Development Test, and the physical performance test. [Ref. Criteria for Review; CCR-5 §11967.5.1(f)(2)(A), §11967.5.1(f)(3)(A-B) and California Education Code §47605(c)(1) and §47605(b)(5)(B)].

Student Assessment Strategies

~~CalCA@Ripon~~CalCA NorCal adheres to the same accountability measures, administers the same state assessments, and follows the same proficiency measures as all public charter schools in California, in addition to using its own internal assessment tools. ~~CalCA@Ripon~~CalCA NorCal's various assessments combine with top-quality curriculum and instruction to improve student achievement and maintain a high level of accountability. ~~CalCA@Ripon~~CalCA NorCal's assessment efforts begin with a thorough placement process and progress review, including online placements tests where indicated which help to customize the student's academic program and formulate the PLP. ~~CalCA@Ripon~~CalCA NorCal also utilizes ongoing online and offline assessments to measure student progress on the curriculum and a technology-based assessment tool to measure student gains over the school year. The following describes the specific assessments ~~CalCA@Ripon~~CalCA NorCal uses to evaluate the progress of students.

- **Assessment Objective Performance Report (AOPR):** This report provides real-time student performance data on essential skills and standards based upon individual math, language arts, and science assessment items. The report identifies the objectives students should master by the end of that grade level based upon the California Content Standards and the Common Core State Standards and displays students' performance against the objectives. Data can be sorted to identify students who have or have not mastered specific objectives.

- **Placement:** During enrollment in the program, each new student takes part in a placement process that includes review of previous school records and assessment results, review with parents, and use of placement tests as needed. Connections' Academic Placement Advisors and the school's Counselors then determine a grade-level and/or course placement in consultation with parents/guardians.

- **Yearly Progress:** LEAP (for students in grades K-8) provides essential diagnostic information for developing the PLP and planning instruction. It provides an early predictor of performance on mandated tests and reports key accountability data on progress throughout the academic year. ~~CalCA@Ripon~~CalCA NorCal currently uses the SPS assessment for students in grades 9-11 for pre- and post-testing.

    - **Longitudinal Evaluation of Academic Progress (LEAP)**
      LEAP is the proprietary, diagnostic tool Connections uses to help assess students' academic strengths and weaknesses. Assessment results are used to help individualize a student's academic program to his or her individual needs. There are separate criterion-referenced reading and mathematics assessments. All students in grades K–8 take the LEAP math assessment and students in grades 2-8 take the LEAP reading assessment through Connexus. Students are given these tests two or three times over the school year: once in the fall and once in the spring, and sometimes a mid-year test in winter. The test was revised in the 2013-14 school year to incorporate new items, many of which utilize higher-order thinking skills.

      Connections has conducted an internal analysis of the relationship between academic growth, as assessed by LEAP and the SPS, and state test proficiency based on data from the 2013-14 school year. Results indicated that growth as assessed by both assessments displayed a statistically significant relationship (through a logistic regressions analysis) with state test scores. For both reading and math, the presence of growth during the year on LEAP and SPS was associated with proficiency on state assessments in the spring.

      Results are available to teachers through Connexus as students complete the assessment. Teachers have access to student's overall scores, scores within content areas, and information based on the student's overall score that highlights the extent to which a student is at-risk for struggling academically.

    - **Scantron Performance Series (SPS)**
      These tests are online adaptive assessments that Connections uses as a pre- and post-test academic assessment. The SPS assessments are managed by Global Scholar and align with the curriculum as well as state standards. High school students are given these tests two or three times over the school year: once in the fall, and once in the spring, and sometimes a mid-year test in winter. There are separate tests for reading and math. Students are assigned the tests that align with their enrolled curriculum.

      As with the LEAP assessment, SPS results are available to teachers through Connexus as students complete the assessment. Teachers have access to students' overall scores, scores within content areas, and information based on the student's overall score that highlights the extent to which a student is at-risk for struggling academically.

- **Ongoing Informal Assessments:** Students engage in several formative assessments that tap into all levels of student learning such as scored daily assignments, daily checks for understanding which require students to apply and integrate new skills in a thoughtful manner, and regular online quizzes and tests to measure understanding of newly presented material.

- **Unit Assessments and Offline and Online Portfolio Assignments:** Throughout each logical unit of study, students are required to complete a series of offline and online assessments. Offline assessments include written compositions, science lab reports, short-answer questions, essays, book responses, and a variety of work samples. These assessments require direct teacher evaluation. Online assessments include quizzes and unit tests. While the quizzes are brief and frequent, the more comprehensive unit tests occur at the end of an entire unit. Online assessments provide students and families with immediate objective feedback while offline assessments provide valuable reflection, feedback, and expertise from credentialed teachers. Student progress reports and grades include a combination of quizzes, tests, work samples, and teacher feedback.

- **Curriculum-Based Assessments:** ~~CalCA@Ripon~~CalCA NorCal uses curriculum-based assessments (CBAs) as a quick and effective way to gather additional information on students' understanding of concepts through telephone conversation. Diagnostic curriculum-based assessments (DCBA) pinpoint strengths and weaknesses in student mastery of concepts. Verification curriculum-based assessments (VCBA) authenticate student learning of concepts previously graded as completed with scores of B or higher.

- **Baseline Achievement Data:** Whenever possible, standardized test results are integrated into an incoming student's basic information in Connexus. Likewise, results for the state's standardized tests that students take while enrolled at ~~CalCA@Ripon~~CalCA NorCal, which are proctored face-to-face at a physical location, are included in Connexus along with internal pre-, mid-, and post-test data. This data is used to track student progress from year to year and within the year and to inform course placement and instructional needs of students.

- **State-mandated assessments:** ~~CalCA@Ripon~~CalCA NorCal is dedicated to meeting and exceeding all of California's goals and grade level requirements. At in-person, proctored locations, ~~CalCA@Ripon~~CalCA NorCal students participate in proficiency tests and all other assessments required by California. Results of these annual assessments are reported through the California Department of Education as well as communicated directly to parents when required. Participation in the state testing program allows for comparisons between schools statewide.

School Assessment Policies

Responsibility for monitoring, evaluating, adjusting, and adhering to the school's assessment policies and practices follows a traditional model. Teachers have primary responsibility for administering assessments and providing feedback to administrators. The Executive Director and

Principals oversee the assessment program and work with the Leadership Team as well as education specialists in evaluating and making recommendations for changes.

Connections further oversees the assessment component and makes recommendations to the Executive Director and the Governing Board. The Governing Board has ultimate responsibility for ensuring that the school is fulfilling the expectations and obligations under charter school law, the charter, and approved school policy.

Basic security is provided by the Parent/Legal Guardian (Caretaker) Acknowledgement (see Exhibit D) which requires signed assurances of academic integrity, and also through a unique user name and password provided to each student, distinctive from that of parents and Learning Coaches, which assures proper access to online assessments. Students are instructed about the school's Honor Code, laid out in the School Handbook, and are reminded of and acknowledge their agreement to submit original work at the start of each online assessment.

~~CalCA@Ripon~~CalCA NorCal uses CheckMyWork, a plagiarism-checking tool to help teachers and students identify and correct inappropriate re-use of content. Following established guidelines, students may be required by their teacher to run their essays and other authentic assessment documents through CheckMyWork before submitting these assignments to the teacher and attaching the CheckMyWork report URL to their submissions. This gives students an opportunity to correct any unintentional plagiarism and allows teachers to see at a glance where academic integrity issues may exist.

The variety of assessment forms also promotes security. Frequent online quizzes, periodic online and offline unit tests, (some of which are randomized and/or timed), CBAs, and the standardized pre-, mid-, and post-tests are compared against the student's portfolio samples to detect any mismatches. Teachers are specially trained in telephone and WebMail message questioning techniques to evaluate student mastery of concepts.

Students and parents suspected of inappropriate assessment behavior are confronted immediately and subjected to standard disciplinary action as specified in the School Handbook (see Exhibit B). All students are required to sign the school Honor Code indicating their understanding of the expectations of academic honesty. Cheating, plagiarizing, or other acts of academic dishonesty are directly counter to the principles of academic excellence and harm most those students who engage in such activities — they cheat themselves of the opportunity to fully develop their intellectual abilities. The Honor Code serves to reinforce students' commitment to academic excellence, and all students must sign this Honor Code.

School-wide Assessment Strategies

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

School self-assessment/evaluation: ~~CalCA@Ripon~~CalCA NorCal has very specific and measurable objectives for success, based upon the academic progress of its students and the school's performance on several non-academic measures. The school administration uses Connexus to watch each of these variables very closely to monitor the school's overall success. The Executive Director, in collaboration with the staff and with the school Leadership Team, as well as Connections administrative support team, develops a list of measurable annual school goals that are designed to ensure continuous school improvement. The Governing Board approves these school goals and the performance of the administration and staff members are evaluated in part by using the school goals.

Teacher and administrator evaluation: The purpose of the performance evaluation system is to create a high performance school by encouraging staff to put forth their best effort, focusing everyone on the school's main goals (as determined by the school leadership in collaboration with the Governing Board and RUSD), rewarding and retaining staff based on outcomes/results, and providing continuous feedback for professional development.

Teachers and administrators normally receive a formal mid-year review in December or January, and a formal end-of-year review in May or June. They also receive periodic feedback both formally and informally from their manager throughout the school year.

Teachers and administrators are evaluated based on competencies. The professional competencies align with the core standards for teaching, and may vary by type of teaching position (e.g. Special Education) or administrative position (e.g. Principal).

Competencies are reviewed with staff at the beginning of the school year and are available for viewing and comment throughout the school year.

The core teaching competencies typically include the following (additional competencies may be assigned based on position, responsibilities, and job level):

- Ensure high quality instruction,
- Personalize students' programs,
- Monitor student performance and provide timely feedback and intervention,
- Monitor student participation,
- Communicate frequently,
- Conduct and document all required contacts, and
- Collaborate and develop professionally.

Competencies are evaluated in the context of the school's goals, which evaluate student growth and achievement metrics, and observations of a teacher's or administrator's proficiency within each competency are evaluated using various methods including parent and student feedback, observations of lessons and interactions, and review of relevant documentation and data. Competencies are currently evaluated using the following scale and include comments from the supervisor:

- Highly Effective
- Effective
- Needs Improvement
- Ineffective

Teachers and administrators may receive an Overall Individual Rating on the end-of-year review based on evaluation of the competencies and goals. All compensation increases, after an initial salary offer, are based on performance. Teachers and administrators may receive an annual merit increase and may be eligible for an annual bonus incentive, both based on evaluation of competencies and goals, and the Overall Individual Rating.

The outcome of an individual's evaluation affects future decisions regarding staff retention, promotional opportunities, or disciplinary action and termination decisions. A teacher or administrator with at least one area needing improvement is placed on an individualized Performance Improvement Plan (PIP) and given opportunities for professional development, specifically in the areas requiring improvement.

III.D. USE AND REPORTING OF DATA

Outline the plan for collecting, analyzing, and reporting data on student achievement to school staff, parents, and guardians. Also describe the plan for utilizing the data continuously to monitor and improve the charter school's educational program.

Connexus captures all needed data about students, including information about their participation and their performance. This data is accessible for viewing by school staff, teachers, and parents/guardians on a moment-by-moment, day-by-day basis. In addition, this data is used for formal reporting to various stakeholders on the students' — and the school's — instructional progress.

Grade Books and Data Tools

Both Learning Coaches and teachers have access to an electronic Grade Book that tracks all results and serves as the basis of changes in the student's learning plan. A key aspect to assessments is the detailed feedback provided by the teachers beyond the simple right/wrong grading of many traditional assessment vehicles. ~~CalCA@Ripon~~CalCA NorCal also utilizes a variety of advanced data visualization tools that provides students, parents, teachers, school

administrators, district partners, regulators, and researchers with views of how students are performing.

In addition to formal graded assignments, teachers continuously monitor student work via Connexus. Teachers note performance on computer-graded quizzes and checks for understanding. Teachers also reach out to students via synchronous telephone or LiveLesson sessions based CBAs to verify student work and/or diagnose difficulties in mastering discrete skills and concepts. Connexus tracks teacher response time and teacher-student/teacher-parent communications. Connexus provides the school leader with rich, actionable data on this key aspect of teacher performance.

Also, a feature in Connexus sends auto-generated WebMail notifications to students and their Learning Coaches when teachers enter feedback in all assessments. Automatic WebMail notifications direct students and Learning Coaches to the specific assessments for which the feedback is provided, creating a continuous loop of communication on student learning.

Figure 21 is the teacher's homepage where he/she can track if students are on target. In a more detailed view of the class, shown in Figure 22, teachers can see if students have overdue lessons and are falling behind. Figure 23 shows a specific student's Grade Book.

Figure 21. Teacher's Homepage

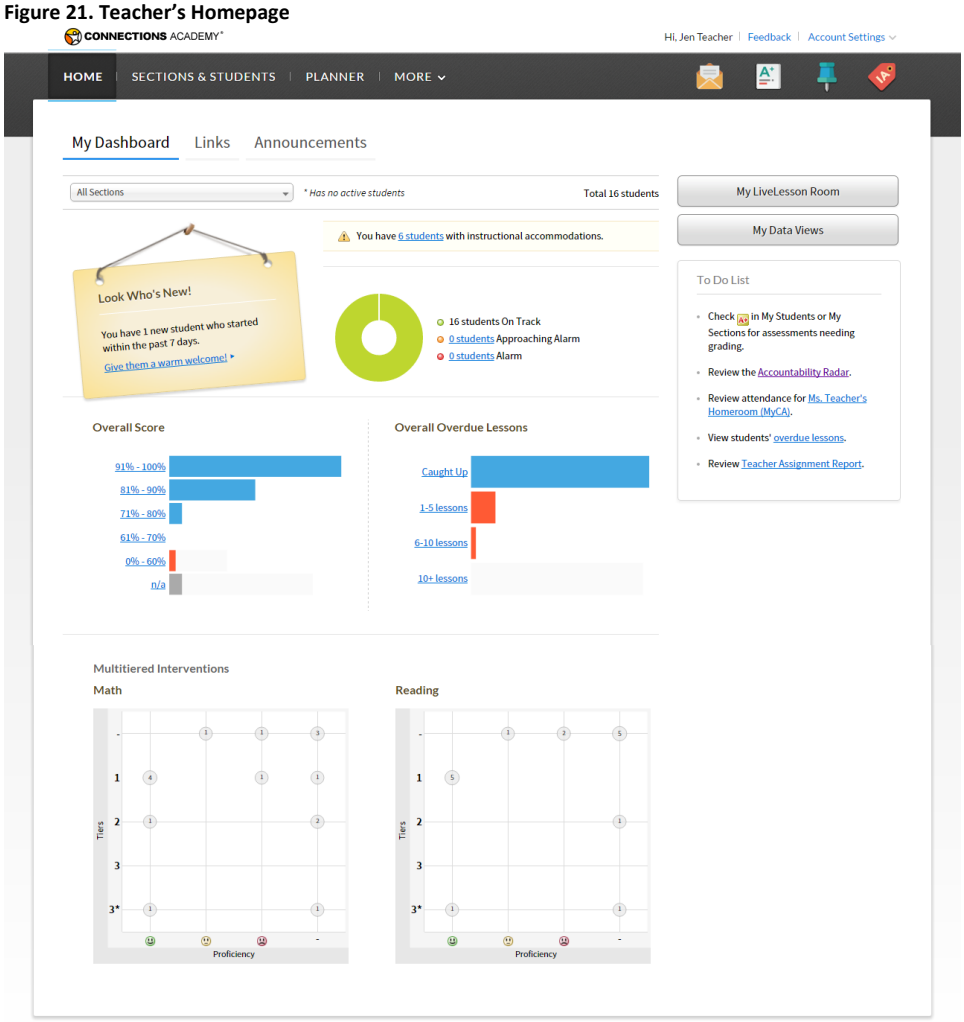


Figure 22. Students with Overdue Lessons

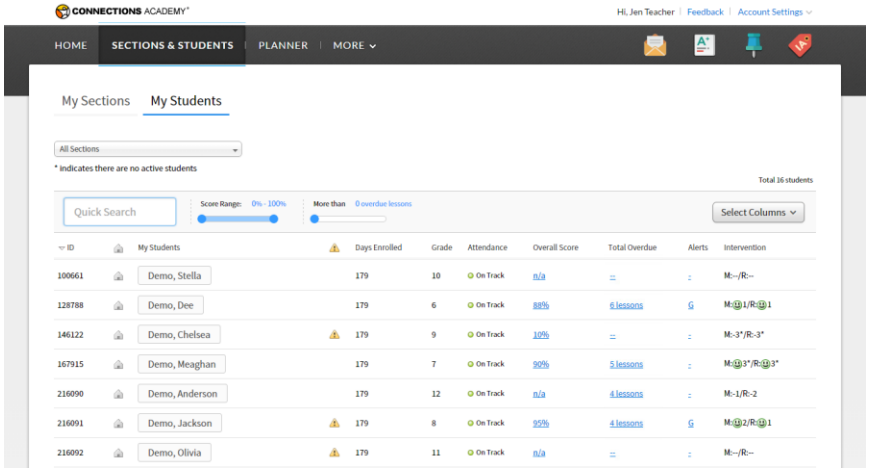
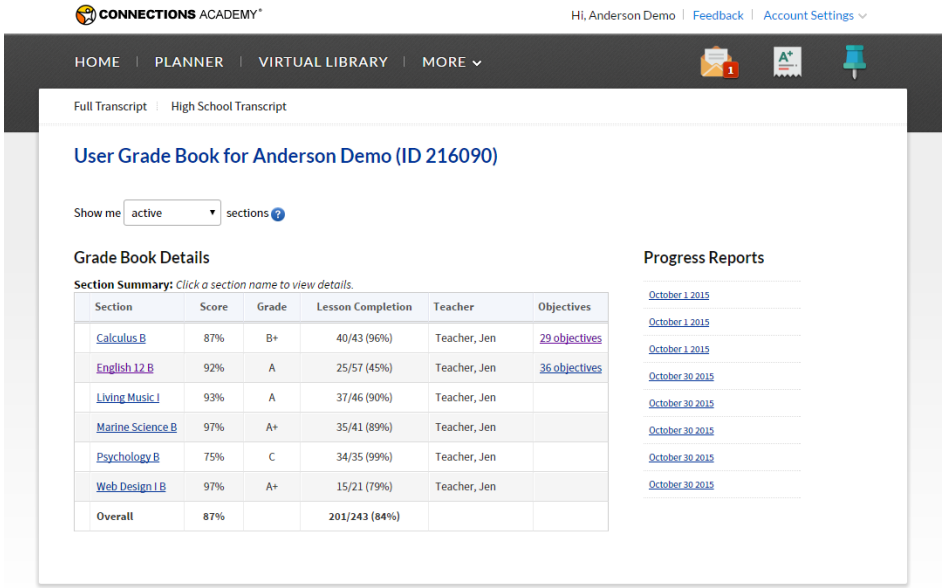


Figure 23. Specific Student Grade Book



Local Control and Accountability Plan (LCAP)

Annually, in accordance with the legal and regulatory requirements for charter schools, the school accounts for its progress against its performance measures to its stakeholders through updates to the Local Control and Accountability Plan (LCAP), submitted to the charter school Governing Board for input at a public hearing and approval, and then to RUSD. (See also Sections III.A and VIII.A) The agenda for the public hearing is posted at least 72 hours in advance of the meeting.

All Required Reports

Connexus is fully customizable to meet district, county, and state reporting needs in the form best suited for integration with existing information systems. By using Connexus, school leaders gather, monitor, analyze, and report more granular data about the virtual school's effectiveness than most traditional, brick-and-mortar schools find necessary.

Connexus was designed specifically for a full-time virtual school and is intended to provide 360-degree accountability through comprehensive data collection, analysis, and reporting to all stakeholders.

For example, the School Accountability Report Card (SARC) is developed annually by ~~CalCA@Ripon~~CalCA NorCal staff using data collected from Connexus and is then made available to the Governing Board, parents, district staff, and members of the public through a posting on the school and state public websites.

In addition, the school reports student data to CALPADS (California Longitudinal Pupil Achievement Data System) as required, using a state approved student information system which is populated with data from Connexus.

The school maintains student records in accordance with state, local, and federal requirements. All student record information is the sole property of the school and is subject to applicable law. Connexus is a thoroughly integrated content and student information system linking all aspects of the student learning process.

~~CalCA@Ripon~~CalCA NorCal complies fully with the requirements of the Family Educational Rights and Privacy Act (FERPA), a federal law that gives parents/legal guardians and students certain rights regarding the student's education records. Included is the right to the protection of a student's personally identifiable information in their education records and "personally identifiable information" from unauthorized disclosure. In addition to the requirements of FERPA, the Individuals with Disabilities Education Act (IDEA) may provide additional privacy protections for students who are receiving special education and related services. Part B of the IDEA incorporates

and cross-references FERPA. ~~CalCA@Ripon~~CalCA NorCal is aware of the cooperation between FERPA and IDEA and adheres to the applicable requirements of both. ~~CalCA@Ripon~~CalCA NorCal complies with the Protection of Pupil Rights Amendment (PPRA) and the Children's Online Privacy Protection Act of 1998 (COPPA).

IV. GOVERNANCE

Describe the planned governance structure of the charter school, including the process to be followed by the charter school to ensure the involvement of parents and guardians on behalf of the charter school's students. [Ref. California Education Code §47605(c~~b~~)(5)(D)] and Ref. Criteria for Review; CCR-5, §11967.5.1(f)(4)] Specifically illustrate how the school will be organized – and how that structure is designed to support student success. Describe respective roles of the board and administration, the domains for which each will be responsible, and how their relationship will be managed. In addition, provide details of how the charter school's board will be developed, in terms of supplementing necessary skills and providing training in effective board practices.
Describe how the design of the governance structure reflects a seriousness of purpose necessary to ensure that: (1) the charter school will become and remain a viable enterprise; (2) there will be active and effective representation of interested parties, including, but not limited to parents and/or guardians; and (3) the educational program will be successful. Evidence of the organization's incorporation should be provided as an Attachment, as necessary. [Ref. Criteria for Review; CCR-5, §11967.5.1(f)(4)]

IV.A GOVERNANCE STRUCTURE

Corporate Status

Pursuant to California Education Code section 47604(a), ~~CalCA@Ripon~~CalCA NorCal is operated by California Online Public Schools, a California non-profit public benefit corporation. California Online Public Schools was granted tax exempt status under Section 501(c)(3) of the Internal Revenue Code by the IRS. (See Exhibit E for the California Online Public Schools Articles of Incorporation, Bylaws, and IRS tax exempt determination letter). California Online Public Schools also oversees and operates several other charter schools in different locations throughout California, and may add additional charter schools in the future.

Roles and Responsibilities

The Governing Board[28] of California Online Public Schools governs the charter school. The Board sets policy and hires contractors including those providing the day-to-day services, curriculum, technology, and instructional services. Additionally, the Board is responsible for assuring that all aspects of the financial and programmatic accountability systems fulfill ~~CalCA@Ripon~~CalCA NorCal's charter with RUSD as well as its obligations to the California Department of Education. The Board adopts all policies as required for the independent study program of ~~CalCA@Ripon~~CalCA NorCal.

The roles and responsibilities of the Governing Board include, but are not limited to:

- Protecting the legal interests of the charter school;
- Determining the vision/mission of the school;

[28] In this document, use of the term "Board" or "Governing Board" refers to the California Online Public Schools Governing Board (CalCA~~@Ripon~~Northern California's Board) unless otherwise specifically indicated as the RUSD Board (the district's Board).

- Setting Board policy;
- Governing the operations of the school;
- Exercising sound legal and ethical practices and policies;
- Managing liabilities wisely;
- Advocating good external relations with the community, school districts, media, neighbors, parents, and students;
- Hiring and evaluating the Executive Director (also referred to as the Lead School Administrator);
- Overseeing hiring of the staff (as delegated to the Executive Director, also known as the Lead School Administrator);
- Provide oversight and/or approval of hiring contractors, negotiate service agreements, and hold contactors accountable for performance under such agreements, consistent with the Governing Board's responsibilities and the school's policies and procedures;
- Complying with state and federal reporting requirements;
- Practicing strategic planning;
- Approving an annual budget and interim reports as required by law;
- Ensuring adequate resources and manage them effectively; and
- Assessing the organization's performance.

The Board contracts with Connections to provide day-to-day services to the school under the terms of the Statement of Agreement. The contract is designed to have a term that coincides with the term of the charter, consequently, following charter renewal, the Board will proceed with consideration of renewal of a Statement of Agreement with Connections for the next five years. The current draft of the Statement of Agreement is included as Exhibit F. The Board is responsible for ensuring the performance of Connections or its successor in accordance with its obligations under the Statement of Agreement. Further information about the Statement of Agreement is provided in Sections IV.C and VII.I.

The Board currently holds nine regular meetings per school year. The Board meetings are posted and typically held telephonically in compliance with the Ralph M. Brown Act and Education Code § 47604.1California Government Code section 54953. Pursuant to the Ralph M. Brown Act, the agenda for regular meetings are publicly posted at least 72 hours in advance of the meeting, including a public posting on the school website. The public may directly address the Board at meetings, and members of the public, including parents, are also able to attend Board meetings via teleconference upon request or from any teleconference location.

Board Composition

The members and officers of the Governing Board are selected in compliance with the Bylaws. The Governing Board, in selecting future Board Members, strives to ensure potential members are committed to the school's mission, are willing to actively support and promote California Online Public Schools (both the corporation and any of its charter schools) and are dedicated to its educational endeavors.

In addition, the Board evaluates the potential members' credibility and integrity within the community. The Governing Board actively recruits Board Members who have professional skills that complement or add to the existing Board composition. The Board also actively recruits for Board Members who reside within the geographical boundaries of the area served by the charter schools it governs, in order to provide input from the local community. The Board also considers members' professional, educational, and practical experience. At least one position is to be held by someone with expertise in education. In order to ensure parental involvement in the governance of the school, the Board makes efforts to recruit a qualified parent of a current or former student to serve as a Board member. One board member may satisfy multiple categories. CalOPS will comply with Education Code § 47604.2 regarding the inclusion of a student member on the Governing Board in response to a petition for student representation.

As per the Bylaws, the Board members vote to fill positions with new or continuing Board Members, with a majority vote required. The sponsoring district of any charter governed by the Governing Board may add a representative to the Board (reference California Education Code section 47604(c~~b~~)). RUSD may choose to select a Board liaison who would be included in all correspondence to the Board Members including notifications, meeting agendas and materials, and who may also have time allocated on the agenda to provide RUSD school district updates to the charter school Board.

Any current employee of ~~CalCA@Ripon~~CalCA NorCal, or any current employee of any of the other charter schools governed by the corporation are not eligible to serve on the Governing Board. No employees of Connections are eligible to serve on the Governing Board.

Board Training

In order to ensure smooth operations and effective board practices, the Governing Board members have the opportunity to participate in the extensive Board Academy training program developed by Connections, provided by Greater Capacity Consortium and Above Board Training. The program currently includes the Effective Board Governance of Public Charter Schools online training module series as well as state-specific training provided both face-to-face and in print.

Training topics include charter school basics, non-profit management, conflict of interest,

budgeting and financial oversight, effective meetings, policy development and human resources oversight. In addition, Board Members often participate in the California and National Charter School conferences to network with other charter board members and further their development as effective board members.

Compliance with Corporate Law

The Board adheres to all applicable laws for non-profit public benefit corporations operating a charter school including, but not limited to, the Political Reform Act, the Public Records Act, and Government Code section 1090 *et seq.*, as they may be amended from time to time.~~the laws regarding interested parties and conflict of interest.~~ In addition, since the Governing Board assumes responsibility for a public charter school the Board agrees to conduct its business in compliance with the relevant sections of the Ralph M. Brown Act. The Board has adopted and regularly updates a Conflict of Interest Code consistent with the Political Reform Act. The Conflict of Interest Code requires Board members and key employees to annually file financial disclosure statements (known as the Form 700).

Operating Structure

The operating structure of the school includes an Executive Director (also referred to as the Lead School Administrator[29]) who oversees a Leadership Team made up of school principals and assistant principals, and other administrators. The Leadership Team supervises the teachers and administrative support staff. The Executive Director acts according to the policies and procedures as approved by the Board. The Executive Director also acts in an information and advisory capacity to the Board and is responsible for implementing Board policies in the day-to-day operation of the school. All personnel decisions concerning the Executive Director are ultimately the responsibility of the Board. The Governing Board's representative in connection with the day to day operation of the School is the Executive Director who consults with Connections on the day to day operation of the school, subject to oversight and control by the Governing Board in accordance with the terms set forth in the Statement of Agreement.

IV.B PARENTAL AND STUDENT INVOLVEMENT IN DECISION-MAKING

To promote student success, ~~CalCA@Ripon~~CalCA NorCal strives for a high level of parental involvement. This extends beyond the central role parents play in their own children's day-to-day learning and allows parents/ guardians to also be integrally involved in shaping ~~CalCA@Ripon~~CalCA NorCal and making certain that it fulfills its overall mission. Parents have the opportunity to serve on the Governing Board. Parents, staff, and students may serve in ad hoc work groups and committees as needed to advise the Board or the school administration on specific matters of interest and concern, including through their membership in Club Orange, a parent support organization for schools support by Connections.

In keeping with the state's new accountability strategies under the Local Control Funding Formula, ~~CalCA@Ripon~~CalCA NorCal engages the school community in the development and review of the school's LCAP. This process includes soliciting feedback from parents. One route for parent feedback is the annual Parent Satisfaction Survey (More information is provided in Section VIII.A).

Since the school's goal is to provide all parents with the opportunity to be informed about and participate in school level decision-making, information about the Board meetings, agendas, and activities is readily available to all families. For example, all agendas as well as contact information for Board members is posted on the school website. In addition, ~~CalCA@Ripon~~CalCA NorCal provides for ongoing interaction with parents via electronic feedback tools and regular parent surveys. The Governing Board typically holds its meetings telephonically to ensure that the community has the ability to easily attend meetings. Parents and members of the public can attend the Board meetings via teleconference. Regular meetings of the Board are held according to the schedule adopted by the Board, and the agenda for regular meetings are posted on the website and at a publicly accessible location at least 72 hours in advance. Board meetings are recorded and the recordings are posted on the school's website in accordance with requirements of Education Code § 47604.1.

IV.C SCHOOL SERVICES CONTRACT

~~CalCA@Ripon~~CalCA NorCal contracts with Connections to provide the virtual educational program outlined in this charter and day-to-day services. The Statement of Agreement details the respective roles of the Governing Board and Connections (also described in Section VII.I and Exhibit F). The non-profit Board operates the charter school and maintains responsibility for ensuring that the charter school program meets all educational, fiscal, and programmatic goals laid out in this charter. The non-profit Board regularly reviews Connections' services to ensure it is meeting the required accountability standards. The non-profit Board has the right to terminate its contract with Connections if Connections does not meet its performance obligations and if it is unable to cure such deficiency after being given reasonable notice. The Statement of Agreement in Exhibit F describes in detail the relationship between the Board and Connections. The non-profit Board is a completely independent entity from Connections. The IRS conducted a rigorous review of the organization in order to make the decision to award tax exempt status to the charter school corporation (see Exhibit E). By conferring this status to the non-profit Board, the IRS validated the independence of the school from Connections.

IV.D GOVERNANCE FOR SUCCESS

The governance structure at California Online Public Schools has been designed to ensure success for ~~CalCA@Ripon~~CalCA NorCal. The non-profit Board is the legal entity that holds the charter. This independent board has overall governance authority over the charter school. The Board adds additional members based on the criteria outlined in the Bylaws. The Board Members embrace the roles and responsibilities of an effective charter school board. The Governing Board represents a diverse array of experiences and qualifications including parents, educators, business and community leaders who are committed to deliver high-quality, highly accountable virtual schools in California.

[29] Position title used in the Statement of Agreement

The Board ensures that the school receives input in decision making from all stakeholders: the district, parents, staff, and other community members. The Board has the authority to contract with Connections, and Connections has a proven record of success in supporting public virtual schools. Connections supports the educational program, the technological infrastructure, and supports various operations of the school.

Connections is able to leverage its significant resources to the benefit of the school. This partnership, along with the oversight and guidance of the school district, creates a charter school that sets new standards of excellence in the virtual school arena. This, in turn, provides a stable high quality virtual educational choice for families in San Joaquin County and the surrounding counties.

V. HUMAN RESOURCES AND SAFETY

V.A QUALIFICATIONS OF SCHOOL EMPLOYEES

Describe the standards that will be used in hiring teachers, administrators, and other school staff, including, but not limited to the general qualifications for the various categories of employees the school anticipates hiring and the desired professional backgrounds, depth of experience, and other qualities to be sought in their selection. [Ref. California Education Code §47605(b)(5)(E)] Show how those qualities will help the school implement its vision, and how they will satisfy the requirements for "highly qualified teachers" under the No Child Left Behind Act. The qualifications should be sufficient to ensure the health and safety of the school's faculty, staff, and students. Identify positions that will be regarded as "key" in each category and specify the additional qualifications expected of individuals assigned to those positions.
Include an assurance that all requirements for employment set forth in applicable provisions of law will be met, including, but not limited to credentials. [Ref. Criteria for Review; CCR-5, §11967.5.1(f)(5)]

~~CalCA@Ripon~~CalCA NorCal strives to offer a work environment that provides opportunities for each employee to maximize his or her potential and meet the highest performance standards. Incorporated in this mission are core values:

- We value creativity in all aspects. We expect and support employees to be creative with their ideas, their work environment, and their approach to their jobs.
- We value the health and comfort of our employees.
- We will recognize and reward exceptional performance.
- We will be available to answer questions or take suggestions from any employee.
- We appreciate employees' ideas. We firmly believe the person doing a job is in the best position to think of ways of doing it more easily, efficiently, and effectively.
- We value and support education and expect everyone to undertake life-long learning.
- We expect everyone to work very hard, but we value family above all else. We will always work to make sure that we provide the flexibility and support in our work environment so that our employees can attend to family emergencies and educational needs.

Teacher Certification

The school employs teaching staff who hold appropriate California teaching certificates, permits, or other documents issued by the Commission on Teacher Credentialing, as required by state law for charter schools. The school also monitors and, when required, adheres to California's implementation of federal qualification guidelines for teachers under Every Student Succeeds Act (ESSA) or its successors. ~~These teachers teach the core academic courses in mathematics, language arts, science, and history/social studies.~~ These teachers are responsible for overseeing the students' academic progress in the core subjects and for monitoring grading and matriculation decisions as specified in the school's operational policies.

All credential documents are maintained on file at all times and are available, upon authorizer request, for inspection.

In rare circumstances, such as when a student or small group of students select a course that does not warrant a full-time teacher, the school may utilize the resources of iNaCA. The school may also employ non-California-credentialed instructional support staff in any case where a prospective staff member has an appropriate mix of subject matter expertise, professional experience, and the demonstrated capacity to work successfully in the virtual environment. Instructional support staff ~~without California credentials may assign grades and evaluate student progress in non-core or non-college preparatory courses and activities, such as some electives, or if retained as a short-term substitute, or~~ may provide support for a credentialed teacher. All staff members possess experience and expertise appropriate for their position within the school, as outlined in the school's staffing plan and the school's adopted personnel policies.

Staff Recruitment

The school recruits staff through a variety of channels, including traditional methods for posting job opportunities, plus networking with area charter schools and charter school organizations; outreach via enrolled families; and special outreach to teachers and administrators who are seeking a more flexible or alternative environment.

Human Resource Issues

In accordance with the law and in keeping with its goals of providing exceptional talent in the service of California children and their families, ~~CalCA@Ripon~~CalCA NorCal assures adherence to clear guidelines regarding such human resource issues as equal opportunity employment, harassment, personnel files, and other legally required issues. All of these issues are documented in the Employee Handbook that is available to staff as part of the hiring process as well as available at any time through Connexus.

Staff Qualifications

~~CalCA@Ripon~~CalCA NorCal has set the following experience and qualifications standards for personnel:

- **Principal and/or Site Administrator –** This professional should hold an advanced degree and an administrative credential. He/she should have a minimum three years management or administrative experience. A former principal or teacher is ideal. This professional must be technology literate and have good communication skills. He/she must be able to build consensus and inspire teachers to teach, students to learn, and parents to engage in their child's learning while following the mission of the school.

- **Teaching Staff –** Teachers ~~in core/college preparatory subjects~~ hold an active California teaching credential (or other document issued by the California Commission on Teacher Credentialing) as required by state law for charter schools. Requires a Bachelor's degree. The school prefers to hire teachers with teaching experience, ideally three or more years. Teachers must be skilled at teaching a standards-based curriculum and incorporating innovative approaches to instruction. Teachers should demonstrate good communication skills and be technology literate. The school pays special attention to applicants who have experience in individualized instruction, virtual teams, and distance education. Teachers responsible for providing Special Education services ~~have experience and/or~~ hold a valid California certification in Special Education. Additionally, EL teachers are qualified to teach EL students, which includes a CLAD or BCLAD certification and experience teaching EL students. EL teachers are also sought who are bilingual.

- **Administrative Support Staff –** These staff members are responsible for daily administrative tasks such as answering phones and emails, receiving visitors, entering data into the online student information system, scheduling appointments, generating reports, performing enrollment and registrar duties, executing state reporting duties, assisting administrators and teachers with administrative tasks, filing, and other duties as assigned. These staff members have excellent communication and interpersonal skills and work well as part of a team.

- **Community Coordinators –** ~~CalCA@Ripon~~CalCA NorCal may recruit parent volunteers situated in different geographic areas to organize and facilitate extracurricular, social, and other enrichment activities for families who live near one another. These Community Coordinators are recruited based on interest, time availability, and community contacts rather than educational background or professional experience. ~~CalCA@Ripon~~CalCA NorCal provides specialized training and tools to assist them in their efforts. It is not a requirement to participate as a Community Coordinator.

- **Education Resource Center (ERC) –** Students, parents, and teachers have access to curriculum specialists and other support staff through a Connections' Education Resource Center. The ERC provides a mix of dedicated and shared-use personnel who deliver support to ~~CalCA@Ripon~~CalCA NorCal. These individuals all receive specialized training in the skills and techniques required for effective virtual education and geographically dispersed teams. The ERC not only provides the ~~CalCA@Ripon~~CalCA NorCal community with unparalleled level of educational expertise and experience, but also enables ~~CalCA@Ripon~~CalCA NorCal to expand support for students and parents beyond the traditional school day.

  During the regular school day ERC staff members are available for one-on-one sessions with students and parents based on referrals from a student's teacher. The ERC staff members are also available to back-up absent teachers (e.g. as substitutes). The array of services include:

  - Curriculum consultation for reading, mathematics, science, language arts, social studies, physical education, the arts, and poetry;
  - Instructional consultation to address multiple learning styles, effective instructional approaches, behavior management, and student motivation;
  - Special needs consultation to assist students with disabilities, English Learners, or gifted students, or to deploy assistive technology;
  - Distance education consultation to support and enhance virtual teaming, virtual projects, and communication strategies; and
  - Assessment services including assistance with the selection of testing instruments, test creation, test preparation strategies, and the analysis and use of test data.

Staffing Plans

~~CalCA@Ripon~~CalCA NorCal develops staffing plans and recruits and hires sufficient staff so that the school meets any legally required student-to-teacher ratios for California. The projected budget is developed each year based on the required student-to-teacher ratio in place for that year. The school complies with applicable California regulations regarding the student-teacher ratio. The staffing plans also identify how many administrative and support positions are available at the school each year and lays out the allocation of staff between all of the California Connections Academy schools for that year.

Staff Training

Prior to the opening of school each year, ~~CalCA@Ripon~~CalCA NorCal provides a complete training program for program teachers, the school Leadership team, and other staff who have direct contact with students. Training topics include the curriculum, technology, monitoring student performance, and virtual school instructional techniques. Throughout the year, staff members have multiple opportunities to participate in professional development activities for the school as well as activities offered by other schools supported by Connections nationally. Teachers have daily access to curriculum specialists for "just-in-time" training on particular curriculum issues. The teachers and school leaders also may provide their own informal ongoing professional development.

Connections Professional Learning Sessions

Connections offers ~~CalCA@Ripon~~CalCA NorCal a series of Professional Learning (PL) sessions, designed specifically for teachers working in the virtual charter environment. There are three levels offered, known as PL 100, PL 200, and PL 300. Teachers from schools supported by Connections throughout the country participate, which allows sharing of best practices between many teachers working in the same content areas and grade levels.

First year teachers and new school staff participate in Connections' PL 100 series which focuses on:

- Making data-driven instructional decisions,
- Identifying risk factors that may require more intensive instructional interventions,
- Monitoring student performance based on data available at different points in the school year, and
- Providing teachers with strategies for giving effective feedback to students and evaluating evidence of learning.

This training emphasizes the "instructional shifts" required to support the level of rigor demanded by state standards, next generation assessments, and college and career readiness expectations. During these professional learning sessions, teachers are placed into virtual groups (e.g., chat pods, breakout rooms) for discussion and application activities with grade level/subject area teachers, when possible. For example, teachers of STEM subjects work together to discuss application of the session objectives within the courses that they teach.

Second-year teachers and school-based staff participate in Connections' PL 200 series. The PL 200 series focuses on the learning sciences — deliberate practice, meaningful feedback, student engagement and motivation, multitiered intervention, and the role of mastery and transfer. PL 200 sessions engage teachers in thinking more critically about the topics presenting during the PL 100 sessions and provide additional opportunities for application of skills and strategies that impact

student achievement across all grade levels and subject areas.

In the PL 300 series, teachers of students in grades K-5 are grouped by grade bands K-2 and 3-5 instead of by subject area, since most teachers in these grades are teaching all subject areas. Middle school and high school teachers are grouped by content area. The facilitator guides discussions by asking targeted questions for content areas such as math and science. Teachers discuss research and strategies for topics such as: providing feedback, engagement, developing grit, and motivating students. Participants of the PL 300 will continue to collaborate within these groups each year as they progress within the professional learning series.

~~CalCA@Ripon~~CalCA NorCal requires teaching staff to participate in the appropriate Connections Professional Learning series as part of their responsibilities. In addition to these required professional learning sessions, Connections also offers a number of "Optional Professional Learning Sessions." These sessions are available to all teachers who seek to expand their professional knowledge. Each topic is designed for specific content area teachers and grade level teams and includes strategies for effectively and actively engaging students in the learning process.

As a continuation of synchronous online professional development sessions, teachers are expected to continue the conversation within their vertical and horizontal Professional Learning Communities (PLCs). This allows for true application of new strategies and resources as teachers strive to personalize instruction and make data-driven decisions. Professional development sessions use evaluation surveys and collaborative tools to elicit teacher and administrator feedback. Audits, evaluations, and site-visits are used to gauge the effectiveness of the training and to ensure initiatives are implemented with high fidelity.

Additional training in health and safety areas may be included as needed to comply with the school's health and safety policies.

V.B COMPENSATION AND BENEFITS

Provide an explanation of how the school will structure employee compensation. Describe the manner by which staff members of the charter school will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, and/or federal social security; or how the school will create a system of its own to accommodate employees' retirement funding. Include the specific positions to be covered under each system and the staff designated to ensure that appropriate arrangements for that coverage are made. [Ref. California Education Code §47605(b)(5)(K) and Criteria for Review; CCR-5,§11967.5.1(f)(11)]

The Governing Board approves a compensation plan for teaching staff. The plan includes the base salary as well as additional compensation incentives. A salary range for the various teaching positions is determined based on research of market compensation and financial considerations. Employment offers are based on specific criteria including years of experience, education, and other relevant skills/qualifications. After the initial hire, compensation increases are based on

the factors described herein.

The staffing plan is approved annually as part of the budget, and then in addition, the Board also reviews and ratifies changes to the staffing through a staffing report provided at each board meeting. The staffing report includes such information as position/title, base salary, bonus potential, career ladder position, a resume for all new hires, new hire start dates, promotion/position changes, a list of departing employees and the reason for each departure.

Teaching Positions

Teachers may receive an annual salary increase and incentives contingent upon performance of the individual and the school. The Board has the ability to adjust annual increase percentages in the event that the school does not meet financial expectations, state allocations are reduced, or required spending targets are not being met.

Teachers can also apply for the following career ladder opportunities. The career ladder levels which may earn additional compensation are currently as follows:

- Coordinator Teacher – base plus 4%
- Lead Teacher – base plus 9%
- Specialist Teacher—base plus 12%
- Master Teacher – base plus 15%

Non-Teaching and Administrative Positions

A salary range is determined based upon research of market compensation and financial considerations. Initial employment offers are based on specific criteria, including years of experience, education, and other relevant skills/qualifications. After the initial hire, compensation increases and incentives are based on performance.

Shared Services

The Board will employ a wide range of staff, who may be shared across all its other schools as needed. All staff costs are allocated to each school on a pro-rata basis in order to accurately allocate costs to each charter school operated by the corporation for the appropriate amount for staffing. ~~The Board has entered into a shared services agreement which allows the school to employ a wide range of staff, while allocating the costs of the teaching and administrative services among its "sister" non-classroom based charter schools, which currently includes California Connections Academy@Central, California Connections Academy@North Bay, and California Connections Academy@Capistrano.~~ Under this arrangement, staff serving ~~CalCA@Ripon~~CalCA NorCal students may be logging in from within the service area of ~~CalCA@Ripon~~CalCA NorCal (San Joaquin County and surrounding counties) and/or the office in Ripon, as well as from other locations. Shared services maximize the school's ability to offer a wide range of online offerings and to employ a geographically diverse and experienced staff. Administrators who are shared routinely travel between the schools. This staffing plan maximizes

quality, increases course offerings, maximizes resources, and assures the financial stability of the school.

Retirement

The Board has elected to participate in the State Teachers' Retirement System (CalSTRS) for credentialed staff, including credentialed teachers and credentialed administrative positions which support the instructional program (eligibility for participation in CalSTRS is based on CalSTRS guidelines). The Board and administration coordinate such participation, as appropriate, with the social security system or other reciprocal systems. For participation in the STRS systems, ~~CalCA@Ripon~~CalCA NorCal makes appropriate arrangements with a county office of education to ensure proper reporting and pays that county office a reasonable fee for the provision of such services. The Orange County Department of Education currently handles STRS reporting for all of the California Connections Academy schools.

The current option for other staff at ~~CalCA@Ripon~~CalCA NorCal is participation in the federal Social Security system. This option may be required by law for any staff members who are not eligible to participate in a state retirement system that is a replacement for social security (such as STRS). Staff members also have access to other school-sponsored retirement plans according to policies developed by the board of directors and adopted as the school's employment policies. The Board retains the option to elect participation in the Public Employees' Retirement System.

The school also retains the right to create its own retirement system, within the parameters allowed by law, to provide equivalent retirement benefits to its employees. The Board ensures that there is a process to identify which staff qualify for which retirement systems and ensures that all staff members are fairly covered.

Benefits

~~CalCA@Ripon~~CalCA NorCal provides an extensive benefits package which currently includes:

- Comprehensive health benefits (medical, dental, vision, prescription drug coverage);
- Health Care Flexible Spending Account and Dependent Care Flexible Spending Account;
- Employer paid life insurance, accidental death and dismemberment insurance, short term disability insurance, and long term disability insurance;
- Voluntary supplemental programs (life insurance, critical illness, accident insurance, discounted auto insurance, discounted homeowners insurance, discounted renters insurance, pet care discount program);
- Paid time off;
- Employee Assistance Program (resources for seniors, emotional well-being, parenting and child care, and pet care among other resources);
- Retirement savings plan;
- Tuition programs (payment for qualifying courses taken at American Public University or reimbursement for qualifying courses taken at another institution of higher education,

currently up to $5,250 per calendar year);

- Travel assistance;
- Identity theft program; and
- Health advocate (a resource for employees to find health specialists, help transfer medical records and explain coverage among other services).

This robust health insurance policy is provided to eligible teachers and administrative staff through the Connections plan with Cigna but may be provided through another carrier, as determined by Connections and the Governing Board. Other benefits for employees are detailed in the Employee Handbook and Benefits Guide, published annually.

V.C RIGHTS OF SCHOOL DISTRICT EMPLOYEES

Provide, as applicable, a description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school. [Ref. California Education Code §47605(b)(5)(M) and Criteria for Review; CCR-5, §11967.5.1(f)(13)]

Return Rights

If an employee leaves district employment to work at the charter school, the collective bargaining agreements and Board policies of that district will govern the return rights of such employees.

~~CalCA@Ripon~~CalCA NorCal may negotiate with a district to "loan" employees who would then retain their status and benefits through the district, but who would work under ~~CalCA@Ripon~~CalCA NorCal's employment policies. Neither the district nor the charter school are obligated to agree to such a loan, but may do so if mutually agreeable. If a district employee is working at ~~CalCA@Ripon~~CalCA NorCal, the school will notify the district prior to March 15 of each year, if any such employee is not going to be re-employed by the school the following year.

Exclusive Public Employer

Subject to the shared services agreement entered into by and between all schools supported by Connections in California, California Online Public Schools, which operates ~~CalCA@Ripon~~CalCA NorCal, will be deemed the exclusive public school employer of the employees of the charter school for the purposes of Educational Employment Act [Chapter 10.7 (commencing with section 3540) of Division 4 of Title 4 of Title 1 of the Government Code] [Ref. California Education Code section 47605(b)(6)].

V.D HEALTH AND SAFETY

Describe the procedures that the school will follow to ensure the health and safety of students and staff, including how the school will provide for proper immunization, as well as vision, hearing, and scoliosis screening for students; the development of a school safety plan, which shall include the safety topics listed in subparagraphs Education Code § 32282(a)(2)(A)-(J); *and the steps the school will take to ensure that criminal background checks are collected from all school personnel. [Ref. California Education Code §47605(c~~b~~)(5)(F) and Criteria for Review; CCR-5, §11967.5.1(f)(6)]*
Describe how the school will maintain safety on the school campus, including, but not limited to, disaster preparedness, visitor procedures/security and emergency drills. Also describe how the school will maintain a learning environment free of sexual harassment in accordance with applicable federal requirements. If district facilities will be requested for use by the charter school, include a statement that the school will require that all students and parents comply with school district safety policies on the school campus, and that the school will enforce the policies to the full extent possible. Describe how staff will receive training and how safety-related information will be communicated to parents and students.

~~CalCA@Ripon~~CalCA NorCal has adopted and implements a comprehensive set of health, safety, and risk management policies. These policies are reviewed regularly by the Governing Board to ensure they meet the needs of the school.

They address and/or include the following policies:

- A requirement that all enrolling students provide records documenting immunizations to the extent required for enrollment in an independent study program of a California public school;
- Policies relating to preventing contact with blood-borne pathogens and providing training to employees on such prevention;
- A policy regarding staff requirements and training in CPR, first aid and/or emergency response;
- Policies relating to the administration of prescription drugs and other medicines;
- A policy that if the school has a permanent facility, it will have received state Fire Marshal approval and will have been evaluated by a qualified structural engineer who has determined that the facilities present no substantial seismic safety hazard, and that the school will maintain appropriate facility compliance documents on file;
- A policy establishing that the school functions as a drug, alcohol, and tobacco free workplace;
- A requirement to comply with the employee criminal background check requirements for employees, contractors, and volunteers, per California Education Code sections 44237, 45125.1 and 35021.1;
- A policy regarding health screenings for students, such as vision, hearing, etc.;
- Policies regarding visitors to the school facility and/or school activities, and other school security issues;

- Policies to ensure the school is in compliance with federal sexual harassment prevention guidelines and is maintaining a learning and work environment that is free from sexual harassment, which are posted on the school's website, which are posted on the school's website;
- ~~;~~
- Policies regarding safe student use of the Internet and prevention of cyberbullying; and
- A policy requiring mandatory annual training for school staff, and other persons working on behalf of the school who are mandated reporters, on child abuse, which shall occur within the first six weeks of each school year, or within the first six weeks of a person's employment if employed after the beginning of the school year, in accordance with the requirements of AB 1432 and per California Education Code section 44691.

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These policies are incorporated, as appropriate, into the school's student and staff handbooks and are reviewed on an ongoing basis in the school's staff development efforts and Governing Board policies. Staff members receive regular training regarding safety issues, including Internet safety, child abuse and harassment prevention. The current Health and Safety Policies are available at any time from the school upon request.

The school will post information about Title IX on its website, in accordance with Education Code 221.6. In addition, the Governing Board has adopted a Suicide Prevention Policy, which is also posted on the website along with all other applicable information required under Education Code § 234.6.

Pursuant to AB 1747 (2018), CalCA NorCal will develop a school safety plan, which will include the topics listed in California Education Code section 32282(a)(2)(A)-(J). The school safety plan will be reviewed and, if needed, updated by March 1 every year by CalCA NorCal.

V.E DISPUTE RESOLUTION

Provide a description of the procedures to be followed by the charter school and the ~~entity granting the charter~~ chartering authority to resolve disputes relating to provisions of the charter. Describe how the costs of such a dispute resolution process, if needed, will be funded. [Ref. California Code §47605(b)(5)(N) and Criteria for Review; CCR-5, §11967.5.1(f)(14)]

In the event of a dispute between ~~CalCA@Ripon~~CalCA NorCal and RUSD regarding the terms of this charter or any other issue regarding the school and district relationship, both parties agree to apprise the other, in writing, of the specific disputed issue(s). In the event the initiating party believes the dispute relates to an issue that could potentially lead to revocation of the charter, this will be specifically noted in the written dispute statement. Within 30 days of sending written correspondence, or longer if both parties agree, the Executive Director of

~~CalCA@Ripon~~CalCA NorCal and the RUSD Superintendent, or their designees, will meet and confer in an attempt to resolve the dispute. The designees must be identified and confirmed in writing. If this joint meeting fails to resolve the dispute, the charter representative and the district representative will meet again within 15 days, or longer if both parties agree, to identify a neutral, third party mediator to assist in dispute resolution. The mediation will incorporate informal rules of evidence and procedure unless both parties agree otherwise. Unless jointly agreed, the process involving assistance of a third party mediator will conclude within 45 days from commencement.

All mediation costs and all other costs associated with dispute resolution will be shared equally by ~~CalCA@Ripon~~CalCA NorCal and RUSD. The school is entitled to receive funds throughout the term of the charter. In the event of a dispute between the school and the district, the district will not be permitted to withhold, as a remedy or otherwise, any funds received on behalf of the charter school.

In the event the third-party mediation process does not result in resolution of the dispute, both parties agree to continue good faith negotiations. If the district indicates in writing that the violation constitutes a severe and imminent threat to the health and safety of the school's pupils, the district is not required to be referred to mediation, but reserves the right to take any action it deems appropriate to ensure the safety of students. The school reserves the right to seek legal redress for any such actions under the law.

This dispute resolution process may be clarified as needed. Any and all necessary additional details will be included in the Memorandum of Understanding (MOU) with RUSD (See Exhibit G).

In addition to these processes, the Governing Board, in collaboration with Connections, will develop, adopt, and maintain updated policies and procedures for resolving internal and external disputes and grievances. These procedures will be included in the School and Employee Handbooks. The school has adopted a Uniform Complaint Procedure, the school's formal complaint procedure, which is posted on the school website and referenced in the School Handbook (see Exhibit B).

RUSD agrees to refer all complaints regarding the school's operations to the ~~CalCA@Ripon~~CalCA NorCal staff and/or Governing Board for resolution in accordance with the school's adopted policies.

All disputes or complaints that are not resolved by the school in accordance with its complaint procedures and which are related to the school's provision of Special Education services, including complaints regarding the initial placement or enrollment of Special Education students in the school, will involve the school's SELPA, currently the El Dorado Charter SELPA.

VI. STUDENT ADMISSIONS, ATTENDANCE, AND SUSPENSION / EXPULSION POLICIES

VI.A STUDENT ADMISSION POLICIES AND PROCEDURES

Describe the policies and procedures the school will develop and implement for the admission and enrollment of students, including any proposed timetable or calendar and the extent to which the school will develop a random lottery process, where applicable. Include assurance that the charter school will be nonsectarian in its programs, admission policies, employment practices, and all other operations, and will not charge tuition nor discriminate against any student based on ethnicity, national origin, gender, or disability. [Ref. California Education Code §47605(c~~b~~)(5)(H), §47605(e~~d~~) and Criteria for Review; CCR-5, §11967.5.1(f)(8)]

Outreach and Recruitment

~~CalCA@Ripon~~CalCA NorCal actively recruits families that represent the full cultural, demographic, and socioeconomic range of California communities. In order to leverage the additional visibility of other California Connections Academy schools and to address the mobility of 21st century families, the school may use the name "California Connections Academy" for outreach purposes.

~~CalCA@Ripon~~CalCA NorCal uses a variety of means to inform families about its services and provide them an opportunity to enroll including:

- **Website:** Connections maintains a website (www.connectionsacademy.com) with a special link to the California Connections Academy schools and ~~CalCA@Ripon~~CalCA NorCal school information. The website contains information about the school, its Personalized Performance Learning approach, and its curriculum. The site also contains a regularly updated set of Frequently Asked Questions and their answers. The site includes enrollment information and procedures, required postings such as the LCAP and a link to the SARC, and many useful tools for prospective students and their families.

- **Telephone/e-mail information service:** ~~CalCA@Ripon~~CalCA NorCal maintains a toll-free information line (800-382-6010) and an email information service (info@connectionsacademy.com) to answer parents' questions about the charter school.

- **Information sessions:** ~~CalCA@Ripon~~CalCA NorCal conducts multiple Information Sessions for families throughout the counties served to assure that families from a variety of communities are able to attend. Some or all of these information sessions may be virtual, meaning that families attend the session from home via their computers. ~~CalCA@Ripon~~CalCA NorCal uses these sessions to provide a complete array of information about its program including its curriculum, teaching methods, technology resources, and testing requirements.

- **Direct mail:** ~~CalCA@Ripon~~CalCA NorCal conducts direct mail campaigns announcing the charter school to families with children throughout San Joaquin County and its contiguous counties. In a typical mailing, ~~CalCA@Ripon~~CalCA NorCal sends out a postcard inviting parents to attend an Information Session, visit the website, and/or contact the call center. ~~CalCA@Ripon~~CalCA NorCal may also use email to supplement its physical mail campaign. Mail is sent to people who approach ~~CalCA@Ripon~~CalCA NorCal and request information, as well as other prospective families who have school-aged children and an interest in learning at home.

- **Community and youth services partnerships:** As part of its outreach process, ~~CalCA@Ripon~~CalCA NorCal provides information about the charter school to community, family, and youth- serving organizations such as Boys and Girls Clubs; seeks partnerships with parent groups, and organizations for young actors, dancers, and athletes.

- **School district referrals and outreach:** ~~CalCA@Ripon~~CalCA NorCal takes every opportunity to brief school district administrators and guidance personnel on ~~CalCA@Ripon~~CalCA NorCal as an alternative for students who might benefit from individualized instruction in a non-classroom setting.

- **Media outreach:** ~~CalCA@Ripon~~CalCA NorCal makes use of paid media, television, radio, digital and print advertisements. The school takes full advantage of the local media's interest in promoting community events relevant to residents in order to inform parents about informational sessions for the California Connections Academy schools and to raise awareness of this school in particular.

- **Parent referrals:** Parent referrals are a large reason for the growth at ~~CalCA@Ripon~~CalCA NorCal, and ~~CalCA@Ripon~~CalCA NorCal works closely with families so they can share their positive experiences with their friends and neighbors. Eighty-nine percent of families who took the parent survey reported that they recommend the program to other parents they know (See Figure 6).

- **Online and Social Media Marketing:** ~~CalCA@Ripon~~CalCA NorCal utilizes search engine marketing such as paid search "pay-per-click" advertising, online display advertising, and search engine optimization. In addition, permission-based e-mail marketing and website development are useful tools. The school uses social media opportunities such as blogging and social networks such as Facebook, Twitter, and YouTube.

Nondiscrimination in Admissions

~~CalCA@Ripon~~CalCA NorCal does not discriminate against pupils on the basis of gender, gender identity, gender expression, race, ethnicity, religion, national origin, ancestry, creed, pregnancy, marital status, sexual orientation, or physical, mental, emotional, learning disability or handicap, or any other characteristics listed 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@Ripon~~CalCA NorCal does not charge tuition or any fees that are prohibited. 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 his or her 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 will be followed by the school. Students are only eligible to attend if they provide evidence of residency within the counties served by the school. Under California Education Code section 51747.3, the school may currently allow enrolled students who move within California, but outside of the geographic boundaries of the school, to remain enrolled for the remainder of the school year. Students are eligible to enroll in ~~CalCA@Ripon~~CalCA NorCal if they reside in one of the following counties: Alameda, Amador, Calaveras, Contra Costa, Sacramento, San Joaquin, ~~Santa Clara,~~ or Stanislaus.

Admission Methods and Eligibility Criteria

Through its recruitment/marketing and application guidance activities, ~~CalCA@Ripon~~CalCA NorCal regularly discloses full details about its program and encourages families to carefully consider its academic and parental involvement demands before applying. ~~CalCA@Ripon~~CalCA NorCal 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@Ripon~~CalCA NorCal 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.

Parents must agree to and uphold Admissions requirements include the expectation that parents complete all enrollment and placement activities in a timely and complete fashion. This includes signing and upholding all necessary school-family agreements (such as an Independent Study Master Agreement as shown in Exhibit C and/or the PLCA in Exhibit D). Students are subject to the age and geographic restrictions for California public school admission and funding.

CalCA NorCal 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@Ripon is able to accommodate all eligible students who may wish to attend.~~ Enrollment (and re-enrollment) for the following school year generally opens on or around March 1. The ~~CalCA@Ripon~~CalCA NorCal enrollment team assists parents in completing the required enrollment tasks and in meeting 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 is completed. However, if~~ If anticipated demand for enrollment exceeds the school resources, the Board will ensure 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 (e~~d~~)(2)(B). The Board also would address any applicable federal requirements for the lottery process.

In accordance with California Education Code section 47605 (e~~d~~)(2)(A) and section 47605 (e~~d~~)(2)(C), ~~CalCA@Ripon~~CalCA NorCal, in partnership with RUSD, makes every reasonable attempt to accommodate all the students who wish to attend the charter school. ~~Since the school anticipates that it will be able to accommodate all eligible students who apply, development of a more detailed public lottery process is not necessary at this time. If t~~The school's adopted~~s~~ ~~a~~ lottery process~~, it will~~ 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 Ripon Unified School District

Once a student starts attending CalCA NorCal they become~~enrolled, students are considered~~ "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 will close shortly after the beginning of the second semester. The public website will list the date that enrollment closes for that school year. 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 school supported by ConnectionsCalCA 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 of racial and ethnic students, special education students, and English learner students, including redesignated fluent English proficient students, as defined by the evaluation rubrics in Section 52064.5~~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(c~~b~~)(5)(G) and Criteria for Review; CCR-5, §11967.5.1(f)(7)]

Schools supported by Connections typically reflect the statewide ~~racial and ethnic~~demographic balance, and ~~CalCA@Ripon~~CalCA NorCal actively works to do the same. Through extensive community outreach and full disclosure about the school's program, ~~CalCA@Ripon~~CalCA NorCal 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@Ripon~~CalCA NorCal 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@Ripon~~CalCA NorCal provides parents with a clear and accurate picture of the ~~CalCA@Ripon~~CalCA NorCal learning experience so they can make the most appropriate choices for their children.

~~CalCA@Ripon~~CalCA NorCal 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. 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 is used to generate reports to the Board, RUSD, and the California

Department of Education. It may also be used to evaluate and modify the school's outreach and recruiting strategies when necessary.

VI.C PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

As applicable, describe the public school attendance alternatives for students in the district who choose not to attend the charter school. At a minimum, specify that the parent or guardian of each student enrolled in the charter school will be informed that the students have no right to admission in a particular school of any local education agency as a consequence of enrollment in the charter school, except to the extent that such a right is extended by the local education agency. [Ref. California Education Code §47605(b)(5)(L) and Criteria for Review; CCR-5, §11967.5.1(f)(12)]

District students who choose not to attend the charter school may attend other district schools or may pursue an inter-district transfer in accordance with existing district enrollment and transfer policies. More information about district attendance alternatives is available from the district administrative offices. No RUSD student will be required to attend ~~CalCA@Ripon~~CalCA NorCal.

If a pupil who is subject to compulsory full-time education pursuant to Education Code § 48200 leaves the charter school without graduating or completing the school year for any reason, CalCA NorCal will notify the Superintendent or designee of the school district of the pupil's last known address within 30 days, and shall, upon written request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information.

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

VI.D SUSPENSION/EXPULSION PROCEDURES

Describe the procedures by which students can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:
(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.
(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:
(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.
(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.
(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii). [Ref. California Education Code §47605(b)(5)(J)] Include a preliminary list of the offenses for which students in the charter school must (where non-discretionary) and may (where discretionary) be suspended or expelled, respectively. Identify the procedure by which students can be suspended or expelled and the process by which parents/guardians and students will be informed about the reasons for any such actions and their due process rights. Explain how the charter school will take into account the rights of students with disabilities in regard to suspension and expulsion. Outline how policies and procedures regarding suspension and expulsion will be periodically reviewed and, when necessary, modified. Outline the process for notifying the school district in the case of suspension or expulsion of a student. [Ref. Criteria for Review; CCR-5, §11967.5.1(f)(10)]
~~*Describe the procedures by which students can be suspended or expelled. [Ref. California Education Code §47605(b)(5)(J)] Include a preliminary list of the offenses for which students in the charter school must (where non-discretionary) and may (where discretionary) be suspended or expelled, respectively. Identify the procedure by which students can be suspended or expelled and the process by which parents/guardians and students will be informed about the reasons for any such actions and their due process rights. Explain how the charter school will take into account the rights of students with disabilities in regard to suspension and expulsion. Outline how policies and procedures regarding suspension and*~~

~~*expulsion will be periodically reviewed and, when necessary, modified. Outline the process for notifying the school district in the case of suspension or expulsion of a student. [Ref. Criteria for Review; CCR 5, §11967.5.1(f)(10)]*~~

~~CalCA@Ripon~~CalCA NorCal has established suspension and expulsion policies. As part of final confirmation during enrollment for both new and returning students, parents/guardians have to check a signature box confirming they have been provided access to and agree they are bound by the terms of the handbooks, including suspension/expulsion procedures.

Handbooks (General and supplement applicable to ~~CalCA@Ripon~~CalCA NorCal) are available in Connexus and updated as needed. The policies may be modified at any time, as necessary, by action of the Board. The school's discipline, suspension, and expulsion policies are in accordance with students' rights and with applicable law. As a charter school, the suspension and expulsion requirements contained in California Education Code are not applicable to the school. However, the Board reviews those sections of California Education Code and utilizes similar guidelines when they are deemed appropriate to the desired disciplinary environment of the school.

Code of Conduct

Appropriate conduct is expected of all students. The student's code of conduct is explained in the School Handbook (see Exhibit B) and includes steps to be followed in the event of misbehavior.

Academic Honesty

Academic Honesty is also detailed in the General Handbook and ~~CalCA@Ripon~~CalCA NorCal Handbook Supplement. The school regards academic honesty as key to its mission, and academic honesty is essential in the virtual environment. It is expected that students adhere to the Honor Code throughout the year and that all schoolwork submitted in order to meet course or class requirements represents the original work of the student.

All individuals involved with the school are important contributors to upholding the academic honesty of the school and are held accountable for violations of the principles of academic integrity. Any form of academic dishonesty will cause a student to be subject to disciplinary action. The following principles are critical to maintaining academic honesty:

- Students must not submit work of any kind that is not their own work.
- Students must not plagiarize in any work (written, multimedia, oral, creative, etc.).
- Students must not post assessments, assignments, answers to assessments or assignments, or any other Connections curricular materials on any media that can be seen by other students or other third parties.
- Students must not give or receive unauthorized assistance on assessments.
- Learning Coaches must not give excessive assistance on assessments.
- Students must not present any forged document or signature to the school.
- Learning Coaches must not present any forged document or signature to the school.

Board Policies

~~CalCA@Ripon~~CalCA NorCal follows formal due process procedures to deal with the discipline of students. Students are guaranteed due process of law as required by the Fourteenth Amendment to the Constitution. The discipline policies have been developed to identify the types of conduct subject to discipline, to offer an opportunity for a hearing in which the student may present evidence to defend his/her actions, and to ensure due process for the student. The School Handbook (see Exhibit B) and the discipline policies are approved by the Board and are reviewed regularly. The Board reviews the policies to be sure they are within all current legal guidelines and that they are consistent with the school's mission and educational program.

Suspensions or expulsions for children designated as exceptional follow all appropriate state and federal policies, regulations, and laws. If a student with a disability violates a code of conduct, he or she will be disciplined according to the discipline measures described herein for up to 10 days. Upon subsequent violations that result in suspensions that exceed 10 days per school year or upon any recommendation for expulsion, the school will determine if the behavior manifested from the student's disability. If the school determines that the violation is not a manifestation of the student's disability, the school will apply the discipline procedures to the student in the same manner and for the same duration as the procedures would be applied to students without disabilities. However, if it is determined that the violation manifested from the student's disability, the school will conduct a functional behavior assessment and develop a behavior plan to address the behavior violation so that it does not recur.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student, but does not include an employee's use of force that is reasonable and necessary to

protect the employee, students, staff, or other persons or to prevent damage to school property.

Suspension (not more than nine~~10~~ days)

The Executive Director or grade level principal, following the due process protocol, may suspend students for up to nine~~10~~ 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:

- Violation of academic honesty code,
- Unexcused absence due to truancy,
- Bullying or harassment,
- Abusive or threatening language or conduct,
- Vandalism,
- Theft and robbery,
- Harassment or sexual harassment,
- Violation of acceptable use policy, and
- Repeated violations of any discipline issue.

The current due process protocol included in 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) will inform the student and parent/caretaker of the allegations and an explanation of the evidence that supports the allegations. The student will be provided with an opportunity to present his 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 his/her 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~~10~~ 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 student, the school shall provide access, either directly or indirectly, to a student who has been suspended from school for two or more schooldays for disciplinary reasons, the assignments that the student would otherwise have been given during that time period. If an assignment that is requested and turned in by the studen according to the school's procedures, either upon the student'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 student's overall grade in the class.

Commented [FS4]: This is added as a result of new law specifying this process

Expulsion

For more serious violations or for conduct that requires suspension of more than 10 or more days, the expulsion process will be used. A student may be expelled by the Executive Director after providing an opportunity for a hearing before a neutral school official appointed by the school's Governing Board (the "Hearing Officer"). At a minimum, the Hearing Officer will comply with the "neutral officer" requirements under Education Code section 47605(c)(5)(J)(ii)(II).The Executive Director or grade level principal may suspend the student for up to 10 days while the expulsion process continues especially if a serious offense, such as those listed, occurs. The Executive Director may request that final expulsions will be decided by the Governing Board or a designated expulsion committee. Suspensions or expulsions for children designated as exceptional will follow all appropriate state and federal policies, regulations, and laws.

Violations that may lead to expulsion include, but are not limited to any behavior that indicates that a student is a serious threat to the safety of others in the school, including possession of firearms, dangerous weapons, bombs, or explosives, criminal behavior, arson, possession of or sale of controlled substances or paraphernalia at the school school (including through online communication) or at any school-sponsored event.

The current due process protocol for expulsions is described here as it is currently included in the School Handbook. The process starts with the grade level principal. If the grade level principal believes that a student has committed an offense that might require expulsion, the principal may suspend the student for up to nine 10 days pending further proceedings and/or a Board or Expulsion Committee hearing. During this time, the principal will refer the case to the Executive Director, who may then request a hearing by the Hearing Officer Board, or the appropriate Expulsion Committee, to discuss the possible expulsion of the student. Upon a recommendation for expulsion, the Executive Director or grade level principal will determine whether the suspension should be extended while the expulsion process continues.

If the Executive Director determines that a student's conduct may warrant expulsion, the Executive Director will provide written notice to the parent/caretaker of the student of its determination and an explanation of the student's basic rights , including the student's right to a hearing.

Such notice includes:

(1) the date, time and location of hearing;

(2) a description of the incident(s) that is the subject of the hearing;

(3) a description of student's right to a fair opportunity to present their version of the incident(s), present testimony and evidence, call witnesses, cross-examine witnesses and be represented by counsel or an advocate;

(3)(4) notice that the student and/or Caretaker have a right to review the student's school records prior to the hearing; and

(4)(5) a description of the hearing process and explanation of the consequences of an expulsion.

At this hearing, the allegations and supporting evidence will be reviewed. As described in the above notice, at the hearing, the student will have the right and a fair opportunity to present theirThe student has the right to present his or her version of the incident(s), call witnesses, cross-examine witnesses and be represented by counsel or an advocate.

The Hearing OfficerBoard or Expulsion Committee, through the Executive Director, will provide notification to the student and parent/caretaker of the Board or Expulsion CommitteeHearing Officer's decision and discipline determination. The decision of the Board or Expulsion CommitteeHearing Officer is final.

The exact protocols to ensure due process for expulsions are subject to change via changes to the Board-approved School Handbook and/or Board-approved discipline policies.

Due Process

The School Handbook (Exhibit B) and Board policies lay out the due process for students with disciplinary issues. The discipline process currently has three levels: Warning, Suspension, and Expulsion. A warning is issued when a student has demonstrated a breach of conduct but is not as serious as those listed for suspension or expulsion. A warning ultimately results in written documentation that becomes part of the student's school record. Due process for suspensions and expulsions include informing students and parents of the charges, of their rights, and of the due process protocols, holding hearing(s) with appropriate persons/parties, allowing the student and parents to present his or her version of the occurrence, and written documentation of the results. Examples of the current due process protocols are described previously in this application.

In compliance with applicable law, no student shall be involuntarily removed (e.g., disenrolled, dismissed, transferred, or terminated) by the school unless the parent or guardian of the student has been provided written notice of the intent to remove at least five schooldays before the effective date of the action. The written notice shall inform him or her of the right to request a hearing before the effective date of the action. If a hearing is requested, the student will remain enrolled until the school issues a final decision.

Notification

The Board will be notified, in closed session or confidential correspondence as appropriate, of any expulsion decisions. Designated school district staff will be notified in a timely way of any expulsions by a designated member of the ~~CalCA@Ripon~~CalCA NorCal staff. In addition, the school will include data regarding suspensions and expulsions in reports to the state. Documentation of student discipline will be maintained in the student's school records.

VII. FINANCIAL PLANNING, REPORTING, AND ACCOUNTABILITY

VII.A BUDGETS

Provide a detailed proposed first-year operational budget, including startup costs, that includes:
Reasonable estimates of all anticipated revenues and expenditures necessary to operate the school – including special education;
Budget notes that clearly describe assumptions or revenue estimates, including, but not limited to the basis for average daily attendance estimates and staffing levels, including salary and benefit assumptions.
Also provide cash flow and financial projections for the first three years of operation; and plans for establishment of a reserve equivalent to that required by law. [Ref. California Education Code §47605(g) and Criteria for Review; CCR-5, §11967.5.1(c)(3)(B)]

~~CalCA@Ripon~~CalCA NorCal annually develops a budget which is submitted each year of operation to RUSD by the deadline established by the state. This deadline may be earlier if mutually agreed to between the charter and district in order to allow adequate time for review, but in no case will it be later than July 1 each year, in accordance with California Education Code section 47604.33. ~~CalCA@Ripon~~CalCA NorCal adheres to the charter school requirements of the state's Local Control Funding Formula (LCFF) statutes including compliance with LCAP requirements (See also Section VIII.A.).

Budget Development

The Executive Director, working with ~~Connections and~~ the school's Director of Business Services, prepares and submits a proposed budget for the upcoming fiscal year to the Governing Board at a regularly scheduled meeting. The Board reviews and modifies the budget as needed. Following Board approval, this preliminary budget is submitted to RUSD staff in keeping with timelines outlined in the MOU and any legally required timelines. A copy of the preliminary budget is also submitted to the County Office of Education following approval by the Governing Board. A revised school budget is typically developed, adopted, and submitted to RUSD following adoption of the state's annual budget.

Fiscal Year

The fiscal year for ~~CalCA@Ripon~~CalCA NorCal is July 1 through June 30, as stated in the Bylaws (see Exhibit E).

Budget Highlights and Assumptions

The attached three-year budget, which starts with the 2017-18 school year, demonstrates a school with sound financial planning (See Exhibit H).

Cash Inflows and Reserves

Revenue has been based on conservative estimates of available ADA funding and conservative attendance estimates. Enrollment figures are based on the projections for school growth based upon enrollment history for ~~CalCA@Ripon~~CalCA NorCal, enrollment history for other California Connections Academy schools, and thorough market analysis.

Under the new state Local Control Funding Formula, the general purpose revenue as well as most previous categorical revenues are combined. The LCFF revenue amount for the 2017-18 school year budget is derived from an LCFF calculator which uses estimated state certified per pupil funding rates, the school's base rate from the previous year, the anticipated annual cost of living adjustment, any "gap closure" rate, and the school's projected demographics.

Estimates of the rates and the methods of calculation of LCFF revenue were obtained from agencies such as the California Department of Education, the California Charter School Association, the Fiscal Crisis and Management Assistance Team, and School Services of California. Lottery funds are estimated conservatively. ~~CalCA@Ripon~~CalCA NorCal is eligible for Federal Title funds and accesses these programs annually. If other state categorical programs are available, the school may apply for those whenever eligible. Current funding sources outside of LCFF revenues are included in the budget (Exhibit H).

Cash Outflows

Expenditure distributions are designed to ensure that the majority of funds are spent on instruction related costs, and will therefore meet the requirements for full funding.

The program provides for the following:

- ***Teaching and administrative staff:*** Staff budgets and staffing numbers have been prepared to meet requirements for full funding. This budget provides for a student to teacher ratio of 25:1 or less. This ratio aligns with the state's charter school pupil-to-teacher ratio for an independent study program. The school has obtained a state approved waiver in the past to allow a teacher ratio of 27.5:1 and reserves the right to apply for such a waiver in the future, if the Governing Board determines that it is needed. Complete benefit packages have been assumed at approximately 25% of salary. Payroll taxes and STRS contributions are included, using the state's STRS contribution rate chart. The costs for certain teaching and administrative services, including salary and benefits, may be shared or allocated as appropriate with CalCA ~~@Ripon~~Northern California's sister schools through the shared services agreement.

- ***High quality instructional program including materials and technology tools:*** Costs for these items are determined through the Statement of Agreement and the annually adopted budget with Connections. A number of the school's expenses will be directly drawn from the fee schedule. The budget shows each type of expense and the method for calculating it (for example, per student, per teacher, or percent of revenue). The fee schedule includes fees for all of the instructional materials. In addition to complete lesson plans provided for every subject, additional materials will be provided, which may include such items as high-quality electronic textbooks, online licensed content, interactive lesson components, synchronous instruction tools, science and art kits, and state of the art technology training, test preparation and assessment tools. Note that due to fluctuations in available funding in California and funding allocation requirements, certain adjustments may have to be made to the regular Connections program. These will be determined by agreement between the Governing Board and Connections. Connections provides Connexus that includes, among other things, a student information system, lesson scheduling tools, accountability tools, webmail, instant messaging, chat, video and audio streaming for selected lessons and a school and local activities message board/forum.

- ***Facility:*** The school has a local office, currently in Ripon. In addition to teaching stations, this facility includes offices for the site administrator and administrative staff, as well as conference rooms, student records storage and other storage space. A remote virtual teaching model is used for the majority of the instruction. In this model, subject to approval by the grade level principal, most teachers spend time working at home or elsewhere other than the office in accordance with the school's work at home policy. Connections provides computers, internet access and technical support for staff while they are in the office, and also supports the hardware needed to effectively work from home. Due to the shared services model for employing staff members, the school uses a cost allocation model with the other California Connections Academy schools to offset the cost of its local office facility. The total office space rental costs include the square footage costs, while utilities, phone and internet are budgeted separately.

- ***Special Education:*** The ~~CalCA@Ripon~~CalCA NorCal budget includes expenditure items to provide for special education staff and services to fully meet the needs of the Special Education students. The charter is currently an LEA in the El Dorado Charter SELPA and will work with that SELPA regarding fiscal arrangements and reporting.

- ***Administrative costs**:* The school contracts with Connections for many administrative services. These services are shown in categories in the budget and include such general administrative services as enrollment, records management, human resources, payroll services, accounting, facility management, regulatory reporting support, general administration and oversight, marketing services, financing services, student and parent satisfaction assessment, board support and resource services, authorizer liaison services etc. In addition to the high-quality, turn-key educational program, Connections offers administrative support services to assist the school. Examples of items covered in the educational administrative services are: education program design, analysis, and revision; curriculum planning and selection services; school handbook development; professional development planning; school leader development; and so forth.

- ***Other operational costs:*** The school has budgeted for many other expenses necessary for school success such as teacher professional development, copier costs, student testing and assessment, loaned technology for students, technology support costs, insurance, audit fees, legal fees, banking costs, dues and memberships, STRS reporting fees, board training, district oversight fees, and so forth. Each of these is shown in detail on the budget. The audit fees include the cost of annual tax filing for the 501(c)(3).

- ***Oversight fees:*** Expenses related to the sponsoring District include the 1% District oversight fee. The details of the fiscal arrangement and the distribution of responsibilities are included in the MOU with RUSD (See Exhibit G), along with any District services that may be agreed upon on a fee-for-service basis.

The budget has been prepared to maximize cost efficiency and to leverage the resources available through ~~CalCA@Ripon~~CalCA NorCal's relationship with Connections, as well as through the relationship with the other California Connections Academy schools, with the goal of maximizing the amount of funds that are spent on items that directly support student learning. All items in the budget are directly linked to essential elements of the educational program described in this charter and are components of a successful virtual school model. The majority of the school's resources have been directed to the places where they will have the most impact on students (i.e. applied to the teaching staff, and to the curriculum).

Overall Cash Flow

Connections provides human resources, administrative, financial, accounting, and payroll services. The services provided are explained in the Statement of Agreement between ~~CalCA@Ripon~~CalCA NorCal and Connections. Since this is provided as a turn-key program, many of the school's expenses are either paid to Connections (such as fees for access to Connexus, curriculum, and so forth), are paid for salary and benefits under the allocation model of the shared services agreement with the other California Connections Academy schools, or are reimbursed by the school to Connections (such as travel, facility costs, and so forth). The charter school is invoiced monthly by Connections for all of the agreed upon costs. The invoices are reviewed by the Governing Board Treasurer and the Director of Business Services prior to payment to Connections and are also approved by the full Governing Board as part of the regular board agenda.

Connections has considerable experience supporting public virtual schools and has gained expertise in dealing with the unique aspects of public school funding including funding in California. In order to protect the ~~CalCA@Ripon~~CalCA NorCal charter school from experiencing cash flow problems as a result of delays in state or local funding, arrangements have been made to allow the charter school to pay the invoices *only if the school has sufficient funds available at that time.* The school must pay for services rendered as soon as funds become available, but there is no demand for payment if sufficient funds have not yet been received by the school. Therefore, due to this favorable arrangement between the charter school and its partner, any additional delays in state payments, such as have been imposed in the past by California on all public schools, will have limited negative effect on the charter school.

The Governing Board and school leadership are aware of the challenges of the state's past multiple and complex deferrals of payments which may be applied to public schools including charter schools. However, for the reasons listed herein, rather than needing to develop detailed cash flow analyses and seek outside financing, the charter school can rely on its arrangement with Connections to provide short term financing during times when cash is not received from the public revenue sources. This ability to obtain financing at a reasonable rate is one of many advantages offered to the school by Connections.

Due to potential variability of state and federal funding and the annual expenditures of the charter school, ~~CalCA@Ripon~~CalCA NorCal and Connections have agreed to negotiate, in good faith, a reduction in the fees, as needed. If the school's expenditures are projected to exceed its funding and would result in a cumulative net asset deficit on its audited financial statements, with the reduction in fees, the school will have positive net assets. Any reduction in fees is limited to the year for which such reduction is negotiated, except if otherwise noted. Connections will not be entitled to recoup payment of the negotiated underage in future years, regardless of funding availability and/or if the school does not have positive net assets.

Funding Determination

As is required of all non-classroom-based programs, ~~CalCA@Ripon~~CalCA NorCal will submit a funding determination renewal application to the California Department of Education by the mandated deadlines. ~~CalCA@Ripon~~CalCA NorCal has a current funding determination in place with 100% funding through 2016-17. The application for funding for future years is due to be submitted in early 2017 to guarantee full funding for future years. The budgets are prepared to meet or exceed all of the tests required for full funding. In the event that full funding is not granted at any point, the school will work with the California Advisory Commission on Charter Schools and the California Department of Education staff to modify the budget so that the school can receive full funding.

Alternatively, the school may modify its revenue and/or expenditure assumptions to ensure a balanced budget. In the event that full funding is not granted, ~~CalCA@Ripon~~CalCA NorCal will submit a revised budget to RUSD for approval by July 1 or the following fiscal year. The ~~CalCA@Ripon~~CalCA NorCal educational program, as outlined in the charter, is of the highest quality. ~~CalCA@Ripon~~CalCA NorCal is committed to providing this full program to its students and also to ensuring that funds are spent to carry out the mission of the school.

VII.B FINANCIAL REPORTING

Describe the systems and processes by which the school will keep track of financial data and compile information needed for the annual statement of receipts and expenditures that is due to the school district.

Financial Reports

~~CalCA@Ripon~~CalCA NorCal's Director of Business Services, in consultation with Connections, provides regular financial reports to the Board. Following review by the Board, financial data is reported to the District and the County Office of Education in a manner and timeline detailed in the MOU and in accordance with existing charter school law and district and state policy. In accordance with current legally mandated timelines, the first interim report, which reports on budget and actuals through October 31, is submitted annually to the District and the County Office of Education no later than December 15 each year. The second interim report, which reports on budget and actuals through January 31, is submitted annually to the District and the County Office of Education office no later than March 15 each year. An annual update of certain school expenditures are provided on or before July 1 as part of the LCAP, in accordance with California Education Code sections 47604~~5~~.33(a) and 47606.5.

As per California Education Code section 42100, on or before September 15 of each year, the Board approves, in the format prescribed by the State Superintendent of Public Instruction, an unaudited annual statement of all receipts and expenditures for the preceding fiscal year. This statement is then filed with RUSD by September 15 and is sent to the County Office of Education and the California Department of Education following certification by RUSD.

Financial data for the charter school is reported to the state via the District, except in cases where the law requires charter schools to report directly to the state. For example, the year-end unaudited actual financial report is approved by the Board and then submitted by ~~CalCA@Ripon~~CalCA NorCal to RUSD and the County Office of Education by the agreed upon deadlines each year, who in turn submits it to the state. In other situations, such as the annual independent audit, the school submits copies directly to the District, the County Office of Education, and the California Department of Education, among other parties, as required by law.

School financial records are accessible to RUSD as the authorizing agency at any time, upon request. The school responds promptly to such requests.

Fiscal Policies

The Board has adopted and been implementing strong fiscal policies, including adequate internal control policies, and will continue to require that Connections maintain adequate internal control policies and practices. In order to ensure responsible fiscal management, ~~CalCA@Ripon~~CalCA NorCal consults with its independent auditor in developing these policies. As part of the Board's responsibilities, oversight over these policies and the internal controls occur in the process.

Attendance Accounting

Accurate attendance accounting is crucial to the fiscal well-being of an independent study charter school. In order to minimize risks to the school's revenue, ~~CalCA@Ripon~~CalCA NorCal utilizes accurate and sophisticated systems for documenting student attendance. ~~CalCA@Ripon~~CalCA NorCal's attendance accounting procedures comply with California Independent Study requirements, and with the district's requirements for certifying the charter school's ADA. In addition, ~~CalCA@Ripon~~CalCA NorCal transfers all attendance data to a state approved attendance accounting program (e.g. Aeries) in order to generate the data required for the state's Principal Apportionment Data Collection forms. Alternatively, the attendance accounting data may be supplied in a format and level of detail similar to the Aeries program to allow efficient certification of the charter school's ADA.

VII.C INSURANCE

Agree that the school will acquire and finance general liability, workers compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance, and provide evidence that the cost and availability of such insurance has been researched by the petitioners. [Ref. Criteria for Review; CCR-5, §11967.5.1(c)(3)(C)]

Under the terms of the Statement of Agreement, the school is named as additional insured for the 2016-17 school year and will continue with the arrangement in future years. (Connections maintains general liability insurance and the school is named as additional insured under such policy.) Currently the school has the following levels of coverage, among others.

Note that annually RUSD will also be issued a certificate of insurance as an additional insured, if required through the MOU (see Exhibit I for a copy of the current certificates of insurance):

- Comprehensive General Liability: $1,000,000 per occurrence, $2,000,000 aggregate;
- Automobile: $1,000,000;
- Excess umbrella liability: $5,000,000; and
- Workmen's Compensation: Complies with current statutory limits in accordance with California Labor Code.

The Board has obtained a Director's & Officer's Liability policy that provides $1,000,000 in coverage. The certificate of insurance is included in Exhibit I.

~~CalCA@Ripon~~CalCA NorCal and its vendors continue to maintain and keep in force such insurance or self- insurance as Worker's Compensation, Liability, and Property Damage, as protect it from claims under Worker's Compensation Acts and also such insurance or self-insurance as protect ~~CalCA@Ripon~~CalCA NorCal from any other claims for damages for personal injury, including death, and claims for damages to any property of ~~CalCA@Ripon~~CalCA NorCal, or of the public, which may arise from school operations, whether such operations be by ~~CalCA@Ripon~~CalCA NorCal or by any subcontractor or anyone directly or indirectly employed by any of them.

VII.D ADMINISTRATIVE SERVICES

Describe the structure for providing business/administrative services (including, at a minimum, personnel transactions, attendance accounting; accounting, and payroll) that reflects an understanding of school business practices and expertise needed to carry out administrative services or a reasonable plan and timeline to develop and assemble such practices and expertise. For any contract services planned to serve the school, describe the criteria and procedures for the selection of contractors. [Ref. California Education Code §47605(g) and Criteria for the Review; CCR-5, §11967.5.1(c)(3)(A)]

The Executive Director, with the assistance of Principals, will manage the school's day to day operations as its administrative manager, including supervising certificated and non-certificated personnel. The Director of Business Services and the Board Treasurer will manage budgeting and accounting for the school. The CalOPS administrative team may utilize contracted data management technology and related services from Connections, as consistent with the Statement of Agreement.

~~Under the Statement of Agreement (see Exhibit F), the Governing Board's representative in connection with the day-to-day operation of the school is the Executive Director who works in consultation with Connections as further set forth in the Statement of Agreement. While the Governing Board maintains overall control over personnel, Connections provides human resource and payroll services for staff. In addition, accounting services are provided by Connections staff with oversight and monitoring by the Director of Business Services and the Board Treasurer. The partnership between the Board and Connections can be severed,~~

according to the terms of the Statement of Agreement (see Exhibit F), by the Board if Connections is not meeting the Board's expectations.

VII.E FACILITIES

Describe the types and potential location of any facility/ies needed to operate the size and scope of educational program proposed in the charter. If (a) specific facility/ies has/have not been identified, provide evidence of the type and projected cost of the facility/ies that may be available in the location of the proposed charter school(s). Facilities plans must reflect reasonable costs for the acquisition or leasing of facilities to house the charter school. [Ref. California Education Code §47605(g) and Criteria for Review; CCR-5, §11967.5.1(c)(3)(D)]

As a virtual charter school, ~~CalCA@Ripon~~CalCA NorCal does not require a physical facility for day-to-day learning. Students work from the setting of their families' choice, such as the home or a supervised community location. As a non-classroom-based charter, the school is not currently eligible to request facilities from the District under Proposition 39 regulations.

~~CalCA@Ripon~~CalCA NorCal currently leases permanent office space in Ripon for its administrative and teaching staff, and this location may also serve as a resource center for ~~CalCA@Ripon~~CalCA NorCal students. The facility is in an attractive and safe area, providing good access for administrators and teachers and any students or parents who visit the school. The facility has a certificate of occupancy, is air-conditioned, heated and illuminated with fluorescent lights, provides gender neutral bathrooms, has adequate parking, is handicapped accessible, and is fully equipped with sprinklers and other fire safety equipment. Since 2012 the school office has been located in a commercial office facility in Ripon, and the lease there is in effect through August of 2017. The school also arranges for temporary usage of facilities as needed for short term, face to face activities, such as state testing and science wet labs.

The ~~CalCA@Ripon~~CalCA NorCal budget includes funds allocated for the cost of the lease and operating expenses of office facilities in both Ripon as well as for an administrative office in Southern California, since all staff members support ~~CalCA@Ripon~~CalCA NorCal students. Staff members log in and work in a variety of ways, using a combination of both office-based as well as home-based support. In addition, some administrative support is provided from other locations in accordance with the Statement of Agreement with Connections.

In the future, the school reserves the right, under the terms of California Education Code section 47605.1 (c), to open resource centers if there is a need for them as determined by input of staff and families and if allowable by law. CalCA Monterey Bay will provide all required notification to the district and county of classroom facilities that the charter school establishes.

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VII.F TRANSPORTATION

Provide a description of the arrangements, if any, to be made for transportation of students, including expected level of need, proposed contracts, and adequate types and levels of insurance.

Students at ~~CalCA@Ripon~~CalCA NorCal do not require transportation services for regular school activities. While the school helps facilitate local extracurricular and recreational activities among ~~CalCA@Ripon~~CalCA NorCal students and their families, the families are responsible for providing their own transportation for these activities. The school assists families with arranging transportation to the greatest extent possible, and complies with all legal requirements that may apply for transportation for students with special needs in order to access special education services. The only school event that currently requires students to report somewhere other than their home or immediate neighborhood is state- or school-mandated examinations, which students must take at proctored locations.

If ~~CalCA@Ripon~~CalCA NorCal provides transportation for any special event, school administrators assure that such transportation meets all applicable safety standards and bears any motor vehicle insurance required under California state law. Any parent or guardian (or their designee) transporting students in their car to school organized events will sign appropriate waivers/release forms if required by school policy. The School Handbook (Exhibit B) also discusses parental responsibility for transportation to school events.

VII.G AUDITS

Describe the manner in which annual, independent financial audits, as required by law, will be completed by December 15 following the close of each fiscal year, and the anticipated timeline in which audit exceptions and deficiencies (if any) will be resolved to the satisfaction of the school district. [Ref. California Education Code §47605(b)(5)(I) and Criteria for Review; CCR-5, §11967.5.1(f)(9)] Additionally, describe who will be responsible for contracting and overseeing the independent audit, including a specification that the auditor will have experience in education finance. Outline, as applicable, the process for providing audit reports to the State Board of Education, California Department of Education, or other agency as the State Board of Education may designate. [Ref. Criteria for Review §11967.5.1(f)(9)]

Annual Independent Audit

~~CalCA@Ripon~~CalCA NorCal is audited annually by an independent, certified public accounting firm according to the guidelines applicable to public charter schools in California.

The Board commissions the audit and engages an auditor with experience in public school finance. The cost of the independent audit is borne by ~~CalCA@Ripon~~CalCA NorCal. Copies of the audit are submitted to the District, the County Office of Education, the state controller's office, the California Department of Education, and any other agency required by law within 180 days of the end of the fiscal year and in no case later than December 15 of each year. The Governing Board may appoint a standing or ad hoc Audit Committee to engage the auditor, review the audit, and make decisions on resolving any audit findings.

Audit Exceptions and Deficiencies

~~CalCA@Ripon~~CalCA NorCal has not had any audit exceptions or deficiencies since inception. A copy of the audit, including any auditor's findings is forwarded to the Board, or if appointed, to a standing or ad hoc Audit Committee of the Governing Board. If so appointed, the Audit Committee would review any audit exceptions or deficiencies and then report to the Governing Board with recommendations on how to resolve them. This report would include timelines and deadlines for resolving the exceptions or deficiencies. The Board then would report to RUSD regarding how the exceptions and deficiencies have been or will be resolved. Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process contained in Section V.E. The District may elect, at its own cost and expense, to have its accountants review the audit exceptions and deficiencies.

VII.H CLOSURE PROTOCOL

Provide a detailed description of the procedures to be used in the case of a decision by School District or State Board of Education to revoke the school's charter, a decision by the school district not to renew the charter, or a decision by the school voluntarily to close, including plans for a final audit of the school; disposition of net assets; communication of the closure to parents and staff; and maintenance and transfer of student records. [Ref. California Education Code §47605(b)(5)(P)]

In the event that ~~CalCA@Ripon~~CalCA NorCal ceases operation for any reason, ~~CalCA@Ripon~~CalCA NorCal and its Governing Board will be responsible for school closure procedures and will cooperate with RUSD and the California Department of Education to the extent necessary to provide an orderly return of the students to their local schools. ~~CalCA@Ripon~~CalCA NorCal will follow the charter school closure procedure regulations from the California Department of Education [*CCR-5 §11962]*. In the event of school closure and election by the Board to wind up and dissolve the corporation, disposal of any net assets remaining after the liabilities of the charter school have been paid or otherwise addressed shall occur in accordance with applicable law and the corporation's Articles of Incorporation and Bylaws, including:

1) the return of any grant funds and restricted categorical funds to their source as required by the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, and

2) the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

The decision on distribution of the school's assets will be made by the Governing Board. If ~~CalCA@Ripon~~CalCA NorCal does not have sufficient assets to pay all of its bills at the time it ceases operation, neither RUSD, the San Joaquin County Department of Education, nor the California Department of Education will be responsible for its unpaid bills.

Other Closure Procedures

- The decision to close the charter school will be documented by an official action of the school's Governing Board and the District's Governing Board. The action will identify the reason for closure. A notice of school closure will be sent to RUSD, the California Department of Education Charter School Unit, the County Office of Education, the school's SELPA, and the State Teachers' Retirement System, the accrediting body WASC, the University of California a-g office, the NCAA, as well as all other agencies as required. This notice will contain all relevant and required information, including the effective date of closure.

- Parents/guardians and students will be notified in writing and will be provided with or have access to student information or records necessary to facilitate transfer to another school.

- Other school districts that may need to provide services to the charter school students may be notified in writing.

- The school's Governing Board or its designee shall create a list of students in each grade level and the classes they have completed, together with information on the students' district of residence.

- A process for transfer of student records, all state assessment results and any special education records will be established and followed. In addition, a plan for the maintenance of school and student records for a reasonable period of time following the closure will be made. All student records will be turned over to the students' district of residence, when known, unless otherwise agreed in the adopted plan. Personnel records will be transferred or maintained as required by law.

- As stated, ~~CalCA@Ripon~~CalCA NorCal will handle closing out all affairs related to the charter school. This will include dissolution of the corporation only if necessary and appropriate.

- An independent audit of the school will be completed as quickly as feasible, but not later than six months following closure of the school to determine the net assets and liabilities of the charter school.

- Any required final financial or other reports will be submitted to the CDE and other applicable agencies.

- Copies of all financial and attendance records will be provided to the sponsoring district according to state and federal requirements, unless otherwise agreed upon by both the Board and RUSD's Governing Board.

- If financial liabilities are incurred during the closure procedures, ~~CalCA@Ripon~~CalCA NorCal will be fully responsible for payment of these, according to the Board adopted financial

plan.

This closure protocol shall survive the revocation, expiration, termination, cancellation of this charter or any other act or event that would end CalCA NorCal's right to operate as a charter school pursuant to this charter or cause CalCA NorCal to cease operation.

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VII.I SCHOOL SERVICES~~MANAGEMENT~~ CONTRACTS

~~*If the proposed charter school intends to enter into a contract with an education management organization (EMO), include the following:*~~
~~*A description of the proposed contract including roles and responsibilities, performance evaluation measures, payment structure, conditions for renewal and termination, and investment disclosure;*~~
~~*A draft of the proposed management contract;*~~
~~*A description of the firm's roles and responsibilities for the financial management of the proposed charter school and the internal controls that will be in place to guide this relationship;*~~
~~*A list of other schools managed by the school management company, including contact information; and*~~
~~*A summary of the company's history and philosophy, past results of its school management efforts, and background on its corporate leaders.*~~

Roles and Responsibilities

The Statement of Agreement with Connections, currently being updated for the 2017-18 school year, covers the following services and is provided in Exhibit F:

- Licensing of Connections' curriculum for use by ~~CalCA@Ripon~~CalCA NorCal;
- Access to resources and assistance designed to enhance teacher effectiveness in creating Personalized Learning Plans for each student, as required to meet or exceed any educational standards established by the State of California or otherwise required by the authorizer;
- Access to student assessment tools in order to facilitate and support administration of ongoing evaluation efforts;
- Certain instructional services and personnel as permitted by California law;
- Access to assignment management and tracking tools, including Connexus;
- Communication via multiple technologies, including phone, webmail, and chat;
- Access to technology tools for students, teachers, and other school staff;
- Training materials for Learning Coaches and teachers;
- Student record management;
- Special needs accommodations of the curriculum;
- Other administrative services; and
- Trademark license rights to use of the Connections registered trademark as part of the school name, as well as rights to use of other trademarks in communicating the school's mission to parents, students, and the general public.

The Statement of Agreement outlines the respective roles ~~of the Board and Connections. Under the agreement, Connections maintains responsibility for providing many aspects of the virtual educational program outlined in this charter, while the Board maintains full responsibility for governance and oversight of Connections. The Board is also responsible for evaluating the performance of Connections in other operations of the charter school. In order to evaluate performance, the Board requests, and Connections provides, all appropriate data, both financial and educational. Performance data is collected, analyzed and reported in keeping with the terms of this charter, and is also tied to state and federal accountability standards. The Statement of Agreement also contains language to comply with California Education Code section 49073.1 regarding digital storage of student records.~~and will be developed in accordance with California law.

Financial Reporting and Controls

Connections and ~~CalCA@Ripon~~CalCA NorCal work together to ensure that financial reporting and budget development occur within all district- and state-required timelines. Connections provides the administrative and fiscal services to prepare the financial documents, and the Board Treasurer and Board are responsible for reviewing, evaluating and approving these items, and for providing them (through their designees) to the appropriate state and local agencies. (See also Section VII.B.)

Term, Termination, and Renewal

In order to promote the charter school's mission of delivering an education program that is of high quality and is accountable, detailed language regarding termination and renewal of the Connections and ~~CalCA@Ripon~~CalCA NorCal relationship is included in the Statement of Agreement. In order to provide a stable educational program for ~~CalCA@Ripon~~CalCA NorCal families, the term of the agreement covers the five years of the charter renewal. The agreement is renewable. While termination is not desirable, the Statement of Agreement does provide for several different reasons that termination could occur. For example, the Board may terminate its agreement with Connections if it determines Connections has not performed as expected or if it determines that Connections has failed to provide educational services that meet California independent study requirements. Connections may terminate the agreement if ~~CalCA@Ripon~~CalCA NorCal does not meet its financial obligations to Connections. Either party may terminate if there is breach of contract. The breaching party would be given an opportunity to respond and cure, and written notification is required at all times. In addition, both parties can terminate if they agree in writing to do so. In order to minimize disruption of students and staff, any termination would be planned to occur at the end of an academic year if possible.

Payments

Payments are made by the charter school to Connections under the terms of the Statement of Agreement. Payments are made to Connections on a periodic pro-rated basis, and the payment timeline is tied to receipt of revenue by the charter school from state, local, and private agencies.

Connections Background and Experience

Connections currently provides a broad range of services including complete integrated, state standards-aligned curriculum; technology; the education management system, teacher training and support; and administrative support.

In the 2016–17 school year, Connections will support 34 full-time virtual public schools in 28 states. Connections Education LLC is accredited by AdvancED,[30] and was re-accredited in June of 2015 with the overall scores exceeding AdvancEd's average score for all of the schools and corporations they accredit. The program was first granted accreditation in 2005 and in June 2015 was approved for renewal, awarding Connections extremely high "Index of Educational Quality (IEQ)" scores that are significantly above the AdvancED network average. Connections' Teaching and Learning Impact score was 341.18 (AdvancED Network Average score = 274.14), only surpassed by its Leadership Capacity score of 347.50 (AdvancED Network Average score = 296.08). The AdvancED reviewers praised Connections for its "culture and commitment focused on student learning (that) permeates throughout the Connections Education organization." AdvancED further noted that "Connections Education's quality assurance processes and data-driven culture leads to systemic, systematic, and sustainable continuous improvement." Descriptions of Connections executive staff backgrounds and qualifications are also included in Section I.C.

[30] Accreditation agency serving 32,000 public and private schools and districts http://www.advanc-ed.org/

VIII. CHARTER SCHOOL ACCOUNTABILITY, RENEWAL AND REVOCATIONS

Include a statement reflecting the conditions under which the charter may be revoked and/or may not be renewed. [Ref. California Education Code §47607]

VIII.A ACCOUNTABILITY REPORTS

In order to ensure adequate progress towards renewal of the charter, ~~CalCA@Ripon~~CalCA NorCal compiles and provides a Local Control and Accountability Plan to RUSD as well as to any other required agencies as required by law (currently found in California Education Code section 47606.5). The format and evaluation of the report or plan adheres to state laws (currently laid out in California Education Code sections 52064 and 52064.5). Additional information regarding the LCAP is found in Section III.A. The LCAP includes any state required elements, including a summary of progress towards the goals developed for the LCAP, and may include other optional data, such as:

- Summary data showing student progress toward the goals and outcomes specified in Section III.A from the assessment instruments and techniques in Section III.C.
- An analysis of whether student performance is meeting the goals specified in Section III.A. This data may be displayed on both a school-wide basis and by subgroups, which are disaggregated by numerically significant racial and ethnic and other categories.

Additional accountability measures related to the charter school's performance are listed herein and may be included in the SARC and/or other accountability reports:

- Data on the level of parent involvement in the school's governance (and other aspects of the school, where applicable) and summary data from an annual parent and student satisfaction survey;
- Data regarding the number of staff working at the school and their qualifications;
- Information on the racial, ethnic, and socioeconomic composition of the school, and a demonstration of whether the school implemented the means listed in charter Section VI.B to achieve a racially and ethnically balanced student population;
- Information regarding the school's admissions practices during the year and data regarding the numbers of students enrolled;
- Data on the number and resolution of disputes and complaints under the school's Uniform Complaint Procedures;
- Other information regarding the educational program and the administrative, legal, and governance operations of the school relative to compliance with the terms of the charter generally; and

- The annual audit and other relevant financial information.

In addition to meeting any requirements of the state, in particular for the LCAP, ~~CalCA@Ripon~~CalCA NorCal works with RUSD to jointly develop content, evaluation criteria, timelines, and process for any additional accountability reports.

When needed, these arrangements will be laid out in the MOU with RUSD, which is reviewed annually.

The school and District may also jointly develop an annual site visitation process and protocol to enable the District to gather information needed to confirm the school's performance and compliance with the terms of this charter.

VIII.B TERM OF THE CHARTER

The term of the charter is five years, commencing on the first day of the fiscal year following the date that the charter is approved by the RUSD Governing Board, and expiring five school years later, unless renewed. This charter is not intended to expire prior to the end of the fifth school year following the approval. Notwithstanding the above, as provided for by Education Code 47607.4, the initial term of the charter shall be extended by two years, and thus shall expire on June 30, 2024.

VIII.C OVERSIGHT AND RESPONSE TO INQUIRIES

RUSD may inspect or observe any part of the school at any time, but will provide reasonable notice to the Executive Director or Site Administrator, to the extent practicable prior to any observation or inspection. RUSD will provide such notice at least three working days prior to the inspection or observation unless the school's Governing Board or Executive Director agrees otherwise. Inspection, observation, monitoring, and oversight activities may not be assigned or subcontracted to a third party by RUSD without the consent of the Governing Board, which shall not be unreasonably withheld.

The school agrees to promptly respond to all reasonable inquiries, including requests for financial records, from the District, County Office of Education, or the California Department of Education.

VIII.D REVOCATION

Prior to commencement of revocation proceedings, RUSD and ~~CalCA@Ripon~~CalCA NorCal will first endeavor to resolve any dispute under the dispute resolution process set forth in Section V.E. If, following the completion of that process, the Governing Board of the District believes it has cause

to revoke this charter, the District agrees to notify the Governing Board of the school in writing, noting the specific reasons for which the charter is in danger of being revoked, and grant the school reasonable time to respond to the notice and take appropriate corrective action. In accordance with California Education Code section 47607(c)(1) and 47607.3, the following items may be considered violations that could lead to revocation or non-renewal of the charter:

- A material violation of any of the conditions, standards or procedures set forth in the charter;
- Failure to meet or pursue the pupil outcomes identified in the charter;
- Failure to meet generally accepted accounting principles;
- Fiscal mismanagement; and
- Violation of the law.

~~CalCA@Ripon~~CalCA NorCal and RUSD agree to follow the interventions explained in California Education Code section 47607.3 regarding failure to meet established criteria for one or more student subgroups~~pupil outcomes~~. If the charter school disputes the cause(s) for revocation, the dispute procedures listed in Section V.E will apply. Notwithstanding any other provision of this charter, the District shall comply with applicable laws and regulations regarding revocation proceedings.

All attempts will be made to avoid school closure due to revocation in the middle of a school year.

In the event that the school is closed, the closure protocols and processes as described in Section VII.H will be followed.

VIII.E RENEWAL AND AMENDMENT PROCESS

The Governing Board of ~~CalCA@Ripon~~CalCA NorCal may request from the RUSD Governing Board a renewal or material revision of the charter at any time prior to expiration. However, renewal requests ideally should be presented by the school to the district no later than 120 days prior to the expiration of the charter. The RUSD Governing Board agrees to hear and render a renewal decision pursuant to the initial charter petition review timelines and processes as specified in the California Education Code section 47605(b) and CCR Title 5, Section 11966.4.

Renewals will be for the term length required by law~~a period of five years~~, as is currently specified in California Education Code sections 47607 and 47607.2. ~~(a)(1).~~

The charter may be materially revised at any time using a process similar to the renewal process. Any material revision of the charter requires an amendment that must be approved by the Governing Board of the charter granting authority. Non-material amendments to the charter may occur by approval of the charter school Governing Board and notification to RUSD. ~~CalCA@Ripon~~CalCA NorCal and RUSD must agree on whether an amendment is material or non-material. The charter school agrees to contact the District Superintendent when any amendment, either material or non-material, is proposed. The charter school and RUSD do not anticipate that language regarding student performance, student outcomes, school finances or any other elements of the LCAP or its annual updates will constitute or create material revisions to the

charter.

IX. IMPACT ON THE CHARTER AUTHORIZER

Provide information regarding the potential effects of the charter school on the school district, including, but not limited to, the facilities to be utilized by the school, the manner in which administrative services of the school are to be provided, and potential civil liability effects. [Ref. California Education Code §47605(g)]

IX.A RUSD'S MISSION

RUSD's mission states that the District is committed to working together with parents and the community to provide a high quality education. The District will create a safe learning environment characterized by trust and respect. The District will ensure that each student will be a contributing citizen in an ever changing diverse and global society.[31]

~~CalCA@Ripon~~CalCA NorCal supports and enhances this mission by providing each student with a Personalized Learning Plan which challenges individual students to excel and succeed through a differentiated educational path. When students work at a challenging but realistic level that fits their educational needs and goals, they develop academic confidence, feel positive about their school experience, and in turn realize their potential and are empowered in their success. This allows students to become contributing citizens in a diverse and global society. ~~CalCA@Ripon~~CalCA NorCal also promotes strong parent partnerships and offers a safe learning environment for all students.

IX.B BENEFITS

There are many benefits that RUSD receives through sponsoring ~~CalCA@Ripon~~CalCA NorCal. One of the most significant benefits is being able to serve students that were underserved or not being served within the community. Providing access for students to fully qualified teachers and to innovative, interactive 21st century curriculum from a partner who has demonstrated success meets the goals and mission of RUSD. It also provides an opportunity for RUSD to reengage students in a charter sponsored by RUSD who may have chosen other virtual or charter opportunities.

The District provides supervisory oversight as required by law, in exchange for an oversight fee of up to 1% of the portion of the charter school's annual public revenue, as defined in California Education Code section 47613 (f). The definition of which staff functions constitute District oversight is included in the MOU (Exhibit G).

~~CalCA@Ripon~~CalCA NorCal represents an outstanding virtual educational choice for families in San Joaquin County and contiguous counties and this builds awareness of RUSD's innovative approach to learning. Increased awareness of RUSD is of benefit to RUSD's own community outreach efforts.

[31] http://www.riponusd.net

IX.C FACILITIES

~~CalCA@Ripon~~CalCA NorCal has no negative impact on the district with respect to facilities. As a non-classroom-based program, ~~CalCA@Ripon~~CalCA NorCal is not currently eligible for facilities under Proposition 39. The school agrees to comply with any jurisdictional limitations to the locations of its facilities and any legally required notices regarding school sites.

IX.D ADMINISTRATIVE SERVICES

The ~~CalCA@Ripon~~CalCA NorCal staff ~~and Connections~~ cooperate fully with District staff in the preparation and reporting of all required data and financial information. The District and the charter school may enter negotiations during the MOU process to provide services to the charter school. Neither party is obligated to provide or accept such services, but may do so by mutual agreement. The Superintendent or designee of the District is authorized to negotiate and enter into an agreement to provide services to the charter school.

IX.E CIVIL LIABILITY EFFECTS

Since the school is operated by a non-profit public benefit corporation, ~~CalCA@Ripon~~CalCA NorCal is legally independent from RUSD. In addition, ~~CalCA@Ripon~~CalCA NorCal maintains adequate insurance coverage to further limit liability of the district. Internal dispute processes are in place to decrease the incidence of legal disputes. Both ~~CalCA@Ripon~~CalCA NorCal and Connections have retained services of attorneys familiar with charter school legal issues to prevent legal problems from arising.

X. ASSURANCES

This Charter shall, in all respects, be governed by the laws of the State of California applicable to agreements executed and to be wholly performed within the State of California. Nothing contained herein shall be construed so as to require the commission of any act contrary to law.

This assurances page is intended to be signed by a duly authorized representative of the applicant and submitted with the full charter application.

As the authorized representative of the applicant, I hereby certify that the information submitted in this application for a charter for California Connections Academy~~@Ripon~~Northern California, is true to the best of my knowledge and belief; and further I understand that if awarded a charter renewal, the School:

1. Will meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. California Education Code Section 47605(d~~c~~)(1)]
2. The non-profit public benefit corporation that governs the school, California Online Public Schools, is the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act [chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code.] [Ref. California Education Code Section 47605(c~~b~~)(6)]
3. Will be nonsectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. California Education Code Section 47605(e~~d~~)(1)]
4. Will not charge tuition or other prohibited fees. [Ref. California Education Code Sections 47605(e~~d~~)(1) and 49010 et seq.]
5. Will admit all eligible students who wish to attend the school, and who submit a timely application, unless the school receives a greater number of applications than there are spaces for students, in which case each applicant will be given equal chance of admission through a random lottery process in accordance with admissions preferences as laid out in the charter. [Ref. California Education Code Section 47605(e~~d~~)(2)]
6. Will comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. California Education Code Section 47612(b), 47610(c)]
7. Will not discriminate against any student on the basis of ethnic background, national origin, gender, gender identity, gender expression, or disability or any other basis protected by law. [Ref. California Education Code Section 47605(e~~d~~)(1)]
8. Will not discourage a student from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the student or because the student exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii). [Ref. California Education Code Section 47605(e)(4)(A)].

9. Will not request a student's records or require a parent, guardian, or student to submit the student's records to the school before enrollment. [Ref. California Education Code Section 47605(e)(4)(B)].
10. Will not encourage a student currently attending the charter school to disenroll or transfer to another school for any reason, including, but not limited to, academic performance of the student or because the student exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii). This paragraph shall not apply to actions taken by the charter school pursuant to the procedures by which student can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. [Ref. California Education Code Section 47605(e)(4)(C)].
11. Will comply with Education Code Section 47605(e)(4)(D) by posting the appropriate notice on the charter school's website and providing a copy to a parent or guardian as required.

~~8.~~12. Will adhere to all provisions of federal law relating to students with disabilities, including the IDEA, Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990, that are applicable to it.

~~9.~~13. If a pupil is expelled or leaves the school without graduating or completing the school year for any reason, the school shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. California Education Code § 47605(e~~d~~)(3)]

~~10.~~14. Will on a regular basis consult with its parents and teachers regarding the school's education programs. [Ref. California Education Code § 47605(d~~e~~)(2)]

~~11.~~15. Will meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary [Ref. Criteria for Review, section 11967.5.1(f)(5)(C)] and including the criminal record background check and summary required by Ed Code 44237.

16. Will ensure that teachers in the school (as defined in this charter) hold a California Commission on Teacher Credentialing certificate, permit, or other document required for the certificated assignment. ~~equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Education Code Section 47605(l)]~~ The school will also insure that copies of these credentials will be kept on file at the school and available for inspection upon request. The school may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in accordance with all of the requirements of the applicable statutes or regulations in the same manner as a governing board of a school district, and shall have authority to request an emergency permit or a waiver from the Commission on Teacher Credentialing for individuals in the same manner as a school district. Teachers employed by charter schools during the 2019–20 school year shall have until July 1, 2025, to obtain the certificate required for the teacher's certificated assignment.

12.

13.17. Will at all times maintain all necessary and appropriate insurance coverage.

14.18. Will comply with any jurisdictional limitations to locations of its facilities. [Ref. California Education Code §§ 47605 & 47605.1]

15.19. Will submit an annual accountability plan to the authorizer as laid out in California Education Code § 47606.5.

16.20. Will follow any and all other federal, state, and local laws and regulations that pertain to the operation of the charter school.

17.21. Will comply with all regulations regarding independent study programs that are applicable to charter schools.

18.22. Will comply with all state audit and other state reporting requirements for charter schools.

19.23. Will comply with all applicable portions of the Elementary and Secondary Education Act and the Every Student Succeeds Act.

20.24. Will comply with the Public Records Act.

21.25. Will comply with the Family Educational Rights and Privacy Act.

22.26. Meetings of the governing board for the school shall comply with the applicable sections of the Ralph M. Brown Act and Education Code Section 47604.1.

23.27. Will maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. California Education Code Section 47612.5(a)]

24.28. Will respond to all inquiries regarding records, both financial and other, and will provide access to the district to such records.

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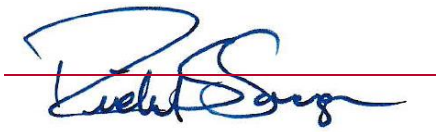
The signature below is from a duly authorized representative of the organization, who is signing to acknowledge and attest to the Assurances listed on the previous pages:



~~July 1, 2020~~

Signature Date

Dr. Richard Savage

Printed Name

Executive Director

Title

EXHIBITS

A Personalized Learning Plan Samples

B General School Handbook 2016-17 & California Connections Academy School Handbook Supplement

C Master Agreement Sample

D Parent/Legal Guardian (Caretaker) Acknowledgement (PLCA) sample

E Articles of Incorporation, Bylaws, and 501(c)(3) Status

F Statement of Agreement with Connections

G Memorandum of Understanding

H Charter School Business Plan, including Budgets and Cash Flow Narrative

I Insurance Certificates